



## 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- Phonics

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
<b>Decodable fiction</b>						
<i>Pam Naps</i> Robyn Lever	GS1	hear and say sounds in words	Children can read focus phonemes <i>s,a,t,p,i,n,m,d</i> , make words and add sound buttons	Children cannot identify focus phonemes	R1	LSL5
	GS2	blend sounds in words	Children can blend <i>P-a-m</i> <i>N-a-p-s</i> to read the title	Children cannot blend from left to right through the word		LSL6
	RR2	use phonic knowledge to read simple regular words	Children can read to p.13 independently, blending phonemes and using expression	Children attempt to read with some support		LSL7

## 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
	RTB2	retell narratives in the correct sequence	Children can retell the story using the picture on pp.14-15	Children need support to retell the story		LCT7/R7
	RTB4	use language to imagine roles	Children pretend to be Pam and retell the story from her perspective	Children answer questions in role as Pam	SL3	LCT5
<b>Decodable non-fiction</b>						
<i>Dip It! Tap It!</i> Greg Cook	GS1	hear and say sounds in words	Children can identify a letter that corresponds with a focus phoneme, <i>s,a,t,p,i,n,m,d</i> , when given a CVC word	Children cannot hear focus phonemes		LSL5
	GS3	use phonic knowledge to read simple regular words	Children can read the blurb, <i>Tip it in. Dip it in. Tap it</i>	Children need help to use phonic knowledge to read the blurb	R1	LSL7
	RR3	blend sounds in words	Children can blend through the words independently as they read the story to p.13	Children need help to identify phonemes and blend		LSL6
	RTB1	use talk to organise thinking	Children can use the flow chart on pp.14-15 to recount how Sam and Dan make their pictures.	Children need help to recount the information using the pictures	R2	R8/LCT7

## Pink/Band 1B

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
<b>Decodable fiction</b>						
<i>No, Sid, No!</i> Kate Scott	GS3	show an understanding of the elements of stories	Children can describe what is happening on the front cover, e.g. <i>Sid is chasing the cat</i>	Children recognise a dog/cat in the picture	R2	R5
	GS4	blend sounds in words	Children can blend the words in the title and blurb to read with fluency	Children identify letters but need help to blend them		LSL6
	RR3	attempts to read more complex words using phonic knowledge	Children attempt longer words, e.g. <i>socks, kicks</i> independently	Children need help to read words with digraphs, e.g. <i>ck</i>	R1	LSL8
	RTB1	retell narratives in the correct sequence, drawing on language patterns of stories	Children can recount events using the story map on pp.14-15, e.g. <i>Sid chases the cat and makes a mess in the house, so Mum is mad</i>	Children can describe what they can see in a picture	R2	R7
	RTB3	uses language to recreate roles	Children suggest thought bubbles for Mum when she returns home, e.g. <i>That naughty dog!</i>	Children need help to imagine what Mum would say	SL3	LCT5
<b>Decodable non-fiction</b>						
<i>Got It!</i> Charlotte Guillain	GS1	read a range of familiar and common words and simple sentences independently	Children can read the title and blurb independently	Children need help to quickly read regular words that can be blended	R1	R6

## Pink/Band 1B

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
	RR2	blend sounds in words	Children can add sound buttons to the word <i>r-o-ck</i> , and blend through the word to read	Children identify phonemes but need help to blend them	R1   R2	LSL6
	RR3	read a range of familiar and common words and simple sentences independently	Children read the book to p.13 independently and with fluency	Children need some help to read simple regular words with fluency		R6
	RTB1	show an understanding of how information can be found in non-fiction texts	Children can describe what is happening on each page, using the pictures on pp.14-15, e.g. <i>she puts her net in the pool</i>	Children need help to discuss what is happening		R8/LCT7
	CMO1	hear and say sounds in words	Children can make words containing <i>ck</i> using magnetic letters	Children need help to hear and say sounds in words containing <i>ck</i>		LSL5/W7

## Red/Band 2A

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
<b>Decodable fiction</b>						
<i>Puff the Pup</i> Tony Mitton	GS3	blend sounds in words	Children read the title <i>Puff the Pup</i> . They can add sound buttons and blend to read	Children need help to recognise and blend focus phonemes	R1	LSL6
	RR1	use phonic knowledge to read simple regular words	Children can use phonic knowledge to read longer words, e.g. <i>d-u-m-p</i> p.7	Children need help to read longer words, e.g. CVCC words	R1	LSL7
	RTB1	retell narratives in the correct sequence, drawing on language patterns of stories	Children can describe some events in the story, e.g. <i>Puff dug up a pot. It had a frog in it.</i>	Children need help to describe what has happened	R2	R7
	RTB2	show an understanding of the elements of stories such as character, sequence of events, openings	Children can describe Puff's feelings when he finds the frog	Children need help to understand Puff's feelings	R2/R3	R5
<i>Panda's Band</i> Laura Hambleton	GS3	read and blend sounds in words (focus phonemes)	Children can suggest words containing the <i>ck</i> phoneme, and read them, e.g. <i>rocks</i>	Children need help to use the <i>ck</i> phoneme	R1	LSL6
	GS4	read a range of familiar and common words and simple sentences independently	Children can read the blurb independently, recognising high frequency words <i>but, can, get, a</i>	Children need help to read the blurb and do not recognise the high frequency words	R1	R6

