APP SUPPORT PACK

Key

APP Assessment Focus:
R = Reading;
SL = Speaking and Listening;
W = Writing

Assessment Focus Matching Chart

Band 17 Diamond						
Title and author	**Text type**	**Curriculum links**	**Learning objectives**	**Assessment focuses**	**Reading recovery level**	**NC level**
Fiction						
Moving Out Sally Prue	A story set in the past	History: How life in Britain has changed since 1948; Citizenship: Moving on, Choices	• Understand underlying themes, causes and points of view • Sustain engagement with longer texts using different techniques • Use a range of oral techniques to present persuasive arguments	R3 R2/R3 SL1	-	working within 4
Nightmare: Two Ghostly Tales Berlie Doherty	Two stories by a significant author	Citizenship: Living in a diverse world	• Understand underlying themes, causes and points of view • Sustain engagement with longer texts using different techniques • Use a range of oral techniques to present persuasive arguments`	R3 R2/R3 SL1	-	working within 4

Band 17 Diamond						
Title and author	**Text type**	**Curriculum links**	**Learning objectives**	**Assessment focuses**	**Reading recovery level**	**NC level**
Fiction						
Fearless Flynn and other tales Geraldine McCaughrean, Gillian Shields and Martin Waddell	Three fantasy stories	Music: Stars, hide your fires - performing together	• Understand how writers use different structures to create coherence and impact • Sustain engagement with longer texts using different techniques • Devise a performance considering how to adapt the performance for a specific audience	R4 R2/R3 SL3	-	working within 4
Selim-Hassan the Seventh and The Wall Vivian French	Two stories from other cultures	Geography: Passport to the world; Citizenship: Living in a diverse world	• Understand how writers use different structures to create coherence and impact • Sustain engagement with longer texts using different techniques • Use the techniques of dialogic talk to explore ideas, topics or issues	R4 R2/R3 SL2	-	working within 4
Hard Times: Growing up in the Victorian Age Jillian Powell	A non-chronological report	History: What was it like for children living in Victorian Britain?	• Sustain engagement with longer texts, using different techniques to make the text come alive • Appraise a text quickly, deciding on its value, quality or usefulness • Use the techniques of dialogic talk to explore ideas, topics or issues • Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires	R2/R3 R2/R5/R6 SL2 SL3	-	working within 4

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<tr><th colspan="7" align="center">Band 17 Diamond</th></tr>
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<th>Title and author</th>
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<tr><td colspan="7">Non-fiction</td></tr>
<tr>
<td>Designing Places and Spaces Adrian Bradbury</td>
<td>An information book</td>
<td>Design and Technology: Shelters</td>
<td>
• Appraise a text quickly, deciding on its value, quality or usefulness
• Sustain engagement with longer texts using different techniques to make the text come alive
• Use the techniques of dialogic talk to explore ideas, topics or issues
</td>
<td>R2/R5/R6

R2/R3

SL2</td>
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<td>working within 4</td>
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<tr>
<td>Fragile Earth Claire Llewellyn</td>
<td>A non-chronological report</td>
<td>Geography: Passport to the world</td>
<td>
• Understand underlying themes, causes and points of view
• Sustain engagement with longer texts, to make the text come alive
• Participate in whole-class debate using the conventions and language of debate including standard English
</td>
<td>R3

R2/R3

SL1/SL2</td>
<td>-</td>
<td>working within 4</td>
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<tr>
<td>How to Make Manga Characters Katy Coope</td>
<td>An instruction book</td>
<td>Art and Design: People in action</td>
<td>
• Understand how writers use different structures to create coherence and impact
• Sustain engagement with longer texts using different techniques to make the text come alive
• Use the techniques of dialogic talk to explore ideas, topics or issues
</td>
<td>R4/R7

R2/R3

SL2</td>
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<td>working within 4</td>
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