



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

Sapphire/Band 16					
Title and author	Bullet GS RR RTB	Assessment Can children:	Example response NC level 4	Example response NC level 3	Assessment focus
Fiction					
<i>The Golden Turtle and Other Tales</i> Gervase Phinn	GS3	Describe what they have read and make predictions, making reference to the text	Children can describe Sean's character and predict what Sean will do to the rabbit hole (p.36 <i>he fills it up</i>)	Children need help to predict what Sean will do, but recall some key points	R2
	RR2	Describe what they have read and make predictions, making reference to the text	Children can recount the events, introducing some of Sean's language, e.g. <i>It wasn't me</i>	Children need help to recount events using language from the story	R2
	RR3	Identify features common to a range of texts	Children can note the features common to folk tales, e.g. <i>repetition of events, animals who talk</i>	Children need help to describe the common features of a text type	R7
	RTB4	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can use the Wanted Poster on pp.54-55 to describe the events of The Naughty Leprechaun story in their own words	Children need support to make inferences based on their reading	R3

Sapphire/Band 16

Title and author	Bullet GS RR RTB	Assessment Can children:	Example response NC level 4	Example response NC level 3	Assessment focus
Fiction					
	CMO1	Convey characters and situations, making choices and demonstrating understanding	Children can retell the story to a partner, using voices and gesture	Children need help to devise speech for each character	SL3
<i>Trixie Tempest's Diary</i> Ros Asquith	RR1	Describe what they have read and make predictions, making reference to the text	Children can collect information about Trixie from the <i>About Me</i> section (p.3-10)	Children need help to collect information, but recall some key points	R2
	RR2	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can recognise where they have been told about Trixie, and where they have made inferences	Children need support to notice when they make inferences based on their reading	R3
	RR3	Explain why the writer has used specific words and language features	Children can identify how the author brings Trixie to life, e.g. <i>conversational tone, use of post-it notes to add reality</i>	Children need help to identify how the author brings Trixie to life	R5
	CMO3	Take on roles and responsibilities in groups	Children can work in a group to devise a campaign to develop their school grounds, based on their reading	Children need help to take roles in a group, e.g. scribe, leader	SL2
<i>Great Greek Myths</i> Diane Redmond	RR1	Comment on the author's intentions and the effect on the reader	Children can describe the tone of the narrator's voice, e.g. <i>it is trying to be funny and entertaining</i>	Children need help to understand how the author can create a mood	R6

Sapphire/Band 16

Title and author	Bullet GS RR RTB	Assessment Can children:	Example response NC level 4	Example response NC level 3	Assessment focus
Fiction					
	RR2	Describe what they have read and making predictions, making reference to the text	Children can describe how Herakles defeats the lion of Nemea (p.10)	Children need help to recount events clearly, but recall some key points	R2
	RTB1	Speak in extended turns, varying language to suit content and audience	Children can retell their labour using dramatic language	Children are beginning to adapt their language to interest the audience	SL1/R2
	RTB2	Describe what they have read, making reference to the text	Children can decide which labour was the most dangerous, making reference to the text	Children need help to recount all the labours, but recall some key points	R2/SL2
	CMO2	Convey characters and situations, making choices and demonstrating understanding	Children can take part in the hot seating of King Eurystheus, asking and answering questions based on their reading	Children need help to take on the role of questioner and King Eurystheus	SL3
<i>The Monkey Puppet</i> Leon Rosselson	GS2	Identify features common to a range of texts	Children can describe the features of a mystery story, e.g. <i>suspense, spooky settings and characters</i>	Children need help to describe the common features of a text type	R7
	RR1	Explain why the writer has used specific words and language features	Children can identify language used to create suspense, e.g. <i>The thing I remember most... p.2</i>	Children need help to identify how the word used creates suspense	R5

Sapphire/Band 16

Title and author	Bullet GS RR RTB	Assessment Can children:	Example response NC level 4	Example response NC level 3	Assessment focus
Fiction					
	RR2	Comment on the author's intentions and the effect on the reader	Children can discuss the opening and how the author intended to make the reader feel	Children need help to understand the author's intentions	R6
	RR3	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can list what is known about Mark based on reading chapter 1, and what they still want to know	Children need support to recount and make inferences based on their reading	R2/R3
	CMO2	Convey characters and situations, making choices and demonstrating understanding	Children can explore Daniel's feelings about having to look after Mark using the hot seat	Children need help to devise speech for each character	SL3