## Red/Band 2A

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
	RR2	show an understanding of the elements of stories such as character, sequence of events, openings	Children can explain what <i>Panda can rock! But Panda is sad</i> (pp.2-3) means and suggest why he is sad	Children need help to discuss Panda's feelings	R2/3	R5
	RTB1	retell narratives in the correct sequence, drawing on language patterns of stories	Children can use the story map on pp.14-15 to retell the story in order	Children can identify some events from the story using the map	R2	R7/ LCT8
<i>Muck It Up!</i> Jane Clarke	GS1	use phonic knowledge to read simple regular words	Children can fast-read CVC words <i>m-o-p mop; d-i-d did</i>	Children need help to fast-read simple words	R1	LSL7
	GS3	read a range of familiar and common words and simple sentences independently	Children can read <i>a, the, for</i> in the story	Children do not recognise the high frequency words	R1	R6
	GS4	blend sounds in words	Children read words with consonant clusters, e.g. <i>p-o-nd; Pl-i-p</i>	Children need help to blend sounds in words with consonant clusters		LSL6
	RR3	show an understanding of the elements of stories such as character, sequence of events, openings	Children can discuss why duck is sad, e.g. <i>duck likes muck</i>	Children need help to understand duck's feelings	R2	R5
	RTB1	retell narratives in the correct sequence, drawing on language patterns of stories	Children can use the story map on pp.14-15 to retell the story in order	Children describe individual stages of the story	R2/SL1	R7/LCT5

## Red/Band 2A

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
<i>Ant and Snail</i> Paul Shipton	GS1	blend sounds in words (focus phonemes)	Children can fast-read CVC words <i>r-u-n run; f-u-n fun; f-i-t fit</i>	Children need help to blend simple words	R1	LSL6
	GS3	blend sounds in words (consonant clusters)	Children can blend words with consonant clusters <i>a-n-t ant; f-a-s-t fast; s-n-ai-l</i>	Children need help to blend simple words	R1	LSL6
	GS4	read a range of familiar and common words and simple sentences independently	Children can read <i>was, the, to, he</i> in the story	Children do not recognise the high frequency words	R1	R6
	RR2	show an understanding of the elements of stories such as character, sequence of events, openings	Children can discuss how Ant feels when he gets stuck in the pit	Children need help to discuss Ant's feelings	R2	R5
	RR3	retell narratives in the correct sequence, drawing on language patterns of stories	Children can use the story map on pp.14-15 to retell the story in order using the labels as cues	Children can identify some points from the race using the map	R2	R7/LCT8
<i>Cat and Dog in a Mess</i> Shoo Rayner	GS1	use phonic knowledge to read simple regular words	Children can fast-read CVC words <i>cat, tub, let</i>	Children need help to fast-read simple words	R1	LSL7
	GS2	blend sounds in words	Children can blend words with consonant clusters, <i>sl, st, sn</i>	Children need help to blend sounds in words with consonant clusters	R1	LSL6
	RR1	read a range of familiar and common words and simple sentences independently	Children can read fast words <i>was, the, to</i>	Children do not recognise the high frequency words	R1	R6

## Red/Band 2A

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
	RTB2	show an understanding of the elements of stories, such as character, sequence of events and openings	Children can describe the characters, e.g. <i>dog is messy, cat is not; cat helps dog</i>	Children need help to describe how the characters behave	R2	R5
<b>Decodable non-fiction</b>						
<i>Get Fit</i> Gina Nuttall	GS3	blend sounds in words	Children can blend words with consonant clusters, <i>jump, skip</i>	Children need help to blend sounds in words with consonant clusters	R1	LSL6
	RR3	read more complex words using phonic knowledge	Children can blend the CCVCC word <i>s-t-o-m-p</i>	Children need help to read longer words	R1	LSL8
	RTB2	show an understanding of how information can be found in non-fiction texts	Children can find each word shown on pp.14-15 <i>run, jump, hop, skip, stomp</i> on the appropriate page in the book	Children need help to find information in the book	R2	R8
<i>Chick to Hen</i> Elspeth Graham	GS1	read a range of familiar and common words and simple sentences independently	Children can fast-read the words <i>she, the</i>	Children need help to recognise the fast words	R1	R6
	GS3	use phonic knowledge to read simple words	Children can read the title <i>Chick to Hen</i>	Children need help to blend the word <i>chick</i>	R1	LSL7
	RR3	read more complex words using phonic knowledge	Children can blend longer words, e.g. <i>f-l-a-p, c-l-u-ck, g-r-a-i-n</i>	Children need help to blend sounds in words with consonant clusters and long vowel sounds	R1	LSL8



