

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- Phonics

Pink/Band 1A					
Title and author	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	NC level
Decodable fiction					
<i>Pam Naps</i> Robyn Lever	A simple story with a familiar setting	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 Read a range of familiar and common words and simple sentences independently Hear and say sounds in the order in which they occur Extend their vocabulary, exploring the meanings and sounds of new words Retell narratives in the correct sequence, drawing on the language patterns of stories Use language to imagine and recreate roles and experiences 	EYFS LSL7 EYFS R6 EYFS LSL5 EYFS LCT7 EYFS R7 EYFS LCT5	Towards 1
<i>Nip! Nip!</i> Shoo Rayner	A simple story with a familiar setting	Knowledge and understanding of the world: Find out about, and identify, some features of living things, objects and events they observe	<ul style="list-style-type: none"> Hear and say sounds in the order in which they occur Read simple words by sounding out and blending the phonemes all through the word from left to right Read a range of familiar and common words and simple sentences independently 	EYFS LSL5 EYFS LSL6 EYFS R6	Towards 1

Pink/Band 1A

Title and author	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	NC level
Decodable fiction					
			<ul style="list-style-type: none"> • Extend their vocabulary, exploring the meanings and sounds of new words • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words 	EYFS LCT7 EYFS W7	
<i>In a Pit</i> Jane Clark	A simple humorous story	Knowledge and understanding of the world: Find out about, and identify, some features of living things, objects and events they observe; Personal, Social and Emotional Development: Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others	<ul style="list-style-type: none"> • Hear and say sounds in the order in which they occur • Read simple words by sounding out and blending the phonemes all through the words from left to right • Read some high frequency words • 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 • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words 	EYFS LSL5 EYFS LSL6 EYFS R6 EYFS R6 EYFS R7 EYFS W7	Towards 1
Decodable non-fiction					
<i>Dip It! Tap It!</i> Greg Cook	A simple non-fiction book	Creative Development: Exploring media and materials	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • Read a range of familiar and common words and simple sentences independently • Hear and say sounds in the order in which they occur • 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 R6 EYFS LSL5 EYFS R8	Towards 1

Pink/Band 1A

Title and author	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	NC level
Decodable non-fiction					
			<ul style="list-style-type: none"> Extend their vocabulary, exploring the meanings and sounds of new words 	EYFS LCT7	
<i>Pit Pat! Tip Tap!</i> Jillian Powell	A simple non-fiction book	Knowledge and understanding of the world: Investigate objects and materials by using all of their sense as appropriate	<ul style="list-style-type: none"> Hear and say sounds in the order in which they occur Read simple words by sounding out and blending the phonemes all through the word from left to right Read some high frequency words Read a range of familiar and common words and simple sentences independently Extend their vocabulary, exploring the meaning and sounds of new words Use phonic knowledge to write simple regular words 	EYFS LSL5 EYFS LSL6 EYFS R6 EYFS R6 EYFS LCT7 EYFS W7	Towards 1
<i>Sip It, Dip It, Tap It</i> Monica Hughes	A simple non-fiction book	Knowledge and understanding of the world: Find out about, and identify, some features of living things, objects and events they observe	<ul style="list-style-type: none"> Hear and say sounds in the order in which they occur Read simple words by sounding out and blending the phonemes all through the word from left to right Read a range of familiar and common words and simple sentences independently Extend their vocabulary, exploring the meanings and sounds of new words Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words 	EYFS LSL5 EYFS LSL6 EYFS R6 EYFS LCT7 EYFS W7	Towards 1

Pink/Band 1B

Title and author	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	NC level
Decodable fiction					
<i>No, Sid, No!</i> Kate Scott	A simple story with a familiar setting	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 • Read a range of familiar and common words and simple sentences independently • Extend their vocabulary, exploring the meanings and sounds of new words • Retell narratives in the correct sequence, drawing on the language patterns of stories • Use language to imagine and recreate roles and experiences 	EYFS LSL7 EYFS R6 EYFS LCT7 EYFS R7 EYFS LCT5	Towards 1
<i>Rat Naps</i> Paul Shipton	A simple story with a familiar setting	Creative Development: Use their imagination in art and design, music, dance, imaginative and role-play and stories	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • Read some high frequency words • 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 • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words 	EYFS LCT6 EYFS R6 EYFS R6 EYFS R7 EYFS W7	Towards 1
<i>Sam and the Nut</i> Sheryl Webster	A simple story with a familiar setting	Creative Development: Use their imagination in art and design, music, dance, imaginative and role-play and stories	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • Read some high frequency words • 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 • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words 	EYFS LSL6 EYFS R6 EYFS R6 EYFS R7 EYFS W7	Towards 1

