

# Curriculum grid

Title	Teaching suggestions	NLS objective	Assessment focus	APP assessment criteria
A Good Day at the Car Boot Sales!	<b>Language comprehension:</b> As the children read the story, using either the book or the CD-ROM, pause after every few pages to ask questions to check their understanding of the story. For example, after page 4, ask: <i>Why was Zayd so excited?</i> After page 9, ask: <i>How much did Zayd have to give the lady for all three marbles?</i> After page 19, ask: <i>Why do you think the lady let Zayd have the yo-yo for less money?</i> After finishing the whole story, ask: <i>What kind of person do you think Zayd is?</i> Together, pick out some examples from the text that show that he is polite, enthusiastic and good at maths!	<b>7.2:</b> Give some reasons why things happen or characters change.	<b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.	<b>Level 2:</b> Simple, plausible inference about events and information, using evidence from text.
	<b>Speaking, listening &amp; drama:</b> Ask the children to form pairs and role play being a carboot sale stallholder and a customer. Encourage them to act out the conversation and practise selling or buying things, using the correct number and value of coins. Choose some of the pairs to demonstrate their role play for the whole class.	<b>4.2:</b> Present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class.	<b>Speaking and listening AF3 – talking within role-play and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues.	<b>Level 2:</b> Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios.
	<b>Writing:</b> Ask the children to work in pairs or small groups to write a new scene for the story, where Zayd visits a different stall and buys a toy. They could use ideas from their role plays in the ‘Speaking, listening & drama’ activity. Encourage them to talk about their new scene and plan it orally before they write it, using the book as a model. You could model doing this as a whole-class shared activity before children write more independently.	<b>9.1:</b> Draw on knowledge and experience of texts in deciding and planning what and how to write.	<b>Writing AF1:</b> Write imaginative, interesting and thoughtful texts.	<b>Level 2:</b> Mostly relevant ideas and content, sometimes repetitive or sparse.
Cake Sale	<b>Language comprehension:</b> Display the book on the CD-ROM and listen to the audio reading. Pause before each page-turn to give the children time to think about the answer to each question and contribute their ideas. At the end of the book, ask: <i>Why do you think the author used speech bubbles in this book? What is in the speech bubbles?</i> (the questions and answers). Ask: <i>Do you think it was a good idea to use speech bubbles? Why?</i>	<b>7.3:</b> Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.	<b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.	<b>Level 2:</b> Some awareness of use of features of organisation.
	<b>Speaking, listening &amp; drama:</b> In small groups, ask the children to pretend that they have a different type of cake or biscuit to sell. They need to decide as a group what they are selling and how much it should cost. They can then role play a sales conversation like the ones in the book, (eg working out the cost of several cakes or the change a customer would get in exchange for a particular coin).	<b>3.1:</b> Ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement.	<b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.	<b>Level 2:</b> Make helpful contributions when speaking in turn, in pairs, and in small groups.
	<b>Writing:</b> Ask the children to work in pairs to make a chart that shows all of the different types of cake and biscuit in the book and how much each one costs. Model how to do this by drafting the chart in a shared or group session before children fill in the details more independently.	<b>9.5:</b> Select from different presentational features to suit particular writing purposes on paper and on screen.	<b>Writing AF2:</b> Produce texts which are appropriate to task, reader and purpose.	<b>Level 2:</b> Some appropriate features of the given form used.

