



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

Topaz/Band 13					
Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Fiction					
<i>Spider's Big Match</i> Alan Durant, Philip Hopman	RR2	Make straightforward inferences based on references to the text	Using p.2, children can infer what Spider's mum's phrase "Oh, Spider, you're a hopeless case." Means, e.g. <i>she is sad because he can't get dressed</i>	Children need help to understand what Spider's mum means	R3
	RR4	Use a range of strategies effectively to read with fluency, understanding and expression	Children can read dialogue with appropriate voices and expression, e.g. a sad voice for Spider's mum	Children need help to use appropriate voices as they read aloud	R1

Topaz/Band 13

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Fiction					
	RTB1	Retrieve information from the text	Children can identify which points in Spider's character web refer to chapter 1	Children need help to skim chapter 1 and retrieve information that appears in the character web	R2
	RTB3	Adopt a role based on their reading	Children can become Spider and answer questions in role about the playground incident (pp.6-7)	Children begin to adapt their voices and answer questions as Spider	SL3
	CMO1	Understand what they have read	Children can discuss the feelings and behaviour of the characters involved in the playground incident (pp.6-7), e.g. <i>Jason is cross; the children are mean</i>	Children need help to understand why the characters are frustrated with Spider	R2/R3
<i>Tiger Dead! Tiger Dead! Stories from the Caribbean</i> Grace Nichols and John Agard	RR1	Understand what they have read	Children understand what Tiger means when he says "I will play dead to catch the living" (p.3), e.g. <i>he will try to trick the other animals</i>	Children need help to understand what Tiger's plan involves	R2/R3

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Fiction					
	RR3	Make straightforward inferences based on references to the text	Based on pp.4-7, children can infer what Tiger thinks about Anansi, and why he wouldn't want him to hear the plan, e.g. <i>Tiger thinks that Anansi is clever and cunning</i>	Children need help to understand what is meant by the adjective 'tricky' to describe Anansi	R3
	RTB1	Recount information from the story	Children retell the story including some relevant information and paraphrasing	Children recall some key events from the story	R2
	RTB2	Retrieve information from the text	Children can find the section in the story where Anansi tricks Tiger, and discuss the events, making reference to the story	Children need help to locate and retrieve information about a specific event	R2
	RTB3	Adopt a role based on their reading	Children can become Tiger and answer questions about their feelings at different stages of the story	Children begin to adapt their voices and answer questions as Tiger	SL3

Topaz/Band 13

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Fiction					
<i>Flash Harriet and the Loch Ness Monster</i> Karen Wallace, Sarah Nayler	GS3	Understand what they have read	Children can describe the characters introduced in chapter 1, e.g. <i>Flash Harriet wants to be a detective; her parents are busy and she is alone</i>	Children describe what they have read, e.g. <i>Flash Harriet has a spider</i>	R2
	RR1	Explain and comment on the writer's use of language	Children can explain how the author creates a tense atmosphere by using descriptive language, e.g. p.12 <i>there was something really creepy about..</i>	Children can identify some powerful vocabulary	R5
	RTB1	Recount information from the story	Children can use the chapter headings to recall and retell the main events of the story	Children read the chapter headings and recount some key events	R2
	RTB3	Relate the text to others that they know	Children discuss the story and compare it to any other detective stories that they know. They know that suspense will build and the crime will be solved in a detective story	Children know that there are good and bad characters in the story	R7

Topaz/Band 13

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Fiction					
<i>Bungleman</i> Jeremy Strong, Julian Mosedale	GS4	Use a range of strategies effectively to read with fluency, understanding and expression	Children can read p.7 with fluency, attending to speech punctuation and distinguishing between speech and narration	Children read with some fluency, but not consistently	R1
	RTB1	Understand what they have read	Children can describe the characters of Dennis and Bungleman, using the Venn diagram on pp.30-31, e.g. <i>Dennis wants to help and look after his dad</i>	Children can recall some key information about the characters, e.g. <i>Dennis wears big baggy pants</i>	R2
	RTB2	Comment on the effect of the text on the reader	Children can choose and justify favourite parts of the story and read examples of dialogue that they like in expressive voices	Children can say what they like about the story	R6/SL1
	RTB3	Identify how the book is organised at text level	Children can recognise how speech is organised and why new paragraphs are used	Children are aware of some speech punctuation	R4
	CMO3	Read aloud taking account of the audience	Children adapt their language when reading aloud, to interest the audience	Children are aware of the audience and attempt to read aloud with fluency	SL1

