



Collins  
**Big Cat**

## APP SUPPORT PACK

### Key

#### Ideas for Guided Reading Bullet:

GS = Getting Started;  
RR = Reading and Responding;  
RTB = Returning to the book;  
CMO = Checking and moving on

#### APP Assessment Focus:

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

#### EYFS Profile CLL:

LCT = Language for Communication and Thinking;  
LSL = Linking Sounds and Letters;  
R = Reading;  
W = Writing

## Assessment Examples

Lilac/Band 0						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
<b>Fiction</b>						
<i>The Frog Prince</i> Chris Fisher	GS3	imagine what might happen in the story from looking at the front cover	<i>The princess might help the frog; the princess and frog make friends</i>	Children make general suggestions that do not relate to the picture	R7	LCT7
	RR2	use language to describe what is happening in the pictures on pp.2-3	Children describe what is happening to the princess's ball and identify the animals in the picture	Children are not able to use language to describe the pictures	R2	LCT5

## Lilac/Band 0

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
<b>Fiction</b>						
	RR4	understand the events and characters in the story	Children suggest what is happening to the frog, e.g. <i>he catches the princess's ball and gives it back to her</i>	Children struggle to understand the events	R2	R5
	RTB1	retell the story	Children recount the main points, usually in the correct sequence using the story map	Children join in to retell the main points with support	R2	R7
<i>The Pied Piper of Hamelin</i> Jane Ray	GS3	imagine what might happen to the rats in this story	<i>The rats might follow the piper to a new home; the rats might get hurt by the piper</i>	Children make general suggestions that do not relate to the picture	R7	LCT7
	GS4	understand the events and characters in the story	Children describe the piper's clothes and discuss whether he is a good or bad character	Children need support to use language to describe the piper	R2	R5
	RR2	use language to describe what is happening in the pictures	Children begin to adopt traditional story language to describe the pictures, e.g. <i>the rats were the size of cats</i>	Children need help to describe the story using story language	R2	LCT5
	RTB1	retell the story using the illustrations	Children recount the story from beginning to end using the story map	Children join in to retell the main points with support	R2	R7

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<b>Fiction</b>						
<i>Oh Dear Me, I'm Late for Tea!</i> Alison Hawes	GS1	use technical vocabulary to describe the book	Front cover, back cover, title, author, illustrator	Children begin to use some technical language	R4	R4    R7
	GS2	imagine what might happen in the story from looking at the front cover	<i>Granny might be late, granny might fall over, granny might borrow the scooter</i>	Children make general suggestions that do not relate to the picture	R7	
	RR3	make predictions based on their own experiences about their own granny	<i>My granny would drive a car; my granny would catch a bus</i>	Children are not able to predict the story content	R7	
	RR1	look at the pages in order from left to right	Turn the pages in order, looking at the left hand page before the right to establish the story sequence	Children sometimes turn pages in order and sometimes look at the left hand page first (if appropriate)	R1	
	RTB1	retell the story	Children recount the main points, usually in the correct sequence	Children join in to retell the main points with support	R2	
<i>Get the Fruit!</i> Paul Shipton	GS1	use technical vocabulary to describe the book	Front cover, back cover, title, author, illustrator	Children begin to use some technical language	R4	R5
	GS3	imagine what the monkeys are thinking on p.9	<i>How can we get the fruit? We want the fruit. Let's climb up to get the fruit</i>	Children make general suggestions that do not relate to the picture	R2	

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<b>Fiction</b>						
	RR1	retell the story using the illustrations	Children recount some key events, making reference to the illustrations for support	Children join in to retell the main points with support	R2	R7/LCT8
	RR3	relate the story to their own experience or other stories	<i>When I couldn't get my toy down I... when Mummy couldn't reach my ball she...</i>	Children make general suggestions that do not relate to the picture	R7/SL1	R5/LCT8
<i>Goldilocks and the Three Bears</i> Barbara Mitchell	GS1	guess who the main character in the story will be by hot seating the teacher in role	Children ask: <i>What do you like to eat? How old are you? Who are your friends?</i>	Children can ask questions with support and guidance	R7	LCT4
	GS3	point to each word in the title as it is read aloud by the teacher	Children track the words accurately in the title as they are read aloud	Children know that print is read from left to right and are beginning to track words	R1	R4
	GS3	recount the events of Goldilocks and the three bears from previous reading experiences	<i>Goldilocks broke Baby Bear's chair; Goldilocks ate Baby Bear's porridge</i>	Children need support to recount one main point	R7	LCT5
	RR1	describe what is happening in the pictures to a friend	<i>P.3-4, Goldilocks and two mice go into the bears' house. Goldilocks doesn't like sitting in the big chair because it is too hard...</i>	Children need support to find information, e.g. teacher directs children's gaze and asks direct questions	R2	R5