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Bev's Birthday Party!	<p><b>Language comprehension:</b> When the children have read and talked about the book, and worked out the answers to the puzzles, ask: <i>Why do you think the author wrote this book? What kind of book is it?</i> Draw out that although there is a story, the main purpose of the book is to make us think about different ways of 'making 20'.</p>	<p><b>7.1:</b> Draw together ideas and information from across a whole text, using simple signposts in the text.</p>	<p><b>Reading AF6:</b> Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p>	<p><b>Level 2:</b> Some awareness that writers have viewpoints and purposes.</p>
	<p><b>Speaking, listening &amp; drama:</b> As a whole class or group, create another puzzle like the ones in the book, drawing on ideas from the children. (eg 'Bev had 20 party poppers. At the end of the party, there were three that had not been used. How many had been used? How do you know?') Then, in small groups, the children can discuss and create another puzzle of the same sort. Encourage them to work together as a group and listen and respond to each other's ideas.</p>	<p><b>3.2</b> Work effectively in groups by ensuring that each group member takes a turn, challenging, supporting and moving on.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.</p>	<p><b>Level 2:</b> Listen and respond to the speaker, making simple comments and suggestions.</p>
	<p><b>Writing:</b> Following on from the 'Speaking, listening &amp; drama' activity, encourage the children to write a new section for the book based on the new puzzle that they discussed as a group. Help them to use the format and style of the book as a model for their own writing.</p>	<p><b>9.1:</b> Draw on knowledge and experience of texts in deciding and planning what and how to write.</p>	<p><b>Writing AF2:</b> Produce texts which are appropriate to task, reader and purpose.</p>	<p><b>Level 2:</b> Some attempts to adopt appropriate style.</p>
Dinner's Ready!	<p><b>Language comprehension:</b> As the children read the story, encourage them to read the dialogue with lots of expression. At the end of the story, ask: <i>How do you think Dad felt, after he had to put the pizza back in the fridge? Do you think all that working out he did felt like a bit of a waste of time? I wonder if he was cross? Or maybe he was happy to go and eat tacos instead?</i> Encourage the children to contribute their own thoughts about this.</p>	<p><b>8.2:</b> Engage with books through exploring and enacting interpretations.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 2:</b> Simple, plausible inference about events and information, using evidence from text.</p>
	<p><b>Speaking, listening &amp; drama:</b> In small groups, ask the children to role play a similar scenario (eg dividing up a bowl of meatballs fairly between members of a family or splitting up a cake). Give them objects to represent the foods so that they can try out their ideas for dividing things up in a concrete way. Encourage them to think about what their characters would say and make sure that everyone in the group contributes to the role play.</p>	<p><b>4.1:</b> Adopt appropriate roles in small or large groups and consider alternative courses of action.</p>	<p><b>Speaking and listening AF3 – talking within role-play and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues.</p>	<p><b>Level 2:</b> Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios.</p>
	<p><b>Writing:</b> Ask the children to imagine that the next night, the family invites Mina and Leo's family to share some pizza for supper. Encourage the children to write an invitation, including information such as the date, time and place.</p>	<p><b>9.3:</b> Maintain consistency in non-narrative, including purpose and tense.</p>	<p><b>Writing AF2:</b> Produce texts which are appropriate to task, reader and purpose.</p>	<p><b>Level 2:</b> Some appropriate features of the given form used.</p>

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<b>Food Festival!</b>	<p><b>Language comprehension:</b> Encourage the children to pause while reading the story and talk about what they think will happen next at each stage. For example, after page 21, ask: <i>What do you think will happen after Jordan has knocked the bowl over?</i> At the end of the story, ask: <i>What do you think will happen next? What might Mr Bell do? Why do you think this?</i></p>	<p><b>7.2:</b> Give some reasons why things happen or characters change.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 2:</b> Simple, plausible inference about events and information, using evidence from text.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs, ask the children to talk about the type of food that they would bring in from home if their class was having a food festival. Can they say what shape their chosen food is? Invite some of the pairs to present their chosen foods to the whole class.</p>	<p><b>1.3:</b> Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</p>	<p><b>Speaking and listening AF1 – talking to others:</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.</p>	<p><b>Level 2:</b> Recount experiences and imagine possibilities, often connecting ideas.</p>
