Collins Big Cat APP SUPPORT PACK

Assessment Examples

White/Band 10

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Fiction					
Buzz and Bingo in the Starry Sky Alan Durant	GS2	understand information from texts	Children can predict what the book will be about. They describe the setting and characters based on looking at the covers, e.g. *Buzz and Bingo get lost in space...*	Children describe what they can see by looking at the covers	R2
	RR1	describe the gist of the story based on a skim read	Children read to p.9 independently. They can describe the story to that point, e.g. *An alien lands outside Buzz and Bingo's house...*	Children need help to identify the gist of the story	R2
	RR2	use a range of strategies effectively to read unfamiliar words	Children use phonic knowledge, graphic awareness, and use of contextual information to infer the meaning of unfamiliar words, e.g. *telescope, glittering*	Children rely on phonic knowledge and picture cues to decode unfamiliar words	R1
	RTB1	make straightforward inferences based on references to the text	Children can infer how the alien feels at different points in the story, e.g. *He is very upset because he can't get home*, p.17	Children describe what the alien does and says at different points in the story	R3/R2

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Fiction					
	CMO1	adopt a role based on their reading	Children can become XY5 and answer questions about their feelings posed by the rest of the group	Children need support to answer questions as XY5	R3/SL3
The Sneezles Jeremy Strong	GS2	understand information from texts	Children can read to p.7 and suggest what has caused the sneezing to happen	Children need help to suggest what has caused the sneezing to happen	R2
	RR1	retrieve information independently from the most obvious places in the text	Children can read chapter 2 and recount the things that people do to stop being sneezed away in their own words, e.g. *tying themselves to wardrobes*	Children can find examples of what people do in the text	R2
	RR2	read aloud with expression	Children can read pp.18–19 with appropriate voices and emphasis, e.g. *the king's voice sounds frustrated*	Children begin to read with expression, noticing some punctuation	R1/SL3
	RTB1	express their views about the story	Children can give an opinion about key characters, e.g. *I like Bella because she is clever*	Children need help to make judgements about characters and express their opinions	R6
	RTB2	make straightforward inferences based on references to the text	Children can discuss what it means to be a hero using p.28, e.g. *heroes are people who help other people*	Children describe Hal and Bella as heroes	R3
Class Six and the Very Big Rabbit Martin Waddell	GS2	describe the gist of the story based on a skim read	Children can establish who the main characters are by skimming from pp.2–7	Children need to be helped to skim for information	R2

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Fiction					
	GS3	read aloud with expression	Children can read pp.2–7 with expressive voices, accounting for punctuation, and bold and italic print	Children need to be shown how to use expression in relation to italics and bold print	R1/SL3
	RR1	retell information from the text by paraphrasing sections of the text	Children can read and recap Class 6's problem, paraphrasing from the text, e.g. *Miss Bennett has turned into a giant rabbit*	Children can recap the events, making direct reference to the story, e.g. *Miss Bennett says "I wish I was a rabbit"*	R2
	RTB2	adopt a role based on their reading	Children can devise voices for characters and read expressively, indicating how the characters feel	Children need help to develop voices	R1/SL3
	RTB3	make straightforward inferences based on references to the text	Children can read the web pages on pp.30–31 and substitute information for the pictures from the story	Children need help to read the web pages and work out the meaning	R2/R3
Tiger's Tale Michaela Morgan	GS3	describe the gist of the story based on a skim read	Children can discuss the characters and settings used based on a skim to p.9, e.g. *Tiger, the librarian, Tiger's friends*	Children need help to skim for information	R2
	RR1	use a range of strategies effectively to read unfamiliar words	Children use phonic knowledge, graphic awareness, and use of contextual information to infer the meaning of unfamiliar words, e.g. *particular, prowled*	Children rely on phonic knowledge and picture cues to decode unfamiliar words	R1
	RTB1	make straightforward inferences based on references to the text	Children can discuss how Tiger has changed, e.g. *he has learned to tell stories from being locked in*	Children need help to discuss what has happened to Tiger's character	R3

