



### Key

#### APP Assessment Focus:

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

#### Early Years Foundation Stage:

EYFS LCT = Language for Communication and Thinking;  
EYFS LSL = Linking sounds and letters;  
EYFS R = Reading;  
EYFS W = Writing

## Assessment Focus Matching Chart

Lilac/Band 0						
Title	Text type	Curriculum links	Learning objectives	Assessment focuses/EYFS profile scale	Reading Recovery level	NC level
<b>Fiction</b>						
<i>The Frog Prince</i> Chris Fisher	A wordless traditional story	Knowledge and Understanding of the World: Exploration and investigation; Creative Development: Developing imagination and imaginative play	<ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Use language to imagine and recreate roles and experiences</li> <li>• Extend their vocabulary, exploring the meanings and sounds of new words</li> <li>• Show an understanding of the elements of stories, such as main character, sequence of events, and openings</li> <li>• Retell narratives in the correct sequence, drawing on the language patterns of stories</li> </ul>	EYFS LCT7  EYFS LCT5  EYFS LCT7  EYFS R5  EYFS R7		Towards 1

## Lilac/Band 0

Title	Text type	Curriculum links	Learning objectives	Assessment focuses/EYFS profile scale	Reading Recovery level	NC level
<b>Fiction</b>						
<i>The Pied Piper of Hamelin</i> Jane Ray	A wordless traditional story	Physical Development: Movement and space; Creative Development: Creating music and dance	<ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Use language to imagine and recreate roles and experiences</li> <li>• Hear and say sounds in the order in which they occur</li> <li>• Show an understanding of the elements of stories, such as main character, sequence of events, and openings</li> <li>• Retell narratives in the correct sequence, drawing on the language patterns of stories</li> </ul>	EYFS LCT7  EYFS LCT5  EYFS LSL5  EYFS R5  EYFS R7		Towards 1
<i>Oh Dear Me, I'm Late For Tea!</i> Alison Hawes	A wordless story with predictable structure	Creative development: Using their imagination in role play and stories; Knowledge and understanding of the world: Finding out about objects they observe	<ul style="list-style-type: none"> <li>• Understanding and using terms about books and print</li> <li>• Using knowledge of familiar texts to reenact or retell to others</li> <li>• Knowing that books are ordered left to right</li> <li>• Learning new words from their reading and shares experiences</li> <li>• Listening to and making environmental sounds</li> </ul>	AF R4  EYFS R7  EYFS R4  AF R2  EYFS LSL1		Towards 1

## Lilac/Band 0

Title	Text type	Curriculum links	Learning objectives	Assessment focuses/EYFS profile scale	Reading Recovery level	NC level
<b>Fiction</b>						
<i>Get the Fruit!</i> Paul Shipton	A wordless story with predictable structure	Mathematical development: Use ideas to solve practical problems	<ul style="list-style-type: none"> <li>• To understand and use correctly terms about books and print</li> <li>• To be aware of story structures</li> <li>• To make collections of new words linked to own interest, topics</li> <li>• To explore animal and jungle sounds using instruments and voice</li> </ul>	AF R4  EYFS R5  AF R4  EYFS LSL1		Towards 1
<i>Goldilocks and the Three Bears</i> Barbara Mitchell	A wordless traditional story	Communication, language and literacy: respond to and make up own stories; retell narratives in the correct sequence; mathematical development: use language of comparisons	<ul style="list-style-type: none"> <li>• Understanding how story-book language works</li> <li>• Using knowledge of familiar texts to re-enact or retell to others</li> <li>• Learning new words from reading and shared experiences</li> <li>• Exploring the sound effects of the story using instruments in a retelling</li> <li>• Exploring familiar themes and characters through role-play</li> </ul>	AF R7  AF R7  AF R1  EYFS LCT4  EYFS LCT5		Towards 1
<i>Cat and Dog</i> Shoo Rayner	A wordless story with predictable structure	Knowledge and Understanding of the World: find out about some features of living things	<ul style="list-style-type: none"> <li>• Using terms about books and print</li> <li>• Tracking story in the right order</li> <li>• Using story language to retell stories</li> <li>• Retelling narratives in the correct sequence</li> </ul>	AF R4  EYFS R4  EYFS R7  EYFS R7		Towards 1

## Lilac/Band 0

Title	Text type	Curriculum links	Learning objectives	Assessment focuses/EYFS profile scale	Reading Recovery level	NC level
<b>Fiction</b>						
			<ul style="list-style-type: none"> <li>• Asking and answering questions about living things</li> </ul>	EYFS LCT4		
<i>The Big Turnip</i> Monica Hughes	A wordless traditional story	Communication, Language and Literacy: respond to and make up own stories; retell narratives in the correct sequence; Mathematical Development: use language of comparisons	<ul style="list-style-type: none"> <li>• Understand and use correct terms about books and print, e.g. cover, title, page</li> <li>• Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded</li> <li>• Understand how story book language works and use formal elements when re-telling stories, e.g. Once there was a man...</li> <li>• Retell stories, ordering events using story language</li> <li>• Play with sounds</li> </ul>	AF R4  EYFS R5  EYFS LCT5  EYFS R7 EYFS LSL2		Towards 1
<i>Stop That Robot!</i> Alison Sage	A wordless fantasy story	Personal, social and emotional development: Feelings	<ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Extend vocabulary, exploring the meanings and sounds of new words</li> <li>• Use language to imagine and recreate roles and experiences</li> <li>• Link sounds to letters</li> <li>• Read simple words by sounding out and blending the phonemes</li> <li>• Retell narratives in the correct sequence</li> </ul>	EYFS LCT7  EYFS LSL5  EYFS LCT5  EYFS LSL4 EYFS LSL7  EYFS R7		Towards 1