	<p><b>Writing:</b> Make a shared 'Book of Food', with pictures of different types of food. The children could base this on the book or on their ideas from the 'Speaking, listening &amp; drama' session. Encourage them to add labels to show what kind of food is in each picture and what shape it is. They could also write a sentence using effective vocabulary to describe the food.</p>	<p><b>9.4:</b> Make adventurous word and language choices appropriate to style and purpose of text.</p>	<p><b>Writing AF7:</b> Select appropriate and effective vocabulary.</p>	<p><b>Level 2:</b> Some adventurous word choices.</p>
<b>Froggy Song</b>	<p><b>Language comprehension:</b> Display the CD-ROM version of the text on the computer or whiteboard and ask the children to identify the rhyming words ('long' / 'song' / 'along'), marking them up on the whiteboard screen if possible. Encourage them to think of some alternative words for the song eg by changing the animals from frogs to something else or choosing a different rhyming refrain, such as 'Five little froggies croaking in the river. They croaked so loud it would make you shiver!')</p>	<p><b>8.2:</b> Engage with books through exploring and enacting interpretations.</p>	<p><b>Reading AF5:</b> Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p>	<p><b>Level 2:</b> Some familiar patterns of language identified.</p>
	<p><b>Speaking, listening &amp; drama:</b> In groups or as a whole class, work on a choral performance of the rhyme, with different children or groups taking turns to read with lots of rhythm, expression and enjoyment. Encourage the children to think of some good ways of making the performance more interesting for a listener (eg, by adding music and percussion or by varying the dynamics and tempo).</p>	<p><b>4.3:</b> Consider how mood and atmosphere are created in live or recorded performance.</p>	<p><b>Speaking and listening AF4 – talking about talk:</b> Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others.</p>	<p><b>Level 2:</b> Show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking.</p>
	<p><b>Writing:</b> Following on from the 'Language comprehension' activity above, work on a new shared version of the 'Froggy Song' using some of the children's ideas (eg changing the animal or the rhyming scheme). Plan it out orally together, first, and then ask the children to help you write the new version. You could ask the children to draw pictures to go with their new version and make a class book.</p>	<p><b>9.1:</b> Draw on knowledge and experience of texts in deciding and planning what and how to write.</p>	<p><b>Writing AF2:</b> Produce texts which are appropriate to task, reader and purpose.</p>	<p><b>Level 2:</b> Some attempts to adopt appropriate style.</p>

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Go Away!	<b>Language comprehension:</b> As they read the story, encourage the children to make predictions about what will happen next (eg, at each page turn they can predict the number of glowing eyes that the boy will see next). After reading page 21, ask: <i>What do you think will happen next? What will the boy do?</i> Read on to see if the children were right.	<b>7.1:</b> Draw together ideas and information from across a whole text, using simple signposts in the text.	<b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.	<b>Level 2:</b> Simple, plausible inference about events and information, using evidence from text.
	<b>Speaking, listening &amp; drama:</b> In pairs, ask the children to think about what the boy might tell his family when he gets home. They can then roleplay being the boy and his mum or dad. Encourage them to work on a short scene with plenty of dialogue and ask them to perform it for the whole class.	<b>4.2:</b> Present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class.	<b>Speaking and listening AF3 – talking within role-play and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues.	<b>Level 2:</b> Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios.
	<b>Writing:</b> As a whole class or group, work on a new version of the story using the same basic pattern but changing some elements (eg, maybe the boy sees lots of monsters with three arms or tigers with six fangs). Encourage the children to contribute ideas and vary the basic pattern of the text to add interest.	<b>9.1:</b> Draw on knowledge and experience of texts in deciding and planning what and how to write.	<b>Writing AF2:</b> Produce texts which are appropriate to task, reader and purpose.	<b>Level 2:</b> Some attempts to adopt appropriate style.
Great Estimate!	<b>Language comprehension:</b> When the children have read the book and made their estimates on each page, talk about how the book is structured. Ask: <i>Does the text change on every page?</i> (it doesn't change much). <i>What detail does change each time?</i> (the name of the object). <i>What do you think is the main thing that changes throughout the book?</i> (the photos of different numbers of objects). Find another picture (eg, in a magazine or on the internet) that shows a large number of objects. Together, draft a new page for the book using the same repeating structure.	<b>7.1:</b> Draw together ideas and information from across a whole text, using simple signposts in the text.	<b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.	<b>Level 2:</b> Some awareness of use of features of organisation.