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<b>Fiction</b>						
<i>Cat and Dog</i> Shoo Rayner	GS1	hold the book correctly and use the terminology <i>front cover, author, title, etc.</i>	Children hold the book and turn the pages; children name the different parts, elements	Children need support to navigate their way through the book, finding the story beginning etc.	R4	R4
	GS2	predict what might happen in the story using the front cover illustration and knowledge about cats and dogs from other stories	<i>The cat and the dog might have a fight; the cat and the dog don't like each other; the cat and the dog might make friends; the cat and dog might chase each other</i>	Children make suggestions that relate to their own experience / <i>have a dog</i>	R7	R5
	RR2	explain why the dog helped the cat	<i>The dog helped the cat so he would have someone to chase again; because the cat couldn't swim; because the dog didn't want the cat to drown</i>	With support children suggest why the dog helped the cat	R3/SL1	R5/LCT8
	RR3	track the story using their finger from picture to picture	Children follow the illustrations in the correct order and follow the direction of the cat and dog on pp.8-9 and 14-15	With support, children follow the story from beginning to end	R2	R7
<i>The Big Turnip</i> Monica Hughes	GS1	identify what a turnip is from the picture on the front cover; remember any stories about turnips	Children discuss the vegetables being grown in the picture; children recount parts of the traditional tale <i>The Enormous Turnip</i> from memory	Recognises familiar characters, e.g. farmer	R7	R5

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<b>Fiction</b>						
	GS3	describe the events and characters in the picture on pp.2-3 of the story	Children identify the farmer, his wife, children, the dog, cat and mouse. Children describe that the farmer is struggling to uproot the turnip, e.g. he is hot and tired	With help, children describe what is happening in the picture e.g. he can't get the turnip up	R2/SL1	R5/LCT8
	GS4	imagine what the farmer is saying to his wife on pp.4-5	<i>How can we get this big turnip up? I know, let's pull together..., etc.</i>	Children suggest what the farmer says with support	R3/SL3	LCT5
	RTB1	retell the story using the pictures on pp.14-15 to add detail and traditional story book language	<i>Once upon a time there was a farmer. He had grown an enormous turnip... The farmer's wife tried to help him. They pulled and they pulled and they pulled... etc.</i>	Children recall some key events and may use some story language	R2/R7/SL3	R7/LCT5
<i>Stop That Robot!</i> Alison Sage	GS2	hear the phonemes in the word <i>stop</i> ; match the phonemes to the graphemes in the word <i>stop</i>	Children can hear the four phonemes in the word <i>s-t-o-p</i> , and match the correct sound to the grapheme in order	Children hear some of the sounds correctly	R1	LSL5
	GS2	blend phonemes <i>s-t-o-p</i> to read <i>stop</i>	Children say <i>s-t-o-p</i> and then run the sounds together in order to say <i>stop</i>	Children blend <i>s-t-o-p</i> with support	R1	LSL6

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<b>Fiction</b>						
	RR1	identify what is happening in each picture	Children can describe the events in each picture and answer questions about the characters, e.g. on p.2 <i>the boy's room is messy and mum asks him to tidy up.</i>	Children suggest key themes/events from the pictures, e.g. <i>the room is a mess</i>	R2	R5
	RTB1	recount the story in brief detail using the story map on pp.14-15	Children sequence events correctly and follow the story map in order	Children recall key moments from the story map with support	R2	R7
	RTB2	choose powerful words to describe Mum's feelings throughout the story	<i>Cross, annoyed, irritated, etc.</i>	With support children make reasonable suggestions about Mum's feelings	R5	R5
<i>Little Red Riding Hood</i> Katharine McEwen	GS1	tell you about wolves and stories that feature wolves	<i>Wolves are scary, greedy, naughty; they eat people in stories; Little Red Riding Hood; The Three Little Pigs</i>	Children make simple suggestions about wolves: <i>Wolves are scary</i>	R7	R5
	GS2	read the title and blurb aloud with the teacher, pointing to each new word as it is read	Children can point to each new word as the teacher reads. They follow the text from left to right	Children copy the teacher to follow the print with their finger	R1	R4
	RR3	use traditional story language when recounting this story	<i>Once upon a time; Oh Granny, what big eyes you have got... etc.</i>	Join in with an oral retelling of the key moments of the story	R5/SL3	R7/LCT5