## Red/Band 2A

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
	RTB2	use phonic knowledge to write words	Children can make words with the <i>ai</i> phoneme using magnetic letters	Children need help to recognise the <i>ai</i> phoneme and suggest words containing it	W8	W7
	RTB3	use talk to organise, sequence and clarify thinking; show an understanding of how information can be found in non-fiction texts	Children can describe the life cycle of the hen, using the pictures on pp.14-15	Children can answer questions about the hen's life cycle	SL1/R2	LCT7/R8
<i>Pet Cat, Big Cat</i> Alison Hawes	GS1	use phonic knowledge to read simple regular words	Children can fast-read CVC words, <i>sit, in, hiss</i>	Children need help to fast-read simple words		LSL7
	RR1	blend sounds in words	Children can blend words with consonant clusters, <i>hunt, drink, milk</i>	Children need help to blend sounds in words with consonant clusters	R1	LSL6
	RTB1	show an understanding of how information can be found in non-fiction texts	Children can recall some key facts about cats e.g. <i>cats sit in the sun</i>	Children need help to recall some key facts	R2	R8
	RTB2	show an understanding of how information can be found in non-fiction texts	Children can find the answers to questions, e.g. <i>where do big cats hunt? In the grass</i>	Children need help to find the answers to questions	R2	R8
<i>Run, Jump, Hop!</i> John Foster	GS1	blend sounds in words (CVC)	Children can fast-read CVC words, <i>cat, can, dig, mud</i>	Children need help to blend sounds in words with consonant clusters		LSL6
	GS2	use phonic knowledge to write simple words	Children can write <i>the, he</i> from memory	Children need help to recall <i>the, he</i> and write them	W5	W7

## Red/Band 2A

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
	RR1	read a range of familiar and common words and simple sentences independently	Children can read fast words, <i>a, the, he</i> and read fluently	Children do not recognise the high frequency words	R1	R6
	RR2	blend sounds in words	Children can blend words with consonant clusters, <i>fast, frog, jump</i>	Children need help to blend sounds in words with consonant clusters		LSL6
	RTB1	use talk to organise, sequence and clarify thinking/Show an understanding of how information can be found in non-fiction texts	Children can describe how animals move, e.g. frogs hop and jump. They can refer back to the relevant pages	Children need help to recall key facts and find the information	SL1/R2	
<i>The Big Red Bus</i> Alison Hawes	GS1	use phonic knowledge to read simple regular words	Children can fast-read CVC words, <i>big, bus, get, sit</i>	Children need help to fast-read simple words	R1	LSL7
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words, <i>we, the, of, I</i>	Children do not recognise the high frequency words	R1	R6
	GS3	blend sounds in words	Children can blend words with consonant clusters, <i>stop, trip, fast</i>	Children need help to blend sounds in words with consonant clusters		LSL6
	RTB1	retell narrative in the correct sequence, drawing on the language patterns of stories	Children can use the map on pp.14-15 to recall the bus trip in order	Children need help to recall the bus trip in order	R2	R7

Red/Band 2A						
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
	RTB2	<p> speak clearly with confidence and control, showing awareness of the listener </p>	<p> Children can describe their experiences of travelling on a bus </p>	<p> Children can answer questions about going on a bus trip </p>	SL1	LCT8

## Red/Band 2B

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
<b>Decodable fiction</b>						
<i>Max Can Do It!</i> Charlotte Raby	RR1	use knowledge of letters, sounds and words when reading independently	Children read the book from the beginning aloud, tackling new words by sounding out and blending	Children need help to sound out new and more complex words	R1	LSL9
	RR3	read high frequency words fluently	Children recognise fast words on sight, e.g. <i>was, about, they</i>	Children do not recognise the fast words	R1	R6
	RTB2	show an understanding of the elements of stories, such as character, sequence of events and openings; use talk to organise, sequence and clarify thinking	Children can discuss the character of Bee and describe her, e.g. <i>noisy, loud, fast, confident</i>	Children answer questions about Bee	R2/SL1	R5/LSL7
<i>Goat's Coat</i> Laura Hambleton	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words <i>was, the, she, like, to, he</i> , and notice how the vowel sound changes	Children do not recognise the fast words	R1	R6
	GS3/4	attempt to read more complex words using phonic knowledge	Children can read words containing the focus phoneme <i>oa</i> ( <i>Goat's Coat</i> )	Children need help to read long vowel sounds	R1	LSL8
	RR2	use knowledge of letters, sounds and words when reading independently	Children sound out new and tricky words with long vowel phonemes during independent reading	Children struggle with long vowel sounds during independent reading	R1	LSL8/9

## Red/Band 2B

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
	RR4	show an understanding of the elements of stories, such as character, sequence of events and openings	Children follow the meaning of the story and can answer questions about events during reading	Children need help to interpret the story	R2/R3	R5
	RTB2	retell narrative in the correct sequence, drawing on the language patterns of stories	Children recall the story in sequence, using story language, e.g. <i>Fox in a coat, goat in socks!</i>	Children recall some key moments from the story	R2	R7
<i>The Mouse and the Monster</i> Martin Waddell	GS1	use phonic knowledge to read simple regular words	Children can fast-read regular words, <i>bash, smash, crash</i>	Children need help to fast-read simple words	R1	LSL7
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words, <i>the, was, said, you</i>	Children do not recognise the high frequency words	R1	R6
	GS4	attempt to read more complex words using phonic knowledge	Children can blend words with consonant clusters and long vowel sounds, e.g. <i>mouse, monster</i>	Children need help to blend more complex words	R1	LSL8
	RR3	show an understanding of the elements of stories, such as character, sequence of events and openings; Uses talk to organise, sequence and clarify thinking	Children can explain how clever the mouse was, e.g. <i>the mouse frightens the monster</i>	Children need help to understand the story	R2/SL1	R5/LCT7