	<b>Speaking, listening &amp; drama:</b> Give each pair or group of children a magazine or a collection of pictures and ask them to look through and find a good picture to use for an estimation game like the ones in the book. Then ask them to show their chosen picture to the rest of the class and explain why they chose it (eg, because it includes lots of objects or because the objects are arranged in a way that makes it tricky to count them at once).	<b>1.3:</b> Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.	<b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.	<b>Level 2:</b> Make helpful contributions when speaking in turn, in pairs, and in small groups.
	<b>Writing:</b> Following on from the 'Speaking, listening & drama' activity, ask the pairs or groups to draft a new section for the book based on the picture that they chose. They can use the shared writing from the 'Language comprehension' session as a model for this work.	<b>9.1:</b> Draw on knowledge and experience of texts in deciding and planning what and how to write.	<b>Writing AF3:</b> Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	<b>Level 2:</b> Some basic sequencing of ideas or material.

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<b>I Hate to be Late!</b>	<p><b>Language comprehension:</b> As the children read the story or listen to the audio recording on the CD-ROM, encourage them to think about how Yang’s family might feel about the way he likes to be early for everything. Ask: <i>How can we work out what his family think?</i> Draw out that we can use the things that they say (eg, ‘It’s only quarter to seven’) and also information from the pictures, as well as drawing on our own ideas about how we would feel if we were in the story. Talk about the ending and ask: <i>How do you think Yang felt when he was sent off to bed? Why?</i></p>	<p><b>8.2:</b> Engage with books through exploring and enacting interpretations.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 2:</b> Simple, plausible inference about events and information, using evidence from text.</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask the children to practise retelling the story in pairs. Encourage them to try to get the different parts of Yang’s day in the correct sequence, using the pictures in the book as prompts if necessary.</p>	<p><b>1.2:</b> Tell real and imagined stories using the conventions of familiar story language.</p>	<p><b>Speaking and listening AF1 – talking to others:</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.</p>	<p><b>Level 2:</b> Vary talk in simple ways to gain and hold the attention of the listener.</p>
	<p><b>Writing:</b> As a group or whole class, draw up a timetable to show what Yang does at different times during his day. You could follow this up with a timetable for the children’s own school day, showing the time school starts, playtime, lunchtime and any other key landmarks in the day.</p>	<p><b>9.3:</b> Maintain consistency in non-narrative, including purpose and tense.</p>	<p><b>Writing AF2:</b> Produce texts which are appropriate to task, reader and purpose.</p>	<p><b>Level 2:</b> Some appropriate features of the given form used.</p>
<b>Centimetre by Centimetre</b>	<p><b>Language comprehension:</b> When the children have read the book and had a go at estimating and measuring the different items, ask them to look back at the different objects on each double-page spread. Can they work out why the author selected these particular objects in each case? Ask: <i>What do the objects on each spread have in common?</i> (eg, the objects on pages 20 and 21 are all connected with birthday parties, on pages 8 and 9 they are all minibests).</p>	<p><b>7.1:</b> Draw together ideas and information from across a whole text, using simple signposts in the text.</p>	<p><b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p><b>Level 2:</b> Some awareness of use of features of organisation.</p>
	<p><b>Speaking, listening &amp; drama:</b> Give each pair of children a collection of objects and a ruler or tape measure. Ask them to work out a measurement puzzle like the ones in the book and then to present it orally to another pair. The pairs can take turns to work out each other’s puzzles.</p>	<p><b>3.1:</b> Ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.</p>	<p><b>Level 2:</b> Make helpful contributions when speaking in turn, in pairs, and in small groups.</p>
	<p><b>Writing:</b> Following on from the paired ‘Speaking, listening &amp; drama’ activity above, ask each pair to measure all of the objects in their collection and present the length of each object in centimetres in the form of a table. Model how to set out the table before children attempt to do this independently.</p>	<p><b>9.5:</b> Select from different presentational features to suit particular writing purposes on paper and on screen.</p>	<p><b>Writing AF2:</b> Produce texts which are appropriate to task, reader and purpose.</p>	<p><b>Level 2:</b> Some appropriate features of the given form used.</p>

