



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
Fiction						
<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"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Use language to imagine and recreate roles and experiences • Extend their vocabulary, exploring the meanings and sounds of new words • Show an understanding of the elements of stories, such as main character, sequence of events, and openings • Retell narratives in the correct sequence, drawing on the language patterns of stories 	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
Fiction						
<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"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Use language to imagine and recreate roles and experiences • Hear and say sounds in the order in which they occur • Show an understanding of the elements of stories, such as main character, sequence of events, and openings • Retell narratives in the correct sequence, drawing on the language patterns of stories 	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"> • Understanding and using terms about books and print • Using knowledge of familiar texts to reenact or retell to others • Knowing that books are ordered left to right • Learning new words from their reading and shares experiences • Listening to and making environmental sounds 	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
Fiction						
<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"> • To understand and use correctly terms about books and print • To be aware of story structures • To make collections of new words linked to own interest, topics • To explore animal and jungle sounds using instruments and voice 	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"> • Understanding how story-book language works • Using knowledge of familiar texts to re-enact or retell to others • Learning new words from reading and shared experiences • Exploring the sound effects of the story using instruments in a retelling • Exploring familiar themes and characters through role-play 	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"> • Using terms about books and print • Tracking story in the right order • Using story language to retell stories • Retelling narratives in the correct sequence 	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
Fiction						
			<ul style="list-style-type: none"> • Asking and answering questions about living things 	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"> • Understand and use correct terms about books and print, e.g. cover, title, page • Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded • Understand how story book language works and use formal elements when re-telling stories, e.g. Once there was a man... • Retell stories, ordering events using story language • Play with sounds 	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"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Extend vocabulary, exploring the meanings and sounds of new words • Use language to imagine and recreate roles and experiences • Link sounds to letters • Read simple words by sounding out and blending the phonemes • Retell narratives in the correct sequence 	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
Fiction						
<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"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Use language to imagine and recreate roles and experiences • Show an understanding of the elements of stories, such as main character, sequence of events, and openings • Retell narratives in the correct sequence, drawing on the language patterns of stories 	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"> • Talk about the book, identifying major points and key themes • Use a variety of cues when reading • Use language to imagine and recreate roles and experiences • Use talk to organise, sequence and clarify thinking, ideas, feelings and events 	EYFS R5 AF R1 EYFS LCT5 EYFS LCT7		Towards 1
Non-fiction						
<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"> • Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how 	EYFS R8		Towards 1

Lilac/Band 0

Title	Text type	Curriculum links	Learning objectives	Assessment focuses/EYFS profile scale	Reading Recovery level	NC level
Non-fiction						
			<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Extend their vocabulary, exploring the meanings and sounds of new words • Hear and say sounds in the order in which they occur 	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"> • Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Extend their vocabulary, exploring the meanings and sounds of new words • Hear and say sounds in the order in which they occur 	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"> • Track the text in the correct order • Recount the main points in sequence • Use terms about books: book, cover, beginning, end, page, title • Ask questions about why things happen 	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
Non-fiction						
<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"> • Track the text (photographs) in the correct order • Talk about the text identifying major points and key themes • Locate significant parts of the text using photographs • Interact with others, negotiating plans and activities and taking turns in conversation 	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"> • Track the text (photographs) in the correct order • To talk about the text identifying major points and key themes • To locate significant parts of the text using photographs • To speak clearly and audibly, showing awareness of the listener 	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"> • Track the text (photographs) in the correct order • Use a variety of cues when reading • Locate significant parts of the text using photographs • Increase knowledge of grapheme/phoneme correspondences 	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
Non-fiction						
			<ul style="list-style-type: none"> Interact with others, use talk to organise, sequence and clarify thinking, ideas and events 	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"> Use language to imagine and recreate roles and experiences Read a range of familiar and common words and simple sentences independently Show an understanding of how information can be found in non-fiction books to answer questions about where, who, why and how 	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"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events Extend their vocabulary, exploring the meanings and sounds of new words Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how 	EYFS LCT7 EYFS LSL5 EYFS R8		Towards 1