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<b>Fiction</b>						
	RTB1	make comparisons with other versions of Little Red Riding Hood	Children describe alternative versions, e.g. <i>the wolf eats Granny and the woodcutter cuts her out; the wolf says sorry and has tea with Little Red Riding Hood</i>	Children discuss what else might happen to the wolf	R7/SL1	LCT7
<b>Non-fiction</b>						
<i>How to Make a Maraca</i> Susie Hodge	GS2	point to each word in the title as it is read aloud by the teacher	Children track the words accurately in the title as they are read aloud	Children know that print is read from left to right and are beginning to track words	R1	R4
	GS3	hear and say sounds in words	Children can sound-talk the word <i>m-a-r-a-c-a</i>	Children need help to recognise the sounds in <i>m-a-r-a-c-a</i>	R1	LSL5
	RR3	describe what is happening in the pictures	<i>The child is pouring pasta into the pot; the child is gluing the pots together</i>	Children need support to describe what is happening in the pictures	R2	R8
	RTB1	recount the information and organise their thinking	Children can use the flow chart on pp.14-15 to describe the stages involved in making a maraca	Children need help to organise their ideas	R2	LCT7

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<b>Non-fiction</b>						
<i>This is Me!</i> Charlotte Guillain	GS3	point to each word in the blurb and join in with reading aloud	Children track the words accurately in the title as they are read aloud	Children know that print is read from left to right and are beginning to track words	R1	R4
	GS5	use talk to organise their ideas and thinking	Children can list the materials that the girl will need to make her face picture, e.g. <i>paper, paint, brush</i>	Children need help to suggest ideas	R3	LCT7
	RR1	identify that this is an information book	Children know that this book will give them information about how to make a picture of themselves	Children are unsure of the difference between information and story books	R7	R8
	RTB2	recount the information in the book using language of order	<i>First you need to look in a mirror; then you need to sketch your face</i>	Children need help to recount the stages in order	R2	LSL7
<i>My Party</i> Maoliosa Kelly	GS1	describe their experiences of birthday parties	<i>At my party we had a chocolate cake; we played pass the parcel; we made party bags..., etc</i>	With support children describe their birthday parties	R7/SL1	LCT7
	GS2	predict what might happen in the book from looking at the front cover	Children suggest what might happen at the little girl's party	Children need support to make suggestions	R1	R5

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<b>Non-fiction</b>						
	RR1	read through the book looking at the pictures in sequence and identifying the stages of the party	Children look at the pictures from left to right and discuss what is happening in each picture	Children begin to look at the pictures in order	R1/R2	R5
	RR3	describe the type of party food that the little girl and her friends will enjoy using the pictures on pp.4-5	Children describe the food and make additional suggestions based on the information in the pictures, e.g. <i>she likes cheese sandwiches. She might like ham sandwiches</i>	With support children describe what they see in the pictures	R3	LCT7
<i>Look Out, Butterfly!</i> Nic Bishop	GS1	predict and read the title by looking carefully at the front cover and using phonic and context cues	Children identify the initial phonemes in the words <i>l-ook</i> and <i>b-utterfly</i> . With help, children read the title	Children need support to identify initial phonemes in key words	R1	LSL3
	GS3	describe what is happening in each picture as you walk through the book	<i>The butterfly visits the pink flower; the butterfly sucks the nectar.</i> You may need to provide new vocabulary	With support children describe what they see in the pictures	R2	R5
	RR1	use sequence words, position words and colour words to describe the information in the book to a partner	Children can recount the detail more independently, e.g. <i>first the butterfly flies up to the pink flower</i>	With help children recount the events	R2	R7

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Non-fiction						
	RR2	explain what the crab spider wants to do to the butterfly, and why the butterfly didn't see it on the flower (pp.12-13)	<i>The crab spider wants to eat him; the crab spider is yellow and the flower is yellow so he is hiding from the crab spider; he is camouflaged</i>	Children cannot yet infer the crab spider's intentions	R3/SL1	R5/LCT7
Stripes Monica Hughes	GS3	describe the zebra stripes on pp.2-3 using relevant vocabulary	e.g. <i>black and white stripes, bendy, thick and thin</i>	Children describe the zebra with support	R2	R5
	GS4	predict what the animal on p.5 is using only the information on p.4	Children identify that it is a snake and give some reasons, e.g. <i>it has scales, it looks shiny, it is coiled up, it looks snakey</i>	Children need help to identify the snake and support to describe its appearance	R3	R5
	RR1	turn the pages as you move through the book and follow the information in the right order	Children are interested by each new page and stay with you as you discuss the information	Children move through the book in random order and have to be helped to focus on each page in turn	R1	R4
	RR2	match the stripes from the image on the left hand page with the stripes in the picture on the following right hand page	e.g. on pp.8-9, <i>the stripes are taken from above the wheel of the racing car</i>	With help, children match the extract to the main image	R2	R5