Topaz/Band 13

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Non-fiction					
<i>Football Spy</i> I. C. Tallent	RR1	Use a range of strategies effectively to read with fluency, understanding and expression	Children use punctuation to read more complex sentences with fluency, e.g. pp.2-3	Children need help to observe commas and pause when reading more complex sentences	R1
	RR2	Understand what they have read	Based on reading pp.2-3, children can describe what a football spy does using their own words, e.g. <i>A football spy watches games and decides who the good players are</i>	Children recall key information, reading from the text	R2
	RR4	Locate information in the text	Children can use the contents to choose a topic to read about and locate the pages	Children need help to use the contents pages	R2
	RTB1	Retrieve information from the text	During rereading, children can select five key points about their football player to share with the group using their own words, e.g. <i>Goalkeepers can...</i>	Children recall key information, reading from the text	R2

Topaz/Band 13

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Non-fiction					
	RTB3	Organise their talk to help the listener to understand	Children can present information gathered from reading orally in a structured manner	Children need help to structure their talk so that listeners maintain their attention	SL1
<i>The Olympic Games</i> John Foster	RR3	Retell information by paraphrasing sections of the text	Based on reading pp.4-7, children recall facts in their own words, e.g. <i>In ancient times, the Olympic games were in Greece</i>	Children recall key information, reading from the text	R2
	RR4	Locate information in the text	Children can use the contents to locate information in response to a question, e.g. <i>How does the ceremony open?</i>	Children need help to select from the contents and locate information	R2
	RTB3	Identify how the book is organised at text level	Children can discuss how the book is organised into chapters by topic, and how information is organised within chapters, e.g. by grouping sports together by type	Children need help to understand how the book is organised into chapters and within chapters	R4

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Non-fiction					
	RTB4	Understand what they have read	Children can use the events chart on pp.46-47 to explain how the games have changed since the ancient Olympics, e.g. <i>there is still wrestling in the Olympics</i>	Children need help to relate the events chart to the information within the text	R2
<i>What Happened to the Dinosaurs?</i> Jon Hughes	GS3	Retrieve information from the text	Children can select relevant sections and read to check whether their pre- reading ideas are correct	Children need help to retrieve information that will answer their questions	R2
	GS4	Make straightforward inferences based on references to the text	Children can read around tricky vocabulary to make inferences and use the glossary to check for meaning, e.g. <i>climate p.8</i>	Children need help to understand what they have read	R3
	RR1	Retell information by paraphrasing sections of the text	Children can explain what they have learned from reading, making reference to particular pages, e.g. <i>explaining what a fossil is using pp.6-7</i>	Children read from the text when trying to explain what they have learned	R2

Topaz/Band 13

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Non-fiction					
	RR2	Understand what they have read	Children can read pp.12-22 and discuss the three given explanations for how the dinosaurs became extinct	Children can recall some key points from reading	R2/SL2
	CMO1	Adopt a role based on their reading	Children can role-play being a scientist who explains what has happened to the dinosaurs	Children begin to answer questions about dinosaurs in role as a scientist	SL3
<i>Kings of the Wild</i> Jonathan and Angela Scott	RR1	Appraise the book, commenting on the overall effect	Children can discuss the features that make this book interesting, e.g. <i>pictures, captions</i>	Children need help to identify the different organisational features used	R6/R4
	RR2	Use a range of strategies effectively to read with fluency, understanding and expression	Children can use the glossary to understand new vocabulary, e.g. <i>hibernation</i>	Children decode new words but need help to use the glossary to support reading for meaning	R1/R2
	RTB3	Retrieve information from the text	Children can retrieve information from their reading to use in a leaflet for visitors to brown bear country	Children need help to select relevant information	R2

