

**Key**

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

**Assessment Focus Matching Chart**

Band 10/Lime						
Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Fiction</b>						
<i>Hercules: Superhero</i> Diane Redmond	A playscript of a traditional tale	Citizenship: Taking part, Living in a Diverse world, Animals and us	<ul style="list-style-type: none"> <li>• Be aware of the different voices in dramatised readings, show the differences between the narrator and the characters</li> <li>• Read, prepare and present playscripts</li> <li>• Present parts of traditional stories for members of the class</li> </ul>	R1/SL3  R1 SL1	26	2+ (Towards 3)
<i>Think Again</i> Geraldine McCaughrean	A story by a significant author	Citizenship: Choices; Science: Plants and Animals in the Local Environment, variation	<ul style="list-style-type: none"> <li>• Use knowledge to work out and check meanings of unfamiliar words</li> <li>• Retell known stories comparing oral stories with text</li> <li>• Read aloud with intonation and expression appropriate to grammar and punctuation</li> <li>• Present stories for the class</li> </ul>	R1  R2  R1  SL1	25	2+ (Towards 3)
<i>Tig in the Dumps</i> Michaela Morgan	A story with a familiar setting	Citizenship: Choices and Taking part	<ul style="list-style-type: none"> <li>• Understand time and sequential relationships in stories, i.e. what happened when</li> </ul>	R4	21	2+ (Towards 3)

## Band 10/Lime

Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Fiction</b>						
			<ul style="list-style-type: none"> <li>• Identify and describe characters</li> <li>• Express own views using words and phrases from texts</li> <li>• Take account of grammar and punctuation, when reading aloud</li> <li>• Speak with clarity and use intonation when reading and reciting texts</li> </ul>	R2/3 R6/R2  R1  SL1	21	
<i>The Amazing Adventures of Batbird</i> Jane Clarke	A humorous fantasy story	Citizenship: Choices and Taking part	<ul style="list-style-type: none"> <li>• Recognise a range of prefixes and suffixes to construct the meanings of words in context</li> <li>• When reading aloud, show awareness and understanding of the different voices in stories</li> <li>• Use talk to organise roles and action</li> </ul>	R1  R1  SL2	25	2+ (Towards 3)
<i>The Monster under the bed</i> Kevin Dyer, Sarah Horne	A play	Citizenship: Choices	<ul style="list-style-type: none"> <li>• Give some reasons why things happen or characters change</li> <li>• Engage with books through exploring and enacting interpretations</li> <li>• Consider how mood and atmosphere are created in live or recorded performance</li> </ul>	R2  R3/SL3  SL3	23/24	2+ (Towards 3)

## Band 10/Lime

Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Fiction</b>						
<i>The Porridge Pincher</i> David Wood	A playscript of a traditional tale	Citizenship: Choices	<ul style="list-style-type: none"> <li>• Read independently and with increasing fluency longer and less familiar texts</li> <li>• Give some reasons why things happen or characters change</li> <li>• Explain organizational features of texts</li> <li>• Engage with books through exploring and enacting interpretations</li> <li>• Adopt appropriate roles in small and large groups and consider alternative courses of action</li> <li>• Present part of traditional stories for members of their own class</li> </ul>	R1 R2/R3 R4 SL3/SL1 SL3 SL1/SL3	25	2+
<i>Oliver</i> Hilary McKay	A retelling of a story by a significant author	History: What was it like to live here in the past? Citizenship: Choices	<ul style="list-style-type: none"> <li>• Read independently and with increasing fluency longer and less familiar texts</li> <li>• Draw together ideas and information from across a whole text</li> <li>• Engage with books through exploring and enacting interpretations</li> <li>• Adopt appropriate roles in small and large groups and consider alternative courses of action</li> </ul>	R1 R2 R3/SL3 SL3	26+	2+

## Band 10/Lime

Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Non-fiction</b>						
<i>Fabulous Creatures: Are They Real?</i> Scoular Anderson	An information book	Geography: Where in the World is Barnaby Bear?; History: Ancient Egypt	<ul style="list-style-type: none"> <li>• Locate information using contents and index</li> <li>• Read information passages and identify main points</li> <li>• Follow up others' points and show whether they agree or disagree in a group discussion</li> </ul>	R2 R2 SL2	26	2+ (Towards 3)
<i>Cloud Forest</i> Nic Bishop	A non-chronological report	Science: Plants and Animals, Variation; Geography: Passport to the world	<ul style="list-style-type: none"> <li>• Locate information using contents and index</li> <li>• Read information passages and identify main points or gist</li> <li>• Collect new words from reading</li> <li>• Infer meaning from context</li> <li>• Explain and present information, ensuring items are sequenced and details are included</li> </ul>	R2 R2 R2 R3 SL1	26	2+ (Towards 3)
<i>Where on Earth?</i> Scoular Anderson	An information book	Geography: Where in the World is Barnaby Bear?; Passport to the world	<ul style="list-style-type: none"> <li>• Locate information using contents, headings, sub headings, etc</li> <li>• To infer the meaning of unknown words from context</li> <li>• Present events and characters through dialogue to engage the interest of an audience</li> </ul>	R2 R3 SL1	26	2+ (Towards 3)

## Band 10/Lime

Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Non-fiction</b>						
<i>Building High</i> Maggie Freeman	A non-chronological report	Art and Design: Can buildings speak?; Design and Technology: Homes; Geography: Passport to the world	<ul style="list-style-type: none"> <li>• Locate information using contents and glossary</li> <li>• Read information and identify main points by noting key words and listing main points</li> <li>• Make a simple record of information</li> <li>• Use skimming and scanning to find information</li> <li>• Present information, ensuring items are correctly sequenced and relevant details are included</li> </ul>	R2  R2  W2 R1  SL1	25	2+ (Towards 3)
<i>Blood</i> Martin Bolod	An information book	Geography: Science: Health and Growth	<ul style="list-style-type: none"> <li>• Draw together ideas and information from across a whole text, using simple signposts in the text</li> <li>• Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points</li> <li>• Read whole books on their own, choosing and justifying selections</li> <li>• Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member</li> </ul>		24/25	2+ (Towards 3)

## Band 10/Lime

Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Non-fiction</b>						
<i>Charles Dickens</i> Jim Eldridge	A biography	History	<ul style="list-style-type: none"> <li>• Read independently and with increasing fluency longer and less familiar texts</li> <li>• Explain organizational features of texts including alphabetical order, layout, diagrams, captions, and bullet points</li> <li>• Speak with clarity and use appropriate intonation when reading and reciting from texts</li> <li>• Adopt appropriate roles in small or large groups and consider alternative courses of action</li> </ul>	R1 R4 SL1 SL3	26+	2+
<i>Tragedy in London: Plague and Fire</i> Richard Platt	An information book	History: What do we know about the Great Fire of London?	<ul style="list-style-type: none"> <li>• Read independently and with increasing fluency longer and less familiar texts</li> <li>• Read less common alternative graphemes including trigraphs</li> <li>• Draw together ideas and information from across a whole text</li> <li>• Give some reasons why things happen</li> <li>• Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication</li> </ul>	R1 R1 R2 R2/R3 R3/SL1	26+	2+