



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

Pink/Band 1A						
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
Fiction						
<i>Walking and Walking</i> Anthony Robinson	GS3	read the blurb aloud recognising familiar words	Children read <i>we like walking in the park, we like walking in the woods</i> , recognising familiar words	Children join in as the blurb is read aloud	R1	R6
	RR3	hear and say sounds in words	Children can make the sound for the grapheme <i>p</i> in <i>park</i> and read the word using phonics and other cues	Children need help to use phonics as a key strategy	R1	LSL5
	RTB1	recount the different places that the family walked	Children can use the picture on pp.14-15 to recall that the family walked at the park, the beach, etc	Children need help to recount where the family walked	R2	R5

Pink/Band 1A

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
Fiction						
<i>Yum!</i> Zoe Clarke	GS2	blend sounds in words	Children sound out <i>y-u-m</i> and blend it to read the title	Children need help to sound out and blend the word <i>yum</i>	R1	LSL6
	RR1	recognise simple punctuation and use it when reading aloud	Children recognise exclamation marks and read expressively in response to them, e.g. <i>Yum!</i>	Children join in with expressive reading	R1	R9
	RR3	read the story aloud and independently to the end	Having had the words decoded, children reread the story fluently, independently and with expression	Children join in with the story when it is read aloud	R1/SL1	R6/LCT8
	RTB1	discuss what has happened to the frog in the story	Children recount the story using the flow chart on pp.14-15 and describe how the frog feels when he sees the fish	Children recall some key moments, not necessarily in order	R2/R3	R7
<i>The Picnic</i> Monica Hughes	GS1	predict what will happen from looking at the front cover	Children give a range of answers: <i>the children knock their drinks over; the children eat the cakes, etc</i>	With support children predict what might happen	R1	
	GS3	use the initial sound to read the interest words on each page	Children identify the initial sounds in <i>r-ug, b-asket, s-andwiches, c-akes, d-rinks, w-asps</i>	Children are beginning to identify initial sounds	R1	LSL5

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Fiction						
	RR3	read the book independently, moving through the book and pointing at each word in order	Children recognise the word <i>the</i> on each page and are able to read the interest words from memory and use picture clues and initial sounds	Children point to each word as it is read but do not recognise the word <i>the</i>	R1	R4
	RTB1	use pp.14-15 to read the picnic item words and recount the story	Children read the labels on pp.14-15	Children recall the labels from memory and with prompting	R1	LSL8
	RTB3	find words in the text beginning with b, r, d, c, s and suggest other words that begin with these sounds.	Children make suggestions of other words beginning with b, r, d, c, s, e.g. bat, ball, rat, cat, etc. Magnetic letters may help children	Children need visual support to suggest other words beginning with <i>b</i> etc		LSL5
<i>The Farmer's Lunch</i> Paul Shipton	RR1	explain the function of the question mark on p.2	Children explain that it helps you read with expression; children read: <i>Where's my lunch?</i> in a questioning voice	Children do not recognise the question mark	R4	
	RR3	use a range of strategies to tackle new words like <i>lunch</i>	Children sound out <i>l-u-n-ch</i> ; recognise that the lunch is missing from the picture	Children can hear some sounds in <i>l-u-n-ch</i>	R1	LSL7
	RR4	read the story aloud and independently to the end	Having had the words decoded, children re-read the story fluently, independently and with expression	Children join in with the story when it is read aloud	R1/SL1	R6/LCT8

Pink/Band 1A

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Fiction						
	RTB2	discuss what has happened in the story and infer how the farmer feels at different stages	Children recount the story and when asked are able to say how the farmer feels: <i>he feels puzzled because he can't find his lunch; he feels cross when he can't find his banana</i>	Children recall some key moments, not necessarily in order	R2/R3	R7
<i>In the Boat</i> Paul Shipton	GS3	trace words from left to right as they read	Children use their finger to point to corresponding words as they say them aloud	Children are beginning to match spoken to written words	R1	R4
	GS3	blend the phonemes to read <i>boat</i>	Children read <i>b-oa-t</i> . They know that there can be three phonemes for four letter shapes (graphemes)	Children can identify some sounds in <i>b-oa-t</i>	R1	LSL6
	GS5	use the picture on the front cover to predict what may happen in this story	Children recognise the animals on the bank and understand that they want to get in the boat. They might deduce that the boat will sink	With support, children discuss what might happen	R3	R5
	RTB2	retell the story to a partner using the information on pp.14-15	Children recount the story in order using connectives, e.g. <i>the mouse is in the boat, next two rabbits get in the boat, then three cats get in...</i>	Children recount some key moments in the story, not necessarily in order	R2/SL1	R7/LCT7

