



Collins

# BIG CAT Progression Map for teachers

## How Collins Big Cat Supports the New Curriculum English Competencies for Key Stage 1

### YEAR 1

#### Book Bands

Readers of the following book bands will be developing their phonic reading skills and sight vocabulary; reading short, simple, highly predictable texts with familiar objects and actions, and simple story development.

**Pink 1a and 1b**

**Phonics Pink 1a and 1b**

**Red 2a and 2b**

**Phonics Red 2a and 2b**

Readers of the following book bands will be developing and expanding their phonic skills and sight vocabulary of common words; reading texts with repeated phrase patterns, ideas and vocabulary within a varied sentence structures.

**Yellow 3**

**Phonics Yellow Phonics 3**

Readers of the following book bands will be practising and mastering their phonic skills; reading texts with events/episodes in time sequence which have some literary conventions and familiar oral language structures.

**Blue 4**

**Phonics Blue 4**

#### Word Reading curriculum competencies

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read words containing taught GPCs and s, es, ing, ed, er and est endings

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words with contractions ( for example I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- Re-read books to build up their fluency and confidence in word reading
- Read other words of more than one syllable that contain taught GPCs

#### Reading Comprehension curriculum competencies

- Draw on what they already know or on background information and vocabulary provided by the teacher
- Discuss the significance of the title and events
- Recognising and joining in with predictable phrases
- Link what they read or hear read to their own experiences
- Explain clearly their understanding of what is read to them
- Listen to and discuss a wide range of poems and stories and non-fiction at a level beyond that which they can read independently

- Discuss word meanings, linking new meanings to those already known
- Make inferences on the basis of what is being said and done
- Become familiar with fairy stories and traditional tales, retell them and considering their characteristics

- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, take turns and listen to what others say
- Check that the text makes sense to them a they read and correct inaccurate reading

#### Relevant Collins Big Cat titles

**Pink 1A:**

*The Guinea Pigs:* Repetition of 'in the'

**Phonics Pink 1A:**

*Pam Naps:* includes phonemes p, a, m, n, s, d, t, i

**Phonics Red 2B:**

*Wet, Wet, Wet:* Includes phonemes a, ai, ou, oo, h, b, f, ff

*Top Dog:* Supports reading words containing taught GPCs including s, es, ing, ed, er and est

**Yellow:**

*The Helper Bird:* Drawing on what children already know, discussing word meanings

*Rebecca at the Funfair:* Children are encouraged to link what they read to their own experiences

**Phonics Yellow:**

*I Spy Fly:* Includes phonemes y, zz, i-e, and words with contractions

*Horse up a Tree:* Includes phonemes ay, ow, ay, a-e, and allows reader to respond speedily with correct sounds to graphemes

**Blue:**

*Changing and Growing:* Children are encouraged to predict what might happen on the basis of what has been read so far

*The Prince and the Parsnip:* A retelling of a fairy story

*Tod and the Trumpet:* Children are encouraged to listen to, discuss and express views

*Mojo and Weeza and the New Hat:* Developing phonic skills further

**Phonics Blue:**

*The Hat Maker and the Chimps:* Includes phonemes ow, oo and revisits previous learning in the blue phonics readers as well as introducing new phonemes

### YEAR 2

#### Book Bands

Readers of the following book bands will be reading free-flowing, non-repetitive narratives, with more characters involved, and events sustained over several pages. They'll read a wider range of texts with literary language and less familiar, more complex language.

**Green**

**Orange**

**Turquoise**

Readers of the following book bands will be reading books with a much wider vocabulary, understanding a wider range of literary effects that story books have developed plots and characters, and that non-fiction books use more formal language.

**Purple**

**Gold**

Readers of the following book bands will increase their knowledge of more technical and unfamiliar language as well as longer sentence structures. They will search and find information in texts, read with increased expression and gain confidence in discussing what they read and expressing opinions.

**White**

**Lime**

#### Word Reading curriculum competencies

- Continue to apply phonic knowledge and skills as the route to decode words
- Read accurately by blending sounds in words that contain graphemes taught so far
- Recognise alternative sounds for graphemes
- Read words containing common suffixes
- Read accurately words of two or more syllables that contain the same graphemes

- Read most words quickly and accurately
- Read further common exception words

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reread these books to build up their fluency and confidence in word reading

#### Reading Comprehension curriculum competencies

- Be introduced to non-fiction books that are structured in different ways
- Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say
- Become increasingly familiar with and retelling, a wider range of fairy stories and traditional tales
- Predict what might happen on the basis of what has been read so far
- Draw on what they already know or on background information and vocabulary provided by the teacher

- Check that the texts makes sense to them as they read and correct inaccurate reading
- Discuss the sequence of events in books and how items of information are related
- Make inferences on the basis of what is being said and done
- Ask and answer questions
- Listen to and discuss texts at a level beyond that at which they can read independently

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Recognise simple recurring literary language in stories and poetry