## Red/Band 2B

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
	RTB2	read books of own choice with some fluency and accuracy	Children select their favourite part of the story and read it aloud with fluency	Children need help to re-read with fluency	R1	R9
<i>Bot on the Moon</i> Shoo Rayner	GS1	use phonic knowledge to read simple regular words	Children can fast-read regular words, <i>moon, zoom, stars, card</i>	Children need help to fast-read simple words	R1	LSL7
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words, <i>all, said, my</i>	Children do not recognise the high frequency words	R1	R6
	RR2	attempt to read more complex words using phonic knowledge	Children can blend more complex words, <i>golf club, twinkling, having</i>	Children need help to recognise familiar word endings and blend them	R1	LSL8
	RTB1	speak clearly with confidence and control, showing awareness of the listener	Children share their opinions of the book and state which part they liked best	Children need support to state their opinions	SL1	LCT8
	RTB2	retell narrative in the correct sequence, drawing on the language patterns of stories	Children recall the story in sequence	Children recall some key moments from the story	R2	R7
<i>We Are Not Fond of Rat!</i> Emma Chichester Clark	GS1	Use phonic knowledge to read simple regular words	Children can fast-read regular words, <i>quack, them, chat</i>	Children need help to fast-read simple words	R1	LSL7
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words, <i>are, said, they</i>	Children do not recognise the high frequency words	R1	R6

## Red/Band 2B

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
	RR1	attempt to read more complex words using phonic knowledge	Children can blend more complex words, <i>biffing, hitting, sweet</i>	Children do not recognise common word endings when blending	R1	LSL8
	RTB2	show an understanding of the elements of stories, such as character, sequence of events and openings	Children discuss how Rat was treated by the other animals, e.g. <i>they were mean and left Rat out</i>	Children need help to understand what has happened to Rat	R2	R5
	CMO2	use phonic knowledge to write simple regular words	Children can find rhyming words in the story and write some of their own, <i>cat, rat, chat, bat</i>	Children need help to write words that rhyme with cat	W5	W7
<b>Decodable non-fiction</b>						
<i>I Found a Sound</i> Vic Parker	GS1	read more complex words using phonic knowledge	Children read the words <i>found</i> and <i>sound</i> in the title and blurb. They recognise the long vowel phoneme <i>ou</i>	Children need help to read more complex words	R1	LSL8
	GS2	read more complex words using phonic knowledge	Children can find words containing the <i>oo</i> ( <i>zoom</i> ) and <i>oa</i> ( <i>toast</i> ) phonemes in the story	Children do not easily distinguish the long vowel phonemes <i>oa, oo, ou</i>	R1	LSL8
	RR1	read a range of familiar and common words and simple sentences independently	Children can read the book independently, recognising fast words and using phonics as necessary	Children need help to recognise fast words and read with fluency	R1	R6
	RTB1	show an understanding of how information can be found in non-fiction texts	Children use the pictures on pp.14-15 to explain the noises and the different times of day	Children need help to describe the different sounds that the boy hears	R2	R8

## Red/Band 2B

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
<i>Pond Food</i> John Townsend	GS3	read more complex words using phonic knowledge	Children read the word <i>feeds</i> in the blurb. They recognise the long vowel phoneme <i>ee</i>	Children need help to read more complex words	R1	LSL8
	GS4	read more complex words using phonic knowledge	Children can find words containing the <i>x</i> ( <i>fox</i> ) and <i>ai</i> ( <i>snails</i> ) phonemes in the story	Children do not easily recognise the long vowel phoneme <i>ai</i>	R1	LSL8
	RR1	use phonic knowledge to read simple, regular words	Children can blend simple CVCC words, e.g. <i>p-o-n-d</i>	Children need help to blend sounds in words with consonant clusters	R1	LSL7
	RR3	read a range of familiar and common words and simple sentences independently	Children can read the book independently, recognising fast words and using phonics as necessary	Children need help to recognise fast words and read with fluency	R1	R6
	RTB1	show an understanding of how information can be found in non-fiction texts	Children use the pictures on pp.14-15 to explain the pond food cycle, referring back to the book as necessary	Children need help to recall the different creatures and what they eat	R2	R8
<i>Feelings</i> Monica Hughes	GS1	use phonic knowledge to read simple regular words	Children can fast-read regular words, <i>shout, died, torch</i>	Children need help to fast-read simple words	R1	LSL7
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words, <i>I, my, we</i>	Children do not recognise the high frequency words	R1	R6



