



Collins
Big Cat

APP SUPPORT PACK

Key

Ideas for Guided Reading Bullet:

GS = Getting Started;
RR = Reading and Responding;
RTB = Returning to the book

APP Assessment Focus:

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

Assessment Examples

Green/Band 5					
Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Fiction					
<i>Ella the Superstar</i> Ian Whybrow	GS2	predict information about the characters and events from the covers and blurb	Children predict that Ella has special qualities, e.g. <i>Ella is very clever, Ella can talk</i>	Children need support to make predictions	R2
	GS4	use phonic knowledge and strategies to read longer words	Children can find and segment compound nouns into smaller units, e.g. <i>super-star, police-man, news-papers</i>	Children need help to find words made of two nouns	R1
	RR2	read with fluency and expression	Children read aloud, attending to punctuation, using voices for characters	Children read along as a more experienced reader models expression and fluency	R1/SL3
	RR4	predict what will happen next in the story	Children suggest what each character will do when Ella surprises them by speaking to them, e.g. <i>p.7 children suggest what the lady will do</i>	Children need support to make suggestions about what characters will say	R2

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Fiction					
	RTB1	retrieve information from the text	Children read the newspaper and poster on pp.22-23. They recount what happened when she read her book	Children need help to read and interpret the information on pp.22-23	R2
<i>Worm Looks for Lunch</i> Julia Donaldson	GS1	identify the text type and notice features	Children recognise this is a play. They notice the features, e.g. <i>character list, the layout of each page and stage directions</i>	Children are not familiar with playscripts	R7
	RR1	read with fluency and expression	Children attend to the punctuation (<i>exclamation marks, question marks</i>) and read their lines with meaning	Children need support to read with expression and do not recognise common punctuation	R1/SL3
	RR3	read for meaning	Children self correct and reread when they make mistakes	Children are not aware their reading does not make sense	R1
	RR4	retell the story providing detail	Children can discuss what happens, e.g. <i>worm is looking for new food, he meets creatures and tries their favourite food. He meets a bird who wants to eat him...</i>	Children retell a main event, e.g. <i>the bird wants to eat the worm</i>	R2
	RTB3	use phonic knowledge and strategies to read longer words	Children can identify and discuss the phonemes in each character's name, e.g. <i>w-or-m, 'or' makes a new sound; r-a-bb-i-t, two 'bb's make the b sound</i>	Children need help to hear every phoneme in longer words	R1

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Fiction					
<i>Jodie the Juggler</i> Vivian French	GS2	predict information about the characters and events from the covers and blurb	Children predict that Jodie has an accident; that Jodie breaks something with the football	Children need support to make reasonable predictions	R2
	GS3	use the structure of the sentence and punctuation to make predictions about what will happen next	Children recognise that the ellipses (...) indicate that something related will happen, e.g. <i>He juggled with three oranges and... ..he broke a cup</i>	Children need support to use the punctuation and sentence structure to make meaning	R1
	RR1	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read for meaning	Children over-rely on one key strategy and need help to use the full range of strategies to make meaning	R1
	RR4	recount information from the story	Children use the table on pp.22-23 to recount what Jodie broke and how it happened. Children may refer back to the book to locate information	Children need help to interpret the table and recount the events	R2
	RR4	describe how characters feel at key moments in the story	Children explain how Jodie's Mum and Asif's Dad feel when their things get broken	Children need help to infer how characters are feeling	R3
<i>The Magic Pen</i> Hiawyn Oram	GS2	understand the key events of the story by walking through the text	Children can describe what happens when Mr Big buys a magic pen, and makes magic ink	Children need help to understand the events of the story from a quick walk-through	R2/SL1

