



APP SUPPORT PACK

Key:

Ideas for Guided Reading Bullet:

GS = Getting Started;
RR = Reading and Responding;
RTB = Returning to the book

APP Assessment Focus:

R = Reading;
SL = Speaking and Listening;
W = Writing

Assessment Examples

| Diamond/Band 17 | | | | | |
|---------------------------------|---------------------------|---|--|---|---------------|
| Title and author | Bullet GS RR RTB | Assessment can children: | Example response NC level 4 | Example response NC level 3 | Reading AF |
| Fiction | | | | | |
| <i>Moving Out</i> Sally Prue | GS4 | Make correct inferences, sometimes based on evidence from more than one point in the text | Children can discuss what is known and what is inferred about Philip's character | Children need support to make inferences based on their reading | R3 |
| | RR1 | Describe what they have read, making reference to the text | Children can identify the main characters' points of view about leaving London, e.g. Mum, Dad, Nan, Philip | Children need help to recount events, and may not understand the story completely | R2 |
| | RTB3 | Understand ideas from the text | Children can read the lists on pp54-55 and understand Philip's views about moving | Children need help to recount events, and may not understand the story completely | R2 |
| | CMO2 | Convey characters and situations, making choices and demonstrating understanding | Children can improvise a conversation between Mum, Nan and Philip, where they try to persuade him to move to the country | Children need help to take on a role based on their recent reading | SL3 |

Diamond/Band 17

| Title and author | Bullet GS RR RTB | Assessment can children: | Example response NC level 4 | Example response NC level 3 | Reading AF |
|---|---------------------------|---|--|--|---------------|
| Fiction | | | | | |
| <i>Nightmare: Two Ghostly Tales</i> Berlie Doherty | GS2 | Identify themes and features common to a range of texts | Children can identify some themes that may be raised in the ghost stories based on reading the blurb, e.g. <i>friendship, fear, loyalty</i> | Children need help to describe the common features of a text type | R7 |
| | RR2 | Understand what they have read | Children can describe what they see in their mind's eye and raise questions based on reading to p.5 | Children need help to describe events, and may not understand the story completely | R2 |
| | RR3 | Make correct inferences, sometimes based on evidence from more than one point in the text | Children can describe Rab's character, noting what they have been told and what they have inferred (p.1-5) | Children need support to make inferences based on their reading | R3 |
| | RTB2 | Comment on the author's intentions | Children can find examples of how the author has used powerful language to create a nightmare-like atmosphere, e.g. <i>the thundering of hooves</i> , p.22 | Children notice powerful language but may not relate it to author intent | R5/R6 |
| | CMO2 | Convey characters and situations, making choices and demonstrating understanding | Children reread the story of <i>Nightmare</i> using voices to build suspense | Children need help to take on a role based on their recent reading | SL3 |

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| Title and author | Bullet GS RR RTB | Assessment can children: | Example response NC level 4 | Example response NC level 3 | Reading AF |
|---|---------------------------|--|--|--|---------------|
| Fiction | | | | | |
| <i>Fearless Flynn and other tales</i> Geraldine McCaughrean, Gillian Shields and Martin Waddell | GS2 | Identify features common to a range of texts | Children can discuss some features of the spooky tales, e.g. <i>special settings, strange characters</i> | Children need help to describe the common features of a text type | R7 |
| | RR2 | Comment on the author's intentions | Children can find examples of how the author has used language to create impact, e.g. <i>imagery, repetition, speech</i> | Children notice powerful language but may not relate it to author intent | R5/R6 |
| | RR3 | Make correct inferences and deductions, sometimes based on evidence from more than one point in the text | Children can predict what may happen to the skeletons as they attack Flynn | Children need support to make inferences and deductions based on their reading | R3 |
| | RTB2 | Describe what they have read, making reference to the text | Children can recount the key events in the story | Children need help to recount all the key events in order | R2 |
| | CMO2 | Convey characters and situations, making choices and demonstrating understanding | Children can take the role of a skeleton from the story and answer interview questions about the events | Children need help to take on a role based on their recent reading | SL3 |

