



## 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<br>GS<br>RR<br>RTB | Assessment<br><br>Can children  | Example response<br>NC level 4   | Example response<br>NC level 3  | Reading<br>AF |
| <b>Fiction</b>   |                           |   |  |   |               |
| <i>Brother Aelred's Feet</i><br>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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|---|---------------------------|--|---|---|---------------|
| <b>Fiction</b>  |                           |  |   |   |               |
|   | 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><br>Ann Jungman,<br>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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|-------------------------------|---------------------------|---|---|---|---------------|
| <b>Fiction</b>                |                           |   |   |   |               |
|                               | 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><br>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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|--|---------------------------|---|--|--|---------------|
| <b>Fiction</b>                                 |                           |   |  |  |               |
|  | 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><br>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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|---|---------------------------|---|---|--|---------------|
| <b>Fiction</b>                                    |                           |   |   |  |               |
|   | 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           |
| <b>Non-fiction</b>                                |                           |   |   |  |               |
| <i>What Are You Looking At?</i><br>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><br>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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|--|---------------------------|---|--|---|---------------|
| <b>Non-fiction</b>   |                           |   |  |   |               |
|  | 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><br>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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|---|---------------------------|--|---|--|---------------|
| <b>Non-fiction</b>  |                           |  |   |  |               |
|   | 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><br>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</i> , p.13 | 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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|--------------------|---------------------------|--|--|--|---------------|
| <b>Non-fiction</b> |                           |  |  |  |               |
|                    | 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<br>GS<br>RR<br>RTB | Assessment<br><br>Can children                                    | Example response<br>NC level 4   | Example response<br>NC level 3                                    | Reading<br>AF |
| <b>Fiction</b>   |                           |   |  |   |               |
| <i>Kaleidoscope</i><br>Mark Carthew and<br>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><br>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</i> , <i>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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|--|---------------------------|---|--|---|---------------|
| <b>Fiction</b>                                 |                           |   |  |   |               |
|  | 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><br>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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|--|---------------------------|---|---|--|---------------|
| <b>Fiction</b>                                   |                           |   |   |  |               |
| <i>Archie the Big Good Wolf</i><br>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            |