Collins Big Cat APP SUPPORT PACK

Assessment Focus Matching Chart

Green/Band 5						
Title	**Text type**	**Curriculum links**	**Learning objectives**	**Assessment focuses**	**Reading recovery level**	**NC level**
Fiction						
Ella the Superstar Ian Whybrow	A story with a familiar setting	Citizenship: Choices; People who help us	• Retell stories, ordering events using language • Make predictions showing an understanding of events, ideas and characters • Use syntax and context when reading for meaning • Read and spell phonically decodable two-syllable words • Interpret a text by reading aloud with some variety in pace and emphasis	R2 R2 R1 R1 R3/SL1	10/15	1
Worm Looks for Lunch Julia Donaldson	Playscript	Science: Plants and animals in the local environment	• Act out well-known stories using different voices for characters • Become aware of character and dialogue • Retell stories giving the main points in sequence and notice the difference between spoken and written forms	R2/SL3 R2 R1	11	1

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
			• Recognise and understand full stops and capital letters when reading • Identify separate phonemes within words	R1 R3		
Jodie the Juggler Vivian French	A story with a familiar setting	Physical Education: Games and activities	• To read longer phrases and more complex sentences • Attend to a range of punctuation • Listen to others, ask relevant questions and follow instructions • Understand time and sequential relationships in stories • Use awareness of grammar to decipher new words	R1 R2 SL2 R2 R1	13	1
The Magic Pen Hiawyn Oram	A fantasy story	Numeracy: Shape, space and measure	• To relate story setting and incidents to own experience • To solve new words • To use various cues to predict and check meanings of words and help reading • To learn new words from reading • To interpret a text by reading aloud with some variety in pace and emphasis	R2 R1 R1 R1 R1/SL1	12	1
I Want a Pet! Kaye Umansky	A poem with predictable structure and patterned language	Citizenship: Animals and us	• Using various cues to work out the meanings of unfamiliar words • Recognising full stops and capital letters when reading	R1 R1	10	1

				Green/Band 5			
Title	**Text type**	**Curriculum links**	**Learning objectives**		**Assessment focuses**	**Reading recovery level**	**NC level**
Fiction							
			• Blending phonemes in words with clusters for reading		R1		
			• Blending to read words containing consonant clusters in initial and final positions		R1		
			• Interpreting a text by reading aloud with some variety in pace and emphasis		R1/SL1		
Scary Hair Ian Whybrow	A humorous fantasy story	Citizenship: Choices; Living in a diverse world; Taking part	• Identify and discuss characters and how they are described in the text		R2	13	1
			• Predict words in sentences and investigate the sorts of words that 'fit'		R1		
			• Know the common uses of capitalisation, e.g. names, titles, emphasis		R1		
			• Take turns to speak, listen to others' suggestions and talk about what they are going to do		SL2		
Too Hot to Stop! Steve Webb	A poem	Science: Habitats; Geography: Weather around the world	• Apply phonic knowledge and skills as the prime approach to reading unfamiliar words that are not completely decodable		R1	13	1
			• Identify the main events and characters in stories, and find specific information in simple texts		R2		
			• Use syntax and context when reading for meaning		R1		
			• Act out their own and well-known stories, using voices for characters		SL3		

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
The King of the Forest Saviour Pirotta	A story from another culture	Citizenship: Choices; Geography: Passport to the world	• Use phonics to read unknown or difficult words • Use syntax and context when reading for meaning • Identify the main events and characters in stories • Make predictions showing an understanding of ideas, events and characters • Retell stories, ordering events using story language	R1 R1 R2 R2/R3 R2/SL1	13	1
Wellies Steve Webb	A poem	Art and Design: Mother Nature, designer	• Apply phonic knowledge and skills as the prime approach to reading words that are not completely decodable • Read phonically decodable two- and three-syllable words • Identify the main events and characters in stories and find specific information in simple texts • Recognise the main elements that shape different texts • Independently choose what to write about, plan and follow it through	R1 R1 R2 R4/R7 W2	14	1