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|---|---------------------------|--|---|---|---------------|
| Fiction | | | | | |
| <i>Selim-Hassan the Seventh and The Wall</i> Vivian French | GS2 | Identify features common to a range of texts | Children can name some features that tales from <i>far off lands</i> may contain, e.g. <i>magical characters, unusual settings</i> | Children need help to describe the common features of a text type | R7 |
| | RR3 | Comment on the author's intentions | Children can identify some language features used to create impact, and evaluate them, e.g. <i>unusual vocabulary, repetition, alliteration</i> | Children notice powerful language but may not relate it to author intent | R5/R6 |
| | RTB1 | Describe what they have read, making reference to the text | Children can recount what happened in the opening chapter of each story and make predictions based on their understanding | Children need help to recount events, and may not understand the story completely | R2/R3 |
| | RTB6 | Convey characters and situations, making choices and demonstrating understanding | Children can take the role of the pirate and Selim-Hassan and debate whose career is the best (pp.54-55) | Children need help to take on a role based on their recent reading | SL3 |

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| Title and author | Bullet GS RR RTB | Assessment can children: | Example response NC level 4 | Example response NC level 3 | Reading AF |
|--|---------------------------|---|--|---|---------------|
| Non-fiction | | | | | |
| <i>Hard Times: Growing up in the Victorian Age</i> Jillian Powell | GS3 | Understand ideas from the text | Children can list questions about the Victorian age based on discussion about the front and back covers | Children need help to raise questions that relate to the front and back covers | R2 |
| | RR1 | Describe how the text is organised and how organisational features are used | Children can use the contents to identify where key information might be found | Children notice that there are chapters, but need help to understand how they are organised in the contents | R4 |
| | RR3 | Describe what they have read, making reference to the text | Children can make brief notes based on their reading | Children need help to summarise information into note form | R2 |
| | RTB2 | Retrieve and present information from the text | Children can present their ideas from reading to the group clearly | Children need help to speak clearly and in a structured way | SL1/R2 |
| <i>Designing Places and Spaces</i> Adrian Bradbury | GS4 | Comment on how the author makes the book appealing | Children notice how the author makes the book appealing, e.g. <i>use of vivid images, did you know? challenges</i> | Children notice language features but may not relate them to author intent | R5/R6 |
| | RR1 | Understand ideas from the text | Children can discuss why the featured designs on pp2-3 are popular, e.g. <i>the Mini Cooper</i> | Children need help to describe why the designs are popular, based on their understanding | R2 |

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| Non-fiction | | | | | |
| | RR3 | Retrieve and present information from the text | Children can present ideas from reading in role as if they were pitching to architects (pp.4-7) | Children need help to structure their talk and include relevant detail | SL1/R2 |
| | RTB1 | Appraise the text for its usefulness | Children can recount three events from a chapter and justify whether they found the book useful or not | Children need support to evaluate the book as a useful source of information | R6 |
| <i>Fragile Earth</i> Claire Llewellyn | GS2 | Make correct inferences and deductions, sometimes based on evidence from more than one point in the text | Children can discuss what 'Fragile Earth' might mean based on reading the title and blurb | Children need support to make inferences and deductions based on their reading | R3 |
| | GS3 | Identify the writer's purpose | Children notice that the author might be trying to persuade them of specific points of view through this report | Children need help to understand how writers express their opinions through their writing | R6 |
| | RR2 | Locate information within the text | Children can use skimming and scanning strategies to find specific information | Children need help to use strategies to quickly locate information | R2 |
| | CMO3 | Describe how the text is organised and how organisational features are used | Children can recognise the glossary and know how to use it to clarify their understanding of interest words | Children notice that there is a glossary but need help to use it purposefully | R4 |

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| Non-fiction | | | | | |
| <i>How to Make Manga Characters</i> Katy Coope | GS3 | Describe what they have read, making reference to the text | Children can describe the features of Manga characters by looking closely at the covers, e.g. <i>huge eyes, funky hair</i> | Children need help to describe Manga characters based on the front cover | R2 |
| | RR2 | Describe how the text is organised and how organisational features are used | Children can use the contents and index to rapidly find answers to questions | Children notice that there are chapters, but need help to understand how the text is organised and find information | R4/R2 |
| | RR3 | Appraise the text for its usefulness | Children can identify the techniques that the author has used to raise interest, e.g. <i>questions as headings, real examples, bullet points</i> | Children need help to understand how the features used can create interest | R6 |
| | RTB2 | Describe what they have read, making reference to the text | Children can choose a chapter based on the contents and find three facts, based on their reading | Children need help to choose from the contents and retrieve information successfully | R2 |