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Fiction					
	RR1	read independently using a variety of cues to read interest words	Children use phonic cues, picture cues, repeating sentence patterns, knowledge of high frequency words and contextual information to read interest words, e.g. <i>sugar, vinegar, married</i>	Children over-rely on one main cue and need help to read interest words	R1
	RR2	read with fluency and expression	Children attend to speech punctuation to read direct speech with expression, e.g. <i>"Quick!" cried Mr Big. "What shall I write next?"</i>	Children need support to recognise and use speech marks, exclamation marks and question marks in their reading	R1/SL3
	RR3	recount information from the text	Children use the storyboard on pp.22-23 to describe what has happened in the story in order	Children need help to recall what happens in each picture using the storyboard	R2
	RTB2	describe the setting, making reference to the story	Children describe what the setting is made up from, e.g. <i>a normal house, in a normal town</i>	Children answer questions about the setting	R2
<i>I Want a Pet!</i> Kaye Umansky	GS1	use punctuation to read with expression	Children can read the title on the front cover in a lively and demanding way: <i>I want a pet!</i>	Children do not use punctuation when reading	R1/SL3
	GS3	make predictions based on prior reading	p.5 Children can predict what sort of strange pets may be in the shop, e.g. <i>scary pets, wild pets, funny pets</i>	Children need support to make reasonable predictions and do not take account of prior reading	R2
	GS4	identify rhyme and rhythm when reading aloud	Children can identify the rhyming words e.g. <i>pet, get</i> p.2, and read with rhythm	Children do not identify rhyming words	R1/R5

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Fiction					
	RR2	read for meaning	Children can self-correct and reread sections as necessary	Children do not realise when their reading does not make sense	R1
	RTB2	use phonic knowledge and strategies	Children can quickly find and read the word <i>strange</i> , p.4, 5, 22, 23 and suggest other words that begin with the same <i>str</i> pattern	Children need help to recognise consonant strings	R1
<i>Scary Hair</i> Ian Whybrow	GS1	predict information about events from the front cover	Children describe a mad hair-dresser monster who cuts mad hair. They spot the scissors	Children need support to notice the scissors and make predictions	R2
	RR1	read independently using a variety of cues to make meaning	Children use phonic cues, picture cues, knowledge of high frequency words, and contextual knowledge to read for meaning	Children over-rely on one key strategy and need help to read for meaning	R1
	RR2	retrieve information and make simple inferences about characters	<i>He is mean; he wants Rex to eat the animals; he is scary</i>	Children need help to describe Rex's dad, i.e. <i>Rex's dad is a dinosaur</i>	R2/3
	RTB1	recognise capital letters and their use	Children can find capital letters for names and signs in the story, e.g. <i>Scary Hair</i> , p.20, <i>Pong</i> , p.16	Children find it hard to discriminate between upper and lowercase letters	R1
	RTB3	read aloud with fluency and expression	Children can read aloud, attending to punctuation and speech marks, altering their voices for effect	Children need support to recognise and use punctuation	R1/SL3

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Fiction					
<i>Too Hot to Stop!</i> Steve Web	GS2	use phonic knowledge and strategies to read common words	Children can read the title <i>Too Hot to Stop!</i> They notice the difference between <i>to</i> and <i>too</i> . They can suggest other words with the oo phoneme	Children do not recognise the difference between <i>to</i> and <i>too</i>	R1
	GS3	identify rhyme and rhythm when reading aloud	Children can read the blurb with fluency. They identify which words rhyme, e.g. <i>hop</i> and <i>stop</i> . They know that <i>hot</i> and <i>hop</i> do not rhyme fully	Children think that <i>hot</i> and <i>hop</i> rhyme	R1
	RR2	make predictions based on prior reading	Children read to p.5 and use their knowledge of patterned text to predict what will happen to Hoppitt and the Sand Cat next, e.g. <i>they meet other animals and have an adventure; they meet a camel...</i>	Children are not able to predict what may happen next	R2
	RR5	comment on and interpret what they have read	Children understand that the animals have leapt over the sand dune into the desert pool, and are surprised	Children need help to infer the animals' feelings when they land in the pool	R2/R3/SL1
	RTB1	recount the story in order	Children use pp.22-23 to recount all the stages of the story in the right order	Children recount some key stages	R2