Topaz/Band 13

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Non-fiction					
	CMO1	Enact different responsibilities within the group	Children can negotiate roles for researching a visitor leaflet, and agree what information should be included based on their reading	Children make contributions to a discussion about planning a visitor leaflet	SL2

Plays

Topaz/Band 13					
Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Reading AF
Fiction					
<i>Molly Whuppie and the Giant</i> David Booth	RR1	Make straightforward inferences based on references to the text	Children can read to p.6 and discuss what the giant is intending to do	Children need help to understand the giant's intentions	R
	RR3	Use a range of strategies effectively to read with fluency, understanding and expression	Children can use a range of strategies to read nonsense words, e.g. <i>breaking chick-a-biddies into parts</i>	Children need help to read nonsense words using a range of strategies	R2
	R2TB	Retell information from the text by paraphrasing what they have read	Children can discuss the character's qualities, referring to the play to support their ideas, e.g. <i>is Molly a good character if she steals?</i>	Children read back sections when asked to describe what they think	SL3
	CMO1	Adopt a role based on their reading	Children can develop voices for each character when reading aloud and evaluate each other's performance	Children begin to adapt their voices and distinguish between characters	R3

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Reading AF
Fiction					
<i>The Hairy Toe</i> Mark Carthew	GS1	Relate the text to others that they know	Children discuss what happens in traditional tales, drawing ideas from others that they know	Children need help to relate the story to other traditional tales	R7
	GS2	Identify the organisational features of the playscript	Children identify that the playscript includes scene descriptions and the use of spooky sound effects	Children need help to recognise the organisational features	R4
	RR2	Use a range of strategies effectively to read with fluency, understanding and expression	Children can read the dialogue with expression, using punctuation to help create tension in their voices	Children need help to read with appropriate expression	R1/SL1
	RTB4	Recount key events from the story	Children can discuss what they know about the owner of the hairy toe, making reference to the play	Children need help to recount what they know about the hairy toe's owner	R2
<i>Jack and the Baked Beanstalk</i> David Wood	GS2	Relate text to others that they know	Children discuss what happens in traditional tales, drawing ideas from others that they know	Children need help to relate this story to other traditional tales	R7

Topaz/Band 13

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Reading AF
Fiction					
	GS3	Explain and comment on the writer's use of language	Children can note the language features used for effect, e.g. p.2, <i>the use of rhythm and rhyming couplets to engage the listener</i>	Children need support to identify the features that engage the listener	R5
	RR2	Use a range of strategies effectively to read with fluency, understanding and expression	Children can use punctuation to give clues about pacing and emphasis, e.g. <i>italics</i> p.12	Children need help to read with appropriate expression	R1/SL1
	RR4	Explain and comment on the writer's use of language	Children can discuss why the author has used powerful action verbs, e.g. <i>sprung, hurtled</i>	Children need support to understand the author's use of powerful action verbs	R5
<i>The Brentown Musicians</i> Eleanor Boylan	RR1	Make straightforward inferences based on references to the text	Children can read pp.1-10 and discuss the behaviour of the humans towards their animals, e.g. <i>they were harsh and cruel</i>	Children need help make inferences about the humans' behaviour	R3
	RR2	Identify the organisational features of a playscript	Children can identify the narrator's part and how it is different from the other roles, e.g. <i>it sets the scene</i>	Children need help to recognise the conventions of a playscript	R4

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Reading AF
Fiction					
	RR3	Adopt a role based on reading	Children can develop voices for each character	Children need help to adapt their voices for different characters	R1/SL3
	RTB1	Retrieve information from the text	Children can describe the characters in the play, e.g. <i>why they cooperate with each other; how their feelings change</i>	Children need help to describe information about the characters	R2