#### Relevant Collins Big Cat titles

**Turquoise:**

*Chewy Hughie:* Predict the 'something special' that Hughie will find; make sense of the characters, participate in discussion using words and phrases from the text

*The Lost Village of Skara Brae:* Read independently; read accurately and tack unfamiliar words, participate in discussions and listen to others



**Purple:**

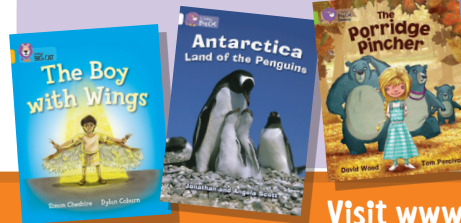
*Pet Detective;* *Tortoise Trouble:* Read on sight high frequency words; ask and answer questions in group work

*Living Dinosaurs:* Read less common graphemes, draw information and ideas from the text

**Gold:**

*Buzz and Bingo in the Fairytale Forest:* Predict story endings using inferences from the text, identify different characters

*How Does it Work?:* Show how items of information are related - through sequential information



**White:**

*I Never Know How Poems Start:* Read fluently, explore how words are used and clarify meanings of new words; read with appropriate intonation

*Your Senses:* Express views about the story; use words and phrases to support their viewpoint

*The Sneezles:* Explain understanding of the theme of the book, identify events and characters

**Lime:**

*Think Again:* Check meanings of unfamiliar words; retell the story and compare with other known stories

*Blood:* Draw together ideas and information, read the book independently and explain how it is organised

*The Monster under the Bed:* Give reasons why things happen or characters change; explain how mood/ atmosphere are created



Visit [www.collins.co.uk/CollinsBigCat](http://www.collins.co.uk/CollinsBigCat) to find out more



## YEARS 3-4

### Book Bands

Readers of the following book band will be discussing the meanings of words in context, and reading new words; exploring how different texts appeal to readers, be able to infer characters' feelings and discuss consequences.

**Copper 12**

Readers of the following book bands will be developing and expanding their phonic skills and sight vocabulary of common words; reading texts with repeated phrase patterns, ideas and vocabulary within a varied sentence structures.

**Topaz 13**

**Ruby 14**

## YEARS 5-6

### Book Bands

Readers of the following book bands will be practising and mastering their phonic skills; reading texts with events/episodes in time sequence which have some literary conventions and familiar oral language structures.

**Emerald 15**

Readers of the following book bands will be reading free-flowing, non-repetitive narratives, with more characters involved, and events sustained over several pages. They'll read a wider range of texts with literary language and less familiar, more complex language.

**Sapphire**

Readers of the following book bands will be reading books with a much wider vocabulary, understanding a wider range of literary effects that story books have developed plots and characters, and that non-fiction books use more formal language.

**Diamond 17**

Readers of the following book bands will increase their knowledge of more technical and unfamiliar language as well as longer sentence structures. They will search and find information in texts, read with increased expression and gain confidence in discussing what they read and expressing opinions.

**Pearl 18**

### Word Reading curriculum competencies

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Word Reading curriculum competencies

Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

### Reading Comprehension curriculum competencies

- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling these orally
- Prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action
- Use dictionaries to check the meanings of words that they have read
- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- Ask questions to improve their understanding of a text
- Predict what might happen from details stated and implied

- Read books that are structured in different ways and read for a range of purposes
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise some different forms of poetry
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Identify main ideas drawn from more than one paragraph and summarising these
- Identify how language, structure and presentation contribute to meaning

### Reading Comprehension curriculum competencies

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or textbooks
- Identify themes and conventions in a wide range of books
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- Increase their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage, and books from other traditions and cultures
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Identify and discuss themes and conventions in and across a wide range of writing
- Check that the book makes sense to the, discussing their understanding and exploring the meanings of words in context
- Ask questions to improve their understanding
- Predict what might happen from details stated and implied
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction

- Recommend books that they have read to their peers, giving reasons for their choices
- Make comparisons within and across books
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas
- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justification for their views

### Relevant Collins Big Cat titles

#### Copper:

*Monster in the Mirror*: Explore what happens in Chapter 3 and try and predict what Stretch might do to get peace in the house

*Mind the Gap*: Prepare poems for performance using appropriate tone, explain how the words in the poem help you to understand it

*Life and Death in a Hill Fort*: Discuss and understand the meanings of words in context, using the glossary

*How to be an Ancient Egyptian*: Explain how the writer uses different words and pictures to help the reader understand the text

#### Topaz:

*Bungleman*: Read and pick out words and phrases that will capture the interest of the reader

*Let's Go Camping*: Look at how the information is presented, e.g. on pages 20-23, and explain why the writer uses words, pictures and drawings to help the reader understand the main ideas better

#### Ruby:

*Sophie's Rules*: Read Scene 6 and discuss how the character Dana might be feeling about the art competition using the lines she speaks in the scene to prove your points

*How to be a Roman*: Identify the main idea written about in Stage 20

### Relevant Collins Big Cat titles

#### Emerald:

*Matti's Miracle*: Give opportunities for readers to discuss the feelings of the characters and how the writer uses language to create images and atmosphere

*In the Rue Bel Tesoro*: Read Scene 10 and discuss what happens in the scene with a partner. Listen to each other's ideas and then present them to the class.

