



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

Emerald/Band 15					
Title and author	Bullet GS RR RTB	Assessment Can children	Example response NC level 4	Example response NC level 3	Reading AF
Fiction					
<i>Brother Aelred's Feet</i> Gillian Cross, Tim Stevens	RR1	Describe how the text is organised and how organisational features are used	Children can describe the main stages of the narrative, e.g. <i>in the opening the scene is set and the problem is presented</i>	Children can describe how the story opens	R4
	RR2	Describe what they have read, making reference to the text	Children can record the story events under headings as they read, e.g. <i>in the build up, the Vikings approach</i>	Children need help to recount events under headings, but recall some key points	R2
	RR3	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can give their opinions about Brother Aelred's actions, e.g. <i>he was brave but he didn't realise it</i>	Children need support to make inferences about Aelred's character	R3

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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
Fiction					
	RTB2	Explain why the writer has used specific words and language features	Children can identify the powerful verbs used in the climax of the story (pp.16-23), e.g. <i>howling over the hill</i> , and their effect	Children need help to identify powerful verbs and notice their effect	R5
	RTB3	Describe what they have read, making reference to the text	Children can find examples of Brother Aelred's character traits described on pp.38-39	Children need help to find examples within the text	R2
<i>Matti's Miracle</i> Ann Jungman, Michael Foreman	RR1	Comment on the author's intentions	Children can identify how the author has conveyed Matti's feelings in chapter 1, and made the reader feel sorry for him	Children need help to understand how language can create a sense of feeling	R6
	RR2	Explain why the writer has used specific words and language features	Children identify the powerful words and phrases that are used to create the mood, e.g. <i>longed</i> , <i>howled</i>	Children notice the language but not the effect on the reader, e.g. <i>there is lots of description</i>	R5
	RTB1	Convey characters and situations, making choices and demonstrating understanding	Children can improvise a telephone conversation between Matti and his mother that recounts his journey	Children need help to devise speech for each character	SL3

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Fiction					
	RTB4	Make correct inferences, sometimes based on evidence from more than one point in the text	Using the map on pp.46-47, children can infer how Matti might have felt at different stages of his journey	Children need support to make inferences about Matti's feelings throughout the journey	R3
	CMO3	Describe what they have read, making reference to the text	Children can discuss ideas for a diary entry written by Matti based on their reading	Children need help to recount events, and may not understand the story completely	R2
<i>Pirate!</i> Susan Gates	RR1	Describe what they have read, making reference to the text	Children can discuss how Cal's emotions change during the events of chapter 1	Children recall some key points but may not completely understand how Cal's emotions change	R2
	RR2	Make correct inferences, sometimes based on evidence from more than one point in the text	Children are able to raise questions about Cal and Annie, e.g. <i>Why are they starting a new school; what might their secret be?</i>	Children need support to make inferences based on their reading	R3
	RR3	Describe how the text is organised and how organisational features are used	Children notice how the story is organised into paragraphs and chapters to organise the events of the story, e.g. <i>the first chapter introduces the characters and creates suspense</i>	Children notice that there are chapters, but need help to understand how the story is organised	R4

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Fiction					
	RTB1	Convey characters and situations, making choices and demonstrating understanding	Children can recount the main events of the story in role as Cal	Children need help to adopt Cal's role and devise speech for his character	R2/SL3
	RTB4	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can use the chart on pp.46-47 to describe how Cal's emotions change throughout the story	Children need support to make inferences in relation to Cal's feelings	R3
<i>The Games Player of Zob</i> Paul Shipton	GS1	Identify features common to a range of texts	Children can describe some of the features found in science-fiction stories, e.g. <i>alien characters, alien settings, the transportation of characters to a different world</i>	Children need help to describe the common features of a text type	R7
	RR2	Explain why the writer has used specific words and language features	Children can identify the powerful descriptive vocabulary used to create a menacing atmosphere, e.g. <i>Vingor made more of his unpleasant barking noises</i> p.8	Children need help to identify how Vingor is made to sound menacing	R5
	RTB1	Comment on the author's intentions	Children can describe how the author has built tension in the story	Children need help to understand how language can build tension	R5/R6
	RTB3	Describe what they have read, making reference to the text	Children can use pp.46-47 to recount the games played in the story	Children need help to recount the games, but recall some key points	R2