Pink/Band 1B

Title and author	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	NC level
Decodable non-fiction					
<i>Got It!</i> Charlotte Guillain	A simple instruction book	Knowledge and Understanding of the World: Exploration and investigation; Place	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • Read some high frequency words • Read a range of familiar and common words and simple sentences independently • Hear and say sounds in the order in which they occur • 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 R6 EYFS R6 EYFS LSL5 EYFS R8	Towards 1
<i>Pips in Pots</i> Alison Hawes	A simple instruction text	Knowledge and Understanding of the World: Ask questions about why things happen and how things work	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • Read some high frequency words • 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 • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words 	EYFS LCT6 EYFS R6 EYFS R6 EYFS R8 EYFS LCT7 EYFS W7	Towards 1

Pink/Band 1B

Title and author	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	NC level
Decodable non-fiction					
<i>In the Net</i> Jillian Powell	A simple non-fiction book	Physical Development: Move with control and coordination	<ul style="list-style-type: none"> • Hear and say sounds in the order in which they occur • Read simple words by sounding out and blending the phonemes all through the word from left to right • Read some high frequency words • 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 • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words 	EYFS LSL5 EYFS LSL6 EYFS R6 EYFS R6 EYFS R8 EYFS W7	Towards 1

Red/Band 2A

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable fiction					
<i>Puff the Pup</i> Tony Mitton	A simple story with a familiar setting	Knowledge and Understanding of the World: Find out about, and identify, some features of living things; Creative Development: Developing imagination and imaginative play	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • 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 • 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 LSL7 EYFS R6 EYFS R7 EYFS LCT5 EYFS R5	Towards 1
<i>Panda's Band</i> Laura Hambleton	A simple story with a familiar setting	Creative Development: Creating music and dance	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • Read a range of familiar and common words and simple sentences independently • 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 • Retell narratives in the correct sequence, drawing on the language patterns of stories 	EYFS LSL7 EYFS R6 EYFS LCT5 EYFS R5 EYFS R7	Towards 1

Red/Band 2A

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable fiction					
<i>Muck It Up!</i> Jane Clarke	A simple story with a familiar setting	Personal, social and emotional development: Develop awareness of their own needs, views and feelings and be sensitive to those of others; Knowledge and understanding of the world: Find out about their environment, and talk about those features they like and dislike	<ul style="list-style-type: none"> • Extend vocabulary, explore the meanings of new words • Hear and say sounds in words in the order in which they occur • Use talk to organise, sequence and clarify ideas, feelings and events 	AF R5/EYFS LCT7 EYFS LSL5 EYFS LCT7	Towards 1
<i>Ant and Snail</i> Paul Shipton	A traditional story	Creative development: Explore colour, texture, shape, form and space in two and three dimensions	<ul style="list-style-type: none"> • Hear and say sounds in words in the order in which they occur • Extend vocabulary, exploring the meanings and sounds of new words • Use their phonic knowledge to read simple regular words • Use talk to organise and sequence thinking, ideas feelings, events • Attempt writing for different purposes 	EYFS LSL5 AF R5/EYFS LCT7 AF R1 EYFS LCT7 EYFS W6	Towards 1
<i>Cat and Dog in a Mess</i> Shoo Rayner	A story with a familiar setting	Physical development: Recognise the importance of keeping healthy	<ul style="list-style-type: none"> • Hear and say sounds in words in the order in which they occur • Extend vocabulary, exploring the meanings and sounds of new words • Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at more complex words 	EYFS LSL5 AF R5/EYFS LCT7 AF R1	Towards 1