*Sister Queens*: List the information given about the two queens, e.g. from page 42, and discuss which queen has the best reputation

*Code making, Code Breaking*: Read the chapters on the Enigma code, checking for sense and then explain the code to others

#### Sapphire:

*The Leopard Poachers*: Discuss what the "poachers" might do at the end of Chapter 3, and why people poach endangered animals

*Alice in Wonderland*: Have a look at an original edition and compare the start of the story with this edition

*Michael Rosen: All About Me*: What do you think is the main theme in pages 21-24? Give examples from the text to prove your points

*The Big Bang*: Read pages 36-37 and select a fact and an opinion, and discuss the key differences between fact and opinion

#### Diamond:

Discuss the characters in *The Tempest* and compare them to any characters in stories you have read recently

*Nightmare*: Discuss the use of language, building on each other's ideas and views

*Hard Times*: Compare the descriptions of the mills and factories with the description of life on the island in *The Tempest*.

*Walter Tull: Footballer, Soldier, Hero*: Discuss what the leaders of the British Army thought, e.g. on page 32, and what Walter Tull did to prove them wrong, using evidence from page 37

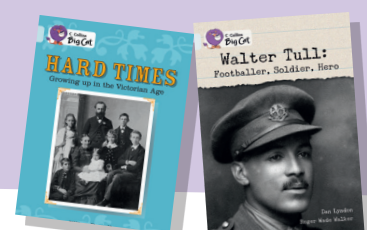
#### Pearl:

*The Tear Jar*: Explain how Lena is feeling in the second chapter giving reasons for your views from the text

*Daybreak*: Discuss the language the author uses and the impact it has on the reader

*The Maya*: Pick out some facts about why the Maya collapse might have happened, and discuss whether you think the author is right that our own society might collapse unless we learn from these lessons

*The Mysterious World of Microorganisms*: Explain how microorganisms are "masters of disguise" to help others in your group understand what they do







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## Collins Big Cat and the New Curriculum Aims

### How Collins Big Cat supports the delivery of the 2014 National Curriculum for English aims

#### New Curriculum Aims for English, Key Stages 1 & 2

Ensure that all pupils read easily, fluently and with good understanding

Ensure that all pupils develop the habit of reading widely and often, for both pleasure and information

Ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Ensure that all pupils appreciate our rich and varied literary heritage

Ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Ensure that all pupils use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Ensure that all pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### How Collins Big Cat supports the delivery of these aims

**Collins Big Cat Phonics** offers 120 fully decodable, systematic, synthetic phonics readers, including 48 titles for children struggling with phonics in year 2.

These support effective, high quality phonics teaching and learning.

**Collins Big Cat** is a multi-award winning reading programme with 50% fiction and 50% non-fiction, providing a huge range of text types and genres including prose, plays, poetry collections, autobiographies, biographies, recounts and information books.

The high-quality, diverse range of books supports all children from emergent to fluent as they learn to love reading.

The wide variety of text types within **Collins Big Cat** provides rich and diverse vocabulary. The systematic approach to reading fluency built within the Book Bands for Guided Reading, which scaffold the series, ensure clear progression in terms of vocabulary and linguistic complexity.

**Collins Big Cat Classics** include adaptations from some of our literary greats, such as Charles Dickens, Oscar Wilde, the Brontë sisters, Mary Shelley, Samuel Taylor Coleridge, Rudyard Kipling and Lewis Carroll – bringing some of the most wonderful works of literature to a new generation of readers.

A separate, distinct **Collins Big Cat Shakespeare** collection retells some of the best-loved plays in engaging, accessible prose.

Every **Collins Big Cat** book includes bespoke notes for the teacher or teaching assistant to support children's reading, understanding and creative response.

The notes include a wide variety of writing activities, which require children to write for different purposes and audiences through, for example, a letter, newspaper article, poster, advert, alternative ending, etc., developing children's level of comprehension as they evaluate and interpret the content further.

The teacher notes in every **Collins Big Cat** book include ideas and prompts for class, small-group, and one-to-one discussions, where children are specifically asked to interpret the text orally, referring back to key sections to support their arguments and develop their understanding.

The teacher notes in every **Collins Big Cat** book include a huge range of speaking and listening activities including role play, hot seating, drama, interviews and formal and informal presentations. They are encouraged to use a variety of forums for this, such as the school assembly, school radio and to involve other classes within the school to develop their peer-to-peer skills.

Children are supported to work together to develop their ideas and listen and respect each other's views and suggestions.





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## Collins Big Cat and Assessment

### How Collins Big Cat supports formative and summative assessment