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Fiction					
<i>The King of the Forest</i> Saviour Pirotta	GS2	predict information about the characters and events from the covers and blurb	Children predict that the fox might be the king of the forest by being more clever than the tiger	Children need support to make predictions about the main characters	R2/R7
	RR2	use phonic knowledge and strategies to read longer words	Children use phonic knowledge to sound and blend the word <i>trembled</i> , p.3. They notice the familiar <i>ed</i> ending	Children need help to sound out the word <i>trembled</i>	R1
	RR4	read with fluency and expression	Children attend to punctuation and sentence sense to read expressively	Children read along as a more experienced reader models expression and fluency	R1/SL3
	RTB2	retrieve and interpret information from the story	Children can describe how the fox tricked the tiger, using examples from the book to support their answer, e.g. <i>The tiger thought that the fox was the scary creature</i>	Children need help to understand that the fox was using the tiger to scare the animals	R2/R3
	RTB4	make simple inferences about characters	Children can, in role as the fox, answer questions about his trickery	Children need support to imagine how the fox might answer questions about his trickery	R3/SL1
<i>Wellies</i> Steve Webb	R2	use phonic knowledge and other strategies to read longer words	Children use phonic knowledge to sound and blend the words on pp.2–3. They recognise the familiar <i>les</i> ending in the word <i>waddles</i>	Children need help to sound out and blend the words They do not recognize the familiar word ending <i>les</i>	R1

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Fiction					
	R4	read with fluency and expression	Children read the poem with fluency, decoding words with ease, and attending to the rhyming pattern at the end of each line	Children read along as a more experienced reader models expression and fluency	R1/SL1
	RTB1	recount information from the story	Using pp.22–23, children recount the events of the story, and explain why Bertie wanted white wellies	Children need help to recount the story and understand that Bertie's wellies were white, like him!	R2/R3
	RTB3	interpret information from the story	Children describe Bertie's character and suggest why he is fussy	Children can answer simple questions about Bertie, but need help to imagine why he is a fussy bear	R3
	CMO1	read the poem aloud for an audience	Children can read aloud audibly, taking account of the audience	Children need support to read aloud audibly	SL1/R1
Non-fiction					
<i>Super Sculptures</i> Tasha Pym	GS1	retrieve information from the text	Children describe what they see on the front cover and read the title, e.g. <i>statues, sculptures sitting on a bench</i>	Children need support to describe the front cover and read the title	R2/R1
	GS4	recognise the features of information books	Children know that the book is an information book and may contain <i>contents, headings, labels, photographs</i>	Children do not know the difference between stories and information books	R7

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Non-fiction					
	RR3	use the contents page to find information	Children can turn to the correct page using page numbers and skimming/scanning techniques to locate information	Children need support to use contents pages to locate information	R2
	RR4	read interest words independently using a variety of cues to make meaning	Children use phonic cues, picture cues, sentence structure and contextual information to read <i>sculpture, jetty, spiral, helicopter etc.</i>	Children over-rely on one strategy and need help to tackle interest words	R1
	RTB2	recount information from the text	Children can use the information on pp.22-23 to tell the group a fact about sculptures and describe what they have read	Children need support to recount information and describe sculptures	R2
<i>Crunch and Munch</i> Nora Sands	GS3	predict information about the contents of the book from the front cover	Children notice the vegetables and salad; they predict that the book may be about healthy food	Children answer questions about the detail on the front cover	R2
	RR1	use phonic knowledge and strategies to read longer words	pp.2-3 Children use phonic knowledge to read the items shown, e.g. <i>m-i-x-i-ng</i> <i>b-ow-l</i> ; <i>t-ea-s-p-oo-n</i> ; <i>l-e-m-o-n s-qu-ee-z-er</i>	Children recognise initial sounds but need help to sound out and blend to read	R1
	RR2	use the glossary and index to find information	Children read the glossary to find out more about the difficult interest words; they know that a glossary provides further information	Children need help to use the glossary	R2