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Fiction					
	CMO1	Convey characters and situations, making choices and demonstrating understanding	Children can improvise a script that builds tension based on their reading of the story	Children need help to devise speech for each character	SL3
Non-fiction					
<i>What Are You Looking At?</i> Clare Gittings	GS2	Identify features common to a range of texts	Children recognise the features of an explanatory text, e.g. a process is explained; the use of causal connectives – <i>so, because</i> (p.8-9)	Children recognise some features of the text, e.g. <i>it explains things; it reports things</i>	R7
	RR2	Describe what they have read, making reference to the text	Children can introduce a portrait from the book and discuss what is interesting about it	Children recall some key points about a portrait	R2
	RTB2	Convey characters and situations, making choices and demonstrating understanding	Children can take on the role of an artist and describe their painting	Children need help to take on a role based on their recent reading	SL3
	RTB3	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can draw on information from pp.34-37 to describe and make inferences about Florence Nightingale	Children need support to make inferences from more than one location	R3
<i>On Safari</i> Jonathan and Angela Scott	GS5	Comment on the writer's use of language at sentence level	Children can identify how the blurb is written to attract reader interest	Children notice some features of the blurb, e.g. it uses questions, but do not relate these to author intent	R5

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Non-fiction					
	RR1	Explain why the writer has used specific words and language features	Children can note the words used by the writer to interest the reader, e.g. <i>ambushed</i> , p.4	Children notice that the writer is trying to interest the reader but need help to find examples	R6
	RR3	Describe what they wish to read, making reference to the text	Children can use the contents page to select and identify reading	Children need help to choose a chapter for independent reading	R2
	RTB3	Speak in extended turns, varying language to suit content and audience	Children can recount information from their chapters orally, using interesting language to interest the listener	Children are beginning to adapt their language to interest the audience	R2/SL1
	RTB4	Comment on the author's intentions	Children notice how the authors have used language, photos and other features, e.g. <i>first person writing</i> to make an impact on the reader (pp.46-47)	Children need help to understand how language can appeal to the reader	R6
<i>The Masai: The Tribe of Warriors</i> Jonathan and Angela Scott	GS1	Identify features common to a range of texts	Children can identify some features of non-fiction texts, e.g. <i>contents, glossary, photographs</i>	Children know that non-fiction books are different to stories	R7
	RR3	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can make inferences using information from the pictures, e.g. <i>the warriors wear sandals to protect their feet from the heat</i> (pp.2-3)	Children need support to make inferences based on the information within pictures	R3

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Non-fiction					
	RTB1	Comment on the author's viewpoints	Children can identify that the writer respects the Masai and has some sympathy for the treatment of the Masai by the British	Children need help to understand how language can create a viewpoint	R6
	CMO2	Convey characters and situations, making choices and demonstrating understanding	Children can prepare questions to use when hot seating a Masai warrior	Children need help to devise questions that demonstrate understanding based on reading	R2/SL3
<i>Olaudah Equiano: From Slavery to Freedom</i> Paul Thomas, Victor Ambrus	GS4	Identify specific text types	Children identify that this is a biography, used to recount Olaudah's story	Children are not familiar with biography as a genre, and are not aware of the features	R7
	GS6	Identify language features common to recount texts	Children can find and name some features of recount texts, e.g. <i>past tense, time connectives, chronological order</i>	Children need help to find and name the features of recount texts	R7
	RR2	Describe what they have read, making reference to the text	Children can describe what made Olaudah exceptional and justify their ideas making reference to the text, e.g. <i>he was determined to fight for the freedom of slaves, p.13</i>	Children can recount what Olaudah did but need help to justify what made him exceptional	R2
	RTB1	Explain why the writer has used specific words and language features	Children recognise that the language used to recount the story is formal, and that this helps us to trust the story	Children recognise that the text contains a lot of information, but need help to recognise the formality of the text	R5