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Fiction					
	RTB3	retrieve information independently from the most obvious places in the text	Children scan the story and find words that describe Tiger, e.g. *Tiger loved to hear stories,* p.12	Children need to be shown how to find words to describe Tiger using picture cues and skimming for his name	R2
	CMO3	retell information from the text by paraphrasing sections of the text	Children retell the story using powerful story language from reading, e.g. *Tiger didn't panic*	Children need help to find powerful language and use it in their retelling	R2/SL3
Cinderella David Wood and Shahab Shamshirsaz	GS2	understand information from texts	Children can identify the characters on the cover; relate this to their knowledge of *Cinderella,* and agree what is happening in the picture	Children can describe the picture but need help to relate it to their knowledge of *Cinderella*	R2/R7
	GS4	identify the organisational features of a play script	Children recognise stage directions and scene titles. They know which words to read aloud	Children do not know which words can be read aloud and which give information	R4
	RR1	read aloud with fluency and expression	Children can vary their voices in response to what they are reading. They use rhyme and rhythm for effect	Children need help to vary their voices in response to what they are reading	R1/R5
	RTB1	retrieve information independently from the most obvious places in the text	Children can identify and locate the key events in the story, e.g. *Cinderella is not invited to the ball*	Children can recall but may need help to locate key events in the story	R2
	RTB3	adopt a role based on their reading	Children can interview each other in role as reporters, trying to find out more about the palace ball, e.g. *Tell me how the prince looked when he saw Cinderella run from the ball?*	Children need help to raise questions and ask them in role	R2/SL3

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Fiction					
I Never Know How Poems Start Michael Rosen	RR1	recount information from the text	Based on reading pp.3–5, children can recount some of Michael Rosen's inspirations, making reference to the text, and giving examples from reading	Children can recount, in general terms, some of the things that inspire Michael Rosen, e.g. he writes about things he sees	R2
	RR2	read aloud with fluency and expression	Children can read the poem 'Wrong' (p.6) aloud, emphasising the word *wrong* each time it is repeated and building emphasis for effect	Children read the poem aloud, and begin to adapt their reading for the audience	R1/SL3
	RR4	comment on the writer's use of language	Children notice that repetition and wordplay are used for effect in some poems, e.g. 'Wrong' uses repetition to make the reader want to join in; and 'If' uses wordplay to make you see things in different ways	Children need help to notice how Michael Rosen chooses special words to make his poems appealing and interesting	R5
	RTB1	locate poems in the text	Children can find the poems whose extracts are featured on pp.30–31 by skimming and scanning through and matching the poems to the extract	Children need support to efficiently match the extract with the full poem	R2
	RTB2	show understanding and the ability to respond to what they have read	Children can read their favourite poem with expression, and explain why they like it, giving reasons	Children need support to read with expression. They make simple statements about why they have chosen a poem, e.g. *I like it because it is funny*	R3/R1/SL1

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Fiction					
A Christmas Carol Penny Dolan	RR1	describe what has happened in the story	Based on reading Chapter 1, children can explain that Scrooge has been visited by a ghost of his old friend Marley, and will be visited by three more that night	Children can recall some generalised information from Chapter 1, e.g. that Scrooge has seen a ghost	R2
	RR2	comment on the writer's use of language	Children identify some of the powerful vocabulary in Chapter 1, e.g. *dreadful, stammered, howled,* and explain that it is used to create tension and fear in the reader's mind	Children identify powerful vocabulary but cannot describe its effect	R5
	RTB1	recount information from the text	Based upon the prompts on pp.30–31, children can recount in some detail the visit of each ghost in turn, recalling that they are ghosts of Christmas past, present and future. They can describe how Scrooge is changed by the ghosts' visits	Children recall some straightforward information about the ghosts, e.g. their names, but need help to describe in detail, what happened when they visited Scrooge	R2
	RTB2	interpret information from the text and describe what has motivated an event	Based upon reading pp.8–9, children can suggest events in Scrooge's life that may have turned him into an unhappy adult, e.g. *He was lonely and miserable; he went to a cruel school where he was treated badly*	Children describe in their own words how Scrooge felt as a child and a young man	R3