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Ram's Caps	<p><b>Language comprehension:</b> As the children read the story, pause every few pages to talk about how Ram might be feeling at this point in the story. Encourage the children to give reasons for their views based on the text (eg, after page 8 Ram might be delighted because he has sold so many caps, and after page 9 he might be disappointed and puzzled because suddenly he wasn't selling any caps at all). Ask the children if they can think of any reason why Ram didn't sell any of his 25 caps on Friday. There is no right or wrong answer to this, so accept any reasoning that makes sense and is connected to the text.</p>	<p><b>7.2:</b> Give some reasons why things happen or characters change.</p>	<p><b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Level 2:</b> Simple, plausible inference about events and information, using evidence from text.</p>
	<p><b>Speaking, listening &amp; drama:</b> In groups, the children could act out the story, taking the parts of Ram, his customers and the monkeys. Encourage the children to retell the story orally in their groups before they attempt to act out each scene, to help them get the sequence right. They will probably need to practise their play several times before they perform it to a suitable audience, such as another class.</p>	<p><b>4.2:</b> Present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class.</p>	<p><b>Speaking and listening AF3 – talking within role-play and drama:</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues.</p>	<p><b>Level 2:</b> Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios.</p>
	<p><b>Writing:</b> Ask the children to make a poster advertising Ram's caps, to help him sell them. Encourage them to use appropriate persuasive language, describing the caps attractively and giving some reasons why they are a good buy! Remind them to use pictures, bold text and an effective layout to help make their poster persuasive.</p>	<p><b>9.4:</b> Make adventurous word and language choices appropriate to style and purpose of text.</p>	<p><b>Writing AF7:</b> Select appropriate and effective vocabulary.</p>	<p><b>Level 2:</b> Some adventurous word choices.</p>
Shape Detective	<p><b>Language comprehension:</b> When the children have read the book and worked out the puzzles on each page, talk about how the book is structured. Ask: <i>Why do you think the author put the answers to each shape puzzle over the page from the questions?</i> (so that the reader gets a chance to answer the question before they turn over and see the answer). Find another picture (eg, in a magazine or on the internet) that shows a number of different shapes. Together, draft a new page for the book using the same basic pattern.</p>	<p><b>7.1:</b> Draw together ideas and information from across a whole text, using simple signposts in the text.</p>	<p><b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p><b>Level 2:</b> Some awareness of use of features of organisation.</p>
	<p><b>Speaking, listening &amp; drama:</b> Give each pair of children a clipboard and encourage them to walk around the school or playground, noting down and sketching all the different shapes they can see. You could give different pairs different areas to look at or ask all the children to look in the same area. When their time is up, ask the pairs to present their findings to the class.</p>	<p><b>1.3:</b> Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.</p>	<p><b>Level 2:</b> Make helpful contributions when speaking in turn, in pairs, and in small groups.</p>
	<p><b>Writing:</b> Following on from the 'Speaking, listening &amp; drama' activity, work as a whole class to make a chart or table to show the different types of shapes that the children found. Ask for the children's help to design an appropriate table and decide what the heading should be for each row and column.</p>	<p><b>9.5:</b> Select from different presentational features to suit particular writing purposes on paper and on screen.</p>	<p><b>Writing AF2:</b> Produce texts which are appropriate to task, reader and purpose.</p>	<p><b>Level 2:</b> Some appropriate features of the given form used.</p>

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<b>Sports Day</b>	<p><b>Language comprehension:</b> After the children have read the story or listened to the audio recording on the CD-ROM, revisit page 5. Ask the children to read Kenji’s comment: “Being bigger doesn’t make you better.” Ask: <i>Do you think that is true? Does the story back up what Kenji says here?</i> Discuss this and encourage the children to look for evidence in the story of times when being bigger doesn’t necessarily mean being better. Ask: <i>Do you think the ending is a good one? Why or why not?</i></p>	<p><b>8.3:</b> Explain their reactions to texts, commenting on important aspects.</p>	<p><b>Reading AF6:</b> Identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader.</p>	<p><b>Level 2:</b> Simple statements about likes and dislikes in reading, sometimes with reasons.</p>