Red/Band 2A

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable non-fiction					
<i>Get Fit</i> Gina Nuttall	A simple instruction text	Physical Development: Health and bodily awareness; Movement and space	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • Read some high frequency words • Read a range of familiar and common words and simple sentences independently • Hear and say sounds in the order in which they occur • Extend their vocabulary, exploring the meanings and sounds of new words • Show an understanding of how information can be found in non-fiction texts 	EYFS LSL7 EYFS R6 EYFS R6 EYFS LSL5 EYFS LCT7 EYFS R8	Towards 1
<i>Chick to Hen</i> Elspeth Graham	An information book	Knowledge and Understanding of the World: Find out about, and identify, some features of living things	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • Read some high frequency words • 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 • Hear and say sounds in the order in which they occur • Extend their vocabulary, exploring the meanings and sounds of new words 	EYFS LSL7 EYFS R6 EYFS R6 EYFS R8 EYFS LSL5 EYFS LCT7	Towards 1
<i>Pet Cat, Big Cat</i> Alison Hawes	A simple recount	Knowledge and understanding of the world: find out about, and identify some features of living things; Look closely at similarities and differences, patterns and change	<ul style="list-style-type: none"> • Extend vocabulary, exploring the meanings and sounds of new words • Hear and say sounds in words in the order in which they occur • Understanding how information can be found in non-fiction texts to answer questions 	AF R5/EYFS LCT7 EYFS LSL5 AF R2	Towards 1

Red/Band 2A

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable non-fiction					
			<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking, ideas, feelings, events 	EYFS LCT7	
<i>The Big Red Bus</i> Alison Hawes	A simple recount	Knowledge and understanding of the world: A sense of place	<ul style="list-style-type: none"> • Hear, identify, segment and blend phonemes in words • Read on sight high frequency words and other familiar words • Decipher new words, and confirm or check meaning 	EYFS LSL6 AF R1 AF R1	Towards 1
<i>Run, Jump, Hop!</i> John Foster	A simple non-fiction book	Physical development: Movement	<ul style="list-style-type: none"> • Sound and name the letters of the alphabet • Read high frequency words and other familiar words on sight • Hear and say sounds in words in the order in which they occur 	EYFS LSL4 AF R1 EYFS LSL5	Towards 1

Red/Band 2B

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable fiction					
<i>Max Can Do It!</i> Charlotte Raby	A simple story with a familiar setting	Personal, Social and Emotional Development: Making relationships; Self-confidence and self-esteem	<ul style="list-style-type: none"> • Read a range of familiar and common words and simple sentences independently • Attempt to read more complex words using phonic knowledge • Extend their vocabulary, exploring the meanings and sounds of new words • Retell narratives in the correct sequence, drawing on the language patterns of stories • Show an understanding of the elements of stories, such as main character, sequence of events, and openings 	EYFS R6 EYFS LSL8 EYFS LCT7 EYFS R7 EYFS R5	Towards 1
<i>Best Bird</i> Laura Hambleton	A simple story with a familiar setting	Personal, Social and Emotional Development: Making relationships	<ul style="list-style-type: none"> • Read simple words by sounding out and blending the phonemes all through the word from left to right • Retell narratives in the correct sequence, drawing on the language patterns of stories • Extend their vocabulary, exploring the meanings and sounds of new words • Use talk to organise, sequence and clarify thinking, ideas, feelings and events 	EYFS LSL7 EYFS R7 EYFS LCT7 EYFS LCT7	Towards 1
<i>The Mouse and the Monster</i> Martin Waddell	A traditional story	Knowledge and understanding of the world: Ask questions about why things happen and how things work; Look closely at similarities, differences, patterns and change	<ul style="list-style-type: none"> • Extend vocabulary, exploring the meanings and sounds of new words • Hear and say sounds in words in the order in which they occur • Use phonic knowledge to read unfamiliar words • Write labels and captions and begin to form simple sentences • Use language to imagine and recreate roles and experiences 	AF R5/EYFS LCT7 EYFS LSL6 EYFS LSL8 EYFS W8 EYFS LCT5	

