



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

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>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

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>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

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
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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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 4	Example response NC level 3	Reading AF
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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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>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