## Red/Band 2B

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
	RR2	blend sounds in words	Children can blend words with consonant clusters, <i>jump, kick, dark</i>	Children need help to blend sounds in words with consonant clusters	R2  SL1	LSL6
	RTB1	show an understanding of how information can be found in non-fiction texts	Children can describe the feelings which are shown in the book, e.g. <i>being angry, sad and proud</i>	Children need help to describe the feelings in the book		R8
	RTB2	speak clearly with confidence and control, showing awareness of the listener	Children can describe their own feelings to others	Children need help to state their ideas to a group or another person		LCT8
<i>Thick and Thin</i> Alison Hawes	GS1	blend sounds in words	Children can fast-read regular words, <i>thick, thin, wool, cook</i>	Children need help to blend sounds in words with consonant clusters	R1  R1  R2	LSL6
	GS2	use phonic knowledge to read simple regular words	Children can distinguish the phonemes in cook and cool	Children need help to discriminate between some sounds		LSL7
	RR1	read a range of familiar and common words and simple sentences independently	Children can read fast words, <i>the, her</i> , and read with fluency	Children do not recognise the high frequency words		R6
	RTB1	show an understanding of how information can be found in non-fiction texts	Children can recall information using pp.14-15, e.g. <i>the mouse has a thin tail; the hamster has a thick tail</i>	Children need help to recall information and need to return to the text		R8

## Red/Band 2B

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
	RTB2	show an understanding of how information can be found in non-fiction texts	Children can answer questions using the text, e.g. <i>what does the girl use the thin pen for?</i>	Children need help to find the answers to questions	R2	R8
<i>Pond Dipping</i> Alison Hawes	GS1	use phonic knowledge to read simple regular words	Children can fast-read regular words, <i>box, six, wet</i>	Children need help to fast-read simple words	R1	LSL7
	GS2	blend sounds in words	Children can blend words with consonant clusters, <i>pond, dips, plastic, jump</i>	Children need help to blend sounds in words with consonant clusters		LSL6
	RR1	read a range of familiar and common words and simple sentences independently	Children can read fast words <i>the, my, we, all</i> and read with fluency	Children do not recognise the high frequency words	R1	R6
	RR4	read books of own choice with some fluency and accuracy	Children can read extended sentences, e.g. p.13 where the sentence runs across three lines	Children need help with longer sentences	R1	R9
	RTB2	speak clearly with confidence and control, showing awareness of the listener; Show an understanding of how information can be found in non-fiction texts	Using pp.14-15, children can explain where each creature is without pointing	Children need support to use language to describe the position of each creature	SL1	R8

## Yellow/Band 3

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
<b>Decodable fiction</b>						
<i>The Singing Beetle</i> Linda Strachan	GS1	use phonic knowledge to read more complex words	Children recognise the focus phonemes <i>ee/ea</i> ( <i>beetle/squeaky</i> p.3) and use their knowledge of these phonemes to read independently	Children need support to recognise focus phonemes	R1	
	GS3	decode familiar and unfamiliar words automatically	Children discuss strategies that can be used to read longer words, e.g. use of word endings for <i>singing, squeaky</i> p.3	Children need help to automatically recognise familiar endings	R1	
	RR2	read a range of high frequency and familiar words fluently and automatically	Children recognise high frequency/fast words and use this knowledge in their reading	Children do not recognise the high frequency/fast words and need help to read fluently	R1	
	RTB3	use phonic knowledge to read more complex words	Children can find words in the text with the <i>ee</i> and <i>ea</i> grapheme, read the words independently and sort words into two sets	Children need support to make two sets of words with the <i>ee</i> and <i>ea</i> grapheme	R1	
<i>I Spy Fly</i> Mal Peet and Elspeth Graham	GS3	use phonic knowledge to read more complex words	Children can blend words with the focus phonemes <i>y (fly), zz (buzz), oo (food)</i>	Children need help to blend sounds in words	R1	
	GS4	decode familiar and unfamiliar words automatically	Children can read two-syllable words, e.g. <i>hungry</i> (blurb), using knowledge of word endings and blending	Children need help to automatically recognise familiar endings	R1	

### Yellow/Band 3

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RR1	read aloud with appropriate fluency and expression	Children read aloud using an expressive voice for the fly, e.g. a sad whining voice	Children join in with expressive reading	R1/SL1	
	RR3	read a range of high frequency and familiar words fluently and automatically using blending as the prime approach	Children can read high frequency/fast words, e.g. <i>around</i> , <i>very</i> , <i>really</i> , and blend through unfamiliar words, e.g. <i>buzzed</i> , using word knowledge to read independently	Children need help to read through the book independently	R1	
<i>Bart the Shark</i> Paul Shipton	GS1	blend sounds in words	Children can blend words with the focus phoneme <i>ay</i> , <i>ow</i>	Children need help to blend sounds in words		LSL6
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words, e.g. <i>the</i> , <i>they</i> , <i>what</i> , <i>said</i>	Children do not recognise the high frequency words	R1	R6
	RR2	read books with some fluency and accuracy	Children can read independently, changing their voices when they read the speech	Children need support to read with expression and to vary their voices	R1	R9
	RR3	understand the meaning of new and unfamiliar words	Children can discuss the meaning of unfamiliar words using contextual cues, <i>horrid</i> (p.8), <i>munch</i> (p.10), <i>snout</i> (p.11)	Children need support to understand the meaning of less familiar words	R1	