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Non-fiction					
	RR3	recognise the features of recipes/instructions	pp.8-11 Children can identify that recipes have ingredient lists, photographs and numbered instructions	Children answer questions about the contents of a recipe	R4
	RTB3	read with understanding and discuss their reading in relation to their own ideas	pp.22-23 Children can read the cafe poster, noticing the menu headings. They can suggest a menu for their school day	Children need help to read the information in the poster	R2/SL1
<i>Making Books</i> Nick Butterworth	GS1	predict information about the contents of the book from the front cover	With the title hidden, children can suggest what job the man on the front cover does	Children answer questions about the front cover picture	R2
	GS3	read using an appropriate voice, noticing the intention of the author	pp.2-3 Children recognise the informal and personal tone suggested by the use of the first person: <i>'Hello! My name is ...'</i>	Children need help to understand that the author is addressing them and that this is not a story	R6
	GS4	recognise the features of information books	Children know that information books usually contain photographs and labels	Children recognise the features of this information book with support	R7/R4
	RR2	read with fluency and expression	Children attend to sentence punctuation and the sense of each sentence as they read	Children need support to use punctuation to read with fluency	R1/SL1
	RTB2	recall the information in the book	Children recall how Nick Butterworth gets his ideas, e.g. <i>Q Pootle 5 popped out of his pencil!</i> p.12	Children need help to recall information	R2

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Non-fiction					
<i>A Day at the Eden Project</i> Kate Petty	GS3	retrieve information from the text	pp.2-3 Children can tell you what biome is, and what they contain	Children need support to retrieve information	R2
	GS4	understand the purpose of the text by walking through it	Children can tell you that this is a recount of a visit to the Eden Project	Children need support to understand the purpose of the book	R2
	RR1	read independently using a variety of cues to read challenging words	Children use phonic cues, picture cues, knowledge of words and contextual information to read <i>Cornwall</i> p.2; <i>greenhouses</i> p.13	Children over-rely on one cue	R1
	RR3	recount information from the text	Children can list things that they remember from reading, e.g. <i>chocolate comes from trees</i> p.10	Children need to refer back to the text and be supported to recall ideas	R2
	RTB2	sequence information taken from reading	pp.22-23 Children use the map to recount the visit using sequence words: <i>first, next, etc</i>	Children need help to interpret the map and recount the visit	R2
<i>Big Cat Babies</i> Jonathan and Angela Scott	GS3	use contents to find information	Children know that they can read from any section in any order in this chronological report	Children think they need to read the book from start to finish	R7/R4
	RR1	read for meaning	Children take account of punctuation and read sentences fluently	Children need help to use sentence punctuation	R1

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Non-fiction					
	RR3	comment on what they have read	Children are able to discuss what they have read, e.g. <i>lions are different to leopards because they live in prides and leopards live alone</i>	Children describe what they have read, e.g. <i>there are lions</i>	R2/SL1
	RR4	retrieve information from the text	Children use pp.22-23 to answer questions on where lions, leopards and cheetahs live. They may remember additional information	Children answer guiding questions about lions, leopards and cheetahs	R2/R3
	RTB3	tackle interest words using a variety of strategies	Children use phonic cues, picture cues, context and prior reading to read <i>lions, leopards, cheetahs</i>	Children over-rely on one main strategy and do not easily recognise interest words	R1
<i>Spines, Stings and Teeth</i> Andy and Angie Belcher	GS2	comment on what they have read	Children can discuss the food chain on p.5, showing that they understand how each animal is linked through the chain, e.g. they read it from left to right and know that the largest animal eats the next smaller animal	Children need help to read the food chain from left to right	R1/SL1
	GS2	interpret information from text	pp.6-7 Children describe how the animals hide from predators. They may introduce new language, e.g. <i>camouflage</i>	Children need help to describe what the animals are doing in the pictures	R2/R3