Red/Band 2B

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable fiction					
<i>Bot on the Moon</i> Shoo Rayner	A simple fantasy story	Creative development: Use imagination in art and design, music, dance, imaginative and role play and stories	<ul style="list-style-type: none"> Identify syllables in words Decipher new words, and confirm or check meaning Hear and say sounds in words in the order in which they occur 	EYFS LSL7 AF R1 EYFS LSL6	Towards 1
<i>We Are Not Fond of Rat!</i> Emma Chichester Clark	A rhyming story	Personal social and emotional development: Self-confidence and self-esteem	<ul style="list-style-type: none"> Hear and say sounds in words in the order in which they occur Recognise words with common spelling patterns Link sound and letter patterns, exploring rhyme, alliteration and other sound patterns Focus on meaning derived from the text as a whole 	EYFS LSL6 EYFS LSL9 EYFS LSL9 AF R1	Towards 1
Decodable non-fiction					
<i>I Found a Sound</i> Vic Parker	A simple non-fiction recount	Creative Development: Creating music and dance; 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 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 Extend their vocabulary, exploring the meanings and sounds of new words Use talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words 	EYFS LSL7 EYFS R6 EYFS R8 EYFS LCT7 EYFS LCT7	Towards 1

Red/Band 2B

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable non-fiction					
<i>Pond Food</i> John Townsend	A simple non-fiction book	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 • Read a range of familiar and common words and simple sentences independently • 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 • Use talk to organise, sequence and clarify thinking, ideas, feelings and events 	EYFS LSL7 EYFS R6 EYFS LCT7 EYFS R8 EYFS LCT7	Towards 1
<i>Feelings</i> Monica Hughes	A simple recount	Personal social and emotional development: Self-confidence and self-esteem	<ul style="list-style-type: none"> • Hear, identify, segment and blend phonemes in words • Decipher new words and confirm or check meaning • Read on sight high frequency words and other familiar words 	EYFS LSL6 AF R1 AF R1/EYFS R6	Towards 1
<i>Thick and Thin</i> Alison Hawes	A simple non-fiction book	Knowledge and understanding of the world: Look closely at similarities, differences, patterns and change; Creative development: Explore colour, texture, shape, form and space; Physical development: Handle tools, objects, construction and malleable materials with increasing control	<ul style="list-style-type: none"> • Hear and say sounds in words in the order in which they occur • Use phonic knowledge to read more complex words • Write labels and captions and begin to form simple sentences • Use talk to organise, sequence and clarify thinking, ideas, feelings and events 	EYFS LSL6 EYFS LSL8 EYFS W8 EYFS LCT7	Towards 1

Red/Band 2B

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable non-fiction					
<i>Pond Dipping</i> Alison Hawes	A simple recount	Knowledge and understanding of the world: Find out about, and identify features of, living things and the natural world; Creative development: explore colour, texture, shape, form and shape in two and three dimensions	<ul style="list-style-type: none"> • Hear and say sounds in words in the order in which they occur • Use phonic knowledge to read complex words • Understand how information can be found in non-fiction texts to answer questions • Use talk to organise, sequence and clarify thinking, ideas, feelings and events 	EYFS LSL6 EYFS LSL8 AF R2 EYFS LCT7	Towards 1

Yellow/Band 3

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable fiction					
<i>The Singing Beetle</i> Linda Strachan	A story with a familiar setting	Personal, Social and Health Education: Developing good relationships; Science: Plants and animals	<ul style="list-style-type: none"> • Read more challenging texts • Attempt to read more complex words using phonic knowledge • Recognise alternative ways of pronouncing graphemes already taught • Identify the constituent parts of two- and three-syllable words to support the use of phonics knowledge and skills • Recognise automatically an increasing number of familiar high frequency words • Identify the main events and characters in stories 	AF R1 AF R1 AF R1 AF R1 AF R2	1
<i>I Spy Fly</i> Mal Peet and Elspeth Graham	A story with a familiar setting	Science: Ourselves; Health and growth	<ul style="list-style-type: none"> • Read more challenging texts • Read aloud with some variety in pace and emphasis • Attempt to read more complex words using phonic knowledge • Recognise alternative ways of pronouncing graphemes already taught • Identify the constituent parts of two- and three-syllable words to support the use of phonics knowledge and skills • Recognise automatically an increasing number of familiar high frequency words • Identify the main events and characters in stories 	AF R1 AF R1 AF R1 AF R1 AF R1 AF R2	1