### Yellow/Band 3

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
<i>Horse Up a Tree</i> Martin Waddell	GS1	blend sounds in words	Children can blend words with the focus phonemes, <i>a-e</i> , <i>ea</i> , <i>i-e</i> and <i>y</i>	Children need help to blend sounds in words		LSL6
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words, e.g. <i>the</i> , <i>was</i> , <i>said</i> , <i>have</i> , <i>who</i>	Children do not recognise the high frequency words	R1	R6
	GS3	use knowledge of letters and sounds when reading independently	Children can read <i>horse</i> and know not to sound the <i>e</i> at the end of the word	Children do not recognise the silent <i>e</i> ending	R1	LSL9
	RR1	use language to imagine and recreate roles	Children read the words <i>Baa-baa</i> , <i>cluck-cluck</i> with expression	Children need support to read with expression		LCT5
<i>Diggety Dog</i> Michaela Morgan	GS1	blend sounds in words	Children can blend words with the focus phonemes <i>y</i> and <i>o-e</i>	Children need help to blend sounds in words		LSL6
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast word e.g. <i>the</i> , <i>what</i> , <i>who</i> , <i>some</i>	Children do not recognise the high frequency words	R1	R6
	RR2	understand the meaning of new and unfamiliar words	Children can discuss the meaning of unfamiliar words using contextual cues, <i>greedy slug</i> , <i>slithery snake</i> , <i>dizzy chicks</i>	Children need support to understand meaning of less familiar words	R1	

## Yellow/Band 3

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RTB1	retell narratives in the correct sequence	Children can recount how the story begins, e.g. <i>Diggety Dog wanted to find a bone but he found a slug</i>	Children need help to recount how the story begins	R2	R7
<b>Decodable non-fiction</b>						
<i>Peas, please!</i> Fiona MacDonald	GS1	read a range of high frequency and familiar words fluently and automatically	Children can read fast words e.g. <i>they, little, are, we, what, puts</i>	Children do not recognise the high frequency/fast words	R1	
	GS2	read more complex words using phonic knowledge	Children identify the <i>ea</i> phoneme in the title <i>Peas, please</i> and can suggest other words with this phoneme	Children need help to read the focus phonemes and suggest other words containing the same phoneme	R1	
	RR3	read with fluency taking account of simple punctuation	Children can read the simple sentences, noticing the full stops, and using them to punctuate their reading	Children do not note the punctuation when reading aloud	R1	
	RTB4	use knowledge of letters, sounds and words when reading independently	Children can locate two-syllable words and describe how they use their phonic and word knowledge to read them, e.g. <i>in-side</i> (p.9); <i>summer</i> (p.8)	Children do not use word knowledge confidently and rely only on blending	R1	
<i>Frog or Toad?</i> Sue Barraclough	GS2	read longer words with adjacent consonants	Children use phonic knowledge and blending to read more complex words, e.g. <i>s-t-r-ea-m-s</i> ; <i>s-t-r-i-ng</i>	Children need help to blend sounds in longer words	R1	

### Yellow/Band 3

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RR2	read a range of high frequency and familiar words fluently and automatically using blending as the prime approach	Children can read high frequency/fast words, e.g. <i>little</i> , <i>they</i> , <i>when</i> and blend through unfamiliar words, e.g. <i>clump</i> , <i>tadpoles</i> , using word knowledge to read independently	Children need help to read through the book independently	R1	
	RR3	read more complex words using phonic knowledge	Children can read words containing focus phonemes, e.g. <i>ay</i> ( <i>stay</i> ); <i>i-e</i> ( <i>shines</i> , <i>spiders</i> )	Children need help to recognise focus (long vowel) phonemes	R1	
	RTB1	read a range of familiar and common words and simple sentences independently	Children read the labels on pp.14-15 fluently	Children need help to read the labels with fluency	R1	
<i>Real Monsters</i> Nic Bishop	GS1	blend sounds in words	Children can blend words with the focus phonemes <i>ew</i> , <i>a-e</i> , <i>ay</i> and <i>ea</i>	Children need help to blend sounds in words		LSL6
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words e.g. <i>what</i> , <i>here</i> , <i>like</i> , <i>something</i>	Children do not recognise the high frequency words	R1	R6
	RR2	read with fluency taking account of simple punctuation	Children can read the questions on pp.2-3 with appropriate expression	Children need support to read with expression	R1	

### Yellow/Band 3

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RR3	recount what they have read in the text	Children can talk about the different animals using the chart on pp.14-15, e.g. a <i>lizard hides from the snake</i>	Children need help to recount information from reading	R2	
<i>Rock Out</i> Janice Vale and Steve Lumb	GS1	blend sounds in words	Children can blend words with the focus phonemes <i>i-e, u-e, ea, igh</i> and <i>ow</i>	Children need help to blend sounds in words		LSL6
	RR2	read books with some fluency and accuracy	Children can read the text on pp.2-3 taking account of the speech bubble, and the labels	Children need help to read the information in label boxes and speech bubbles for meaning	R1	R9
	RR3	read with some awareness of simple punctuation	Children can phrase sentences accurately, pausing at full stops, e.g. after <i>pitter patter</i> on p.5	Children need to be reminded to pause at a full stop	R1	
	RTB1	decode words using blending as a prime approach	Children can read the labels on pp.14-15 using blending	Children need help to blend the sounds in familiar words	R1	
<i>The Sun and the Moon</i> Paul Shipton	GS1	blend sounds in words	Children can blend words with the focus phonemes <i>igh, ay, a-e, y</i>	Children need help to blend sounds in words		LSL6
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words e.g. <i>the, you, because</i>	Children do not recognise the high frequency words	R1	R6