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Non-fiction					
	RR3	use a variety of cues to decode interest words	Children use phonic cues, picture cues and contextual knowledge to attempt interest words, e.g. <i>urchins, poisonous, tentacles</i>	Children need support to decode interest words	R1
	RTB1	establish an overview of the book's content	Children are able to describe what the book is about following reading, e.g. <i>it is about how fish stay safe</i>	Children need help to recount the key theme of the book	R2
	RTB3	can find words within words as a key reading strategy	Children skim through the book to find compound nouns, e.g. <i>jellyfish, stonefish, stingray</i> . They recognise that finding smaller words within words can help them to read	Children need help to find words which are made up of two nouns	R1
<i>I've Just Had a Bright Idea!</i> Scoular Anderson	GS1	describe information contained on the front cover	Children can look closely at the picture and recognise that the invention is to help you get ready in the morning	Children answer guiding questions about the machine on the front cover	R2
	RR1	suggest inventions which may be included within the book based on their reading of the contents	Children discuss what an invention is. They suggest ideas for each chapter, e.g. <i>an electric idea may be about a...</i>	Children need help to make suggestions for each chapter	R2/3
	RR3	read independently using a variety of cues to read unfamiliar words	Children use phonic knowledge, picture cues and contextual knowledge to read unfamiliar words, e.g. <i>cardigan, macintosh</i>	Children over-rely on one strategy and need help to read unfamiliar words	R1

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Non-fiction					
	RR4	use the contents to retrieve information	Children know how to use contents; they skim through contents and select a topic which interests them; they know that they do not have to read contents in order	Children need support to use contents to find out about a topic which interests them	R2/R4
	RTB2	recount information making reference to the text	Children can describe an invention that they have read about, and make reference to the text to support their points, e.g. they point to a picture while discussing it	Children need help to recount information	R2/SL1
<i>Seahorses</i> Mara Bergman	GS3	recognise features of simple information books	Children can identify that information books have specific features, e.g. photographs, fact boxes	Children need help to understand that this information book is organized differently to a story book	R4
	RR1	retrieve information from the text	Based upon reading pp.2–3, children describe what is special about seahorses, e.g. their heads look like horses' heads	Children need support to describe information from reading	R2
	RTB1	interpret information from the book	Using pp.22–23, children can describe the life cycle of the seahorse in their own words, making reference to the pictures and labels	Children need help to describe the lifecycle and read the labels	R2/R3
	RTB2	use phonic knowledge and other strategies to read longer words	Children use phonic knowledge to sound and blend the word <i>k-a-n-g-a-r-oo</i> . They use word knowledge to read the words <i>for-war-ds</i> , <i>amaz-ing</i>	Children need help to sound out and blend words, and use word knowledge to read for meaning	R1

Green/Band 5					
Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Non-fiction					
	RTB4	retrieve and share information from the book	Children can explain to the rest of the group how seahorses have babies, and listen to ideas	Children need help to explain ideas from reading to the group, and listen to ideas	R2/SL2
<i>Olympic Heroes</i> Jillian Powell	GS2	locate information about the book from the covers and blurb	Children describe what the runner on the front cover is doing and relate it to their own experiences of the Olympics and racing	Children need support to describe what the runner is doing	R2/R7
	GS3	use phonic knowledge and strategies to read longer words	Children use phonic knowledge to sound and blend the word <i>O-l-y- m-p-i-c</i> in the blurb	Children need help to sound out and blend the word <i>Olympic</i>	R1
	RR1	recognise features of simple information books	Children can identify that information books have specific features, e.g. contents, photographs, information boxes, emboldened words, glossary and index	Children need help to understand that this information book is organized differently to a story book	R4

Green/Band 5

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards level 1	Assessment focuses
Non-fiction					
	RTB1	retrieve and interpret information from the book	Using pp.22–23, children can describe the athletes' achievements, and find their pages in the main body of the book, e.g. <i>The bobsled team didn't have snow when they were growing up, but they still tried hard</i>	Children need help to recall the athletes' achievements	R2/R3
	RTB4	make simple inferences about Olympic heroes	Children can explain why some people have to fight harder than most to become Olympic champions, e.g. <i>Tanni Grey- Thompson kept training even though she had an operation on her spine</i>	Children need support to imagine and describe how difficult it is to become an Olympic champion, based on their reading	R3/SL1