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
Super Sculptures Tasha Pym	A non-chronological report	Art: Sculpture; Design and Technology: Developing and planning ideas	• Use a range of cues to work out, predict and check the meanings of new words • Predict what a book may be about from the cover • Note the features of non-fiction texts • Blend phonemes in words with clusters for reading • Read and discriminate words with the initial cluster 'sc' • Take turns to speak, listening to others' suggestions and talking about what they are going to do	R1 R2 R7 R1 R1 SL2	12	1
Crunch and Munch Nora Sands	An instruction text	Science: Life Processes and living things; Humans and other animals: know that eating the right types of food helps humans keep healthy	• Draw together ideas and information from across a whole text • Read simple written instructions, explain organisational features of text, draw on knowledge and experience of texts in deciding and planning what to write • Listen to others and follow instructions	R2 R4 SL2	10/15	1
Nick Butterworth: Making Books Nick Butterworth	A non-fiction recount	Art and design: building shapes and patterns; an issue/event in pictoral form	• Use terms fiction and non-fiction, noting some of the differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams • Read familiar texts aloud with pace and expression appropriate to the grammar • Read on sight high frequency words	R7 R1/SL1 R1	13	1

Green/Band 5						
Title	**Text type**	**Curriculum links**	**Learning objectives**	**Assessment focuses**	**Reading recovery level**	**NC level**
Non-fiction						
A Day at the Eden Project Kate Petty	A non-fiction recount of a visit	Geography: Where in the World is Barnaby Bear?; Science: Growing plants, plants and animals in the local environment	• Read recounts and begin to recognise generic structure, e.g. ordered sequence, use of sequencing words • Identify simple questions and use text to find answers • Locate parts of text that give particular information • Identify the common spelling pattern for the long vowel phoneme ee • Explain views to others in a small group and decide how to report the group's views to the class	R4 R2 R2 R1 SL1	14	1
Big Cat Babies Jonathan and Angela Scott	A non-chronological report	Geography: Passport to the world; Where in the World is Barnaby Bear?	• Predict words from preceding words in sentences and finding words that 'fit' • Use the term 'sentence' appropriately • Use terms 'fiction' and 'non-fiction', noting differing features, e.g. title, contents page, pictures, labelled diagrams • Explain their views to others in a small group, and decide how to report the group's views to the class	R1 R1 R7/R4 SL2	14	1
I've just had a Bright Idea! Scoular Andersen	An information Book	Science: Light and Dark; Pushes and Pulls; Mathematics: Counting and understanding number	• Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words • Find specific information in simple texts	R1 R2	15	1

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<td>• Distinguish fiction and non fiction texts and the different purposes for reading them
• Ask and answer questions, make relevant contributions, offer suggestions and take turns</td>
<td>R7

SL2</td>
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<td>*Spines, Stings and Teeth*
Andy and Angie Belcher</td>
<td>Non-chronological report</td>
<td>Citizenship (animals and us)</td>
<td>• To locate specific information in the text to find answers to simple questions
• To predict what a given book may be about from cover
• To predict words from preceding words, to recognise the critical features of words
• To listen and follow instructions accurately</td>
<td>R2

R2

R1

SL2</td>
<td>15</td>
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<tr>
<td>*Seahorses*
Mara Bergman</td>
<td>An information book</td>
<td>Science: Ourselves</td>
<td>• Find specific information in simple text
• Read more challenging texts which can be decoded using acquired phonic knowledge and skills along with automatic recognition of high frequency words
• Distinguish fiction and non-fiction texts and the different purposes for reading them
• Ask and answer questions, make relevant contributions, offer suggestions and take turns
• Convey information and ideas in simple non-narrative forms</td>
<td>R2
R1

R4/R7

SL2

W2</td>
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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
Olympic Heroes Jillian Powell	An information book	P.E.: Games activities; Citizenship: Choices	• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable • Read more challenging texts which can be decoded using acquired phonic knowledge and skills along with automatic recognition of high frequency words • Find specific information in simple texts • Comment on events, characters and ideas, making imaginative links to their own experiences	R1 R1 R2 R3/SL1	14	1