



APP SUPPORT PACK

Key

APP Assessment Focus:

R = Reading;

SL = Speaking and Listening;

W = Writing

Assessment Focus Matching Chart

Band 16 Sapphire						
Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>The Golden Turtle and Other Tales</i> Gervase Phinn	Three stories from other cultures	Geography: Passport to the world; Citizenship: Choices, Living in a diverse world	<ul style="list-style-type: none"> Compare different types of narrative texts (traditional stories and folk tales) and identify how they are structured Explore how writers use language for comic and dramatic effects Tell a story using notes designed to cue techniques such as repetition, recap and humour 	R7/R4 R5 SL1	-	working towards 4
<i>Trixie Tempest's Diary</i> Ros Asquith	A humorous recount	Citizenship: Animals and us, Developing school grounds	<ul style="list-style-type: none"> Infer writer's perspective from what is written and what is implied Explore how writers use language for comic and dramatic effects Present a spoken argument, sequencing points logically, defending views and making use of persuasive language 	R3 R5 SL1		working towards 4

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Fiction						
<i>Great Greek Myths</i> Diane Redmond	Three traditional tales	History: Who were the Ancient Greeks? How do we use Ancient Greek ideas today?	<ul style="list-style-type: none"> • Compare different types of narrative and information texts and identify how they are structured • Infer writer's perspectives from what is written and what is implied • Explore how writers use language for comic and dramatic effects • Use and explore different question types 	R7/R4 R3 R5 R5	-	working towards 4
<i>The Monkey Puppet</i> Leon Rosselson	A mystery story	Citizenship: Taking part - developing skills of communication and participation, Moving on	<ul style="list-style-type: none"> • Compare different types of narrative texts and identify how they are structured (openings) • Explore how writers use language for dramatic effects • Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts • Reflect on how working in role helps to explore complex issues 	R7/R4 R5 R3 SL3	-	working towards 4

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>The Ultimate World Quiz</i> Claire Llewellyn	An information book	Geography: Passport to the world	<ul style="list-style-type: none"> • Make notes on a text to explain ideas • Compare different types of information text and identify how they are structured • Use and explore different question types 	R2 R7/R4 R5	-	working towards 4
<i>Michael Rosen: All About Me</i> Michael Rosen	An autobiography	History: What can we learn about recent history from studying the life of a famous person?	<ul style="list-style-type: none"> • Make notes on and use evidence from across a text to explain events or ideas • Infer writers' perspectives from what is written and what is implied • Reflect on reading habits and preferences and plan personal reading goals • Plan and manage a group task over time using different levels of planning 	R2 R3 R6 SL2	-	working towards 4
<i>How to be an Ancient Greek</i> Scoular Anderson	An information book	History: Who were the Ancient Greeks? How do we use Ancient Greek ideas today?	<ul style="list-style-type: none"> • Make notes in and use evidence from across a text to explain events or ideas • Compare different types of information texts and identify how they are structured • Use and recognise the impact of theatrical effects in drama 	R2 R7/R4 SL3	-	working towards 4

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Non-fiction						
<i>The Traveller's Guide to the Solar System</i> Giles Sparrow	A non-chronological report	Science: Earth, Sun, and Moon	<ul style="list-style-type: none"> • Make notes on and use evidence from across a text to explain events or ideas • Reflect on reading habits and preferences and plan personal reading goals • Plan and manage a group task over time using different levels of planning 	R2 R6 SL2	-	working towards 4