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Fiction						
<i>The Very Wet Dog</i> Damian Harvey	GS1	predict what has happened from looking at the front cover	Children guess why the dog is so muddy and wet: <i>he has fallen in a pond; he has jumped in a puddle</i>	Children make general suggestions with support	R1	R5
	GS2	use initial sounds to help read new words; children recognise the <i>ar</i> phoneme	Children attempt to sound out new words using initial sounds, e.g. <i>c-ar, p-ar-k, m-u-d, p-o-n-d, g-ar-d-e-n</i> . Children may recognise the <i>ar</i> phoneme	Children link some sounds to letters	R1	LSL5
	GS3	suggest how the characters might feel and what they might say during the story	<i>In the car the dog is excited; in the park the dog is happy; in the car the dog is sad</i>	With support children describe whether the dog is happy or sad	R3	R5
	RR2	track the events in the story using the story map on pp.14-15	Children describe the story, following the events on the story map with their finger. Children discuss the events and recall them, adding some detail	Children recount some key events. With support they follow the story map	R2	R7
<i>In the Garden</i> Mitch Cronick	GS3	find the interest words on each page and recognise the initial sounds	Children find the words <i>t-ent, s-andpit, g-rass, l-eaves, m-ud, b-ath</i> , and use the initial sound to read them	With support to use the initial sound, children find key words	R1	LSL7

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Fiction						
	GS4	discuss the events on pp.10-11 and suggest what Mum might be saying	Children describe that the children in the story are playing in the mud and getting dirty. Mum might say <i>Oh my goodness, look at the state of you two!</i>	With support, children begin to describe what is happening in the pictures	R2/R3/SL1	R5/LCT7
	RR1	read the story aloud recognising familiar words	Children read <i>in the ...</i> and complete the statement correctly on each page, e.g. <i>in the bath!</i>	Children join in with the story as it is read aloud	R1	R6
	RR4	use the story map on pp.14-15 to retell the story, starting and ending at the right place	Children retell the events in the story beginning with playing in the tent, sandpit etc... and ending in the bath	Children recount some key events, not necessarily in order	R2	R7
<i>Dinosaur Rock</i> Damian Harvey	GS3	name the different instruments and say what is happening throughout the stages of the story	Children recognise the <i>guitar, trumpet, drum, flute, piano</i> . They describe how the dinosaurs all join in with each other	Children need help to describe the stages of the story	R2	R5
	RR1	read the story aloud and independently, having been introduced to interest words	Children follow the text from left to right and use high frequency word knowledge, picture cues and phonic awareness to read <i>They play guitars</i> , etc.	Children join in as the story is read aloud, beginning to match spoken and written words	R1	R6

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Fiction						
	RR3	retell the story using the prompts on pp.14-15 to recount each event	<i>First the pink and purple dinosaurs played the guitar. Then the green and blue dinosaurs played the trumpets...</i>	Children recount key events from the story, not necessarily in the right order	R2	R7
	RTB1	describe how well the dinosaurs play together as a band, and whether the audience like it or not	Children describe the pictures on pp.12-13. They infer that the audience are having a good time and enjoying the party	Children describe what they see with some support.	R3/SL1	R5/LCT7
<i>The Guinea Pigs</i> Paul Shipton	GS4	discuss where they think the guinea pigs are going	Children infer that the guinea pigs are going on an adventure at night	Children need support to suggest what is going to happen	R3/SL1	R5/LCT7
	RR2	read aloud, following the text from left to right and matching the written word to their spoken words	Children track the text with their finger as they read, e.g. <i>in the cage</i>	Children are beginning to track the text as it is read aloud	R1	R4
	RR1	use a variety of cues to decode the simple text when rereading independently	Children use picture cues and initial sounds to read new words, e.g. <i>cage, garden, car, park</i>	Children need support to use picture cues and initial sounds to read new words	R1	R6

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Fiction						
	RR3	tell the story in their own words using the pictures on pp.14-15 for support	Children retell the story of the guinea pigs adventure. If questioned, they may include additional information which is inferred from the pictures	Children recount some key events from the story, not necessarily in the right order	R2/R3/SL1	R7/ LCT8
	RTB1	answer questions as a guinea pig from the story on the hot seat	Children take on the role of a guinea pig. They can recount and add some information to the story: <i>Last night I had an amazing adventure. I borrowed a car and went to the park...</i>	With support children can answer questions in role as a guinea pig	R2/R3/SL3	R5/ LCT5