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	RTB3	show understanding of characters through role play	Children can role play, using appropriate language, a conversation between Scrooge and his nephew, where Scrooge describes his terrible night, e.g. *My Dear Boy, last night was quite extraordinary…*	Children can answer simple questions in role as Scrooge, and begin to adapt their language	SL3/R2/R3
Non-fiction					
Is There Anyone Out There? Nic Bishop	GS3	use a range of strategies effectively to read with fluency, understanding and expression	Children use the glossary to read words that are unfamiliar	Children need to be shown how to use the glossary to read with understanding	R1
	GS4	identify a few basic features of information texts	Children recognise some organisational features, e.g. chapter headings, and use them to assist their reading	Children need help to relate chapter headings to the chapter contents	R4
	GS5	recognise the text type and what job it does	Based on reading pp.2–5, children recognise that these pages ask questions and provide answers as a way of organising information, e.g. *Is there life in space?*	Children need help to recognise the repeating question/answer format	R4
	RR4	distinguish between fact and fiction	Children read p.20 and discuss whether the contents are factual or not, e.g. *Is the picture a real alien?*	Children need help to understand that the picture is a suggestion and not a real alien	R7
	RTB1	retrieve information independently from the most obvious places in the text	Children can find information to answer the book's title question *Is there anyone out there?* They find information in the book	Children need help to locate information to support their ideas	R2

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Fiction					
Antarctica: Land of the Penguins Jonathan and Angela Scott	GS2	recognise the text type and what job it does	Children can describe what the book is about from reading the covers and the blurb information, e.g. *it is an information book; it gives information about penguins*	Children can describe the covers e.g. *there are penguins; they live in Antarctica*	R7/R2
	GS3	retrieve information independently from the most obvious places in the text	Children can use the contents to find answers to pre-set questions	Children need help to locate the answers to questions using the contents	R2
	RR2	Locate information independently within the text	Children can name five facts that they have found out about Antarctica, e.g. *it is the coldest place on earth*	Children need help to locate facts about Antarctica	R2
	RR3	use a range of strategies effectively to read unfamiliar words	Children use phonic knowledge, graphic awareness, and use of contextual information to infer the meaning of unfamiliar words, e.g. *iceberg, macaroni*	Children rely on phonic knowledge and picture cues to decode unfamiliar words	R1
	CMO2	adopt a role based on their reading	Children can persuade a partner that they should visit Antarctica based on their reading	Children need help to adopt a persuasive role	R2/SL3
Rally Challenge Andy and Angie Belcher	GS1	recognise the text type and what job it does	Children recognise that this is an information book about rally driving based on the cover. They recognise that the driver will recount his experiences	Children describe what they can see on the cover, e.g. *it is about a car*	R7/R2

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Fiction					
	GS3	identify a few basic features of information texts	Children recognise some organisational features, e.g. *contents, labelled diagrams, subheadings, glossary, maps, photographs* and use them to assist their reading	Children need help to recognise all the features of an information book	R4
	RR4	use a range of strategies effectively to read unfamiliar words	Children use phonic knowledge, graphic awareness, and use of contextual information to infer the meaning of unfamiliar words, e.g. *navigate, penalty*	Children rely on phonic knowledge and picture cues to decode unfamiliar words	R1
	RTB1	retell information from the text by paraphrasing	Children use the map on pp.30–31 to explain Andy's rally in their own words. They describe how his fortunes changed during the race	Children refer back to the text to recall Andy's rally	R2
	RTB2	retrieve information independently from the most obvious places in the text	Children can use contents, subheadings, labels, and skimming/scanning techniques to locate information	Children need help to skim and scan to find information	R2
The Camel Fair Wendy Cooling	GS2	recognise the text type and what job it does	Children recognise that this is an information book about camels. They read the blurb and know that this is Sarina's story about her visit to a camel fair	Children describe what they can see on the cover, e.g. *it is about camels in races*	R7/R2
	RR1	identify a few basic features of information texts	Children read the box of information on p.7. They notice how information is arranged in bullet points which makes it easy to understand	Children are introduced to the term *bullet points*	R4

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Fiction					
	RR2	use a range of strategies effectively to read unfamiliar words	Children use phonic knowledge, graphic awareness, and use of contextual information to infer the meaning of unfamiliar words, e.g. *dromedary, pilgrims*	Children rely on phonic knowledge and picture cues to decode unfamiliar words	R1
	RTB1	retrieve information independently from the most obvious places in the text	Children justify why they would like to visit a camel fair based on their reading, e.g. they turn to p.12 and read from it: *to see decorated camels*	Children need help to find the information that they need in the text	R2
	RTB2	identify a few basic features of information texts	Children describe some language features of a recount, e.g. *it is written in the first person: I'm on holiday in India*, p.2	Children need help to recognise that the language features are different to those found in stories	R5/R7
Fossils Dr Andrew Ross	GS1	retrieve information independently from the most obvious places in the text	Children can describe what they can see on the front covers and discuss what information the book will contain, e.g. *it will be about dinosaur fossils*	Children can describe what they can see on the covers	R2
	GS3	identify a few basic features of information texts	Children read the contents and recognise how they are organised, e.g. *the first chapters are about what fossils are; the later chapters are about different types of fossils*	Children need help to understand that the contents are organised purposefully	R4
	RR1	use a range of strategies effectively to read unfamiliar words	Children use phonic knowledge, graphic awareness, and use of contextual information to infer the meaning of unfamiliar words, e.g. *preserved, liquid*	Children rely on phonic knowledge and picture cues to decode unfamiliar words	R1