	<p><b>Speaking, listening &amp; drama:</b> In small groups, ask the children to act out a sports day race of their choice. One child should be the commentator, explaining what is going on, in a dramatic way, while the others pretend to race. Encourage the commentators to make the race sound as exciting as they can. You could prepare children for this activity by listening to a recording of a radio sports commentary or watching a TV sports clip and talking about the type of language the commentator uses. Ask the groups to swap roles so that everyone gets the chance to be a commentator.</p>	<p><b>1.3:</b> Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</p>	<p><b>Speaking and listening AF4 – talking about talk:</b> Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others.</p>	<p><b>Level 2:</b> Show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking.</p>
	<p><b>Writing:</b> Ask the children to write a recount based on a race or sports event that they have taken part in (eg, a football match, judo competition, school sports day, swimming gala). Encourage them to plan their recount before they write it, to make sure that they tell the reader about what happened, clearly and in the right sequence. Remind them to use paragraphs to group their ideas together effectively.</p>	<p><b>10.1:</b> Use planning to establish clear sections for writing.</p>	<p><b>Writing AF4:</b> Construct paragraphs and use cohesion within and between paragraphs.</p>	<p><b>Level 2:</b> Ideas in sections grouped by content, some linking by simple pronouns.</p>
<b>Simply Symmetry</b>	<p><b>Language comprehension:</b> When the children have explored the pictures in the book and worked out the lines of symmetry, ask: <i>The author has not used many words in this book. Why do you think this is?</i> Talk about how sometimes the pictures are actually more helpful than words (eg, when conveying an idea or concept visually).</p>	<p><b>7.1:</b> Draw together ideas and information from across a whole text, using simple signposts in the text.</p>	<p><b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p><b>Level 2:</b> Some awareness of use of features of organisation.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs, invite the children to find or draw an object that is symmetrical and challenge their partner to find the lines of symmetry. Together, they should then prepare to tell the rest of the class about their object and demonstrate the lines of symmetry.</p>	<p><b>1.3:</b> Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.</p>	<p><b>Level 2:</b> Make helpful contributions when speaking in turn, in pairs, and in small groups.</p>
	<p><b>Writing:</b> Say: <i>We are going to write some more words to go with the labels in this book. Ask: What other words do you think the author could have added to make this book more interesting or easier to understand?</i> Discuss this as a whole group, inviting the children’s ideas. Together, draft and write a caption for the picture on page 2, such as, ‘This picture of an apple has one line of symmetry.’ Work through some of the other pictures in the same way or give different pictures to different groups or individuals to write their own captions. Remind them to write in full sentences using tense consistently.</p>	<p><b>11.2:</b> Compose sentences using tense consistently (present and past).</p>	<p><b>Writing AF6:</b> Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.</p>	<p><b>Level 2:</b> Clause structure mostly grammatically correct.</p>

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Teacher's Pet	<b>Language comprehension:</b> As the children read the story, pause to encourage them to think about it. For example, after page 6, ask: <i>Which suggestion do you think is best? Do you think Mrs Wiggins will go for any of these ideas? Why or why not?</i> At the end of the story, ask: <i>Do you think this was a good way for Mrs Wiggins to decide about her pet? What might have happened if she didn't like the children's ideas?</i>	<b>8.2:</b> Engage with books through exploring and enacting interpretations.	<b>Reading AF3:</b> Deduce, infer or interpret information, events or ideas from texts.	<b>Level 2:</b> Simple, plausible inference about events and information, using evidence from text.
	<b>Speaking, listening &amp; drama:</b> Ask the children to do a mini-survey at home or among their friends to find out which is the favourite pet. Encourage them to present their findings orally to the class.	<b>1.3:</b> Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.	<b>Speaking and listening AF1 – talking to others:</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	<b>Level 2:</b> Recount experiences and imagine possibilities, often connecting ideas.
	<b>Writing:</b> As a group, talk about the different things Mrs Wiggins will need to do to keep her new dog healthy and happy. Do some research in books and on the internet to find out about what dogs need. Then work together to draft a brief set of instructions for Mrs Wiggins to use when looking after her dog.	<b>9.3:</b> Maintain consistency in non-narrative, including purpose and tense.	<b>Writing AF1:</b> Write imaginative, interesting and thoughtful texts.	<b>Level 2:</b> Mostly relevant ideas or content, sometimes repetitive or sparse.
