

Key

APP Assessment Focus:

R = Reading;
SL = Speaking and Listening;
W = Writing

Assessment Focus Matching Chart

Band 15 Emerald						
Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Brother Aelred's Feet</i> Gillian Cross, Tim Stevens	A humorous story	History: Why have people invaded and settled in Britain in the past? A Viking case study; PE: Invasion games; RE: What do signs and symbols mean in religion?	<ul style="list-style-type: none"> Identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions Explore narrative order - identify and map out the main stages of the story Identify the use of powerful verbs Respond appropriately to the contribution of others in the light of alternative viewpoints 	R2/R3 R4 R5 SL2	25\27	3+
<i>Matti's Miracle</i> Ann Jungman, Michael Foreman	A story set in the past	History: What was it like for children in the Second World War?	<ul style="list-style-type: none"> Explain how writers use figurative and expressive language to create images and atmosphere Interrogate texts to deepen and clarify understanding and response Develop scripts based on improvisation 	R5 R2/R3 SL3	25\27	3+

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Fiction						
<i>Pirate!</i> Susan Gates	A story with a familiar setting	PSHE: Healthy lifestyles (emotional health)	<ul style="list-style-type: none"> • Identify the dilemmas faced by characters and discuss how the characters deal with them • Understand how paragraphs are used to build up ideas • Prepare an alternative ending and discuss how this would change the reader's view of the characters • Create roles showing how behaviour can be interpreted from different viewpoints 	R2/R3 R4 R2 SL3	24\25	3+
<i>The Games Player of Zob</i> Paul Shipton	A science fiction story	Citizenship: Choices	<ul style="list-style-type: none"> • Understand how settings influence events, incidents and characters' behaviour • Understand how expressive and descriptive language can create moods, describe emotions etc • Use phonic/spelling knowledge and graphic, grammatical and context cues when reading unfamiliar words • Develop scripts based on improvisation 	R2/R3 R5 R1 SL3	24\25	3+

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Non-fiction						
<i>What Are You Looking At?</i> Clare Gittings	An information book	Art and Design: The roles and purposes of artists, craftspeople and designers; History: Victorian Britain	<ul style="list-style-type: none"> • Appraise a non-fiction book for its contents and usefulness by scanning • Identify from examples the key features of explanatory texts • Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search • Respond appropriately to the contributions of others in the light of alternative viewpoints 	R1/R6 R7 R1 SL2	27\28	3+
<i>On Safari</i> Jonathan and Angela Scott	A non-chronological report	Geography: Passport to the world; Art and Design: Journeys; Citizenship: Animals and us	<ul style="list-style-type: none"> • Use knowledge of different organisational features of texts to find information effectively • Explain how writers use figurative and expressive language to create images and atmosphere • Take different roles in groups and use the language appropriate to them, including the roles of the leader, reporter, scribe and mentor • Develop scripts based on improvisation 	R4/R2 R5 SL2 SL3	26\28	3+

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Non-fiction						
<i>The Masai: The Tribe of Warriors</i> Jonathan and Angela Scott	A non-chronological report	Geography: Knowledge and understanding of places; Citizenship: Developing good relationships and respecting the differences between people	<ul style="list-style-type: none"> • Identify different types of text • Identify features of non-fiction texts • Understand and use the terms fact and opinion • Use and reflect on some ground rules for dialogue 	R7 R4/R7 R2/R7 SL2	27\28	3+
<i>Olaudah Equiano: From Slavery to Freedom</i> Paul Thomas, Victor Ambrus	A biography	Citizenship: Developing good relationships and respecting differences between people - realise the nature and consequences of racism	<ul style="list-style-type: none"> • Identify the features of recounted texts including introduction to orientate reader, chronological sequence, supporting illustrations, use of connectives, degree of formality • Discuss the purpose of note taking and how this influences nature of notes made • Write recounts based on subject or personal experience for a close friend • Tell a story using notes 	R4/R7 W2 W2 SL1	25\27	3+

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Plays						
<i>Archie the Big Good Wolf</i> Allan Baillie	A modern play	Citizenship: People who help us - the local police	<ul style="list-style-type: none"> • Prepare, read and perform playscripts, compare organisation of script with stories - how settings are indicated • Define vocabulary in their own words • Comment constructively on plays and performances, discussing effects and how they are achieved • Use and reflect on some ground rules for dialogue 	SL3/R4/R7 R1 SL1 SL2	-	3+
<i>Kaleidoscope</i> Mark Carthew and Michael Rosen	Three plays based on poems by Michael Rosen	Design and Technology: Torches	<ul style="list-style-type: none"> • Prepare, read and perform playscripts, compare organisation of script with stories - how settings are indicated, storylines made clear • Write playscripts • Identifying adverbs • Define vocabulary in their own words giving alternative expressions • Comment constructively on plays and performances, discussing effects and how they are achieved 	SL3/R4/R7 W5 R5 R1 SL1	-	3+

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Plays						
<i>The Princess and the Pea</i> Donna Abela	A play based on a Hans Christian Andersen tale	Citizenship: Choices	<ul style="list-style-type: none"> • Prepare, read and perform playscripts, compare organisation of scripts with stories - how settings are indicated, storylines made clear • Define vocabulary in their own words • Comment constructively on plays and performances, discussing effects and how they are achieved 	SL3/R4/R7 R1 SL1	-	3+
<i>Maui Tames the Sun</i> Alan Trussell-Cullen	A play based on a traditional Maori legend	PE: Dance activities	<ul style="list-style-type: none"> • Investigate how settings and characters are built from small details • Identify the main characteristics of the key characters, drawing on the text to justify views • Prepare, read and perform playscripts • Know the ways in which the adjectives can be made into verbs • Comment constructively on plays and performance 	R2 R2/R3 SL3 R5 SL1	-	3+