### Yellow/Band 3

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RR3	use simple punctuation when reading	Children can identify capital letters and full stops and use them to read with expression	Children need prompting to pause at full stops	R1	
	RTB1	use knowledge of letters, sounds and words when reading independently	Children reread the book with fluency. They identify tricky words and show how to blend through them, e.g. <i>p-l-a-n-e-t</i>	Children need help to reread the book with fluency	R1	LSL9

## Blue/Band 4

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
<b>Decodable fiction</b>						
<i>Catching the Moon</i> Mal Peet and Elspeth Graham	GS1	use phonic knowledge to read more complex words	Children can blend more complex or unfamiliar words, e.g. <i>called</i> (p.4), <i>tower</i> (p.9), <i>caught</i> (p.13)	Children do not recognise focus phonemes	R1	
	GS4	read a range of high frequency and familiar words fluently and automatically	Children read the high frequency/fast words <i>put</i> , <i>could</i> , <i>very</i> automatically	Children do not recognise the high frequency/fast words	R1	
	RR1	decode unfamiliar words using blending as the prime approach	Children use phonic knowledge to blend unfamiliar words e.g. <i>t-a-n-t-r-u-m</i> (pp.2-3)	Children struggle to blend longer and unfamiliar words	R1	
	RR2	read aloud with appropriate fluency and expression	Children read the story aloud using an expressive voice	Children join in with expressive reading	R1/SL1	
<i>The Hat Maker and the Chimps</i> Adam Guillain	GS2	decode familiar and unfamiliar words automatically	Children recognise the <i>a-e</i> phoneme ( <i>Maker</i> ) and decode unfamiliar words	Children do not recognise the <i>a-e</i> phoneme	R1	
	GS4	use phonic knowledge to read more complex words	Children can blend more complex or unfamiliar words with long vowel phonemes and adjacent consonants, e.g. <i>ch-i-m-p-s</i> ; <i>s-l-ee-p-y</i>	Children need help to blend sounds in more complex words	R1	
	RR2	read a range of high frequency and familiar words fluently and automatically	Children can read fast words, e.g. <i>little</i> , <i>very</i> , <i>people</i>	Children need help to read the book with fluency	R1	

## Blue/Band 4

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RTB4	decode familiar and unfamiliar words automatically	Children discuss the word <i>wagged</i> (pp.6-7). They notice the familiar ending and the double consonant	Children need support to decode <i>wagged</i>	R1	
<i>Mole and the New Hole</i> Jane Clarke	GS1	attempt to read more complex words using phonic knowledge	Children can blend more complex or unfamiliar words, e.g. <i>extra, snout, share</i>	Children do not recognise unfamiliar words	R1	LSL8
	GS2	blend sounds in words	Children can blend familiar words e.g. <i>mole, vole, gather</i>	Children need help to blend sounds in words		LSL7
	RR2	comment about the meaning of the text	Children comment on what is happening to mole and say how they think he is feeling, e.g. <i>Mole is lonely</i>	Children need support to infer how Mole is feeling	R3	
	CMO1	use language to recreate roles and experiences	Children can act out Mole's journey up the hill, speaking in role and including as much detail as possible	Children need help to act out the story and speak in role	SL3	LCT5
<i>The Small Bun</i> Martin Waddell	GS1	read a range of familiar and common words and simple sentences independently	Children can read fast words e.g. <i>the, what, there</i>	Children do not recognise the high frequency words	R1	R6
	GS2	blend sounds in words	Children can blend words with the focus phoneme <i>all</i>	Children need help to blend sounds in words		LSL6

## Blue/Band 4

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RR1	use knowledge of letters, sounds and words when reading independently	Children read the book with fluency. They identify tricky words and show how to blend through them, e.g. <i>c-u-nn-ing</i>	Children need help to read the book with fluency	R1	LSL9
	RR2	comment on the effect of the text on the reader	Children can state whether they liked or disliked the book, giving reasons, e.g. <i>I liked it because the pictures are good</i>	Children need help to voice their opinions and reasons	R6	
	RTB1	retell the narrative in the correct sequence	Children can use the story map on pp.14-15 to help them recount the story in order	Children recall key moments from the story	R2	R7
<i>Hansel and Gretel</i> Malachy Doyle	GS1	blend sounds in words	Children can blend words with the focus phonemes <i>oy, ir, al, aw, air</i> , e.g. <i>boy, girl, walk, saw, hair</i>	Children need help to blend sounds in words		LSL6
	RR1	read a range of familiar and common words and simple sentences independently	Children can read fluently. They may need longer to decode unfamiliar words, e.g. <i>woodman, pocket</i>	Children need help to decode familiar and common words	R1	R6
	RR3	use knowledge of letters, sounds and words when reading independently	Children can tackle unfamiliar words using blending as one of several approaches, e.g. <i>Caw! p.7</i>	Children need help to decode unfamiliar words	R1	LSL9