## Lilac/Band 0

Title	Text type	Curriculum links	Learning objectives	Assessment focuses/EYFS profile scale	Reading Recovery level	NC level
<b>Fiction</b>						
<i>Little Red Riding Hood</i> Katharine McEwen	A wordless traditional story	Personal, social and emotional development: Work as part of a group or class, taking turns and sharing fairly; Be confident to try new activities, initiate ideas and speak in a familiar group	<ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Use language to imagine and recreate roles and experiences</li> <li>• Show an understanding of the elements of stories, such as main character, sequence of events, and openings</li> <li>• Retell narratives in the correct sequence, drawing on the language patterns of stories</li> </ul>	EYFS LCT7  EYFS LCT5  EYFS R3  EYFS R7		Towards 1
<i>My Party</i> Maoliosa Kelly	A wordless non-fiction book	Personal, social and emotional development: be confident to try new activities and speak to a familiar group	<ul style="list-style-type: none"> <li>• Talk about the book, identifying major points and key themes</li> <li>• Use a variety of cues when reading</li> <li>• Use language to imagine and recreate roles and experiences</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	EYFS R5  AF R1  EYFS LCT5  EYFS LCT7		Towards 1
<b>Non-fiction</b>						
<i>How to Make a Maraca</i> Susie Hodge	A wordless instruction book	Creative Development: Exploring media and materials	<ul style="list-style-type: none"> <li>• Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how</li> </ul>	EYFS R8		Towards 1

## Lilac/Band 0

Title	Text type	Curriculum links	Learning objectives	Assessment focuses/EYFS profile scale	Reading Recovery level	NC level
<b>Non-fiction</b>						
			<ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Extend their vocabulary, exploring the meanings and sounds of new words</li> <li>• Hear and say sounds in the order in which they occur</li> </ul>	EYFS LCT7  EYFS LCT7  EYFS LSL5		
<i>This is Me!</i> Charlotte Guillain	A wordless instruction book	Creative Development: Exploring media and materials	<ul style="list-style-type: none"> <li>• Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Extend their vocabulary, exploring the meanings and sounds of new words</li> <li>• Hear and say sounds in the order in which they occur</li> </ul>	EYFS R8  EYFS LCT7  EYFS LCT7  EYFS LSL5		Towards 1
<i>Look Out, Butterfly!</i> Nic Bishop	A wordless non-fiction book	Mathematical development: Use everyday words to describe position; Knowledge and understanding of the world: Find out about and identify features of living things	<ul style="list-style-type: none"> <li>• Track the text in the correct order</li> <li>• Recount the main points in sequence</li> <li>• Use terms about books: book, cover, beginning, end, page, title</li> <li>• Ask questions about why things happen</li> </ul>	EYFS R4  EYFS R7  AF R4  EYFS LCT4		Towards 1

Lilac/Band 0						
Title	Text type	Curriculum links	Learning objectives	Assessment focuses/EYFS profile scale	Reading Recovery level	NC level
<b>Non-fiction</b>						
<i>Stripes</i> Monica Hughes	A wordless non-fiction book	Knowledge and understanding of the world: investigate objects, materials, living things, similarities, differences, patterns and change	<ul style="list-style-type: none"> <li>Track the text (photographs) in the correct order</li> <li>Talk about the text identifying major points and key themes</li> <li>Locate significant parts of the text using photographs</li> <li>Interact with others, negotiating plans and activities and taking turns in conversation</li> </ul>	EYFS R4  EYFS R5  EYFS R8  EYFS LCT6		Towards 1
<i>Carry Me!</i> Monica Hughes	A wordless non-fiction book	Knowledge and understanding of the world: Finding out about living things	<ul style="list-style-type: none"> <li>Track the text (photographs) in the correct order</li> <li>To talk about the text identifying major points and key themes</li> <li>To locate significant parts of the text using photographs</li> <li>To speak clearly and audibly, showing awareness of the listener</li> </ul>	EYFS R4  EYFS R5  EYFS R8  EYFS LCT8		Towards 1
<i>How to Make a Scarecrow</i> Kim Wilde	A wordless instruction text	Knowledge and understanding of the world; creative development	<ul style="list-style-type: none"> <li>Track the text (photographs) in the correct order</li> <li>Use a variety of cues when reading</li> <li>Locate significant parts of the text using photographs</li> <li>Increase knowledge of grapheme/phoneme correspondences</li> </ul>	EYFS R4  AF R1  EYFS R8  EYFS LSL4		Towards 1

## Lilac/Band 0

Title	Text type	Curriculum links	Learning objectives	Assessment focuses/EYFS profile scale	Reading Recovery level	NC level
<b>Non-fiction</b>						
			<ul style="list-style-type: none"> <li>Interact with others, use talk to organise, sequence and clarify thinking, ideas and events</li> </ul>	EYFS LCT6		
<i>What Am I?</i> Maoliosa Kelly	A wordless information text	Communication, Language and Literacy: Use language to imagine and recreate roles and experiences; Knowledge and Understanding of the World: Find out about events in the lives of people they know; Creative Development: Use imagination in role play; Express and communicate ideas by using role play	<ul style="list-style-type: none"> <li>Use language to imagine and recreate roles and experiences</li> <li>Read a range of familiar and common words and simple sentences independently</li> <li>Show an understanding of how information can be found in non-fiction books to answer questions about where, who, why and how</li> </ul>	EYFS LCT5  EYFS R6  EYFS R8		Towards 1
<i>How to Make a Pizza</i> Zoë Clarke	A wordless instruction text	Physical development: Recognise the importance of keeping healthy, and those things which contribute to this	<ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Extend their vocabulary, exploring the meanings and sounds of new words</li> <li>Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how</li> </ul>	EYFS LCT7  EYFS LSL5  EYFS R8		Towards 1