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Non-fiction					
	CMO1	Convey characters and situations, making choices and demonstrating understanding	Based on their reading, children can take on the role of Olaudah and recount his experiences	Children need help to adopt the formal language of Olaudah when recounting his experiences	R2/SL1

Plays

Emerald/Band 14					
Title and author	Bullet GS RR RTB	Assessment Can children	Example response NC level 4	Example response NC level 3	Reading AF
Fiction					
<i>Kaleidoscope</i> Mark Carthew and Michael Rosen	GS2	Understand ideas from the text	Children can read p.2 and discuss what a palace sage might be	Children need help to understand what a sage might be	R2
	RR2	Identify the organisational features and structures of each scene	Children recognise the convention of italicised stage directions and use them when reading	Children need help to distinguish stage directions from script	R4
	RR3	Make straightforward inferences based on references to the text	Children can discuss how the emperor should speak, and can infer how he is feeling from the script (p.7-8)	Children need help to understand how the emperor is feeling	R3
	RTB1	Adopt a role based on their reading	Children can plan to perform the play, making choices about speech, sound effects etc.	Children begin to adopt voices and distinguish between characters	SL3
<i>Maui Tames the Sun</i> Allen Trussell-Cullen	GS3	Understand ideas from the text and read for meaning	Children can find unusual words in the play and decide on their meaning, e.g. <i>flax, kumara</i>	Children need help to suggest what words mean	R2/1
	R1	Convey ideas about characters by adapting speech	Children can discuss the use of voices, e.g. <i>which parts need loud and quiet voices</i>	Children begin to adopt voices and distinguish between characters	SL3

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Fiction					
	RTB1	Make straightforward inferences based on references to the text	Children can discuss the character of Maui and find evidence in the text, e.g. <i>he is boastful because he says 'I am not an ordinary person'</i>	Children need help to understand the character of Maui	R3
	CMO1	Adopt a role based on their reading	Children can take on the role of Maui and the Sun and answer questions in the hot seat	Children begin to adopt voices and distinguish between characters	R2/SL3
<i>The Princess and the Pea</i> Donna Abela	GS1	Relate the text to others that they know	Children describe known versions of this fairytale, and suggest how this play might differ, e.g. <i>modern costumes</i>	Children need help to relate this play to known versions	R7
	RTB1	Recount key events from the story	Children tell the story of the play in their own words	Children need help to recount information about the characters and events	R2
	RTB3	Make straightforward inferences based on references to the text	Children can make a character sketch of the prince, referring to the text and making inferences, e.g. <i>he is computer mad</i>	Children need help to understand the character of the prince	R3
	CMO2	Make choices about the performance of the play	Children can develop a performance of the play and evaluate each other's suggestions	Children begin to make suggestions about how to read characters' lines	SL3

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Fiction					
<i>Archie the Big Good Wolf</i> Allan Baillie	GS1	Relate the text to others that they know	Children identify characters from other well-known stories that appear in the character list, e.g. <i>Humpty Dumpty</i>	Children need help to connect this play to other well-known stories	R7
	GS2	Show an understanding of characters	Children can recognise that the narrator's voice is likely to be American because of the words used	Children need help to recognise that different voices are used for different characters	SL3
	GS4	Identify the organisational features and structures of each scene	Children notice the scene descriptions underneath the scene titles and understand how they help the reader	Children need help to distinguish scene descriptions from script	R4
	RTB2	Understand ideas and retrieve information from the text	Children can recount the events in scene 1 and 2, and predict what may happen next	Children need help to recount the events in order, and make suggestions about what may happen next	R2