Sapphire/Band 16

Title and author	Bullet GS RR RTB	Assessment Can children:	Example response NC level 4	Example response NC level 3	Assessment focus
Non-fiction					
<i>The Ultimate World Quiz</i> Claire Llewellyn	GS2	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can predict what the book will be about based on reading the covers and blurb	Children need support to make inferences based on their reading	R3
	RR3	Describe what they have read and make predictions, making reference to the text	Children can read pp.6-9 and recount a fact, making reference to the text, e.g. <i>there are five oceans in the world</i> , p.8	Children need help to recount events making reference to the text	R2
	RTB4	Understand how the text is organised and how organisational features are used	Children can use the index and contents to locate key information	Children notice that there are organisational features but need help to use them	R4
	CMO3	Take on roles and responsibilities in groups	Children can plan a quiz for parents based on their reading in a group	Children need help to take roles in a group, e.g. scribe, leader	SL2
<i>Michael Rosen: All About Me</i> Michael Rosen	GS3	Identify features common to a range of texts	Children can describe what an autobiography is and what its features are, e.g. <i>it is written by the author and tells the story of their life</i>	Children need help to describe the common features of a text type	R7

Sapphire/Band 16

Title and author	Bullet GS RR RTB	Assessment Can children:	Example response NC level 4	Example response NC level 3	Assessment focus
Non-fiction					
	RR2	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can distinguish between the information that Michael Rosen tells them, and the parts that they can infer	Children need support to understand the difference between told facts and inferences	R3
	RR4	Describe what they have read, making reference to the text	Children can recount some main points in Michael Rosen's life	Children need help to recount events under headings, but recall some key points	R2
	RTB2	Convey characters and situations, making choices and demonstrating understanding	Children can use hot seating to deepen their understanding about what happened to Michael Rosen when he changed course at university	Children need help to use hot seating to explore issues	SL3
	RTB3	Describe how the text is organised and how organisational features are used	Children can use the contents to plan reading and select information	Children notice that there are chapters, but need help to understand how the autobiography is organised	R4
<i>How to be an Ancient Greek</i> Scoular Anderson	GS1	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can predict what the book is about based on reading the cover and blurb	Children need support to make inferences based on reading the cover and the blurb	R3

Sapphire/Band 16

Title and author	Bullet GS RR RTB	Assessment Can children:	Example response NC level 4	Example response NC level 3	Assessment focus
Non-fiction					
	RR2	Describe how the text is organised and how organisational features are used	Children can explore one of the questions raised, using the contents and index	Children notice that there are chapters, but need help to understand how the story is organised	R4
	RTB1	Describe what they have read, making reference to the text	Children can describe what they have found out about life in Ancient Greece, e.g. <i>some Ancient Greeks lived on farms</i> p.18	Children need help to recount events under headings, but recall some key points	R2
	RTB3	Identify features common to a range of texts	Children can identify the role of the glossary and know that it is a feature of an information book	Children need help to describe the common features of a text type	R7
<i>The Traveller's Guide to the Solar System</i> Giles Sparrow	GS4	Make correct inferences, sometimes based on evidence from more than one point in the text	Children can discuss what it might be like to holiday in outer space based on reading the cover and blurb	Children need support to make inferences based on their reading	R3
	RR1	Describe how the text is organised and how organisational features are used	Children can use the contents to organise their reading and choose sections of interest	Children notice that there are chapters, but need help to understand how the text is organised	R4
	RR2	Describe what they have read and make predictions, making reference to the text	Children can skim and scan to find information to share	Children need help to locate information	R2

Sapphire/Band 16

Title and author	Bullet GS RR RTB	Assessment Can children:	Example response NC level 4	Example response NC level 3	Assessment focus
Non-fiction					
	CMO1	Speak in extended turns, varying language to suit content and audience	Children can play a quiz game together, asking questions based on reading, and listening to answers	Children are beginning to adapt their language to interest the audience	SL1
	CMO2	Convey characters and situations, making choices and demonstrating understanding	Children can take on the role of space traveller, based on their reading, and recount their adventures	Children need help to devise speech for each character	SL3