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Non-fiction						
<i>Getting Dressed</i> Teresa Heapy	GS4	read the title aloud, matching spoken word to printed word	Children read the words <i>getting dressed</i> using phonics and word knowledge, e.g. familiar endings	Children need support to match spoken and written words	R1	LSL8
	RR2	read the text using phonics, picture cues and knowledge of high frequency words	Children read p.2, using knowledge of the high frequency word <i>my</i> and phonics to read <i>t-o-p</i>	Children need help to recognise <i>my</i> and to sound out and blend <i>t-o-p</i>	R1	R6/LSL7
	RR1	discuss what is happening, using talk to clarify their ideas	Children discuss the weather in the picture and what the child is choosing to wear on pp.2-3 and 4-5, e.g. <i>the sun is disappearing behind a cloud</i>	Children need help to describe what the child is choosing to wear and why	R2	LCT7
	RTB2	explore using new words to describe the events	Children can look closely at the pictures and choose an adjective to describe each piece of clothing, e.g. <i>cosy jumper</i>	Children can choose an appropriate describing word from a given list	SL1	LCT7
<i>Teeth</i> Nick Arnold	GS3	read the title and blurb, pointing to each word as they read	Children point to each word as they say it.	Children begin to track text as it is read aloud	R1	R4
	RR1	discuss what is happening, using talk to clarify their ideas	Children discuss how the boy's teeth look on pp.2-3 and notice what has happened, e.g. <i>one has fallen out</i>	Children need help to describe what has happened to the tooth	R2	LCT7

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Non-fiction						
	RR3	read independently making one-to-one correspondences	Children read aloud alone and point to each word as they read it	Children need help to match spoken and written words	R1	R6
	RTB2	find information in non-fiction texts to answer questions	Children can return to the correct page to answer a question, e.g. children turn to p.4 to show what growing teeth look like	Children need help to locate information using pictures	R2	R8
<i>Minibeasts</i> Siobhan Hardy	GS1	use the terms 'cover' and 'title' to describe features of the book	Children know the terms 'cover' and 'title' and use them appropriately	Children are beginning to use technical language to describe books	R4	
	GS2	read the title and blurb aloud, matching spoken word to printed word	Children read the word <i>minibeasts</i> and the question <i>What minibeast is this?</i> pointing to each word as they say it	Children need support to track text as it is read from left to right	R1	R4
	GS3	describe what is happening in the picture on p.3	<i>The children are making the snail's shape by arranging their bodies carefully and dressing in brown</i>	Children need help to suggest what the children are doing in each picture	R2	R5
	RR2	read the printed words using initial sounds, picture cues and knowledge of high frequency words	Children look at the pictures and attempt to sound out the written word using known initial sounds, e.g. p.4. <i>s-p-ider</i>	Children recognise some sounds in words and attempt to decode them	R1	R8

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Non-fiction						
<i>My Family Tree</i> Zoë Clarke	GS2	explain who the family members on the front cover might be	Children, mum and dad, two grannies and two grandpas	Children need help to make suggestions	R2	
	GS3	read the title and blurb, pointing to each word as they read	Children point to each word as they say it, e.g. <i>this-is-my-Mum</i>	Children begin to track text as it is read aloud	R1	R4
	GS3	recognise the high frequency words <i>this is my</i>	Children remember and read these words quickly each time they appear on each page	Children need support to recognise high frequency words	R1	R3
	RTB3	children describe the information for each family member using the pictures on pp.14-15	Children retrieve information from the pictures. They may infer additional information, e.g. <i>Granny is chopping fruit; she is healthy</i>	Children describe what they see in the pictures	R2/R3	R8
<i>How Many Animals?</i> Lee Newman	GS2	sound out the word <i>animals</i> , hearing some of the individual phonemes	Children can sound out <i>a-n-i-m-a-l-s</i> . They may not hear the schwa vowel separately	Children recognise some sounds in the word	R1	LSL5
	GS2	trace the graphemes in the word <i>animals</i> , adding sound buttons to each phoneme they can hear	Children can press a sound button for each grapheme (letter shape) in the word <i>a-n-i-m-a-l-s</i>	Children are beginning to match sounds to letter shapes	R1	LSL4

