



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

Pink/Band 1A						
Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS Profile Scale	Reading recovery level	NC level
Fiction						
<i>Walking and Walking</i> Anthony Robinson	A story with a predictable structure and patterned language	Physical Development: Health and bodily awareness; Knowledge and Understanding of the World: Time	<ul style="list-style-type: none"> • Retell narratives in the correct sequence, drawing on the language patterns of stories • Hear and say sounds in the order in which they occur • 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 	EYFS R7 EYFS LSL5 EYFS LCT7 EYFS LCT5 EYFS R5	2/3	Towards 1

Pink/Band 1A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS Profile Scale	Reading recovery level	NC level
Fiction						
<i>Yum!</i> Zoë Clarke	A story with a predictable structure and patterned language	Knowledge and Understanding of the World: Exploration and investigation	<ul style="list-style-type: none"> • Retell narratives in the correct sequence, drawing on the language patterns of stories • 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 	EYFS R7 EYFS LCT7 EYFS LCT5 EYFS LCT7	2	Towards 1
<i>The Picnic</i> Monica Hughes	A patterned story with predictable language	Personal, social and emotional development: respond to experiences, showing a range of feelings	<ul style="list-style-type: none"> • Matching spoken and written words • Tracking text in the right order • Hearing and saying phonemes in initial letters • Using imagination in a role-play 	AF R1 AF R1 EYFS LSL5 EYFS LCT5	1	Towards 1
<i>The Farmer's Lunch</i> Paul Shipton	A story with predictable structure and patterned language	Personal, Social and Emotional development: 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 • Read a range of familiar and common words and simple sentences independently • Retell narratives in the correct sequence, drawing on the language patterns of stories 	EYFS LCT7 EYFS LCT5 EYFS R6 EYFS R7	1/2	Towards 1
<i>In the Boat</i> Paul Shipton	A patterned story with predictable structure	Mathematical development: Say and use number names; Count reliably up to 10 everyday objects; Begin to relate addition to combining two groups of objects and subtraction to 'taking away'; Knowledge and	<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Listen with enjoyment and respond to stories • Read simple words by sounding out and blending the phonemes • Read some high frequency words (numbers) • Read a range of familiar and common words and simple sentences independently 	EYFS LCT7 EYFS LCT4 EYFS LSL6 EYFS R6 EYFS R6	1/2	Towards 1

Pink/Band 1A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS Profile Scale	Reading recovery level	NC level
Fiction						
		Understanding of the World: Find out about and identify some events they observe; Ask questions about why things happen	<ul style="list-style-type: none"> • Show an understanding of the elements of stories, such as sequence of events 	EYFS R5		
<i>The Very Wet Dog</i> Damian Harvey	A story with patterned language and predictable structure	Personal Social and Emotional Development: Respond to experiences, show a range of feelings	<ul style="list-style-type: none"> • Track the text in the right order, matching spoken and written words • Notice difference between spoken and written forms by retelling stories • Hearing and saying initial phonemes • Retell narratives in the correct sequence • Using imagination in a role-play 	AF R1 AF R7 EYFS LSL5 EYFS R5 EYFS LCT5	1	Towards 1
<i>In the Garden</i> Mitch Cronick	A patterned story with predictable structure	Personal Social and Emotional Development: Responding to experiences, showing a range of feelings Knowledge and Understanding of the World: Finding out about your environment; Creative Development: Using imagination in art and design	<ul style="list-style-type: none"> • Reading familiar words • Developing strategies to decode unfamiliar words • Understanding story elements-character, sequence of events • Being aware of actions and reactions in a story • Attempting writing for various purposes, e.g. labels • Retelling a story • Using talk to organise ideas 	EYFS R6 AF R1 EYFS R5 EYFS R5 EYFS W6 EYFS LCT 5 EYFS LCT7	1	Towards 1

Pink/Band 1A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS Profile Scale	Reading recovery level	NC level
Fiction						
<i>Dinosaur Rock</i> Damian Harvey	A story with patterned language and predictable structure	Creative development/music: Recognise sounds, simple songs and sound patterns	<ul style="list-style-type: none"> • Knowing that words are ordered from left to right and need to be read that way to make sense • Using a variety of cues when reading, e.g. knowledge of the story and its context, grammatical sense • Knowing grapheme-phoneme correspondences • Explore familiar themes and character through improvisation and role-play 	AF R1 AF R1 EYFS LSL5 EYFS LCT5	2	Towards 1
<i>The Guinea Pigs</i> Paul Shipton	A story with predictable structure and patterned language	Knowledge and Understanding of the World; Citizenship; Animals and us	<ul style="list-style-type: none"> • Use knowledge of texts to retell to others, recounting main points in correct sequence • Identify and write initial and final sounds in CVC words • Track text in the right order, developing early directional strategies • Use illustrations to predict interest words • Explore familiar themes and characters through improvisation and role-play 	EYFS R7 EYFS LSL3 EYFS R4 EYFS R2 EYFS LCT5	1	Towards 1