Yellow/Band 3

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable fiction					
<i>Diggety Dog</i> Michaela Morgan	A humorous rhyming story	Science: Plants and animals	<ul style="list-style-type: none"> Blend phonemes in words with clusters for reading Hear, identify, segment and blend phonemes in words Read high-frequency words and other familiar words on sight Work out new words, and confirm or check meaning 	AF R1/EYFS LSL6 AF R1/EYFS LSL5 AF R1/EYFS R6 AF R1	1
<i>Horse Up a Tree</i> Martin Waddell	A humorous story	Creative Development: Use their imagination in art and design, music, dance, imaginative and role-play stories	<ul style="list-style-type: none"> Blend phonemes in words for reading Read on sight high-frequency words and other familiar words Work out new words, and confirm or check meaning To write labels and captions for pictures and drawings 	AF R1/EYFS LSL6 AF R1/EYFS R6 AF R1 AF W8	1
<i>Bart the Shark</i> Paul Shipton	A humorous story	Music: Exploring sounds; Citizenship: Choices	<ul style="list-style-type: none"> Use phonological knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read Blend phonemes for reading 	AF R1/EYFS LSL8 AF R1/EYFS LSL6	1
Decodable non-fiction					
<i>Peas, please!</i> Fiona MacDonald	An information book	Science: Growing plants	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the prime approach to reading unfamiliar words that are not completely decodable Recognise automatically an increasing number of familiar high frequency words Use syntax and context when reading for meaning Find specific information in simple texts 	AF R1 AF R1 AF R1 AF R2	1

Yellow/Band 3

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable non-fiction					
<i>Frog or Toad?</i> Sue Barraclough	A simple non-fiction book	Science: Life processes and living things	<ul style="list-style-type: none"> • Recognise and use alternative ways of pronouncing the graphemes already taught • Recognise automatically an increasing number of familiar high frequency words • Apply phonic knowledge and skills as the prime approach to reading unfamiliar words that are not completely decodable • Find specific information in simple texts 	AF R1 AF R1 AF R1 AF R2	1
<i>Real Monsters</i> Nic Bishop	An information book	Science: Variation- grouping animals and plants	<ul style="list-style-type: none"> • Blend phonemes for reading • Read high frequency words on sight • Use phonological knowledge to work out and check the meanings of unfamiliar words and to make sense of what they read 	AF R1/EYFS LSL6 AF R1/EYFS R6 AF R1/EYFS LSL8	1
<i>Rock Out!</i> Janice Vale	A non-fiction recount	Music: Exploring pulse and rhythm; Exploring instruments and symbols; Science: Making different sounds	<ul style="list-style-type: none"> • Use phonological knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read • Blend phonemes for reading 	AF R1/EYFS LSL8 AF R1/EYFS LSL6	1
<i>The Sun and the Moon</i> Paul Shipton	A simple non-chronological report	Maths: Use language such as 'circle' or 'bigger' to describe the shape and size of shapes	<ul style="list-style-type: none"> • Blend phonemes for reading • Use phonological knowledge to work out and check the meanings of unfamiliar words and to make sense of what they read • Understand how information can be found in non-fiction texts to answer questions • Write labels and captions and begin to form simple sentences 	AF R1/EYFS LSL6 AF R1/EYFS LSL8 AF R2 AF W8	1