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Non-fiction						
	GS4	read the blurb on the back cover, pointing to each word as it is read	<i>How-many-crocodiles? One crocodile.</i>	Children join in as the blurb is read aloud and begin to track text with their finger	R1	R6
	RR2	describe the elephants on pp.4-5, using rich vocabulary	<i>They are enormous. They have wrinkled skin.</i> Children may need to be asked questions to prompt their responses.	Children can answer questions about the appearance of the elephants.	R2	R8
	RR5	read the words on each page, including the number words	Children read the number words <i>one to six</i> , using numerals and picture cues to help them	Children join in as the words are read aloud	R2	R6
	RTB1	choose a picture from the chart on pp.14-15 and describe its behaviour	<i>I am a crocodile and I like snapping my teeth together; I am an elephant and I like walking with my baby</i>	Children take on the role of a crocodile and answer simple questions	R2/R3/SL3	LCT5
<i>Pushing and Pulling</i> Monica Hughes	GS3	turn the pages in order	Children walk through the book and follow the direction of the text from left to right	Children need help to hold the book correctly	R1	R4
	GS4	predict words based on the picture cues	Children can predict that the children are either <i>pushing</i> or <i>pulling</i> from the picture	Children need support to understand the difference between pushing and pulling	R2	R5

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Non-fiction						
	RR1	read independently making one-to-one correspondences	Children read aloud alone and point to each word as they read it	Children need help to match spoken and written words	R1	R6
	RTB1	identify phonemes in interest words	Children can identify the phonemes in <i>pushing</i> and <i>pulling</i> : <i>p-u-sh-i-ng</i> ; <i>p-u-ll-i-ng</i>	Children need help to hear the different sounds in each word	R1	LSL6
	RTB2	recount information	Children remember what was being pushed and pulled. They refer to pp.14-15	Children need help to recall the information	RR2	R8
Cars Monica Hughes	GS2	read the blurb together and suggest different types of cars based on the information on the front cover	Children may suggest <i>racing cars</i> , <i>taxi cars</i> , <i>old cars</i> , <i>sporty cars</i>	Children need help to identify cars	R2	
	GS3	match spoken words to the printed words on pp.2-3 when reading together; use the initial letter and picture cue to read the word <i>yellow</i>	Children use their finger to trace the words <i>a yellow car</i> as they read; children can recognise and sound out the initial sound <i>y-ellow</i>	Children need support to use a range of cues to read <i>a yellow car</i>	R1	R7
	RR1	use initial sounds and picture cues to read colour words	<i>y-ellow</i> , <i>b-lue</i> , <i>r-ed</i> , <i>wh-ite</i> , <i>b-lack</i> , <i>g-reen</i> . Children may identify additional phonemes, e.g. <i>r-e-d</i>	Children need help to use initial sounds to read words	R1	R7

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Non-fiction						
	RR2	use the right-hand pictures on each double page spread to retrieve and infer information about each type of car	Children suggest what each car is used for, who might drive it, how fast it goes etc.	Children describe what they can see in the picture	R2/R3	R8
<i>My Skateboard</i> Maoliosa Kelly	GS1	discuss what the book might be about from the information on the front cover	Children suggest that the book might explain how to skateboard; what you need for skateboarding	With support children make suggestions about the content	R1	
	GS3	find the word <i>my</i> on each page and identify the initial sound	Children recognise the word <i>my</i> and sound <i>m</i>	Children need help to recognise <i>my</i>	R1	R6
	RR2	find the new words on each page using the initial letter	Children find the word <i>pads</i> , <i>helmet</i> , <i>skateboard</i> and describe how they found it, e.g. <i>it (helmet) begins with 'h'</i>	With help children find some words using the initial sound	R1	LSL5
	RR3	recount the boy's experience of his skateboard jump (pp.10-13)	Children use the pictures and text to describe the event. They may infer how the boy felt: <i>he was scared; he was proud</i>	Children describe the events in the pictures	R2/R3/SL1	R7/LCT7

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Non-fiction						
	RR4	recount the boy's skateboarding day from start to finish using pp.14-15	Children use time connectives to sequence events: <i>First he puts on his helmet, next he picks up his skateboard...</i>	Children recount some key points in the boy's day, not necessarily in order	R2/SL1	R7/LCT7
<i>Shapes</i> Monica Hughes	GS2	recognise the word title and cover	Children are able to turn to the front and back covers and find the title independently	Children need help to find the front and back cover, title, etc	R4	R4
	GS2	name the shapes that they can see on the front cover	Children may identify <i>rectangle, hexagon, circle, square, star, triangle</i>	Children identify most common shapes	R2	R8
	GS4	find and connect the shape on each left hand page with the photograph on each right hand page	Children make connections, e.g. <i>the shark's teeth look like triangles; the ladybird's dots look like circles</i>	With support children make connections from the shape to the object featured	R2	R8
	RR4	read each shape word on pp.14-15 using a variety of strategies	Children use initial sounds and picture cues to read the printed words. They trace each word with their finger as they read. They may begin to blend individual phonemes, e.g. <i>t-r-i-angle, r-e-c-t-a-n-gle</i>	Children rely on the picture cues to read the printed words. They may identify initial sounds	R1/R2	R6