The 100th Day Party	<b>Language comprehension:</b> Encourage the children to talk about the story and relate it to their own experiences and ideas. For example, ask: <i>What would you bring for a 100th Day display if we had one at school? Do you think Ky-Li deserved to win the competition? Who would you have voted for in second place? What was your favourite part of this story?</i>	<b>8.3:</b> Explain their reactions to texts, commenting on important aspects.	<b>Reading AF6:</b> Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	<b>Level 2:</b> Simple statements about likes and dislikes in reading, sometimes with reasons.
	<b>Speaking, listening &amp; drama:</b> Tell the children that you want them to listen very carefully while you tell them about a special occasion or celebration that you have been involved in. Say: <i>I want you to listen very hard and think of some good questions to ask me based on what you hear.</i> Speak to the class for a couple of minutes and then invite their comments.	<b>2.2:</b> Listen to talk by an adult, remember some specific points and identify what they have learned.	<b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.	<b>Level 2:</b> Listen and respond to the speaker, making simple comments and suggestions.
	<b>Writing:</b> Ask the children to think about a celebration or party that they have been to and to write two or three paragraphs to tell a reader what the party was for, what happened and what they thought of it. Remind them to group their ideas and sentences in paragraphs, so that each paragraph has a clear theme and the ideas are linked to make it easy for the reader to follow.	<b>10.2:</b> Use appropriate language to make sections hang together.	<b>Writing AF4:</b> Construct paragraphs and use cohesion within and between paragraphs.	<b>Level 2:</b> Ideas in sections grouped by content, some linking by simple pronouns.



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The Ants Go Marching!	<p><b>Language comprehension:</b> Encourage the children to join in with singing the words of the rhyme, if you are familiar with the tune. After a couple of readings (or singings), ask the children to pick out the rhyming words on each page. If you are displaying the CD-ROM version of the text on a whiteboard, they could use whiteboard tools to annotate or highlight the rhyming words. Ask: <i>Why do you think this song uses rhyme? Does it make it more fun to read and listen to?</i></p>	<p><b>7.5:</b> Explore how particular words are used, including words and expressions with similar meanings.</p>	<p><b>Reading AF5:</b> Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p>	<p><b>Level 2:</b> Some familiar patterns of language identified.</p>
	<p><b>Speaking, listening &amp; drama:</b> In groups or as a whole class, work on a choral performance of the rhyme, with different children or groups taking turns to read or sing with lots of rhythm and expression. Challenge the children to use musical instruments, percussion, clapping and movement to make their performance more interesting for a listener.</p>	<p><b>4.3:</b> Consider how mood and atmosphere are created in live or recorded performance.</p>	<p><b>Speaking and listening AF4 – talking about talk:</b> Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others.</p>	<p><b>Level 2:</b> Show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking.</p>
	<p><b>Writing:</b> Ask the children to work in pairs or small groups on different sections of the rhyme and come up with an alternative version (eg, 'The ants go marching three by three...The little one stopped to jump like a flea.'). Encourage them to use the text in the book as a model for their own writing. They could add a picture and, together, you could make a class book with all of the children's new versions.</p>	<p><b>9.1:</b> Draw on knowledge and experience of texts in deciding and planning what and how to write.</p>	<p><b>Writing AF2:</b> Produce texts which are appropriate to task, reader and purpose.</p>	<p><b>Level 2:</b> Some attempts to adopt appropriate style.</p>
There Was an Old Lady	<p><b>Language comprehension:</b> Before reading and sharing this book, ask the children if they are familiar with the rhyme, 'There was an old lady who swallowed a fly'. Encourage them to share as much as they can remember. Then read the book. Ask: <i>How has the author added to the basic rhyme in this book? Talk about how the author has shown the different animals' weights both in words and in pictures. Ask: Do you think this makes the rhyme more interesting to read?</i></p>	<p><b>7.1:</b> Draw together ideas and information from across a whole text, using simple signposts in the text.</p>	<p><b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p><b>Level 2:</b> Some awareness of use of features of organisation.</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask the children to shut their eyes and listen to the rhyme being read on the CD-ROM. Tell them that when it is over, you want them to tell you one thing they liked about the reading and one thing they feel could be improved. Encourage all the children to listen with attention and contribute ideas.</p>	<p><b>2.3:</b> Respond to presentations by describing characters, repeating some highlights and commenting constructively.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.</p>	<p><b>Level 2:</b> Listen and respond to the speaker, making simple comments and suggestions.</p>