## Blue/Band 4

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RR4	comment about the meaning of the text	Children can make comments about the characters in the story as they read, e.g. <i>the granny is really a witch</i>	Children need support to make simple inferences and deductions	R3	
	RTB1	retell the narrative in the correct sequence	Children can use the story map on pp.14-15 to help them recount the story in order	Children recall key moments from the story	R2	R7
<b>Decodable non-fiction</b>						
<i>Gorillas</i> Teresa Heapy	GS1	blend sounds in words	Children can break the word <i>G-o-r-i-ll-a-s</i> into phonemes and blend to read. They can hear three syllables in the word	Children need help to blend sounds in words	R1	
	GS3	use phonic knowledge to read more complex words	Children can blend more complex or unfamiliar words with long vowel phonemes and adjacent consonants, e.g. <i>ai</i> ( <i>mainly, brains</i> )	Children need help to read long vowel phonemes	R1	
	RR1	decode familiar and unfamiliar words automatically	Children use a range of strategies to decode words in the contents, e.g. blending to read <i>i-n-f-a-n-t-s</i> ; high frequency/fast word knowledge	Children need help to decode familiar and unfamiliar words	R1	

## Blue/Band 4

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RR4	read a range of familiar and common words and simple sentences independently	Children can read fluently through the book, using a range of strategies, e.g. blending, picture cues, word knowledge	Children over-rely on one main strategy, e.g. blending, and need help to read fluently	R1	
	RTB1	recall some simple points from the text	Children can describe how gorillas live using the information on pp.14-15	Children need help to locate information	R2	
<i>From Cow to Carton</i> Vic Parker	GS1	read a range of high frequency and familiar words fluently and automatically	Children can read high frequency/fast words e.g. <i>where, when, little, their</i>	Children do not recognise the high frequency words	R1	
	GS2	use phonic knowledge to read more complex words	Children can read two-syllable words, recognising and blending sounds, e.g. <i>c-a-r-t-o-n</i>	Children need help to blend sounds in more complex words	R1	
	RR1	use phonic knowledge to read more complex words	Children recognise the <i>a-e</i> and <i>i-e</i> long vowel focus phonemes and use this knowledge to read longer words, e.g. <i>milkshakes</i>	Children need help to read long vowel phonemes represented by <i>a-e</i> ; <i>i-e</i>	R1	
	RR2	read a range of familiar and common words and simple sentences independently	Children can read fluently through the book, using a range of strategies, e.g. blending, picture cues, word knowledge	Children over-rely on one main strategy, e.g. blending, and need help to read fluently	R1	

## Blue/Band 4

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RTB1	understand ideas within the text	Children can use pp.14-15 to describe how milk is produced	Children can answer questions about their reading with support	R2/SL1	RTB1
<i>The Rainforest at Night</i> Nic Bishop	GS1	blend sounds in words	Children can blend words with the focus phonemes <i>aw, al, are</i>	Children need help to blend sounds in words		LSL6
	RR1	read a range of familiar and common words and simple sentences independently	Children can read fluently. They may need longer to decode unfamiliar words, e.g. <i>insects, lightning</i>	Children need help to decode familiar and common words	R1	R6
	RTB1	recall some simple points from the text	Children can describe their favourite night creature, e.g. <i>I like the snake because it can see in the dark</i>	Children need prompting to choose and justify their favourite night creature	R2	R8
	RTB2	locate information in the text	Children can discuss the creatures and how they survive in the dark by finding examples in the text	Children need help to locate information	R2	R8
<i>Birds</i> Jilly MacLeod	GS1	blend sounds in words	Children can blend words with the focus phonemes <i>ow, air</i>	Children need help to blend sounds in words with consonant clusters		LSL6
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words e.g. <i>have, when, their</i>	Children do not recognise the high frequency words	R1	R6

## Blue/Band 4

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RR4	understand ideas within the text	Children can explain some more complex words and phrases in the text, e.g. <i>loud screeching call; rat-a-tat sound</i>	Children need help to explain what <i>loud screeching call</i> means	R2	
	RTB2	recall some simple points from the text	Children can share what they have learnt about birds from their reading, e.g. <i>owls are silent when they fly</i>	Children can answer questions about their reading with support	R2/SL1	
<i>How to Grow a Beanstalk</i> Janice Vale	GS1	blend sounds in words	Children can blend words with the focus phoneme <i>url, al, ow</i>	Children need help to blend sounds in words		LSL6
	GS2	read a range of familiar and common words and simple sentences independently	Children can read fast words <i>should, how, when</i>	Children do not recognise the high frequency words	R1	R6
	RR2	attempt to read more complex words using phonic knowledge	Children use blending to tackle longer, unfamiliar words, e.g. <i>uncoiling (p.7); checking (p.11)</i>	Children need support to tackle complex words	R1	LSL8
	RR4	understand ideas within the text	Children can explain some more complex words and phrases in the text, e.g. <i>base (p.3) uncoiling (p.7)</i>	Children need help to explain what some more complex words mean	R2	



Blue/Band 4						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS Profile CLL
	RTB2	recall some simple points from the text	Children can share what they have learnt about growing a beanstalk using pp.14-15 for support	Children can answer questions about their reading with support	R2/SL1	