



**Collins
Big Cat
Progress APP SUPPORT PACK**

Key:

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

Assessment Focus Matching Chart

Pearl/Band 18						
Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Daybreak</i> Ally Kennen	An adventure story	Citizenship: Choices; Geography: Investigating rivers	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • Sustain engagement with longer texts using different techniques to make the text come alive • Improvise using a range of drama strategies and conventions to explore themes • Set own challenges to extend achievement and experience in writing • Use different narrative techniques to engage and entertain the reader 	R2 R3/SL3 SL3 W1/2 W2/7	28+	5
<i>The Football Shirt</i> Catherine MacPhail	A mystery story	Citizenship: Respect for property; ICT: Multimedia presentation	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • Understand how writers use different structures to create coherence and impact • Use a range of oral techniques to present engaging narratives • Improvise using a range of drama strategies and conventions to explore themes • Use the techniques of dialogic talk to explore ideas, topics or issues • Set own challenges to extend achievement and experience in writing 	R2 R4 SL1 SL3 SL1/2 W1/2	28+	5

Pearl/Band 18

Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Beneath the Waves</i> Harriet Goodwin, Leon Rosselson	Two fantasy stories	Citizenship: Moving on; Art: A sense of place	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • 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 • Improvise using a range of drama strategies and conventions to explore themes • Use different narrative techniques to engage and entertain the reader • Set own challenges to extend achievement and experience in writing 	R2 R3/SL3 SL1/2 SL3 W1/2 W2/7	28+	5
<i>The House Across the Quaggy</i> Chris Powling	An adventure story	Citizenship: Choices; Art: Visiting a museum, gallery or site	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • Understand how writers use different structures to create coherence and impact • Recognise rhetorical devices used to argue, persuade, mislead and sway the reader • Sustain engagement with longer texts • Improvise using a range of drama strategies and conventions to explore themes • Select words and language drawing on their knowledge of literary features and formal and informal writing 	R2 R4 R6 R3/SL3 SL3 W7	28+	5
<i>Three Weird Days and a Meteorite</i> Judy Allen	A mystery story	Science: Earth, Sun and Moon; Citizenship: People who help us – the local police	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • Understand how writers use different structures to create coherence and impact • Use the techniques of dialogic talk to explore ideas, topics or issues • Improvise using a range of drama strategies and conventions to explore themes 	R2 R4 SL1/2 SL3	28+	5

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Wild Cat</i> Berlie Doherty	A story by a significant author	Citizenship: Taking part; Geography: The mountain environment	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • 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 • Improvise using a range of drama strategies and conventions to explore themes • Use different narrative techniques to engage and entertain the reader • Select words and language drawing on their knowledge of literary features and formal and informal writing 	R2 R3/SL3 SL1/2 SL3 W1/2 W7	28+	5

Pearl/Band 18

Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>What If We Run Out of Oil?</i> Nick Hunter	An information book	Science: Enquiry in environmental and technological contexts; Geography: What's in the news?	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • 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 • Select words and language drawing on their knowledge of literary features and formal and informal writing • Integrate words, images and sounds imaginatively for different purposes 	R2 R3/SL3 SL1/2 W7 W1/2	28+	5
<i>A Time Traveller's Guide to the Future</i> Isabel Thomas	An information book	Geography: What's in the news?	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • Use a range of oral techniques to present persuasive arguments • Participate in whole-class debate using the conventions and language of debate • In non-narrative, establish, balance and maintain viewpoints • Select words and language drawing on their knowledge of literary features and formal and informal writing 	R2 SL1 SL2 W2 W7	28+	5
<i>Virginia Hall, World War II Spy</i> Adrian Bradbury	A biography	Geography: Passport to the world; History: What can we learn about recent history from studying the life of a famous person?	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • 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 • Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires • Use different narrative techniques to engage and entertain the reader 	R2 R4 R3/SL3 SL3 W1/2	28+	5

Pearl/Band 18

Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Becoming an Olympic Gymnast</i> Beth Tweddle	An autobiography	Citizenship: In the media – what’s in the news?; P.E.: Gymnastics activities	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • Recognise rhetorical devices used to argue, persuade, mislead and sway the reader • 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 • Devise a performance considering how to adapt the performance for a specific audience • In non-narrative, establish, balance and maintain viewpoints 	R2 R6 R3/SL3 SL1/2 SL3 W2	28+	5
<i>Swimming the Dream</i> Ellie Simmonds	An autobiography	Citizenship: Children’s rights – human rights; P.E.: Swimming activities and water safety	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • 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 • Integrate words, images and sounds imaginatively for different purposes 	R2 R3/SL3 SL1/2 W1/2	28+	5
<i>The Tour de France</i> Geraint Thomas	An information book	Geography: Passport to the world; History: What can we learn about recent history from studying the life of a famous person?	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • 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 • Set own challenges to extend achievement and experience in writing 	R2 R3/SL3 SL1/2 W1/2	28+	5