	<p><b>Writing:</b> As a group or individually, ask the children to draft a persuasive letter to the Old Lady in the rhyme, explaining why it is not a good idea to eat all those animals! You could model the opening of a suitable letter in a shared session before the children work more independently.</p>	<p><b>9.3:</b> Maintain consistency in non-narrative, including purpose and tense.</p>	<p><b>Writing AF1:</b> Write imaginative, interesting and thoughtful texts.</p>	<p><b>Level 2:</b> Mostly relevant ideas or content, sometimes repetitive or sparse.</p>

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<b>Too Much Noise!</b>	<p><b>Language comprehension:</b> Before reading the book or using the version on the CD-ROM, flip through the pages and ask: <i>What do you notice about the way the story is laid out?</i> Encourage the children to comment on the speech bubbles. After reading the story, ask: <i>Do you think it was helpful to put all the direct speech in speech bubbles? Did it make it easier to work out who was speaking? Did it make the story more interesting to look at and read?</i> Share the children's views – there is no right or wrong answer.</p>	<p><b>7.3:</b> Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.</p>	<p><b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p><b>Level 2:</b> Some awareness of use of features of organisation.</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask the children to work in pairs to retell the story, using the illustrations in the book as a prompt if necessary. Encourage some of the pairs to share their retellings with the class.</p>	<p><b>1.2:</b> Tell real and imagined stories using the conventions of familiar story language.</p>	<p><b>Speaking and listening AF1 – talking to others:</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.</p>	<p><b>Level 2:</b> Vary talk in simple ways to gain and hold the attention of the listener.</p>
	<p><b>Writing:</b> Ask the children to write a brief sequel to the story. Encourage them to think about what might happen a little while later. Ask: <i>Will the farmer and his family still be happy or will it have got too noisy again?</i> You could work on the opening of a sequel as a shared writing session before children go on to write more independently.</p>	<p><b>9.2:</b> Sustain form in narrative, including use of person and time.</p>	<p><b>Writing AF3:</b> Organise and present whole texts effectively, sequencing and structuring information, ideas and events.</p>	<p><b>Level 2:</b> Some basic sequencing of ideas or material.</p>
<b>Odd and Even!</b>	<p><b>Language comprehension:</b> When the children have explored the pictures in the book and worked out whether the numbers of objects in each picture are odd or even, ask: <i>Why do you think the author has included number grids on the pages? How do they help us to work out whether the number of objects is odd or even?</i> Talk about how sometimes graphic features like this make a better way of explaining something than a long description in words.</p>	<p><b>7.1:</b> Draw together ideas and information from across a whole text, using simple signposts in the text.</p>	<p><b>Reading AF4:</b> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p><b>Level 2:</b> Some awareness of use of features of organisation.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs, invite some children to create a collection of small classroom objects and challenge others to work out if there is an odd or even number. The pair working out the puzzle should explain as clearly as possible how they worked this out and the pair setting the puzzle should listen and ask questions.</p>	<p><b>1.3:</b> Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</p>	<p><b>Speaking and listening AF2 – talking with others:</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.</p>	<p><b>Level 2:</b> Make helpful contributions when speaking in turn, in pairs, and in small groups.</p>
	<p><b>Writing:</b> Encourage the children to make a class 'Odd and Even' book using their own ideas or ideas from the 'Speaking, listening &amp; drama session above. They can draw pictures of different groupings of objects and add some appropriate labels and captions. Encourage them to write their captions in whole sentences.</p>	<p><b>11.2:</b> Compose sentences using tense consistently (present and past).</p>	<p><b>Writing AF6:</b> Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.</p>	<p><b>Level 2:</b> Clause structure mostly grammatically correct.</p>