Blue/Band 4

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable fiction					
<i>Catching the Moon</i> Mal Peet and Elspeth Graham	A story with a familiar setting	Art and Design: Mother Nature; Science: Earth, Sun and Moon	<ul style="list-style-type: none"> • Retell stories, ordering events using story language • Recognise automatically an increasing number of familiar high frequency words • Apply phonic knowledge and skills as the prime approach to reading unfamiliar words that are not completely decodable • Identify the main events and characters in stories and find specific information in simple texts 	AF R2 AF R1 AF R1 AF R2	1
<i>The Hat Maker and the Chimps</i> Adam Guillain	A humorous story	Art and Design: Investigating materials	<ul style="list-style-type: none"> • Recognise automatically an increasing number of familiar high frequency words • Apply phonic knowledge and skills as the prime approach to reading unfamiliar words that are not completely decodable • Identify the main events and characters in stories and find specific information in simple texts • Retell stories, ordering events using story language 	AF R1 AF R1 AF R2 AF R2	1
<i>The Small Bun</i> Martin Waddell	A traditional story	Mathematical development: Use everyday language to describe position	<ul style="list-style-type: none"> • Blend phonemes for reading • Read high frequency words on sight • Reread and recite stories and rhymes and experiment with similar rhyming patterns • Write labels or captions for drawings and pictures 	AF R1/EYFS LSL6 AF R1/EYFS R6 AF R1 AF W8	1

Blue/Band 4

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable fiction					
<i>Mole and the New Hole</i> Jane Clarke	A story with a familiar setting	Citizenship: Choices; Science: Plants and animals in the local environment	<ul style="list-style-type: none"> • Use phonological knowledge to work out, predict and check the meanings of unfamiliar words • Blend phonemes for reading • Re enact stories in a variety of ways, e.g. through role-play • Describe story settings and incidents relating them to their own experience and those of others 	AF R1/EYFS LSL8 AF R1/EYFS LSL6 AF SL3 AF R2	1
<i>Hansel and Gretel</i> Malachy Doyle	A fairytale	Citizenship: Children's rights	<ul style="list-style-type: none"> • Blend phonemes for reading • Use phonological knowledge to work out, predict and check the meanings of unfamiliar words • Read on sight high frequency words 	AF R1/EYFS LSL6 AF R1/EYFS LSL8 AF R1/EYFS R8	1
Decodable non-fiction					
<i>Gorillas</i> Teresa Heapy	A non-chronological report	Science: Interdependence and adaptation; Geography: The mountain environment	<ul style="list-style-type: none"> • Identify the constituent parts of two- and three-syllable words • Recognise automatically an increasing number of familiar high frequency words • Apply phonic knowledge and skills as the prime approach to reading unfamiliar words that are not completely decodable • Use syntax and context when reading for meaning • Find specific information in simple texts 	AF R1 AF R1 AF R1 AF R1 AF R2	1
<i>From Cow to Carton</i> Vic Parker	A non-fiction report	Science: Life processes and living things	<ul style="list-style-type: none"> • Recognise and use alternative ways of pronouncing the graphemes already taught • Identify the constituent parts of two- and three-syllable words 	AF R1 AF R1	1

Blue/Band 4

Title and author	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS profile scale	NC level
Decodable non-fiction					
			<ul style="list-style-type: none"> • Recognise automatically an increasing number of familiar high frequency words • Apply phonic knowledge and skills as the prime approach to reading unfamiliar words that are not completely decodable • Find specific information in simple texts • Recognise the main elements that shape different texts 	AF R1 AF R1 AF R2 AF R4	
<i>Birds</i> Jilly MacLeod	A non-chronological report	Science: Plants and animals; Variation	<ul style="list-style-type: none"> • To blend phonemes in words with clusters • To hear, identify segment and blend phonemes in words • To read on sight words from texts of appropriate difficulty • To expect written text to make sense and to check for sense if it does not 	AF R1/EYFS LSL6 AF R1/EYFS LSL6 AF R1 AF R1	1
<i>How to Grow a Beanstalk</i> Janice Vale	An instruction text	Science: Growing plants	<ul style="list-style-type: none"> • Blend phonemes for reading • Read on sight words from texts of appropriate difficulty • Expect written text to make sense and to check for sense if it does not 	AF R1/EYFS LSL6 AF R1 AF R1	1
<i>The Rainforest at Night</i> Nic Bishop	An information book	Art and design: Mother Nature, designer; Science: Light and dark	<ul style="list-style-type: none"> • Use phonological knowledge to work out, predict and check the meanings of unfamiliar words • Blend phonemes for reading • Learn new words from reading and shared experiences 	AF R1/EYFS LSL8 AF R1/EYFS LSL6 AF R1	1