Pink/Band 1A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS Profile Scale	Reading recovery level	NC level
Non-fiction						
<i>Getting Dressed</i> <i>Teresa Heapy</i>	A simple non-fiction book	Personal, Social and Emotional Development: Self-care; Knowledge and Understanding of the World: Exploration and investigation	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • 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 how information can be found in non-fiction texts to answer questions about where, who, why and how 	EYFS LSL7 EYFS LCT7 EYFS LCT5 EYFS LCT7 EYFS R8	1	Towards 1
<i>Teeth</i> <i>Nick Arnold</i>	A simple non-fiction book	Personal, Social and Emotional Development: Self-care; Physical Development: Health and bodily awareness	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • 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 how information can be found in non-fiction texts to answer questions about where, who, why and how 	EYFS LSL7 EYFS LCT7 EYFS LCT5 EYFS LCT7 EYFS R8	2	Towards 1

Pink/Band 1A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS Profile Scale	Reading recovery level	NC level
Non-fiction						
<i>Minibeasts</i> Siobhan Hardy	A simple information book	Knowledge and understanding of the world: Look closely at similarity, difference; Creative development: Explore colour, texture, shape, form and space; Use imagination in art and design and role-play	<ul style="list-style-type: none"> • Track text in the right order • Match spoken and written words; • Use a variety of cues when reading • Know that print carries meaning • Show an understanding of how information can be found in non-fiction texts • Extend vocabulary exploring the meanings and sounds of new words 	EYFS R4 EYFS R4 AF R1 EYFS R2 EYFS R8 EYES LCT7	1	Towards 1
<i>My Family Tree</i> Zoë Clarke	A non-fiction report	Personal, social and emotional development: Have a developing respect for their own cultures and beliefs and those of other people	<ul style="list-style-type: none"> • Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions • Read a range of familiar and common words and simple sentences independently • Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how 	EYFS LCT4 EYFS R4 EYFS R8	1/2	Towards 1
<i>How Many Animals?</i> Lee Newman	A simple information book	Mathematical development: Counting and adding; Knowledge and Understanding of the World: Identify features of living things	<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Extend vocabulary, exploring the meaning and sounds of new words • Read some high frequency words (numbers) • Hear and say sounds in words in the order in which they occur • Know that print carries meaning and in English is read from left to right, top to bottom • Sustain attentive listening and respond with relevant comments, questions or actions 	EYFS LCT7 AF R5 EYFS R6 EYFS LSL5 EYFS R4 EYFS LSL4	1/2	Towards 1

Pink/Band 1A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS Profile Scale	Reading recovery level	NC level
Non-fiction						
<i>Pushing and Pulling</i> Monica Hughes	A simple non-fiction recount	Physical Development: Move with control and co-ordination; Knowledge and understanding of the world: Investigate objects and materials, why things happen and things work	<ul style="list-style-type: none"> • Use a variety of cues when reading • Reread a text to provide context cues • Locate and read significant parts of the text • Write each letter in response to each sound • Interact with others, negotiating plans and activities and taking turns in conversation 	AF R1 AF R2 EYFS R8 EYFS W3 EYFS LCT6	1	Towards 1
<i>Cars</i> Monica Hughes	A non-fiction report	Knowledge and understanding of the world: Look closely at similarities, differences, patterns and change	<ul style="list-style-type: none"> • Recognise printed words in a variety of settings, e.g. labels, captions • Make collections of words linked to particular topics • Extend vocabulary exploring the meanings and sounds of new words • Use talk to organise, sequence and clarify thinking, ideas, feelings and events 	AF R4 AF R5 AF R5 EYFS LCT7	1	Towards 1
<i>My Skateboard</i> Maoliosa Kelly	A simple non-fiction recount	Physical Development: Move with control and co-ordination; Personal, Social and Emotional Development: Be confident to try new activities	<ul style="list-style-type: none"> • Recounting the main points in the correct sequence • Hearing and identifying initial sounds in words • Reading high frequency words on sight • Recognising and discussing feelings 	EYFS R7 EYFS LSL5 EYFS R6 EYFS LCT7	1	Towards 1

Pink/Band 1A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS Profile Scale	Reading recovery level	NC level
Non-fiction						
<i>Shapes</i> Monica Hughes	A simple non-fiction book	Mathematical Development: Use language to describe the shape and size of solid and flat shapes; Numeracy: Shape and Space - 2D and 3D shapes; Art and Design: Mother Nature, designer	<ul style="list-style-type: none"> • Understand and use correctly terms about books and print • Recognise printed words in a variety of settings, e.g. labels • Make one-to-one correspondences between written and spoken words • Read on sight a range of familiar words, e.g. shapes • Ask and answer questions, make relevant contributions, offer suggestions and take turns 	AF R4 AF R5 EYFS R4 EYFS R6 EYFS LCT6	1	Towards 1