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<b>Non-fiction</b>						
<i>Carry Me</i> Monica Hughes	GS1	read the title, using a range of cues, having discussed the picture on the front cover	Children use phoneme-grapheme correspondence to sound out <i>c-a-r-r-y</i> , and experience of high frequency words to read <i>me</i> . They may use contextual knowledge to predict the word <i>carry</i>	Children recognise the initial sound 'c'. They may need help to sound out and blend the word <i>c-a-r-r-y</i>	R1	LSL5
	GS2	describe the kitten and how the cat is carrying the kitten on pp.2-3 using new and appropriate vocabulary	<i>The kitten is tiny; the kitten is weak; the kitten is floppy; the cat is carrying the kitten gently in its mouth, etc...</i>	With support, children describe the kitten's appearance	R2/SL1	R5/LCT7
	RR1	reread the book in pairs from the beginning, behaving like readers and discussing the content	Children move through the book in order, dwelling to discuss the content of each page with their partner	Children are beginning to behave like readers, turning the pages in order and dwelling on each page to consider the content	R1	R4
	RTB1	explain why the young creature has to be carried, using the photographs to support inference	<i>The baby chimp needs to be carried to keep it safe from other chimps; the baby chimp needs to be carried because it cannot go as fast as its mother</i>	Children describe what is happening, e.g. the baby chimp is being carried, but do not infer reasons	R3	R5

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<b>Non-fiction</b>						
<i>How to Make a Scarecrow</i> Kim Wilde	GS3	split the word <i>scarecrow</i> into two smaller words using magnetic letters and explain what each word means	Children can find <i>scare</i> and <i>crow</i> . They can suggest what each word means/is, e.g. <i>to scare is to frighten; a crow is a big bird who eats the farmer's plants</i>	Children recognise some sounds in <i>scarecrow</i>	R1	LSL5
	GS4	collect other words that begin with <i>sc</i> and <i>cr</i>	<i>Scar, scab, cross, crab, crust</i>	Children can discriminate the sounds s-c- in common words	R1	LSL5
	RR2	describe what happens in an instruction book	Children know that instructions help us to do and make things. They provide examples e.g. recipes, building block instructions	Children can describe what instructions are with help	R7	R8
	RTB1	describe the stages of making a scarecrow using the information on pp.14-15	Children order the events, using numbers and time connectives, e.g. <i>first, next, then</i>	Children recall some key events, but do not necessarily connect them	R2	R5
<i>What am I?</i> Maoliosa Kelly	GS2	discuss the jobs that the children in the photograph on the front cover might do	Children can recognise a postman, fireman, doctor, etc from the costumes being worn	Children identify some key roles with help	R1	LCT5
	GS3	read the title, tracing the words from left to right with their finger	Children read with the teacher, matching the words spoken to the text	Children copy the teacher to match spoken and written words	R1	R4

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<b>Non-fiction</b>						
	GS4	raise questions to ask the characters on the front cover	Children ask the postman: <i>What is in your bag? Do you get tired carrying all the letters?</i>	Children need help to raise questions for the key characters	R3/SL3	LCT5
	RR3	describe what is happening using the photograph and the pictures on pp.2-3	<i>She is a doctor; she wears a white coat; she helps people to get better; she listens to your breathing</i>	With support children describe some key ideas	R2/SL1	R5/LCT7
	RTB1	describe the roles of the children in each picture on pp.14-15	<i>The postman drives a van; the postman delivers letters; the postman empties the post box</i>	With support children describe the jobs that the children do	R2/SL1	R5/LCT7
<i>How to Make a Pizza</i> Zoë Clarke	GS2	identify the food that has been cooked and the ingredients used to make it	Children know about pizzas and can use related vocabulary, e.g. <i>pizza, mushroom, pepper, cheese, tomato, dough, ingredients</i>	Children describe their favourite pizza	R2	LCT6
	RR1	discuss what is happening in the pictures on pp.2-3	<i>The children are rolling out the dough with a rolling pin</i>	With help children describe the activity	R2	R2

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Non-fiction						
	RR2	predict what needs to be prepared next for the pizza, having read pp.2-3	Children can make reasonable predictions, e.g. <i>food needs to be put on the dough; tomato sauce needs to be spread on the pizza, things need to be put on top</i>	Children need support to predict each stage of pizza making	R3	R5
	RTB3	recount the stages of making a pizza in the right order using the recount wheel on pp.14-15	Children know which stage is first, e.g. <i>rolling the dough</i> and can recount the rest of the stages using new and relevant vocabulary	Children identify key stages using the recount wheel, not necessarily in order	R2	R7