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Non-fiction					
	RR2	retell information from the text by paraphrasing	Children can recount the stages that describe how a fossil is made in their own words based on reading pp.4–5	Children describe the pictures and read aloud the stages on pp.4–5	R2
	RTB1	adopt a role based on their reading	Children describe their job in role as a palaeontologist to a partner based on their reading of pp.30–31, e.g. *I use my fossil hunting kit to find fossils on the beach*	Children need help to adopt the role of a palaeontologist	R3/SL3
Your Senses Sally Morgan	RR1	read independently using a variety of cues to make meaning	Children can use a variety of strategies (phonics, awareness of familiar word parts and endings, syllables) to decode unfamiliar words from the contents and glossary, e.g. *organs, or-g-an-s; supertasters, super-taste-rs; reflex, re-flex*	Children over-rely on one main strategy, e.g. sounding out, and need support to recognize familiar word parts	R1
	RR2	recognise features of information books and how these are used to provide information	Children walk through the book and identify the features that provide additional information, e.g. diagrams with labels (p.4), fact boxes (p.5)	Children recognise that this is an information book, and that information is provided in illustrations as well as text	R4
	RR3	make inferences and deductions based upon reading	Using pp.2–3, children suggest what the phrase 'sharper vision' means, and who needs to have it, e.g. *It means that some people can see better than others; a soldier needs to have sharp vision to see an enemy*	Children describe what they read but need support to make simple inferences and deductions	R3

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Non-fiction					
	RTB1	retrieve information from the text	Using the diagrams and labels on p.30–31, children describe each sense organ in their own words	Children need support to locate and use evidence from the text when describing their reading	R2
			They can locate the relevant pages in the book and read them again to gather additional information, e.g. they turn to pp.6–7 to describe how the eye works		R2/R3
	RTB3	describe what they have read, and speculate based upon their interpretations	Based upon reading pp.24–27, children can participate in a discussion about how our senses keep us safe and healthy, responding to each other's ideas, and beginning to develop their points	Children can suggest how our senses keep us safe and healthy, and make sensible contributions	R2/R3/SL2
Why Can't Humans Fly? Sarah Fleming	GS3	read independently using a variety of cues to make meaning	Children can use a variety of strategies (phonics, awareness of familiar word parts and endings, syllables) to decode unfamiliar words from the glossary, e.g. *biologists, bi-ol-o-gists; streamlined, stream-lined*	Children over-rely on one main strategy, e.g. sounding out, and need support to recognize familiar word parts	R1
	RR1	recognise features of information books and how these are used to organise content	Children recognise that the book is organised in chapters using a series of questions that form the Contents	Children recognise that this is an information book, and that it is divided into chapters	R4

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Non-fiction					
	RR2	understand and interpret information using a variety of features, e.g. pictures and text together	Using pp.2–3, children can discuss why birds can fly, but humans can't, making reference to the pictures and words, e.g. *Human bones are too heavy for us to fly*	Children describe what they read and see in illustrations in simple terms, e.g. *Humans can't fly because we don't have wings*	R2/R3
	RTB2	retrieve information from the text	Using the table on p.20, children can read down the columns and along the rows. They identify that the largest animal is positioned at the top of the table; the smallest, at the bottom, and use this understanding to read the table	Children need help to read the table using the columns and rows	R2
	RTB4	describe what they have read, based upon their interpretations	Using the snapshots on pp.30–31 as a starting point, children can discuss how each animal has evolved to suit their habitat, adding information based upon their reading, e.g. *Elephants don't need to jump because they have no predators and push down things that are in their way*	Children need support to use evidence from the text when describing their reading	R3/SL1