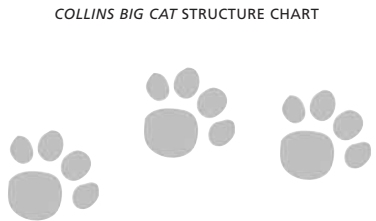





Collins

Big Cat Structure Chart: Lilac-Red B Bands



Bookband	Fiction			Paired fiction and non-fiction		Non-fiction		
Lilac Band 0	Cat and Dog* Shoo Rayner 978-0-00-718528-3	Goldilocks and the Three Bears Barbara Mitchelhill 978-0-00-718531-3	Get the Fruit! Paul Shipton 978-0-00-718529-0	Oh Dear Me, I'm Late for Tea! Alison Hawes 978-0-00-718530-6	My Party Maoliosa Kelly 978-0-00-718533-7	Stripes Monica Hughes 978-0-00-718534-4	Carry Me Monica Hughes 978-0-00-718535-1	Look Out Butterfly!* Nic Bishop 978-0-00-718532-0
	The Big Turnip Monica Hughes 978-0-00-718644-0	Stop That Robot! Alison Sage 978-0-00-718678-5	Little Red Riding Hood Katharine McEwan 978-0-00-732912-0			How to Make a Scarecrow Kim Wilde 978-0-00-718645-7	What am I? Maoliosa Kelly 978-0-00-718679-2	How to Make a Pizza Zoë Clarke 978-0-00-732913-7
Pink A Band 1A	Dinosaur Rock Damian Harvey 978-0-00-718540-5	In the Garden* Mitch Cronick 978-0-00-718538-2	The Very Wet Dog Damian Harvey 978-0-00-718543-6	The Picnic Monica Hughes 978-0-00-718539-9	Minibeasts Siobhan Hardy 978-0-00-718537-5	Cars Monica Hughes 978-0-00-718558-0	Pushing and Pulling Monica Hughes 978-0-00-718541-2	My Skateboard* Maoliosa Kelly 978-0-00-718536-8
	The Guinea Pigs Paul Shipton 978-0-00-718648-8	In the Boat Paul Shipton 978-0-00-718646-4	The Farmer's Lunch Paul Shipton 978-0-00-732914-4			Shapes Monica Hughes 978-0-00-718649-5	How Many Animals? Lee Newman 978-0-00-718647-1	My Family Tree Zoë Clarke 978-0-00-732915-1
Pink B Band 1B	The See-saw Paul Shipton 978-0-00-718553-5	The Big Splash Maureen Haselhurst 978-0-00-718557-3	The Robot* Paul Shipton 978-0-00-718546-7	Fly Away Home Shoo Rayner 978-0-00-718544-3	The Pond Claire Llewellyn 978-0-00-718549-8	Wheels Frances Ridley 978-0-00-718550-4	Come to the Circus! Damian Harvey 978-0-00-718551-1	Cats* Claire Llewellyn 978-0-00-718548-1
	Colour Bears Tasha Pym 978-0-00-718652-5	Monster Mess Tasha Pym 978-0-00-718650-1	Playing Tim Hopgood 978-0-00-732916-8			We Like Fruit! Gill Budgell 978-0-00-7186-53-2	I Can Do It! Paul Shipton 978-0-00-718651-8	In the Desert Becca Heddle 978-0-00-732917-5
Red A Band 2A	A Day Out Claire Llewellyn 978-0-00-718555-9	Tec and the Hole* Tony Mitton 978-0-00-718554-2	Tec and the Cake Tony Mitton 978-0-00-718545-0	The Beach Alison Hawes 978-0-00-718547-4	Shapes on the Seashore Frances Ridley 978-0-00-718556-6	Up, Up and Away Sue Graves 978-0-00-718559-7	What's Inside? Monica Hughes 978-0-00-718542-9	In the Dark* Claire Llewellyn 978-0-00-718552-8
	Cat and Dog Play Hide and Seek Shoo Rayner 978-0-00-718660-0	Have You Ever? Tasha Pym 978-0-00-718654-9	The Magic Egg Vivian French 978-0-00-732918-2			My Bike Ride Maoliosa Kelly 978-0-00-718661-7	Weather Report Alison Hawes 978-0-00-718655-6	How to Make a Sock Puppet Jillian Powell 978-0-00-732919-9
Red B Band 2B	Woody's Week Michaela Morgan 978-0-00-718560-3	Pirates* Paul Shipton 978-0-00-718561-0	Where is the Wind? Celia Warren 978-0-00-718566-5	Tec and the Litter Tony Mitton 978-0-00-718565-8	At the Dump Claire Llewellyn 978-0-00-718563-4	What Do You Like? Anna Owen 978-0-00-718564-1	Let's Go Shopping Betty Moon 978-0-00-718567-2	The Oak Tree* Anna Owen 978-0-00-718562-7
	What's For Breakfast? Paul Shipton 978-0-00-718668-6	Super Ben Steve Smallman 978-0-00-718656-3	Ben and Bobo Martin Waddell 978-0-00-732920-5			My Exercise Diary Alison Hawes 978-0-00-718669-3	What Are You Making? Alison Hawes 978-978-0-00-718657-0	Bones Jonathan Emmett 978-0-00-732921-2


ICT resources



CD-ROM A


978-0-00-719865-8

Other teaching resources




Big Book of Rhymes A

978-0-00-718932-8




Big Book of Non-fiction A

978-0-00-718933-5



Assessment and Support Guide A

978-0-00-726572-5



Resource and Records Manager CD-ROM

978-0-00-720080-1

This Guide contains book-by-book details and planning notes for all *Collins Big Cat* guided reading books from book bands Lilac to Red B.

This page directs you to the right page for information and PCMs for all the Lilac to Red B guided reading books. To find a short text summary, learning objectives, high frequency words and related resources for a particular guided reading book, look at the page number next to ‘Info’. To find the PCM for the particular book, look at the number next to ‘PCM’. The PCMs are numbered 1 to 70 and they start on page 68.

Lilac / Band 0	Cat and Dog Fiction Info p 26 PCM 1 A wordless story with a predictable structure	Goldilocks and the Three Bears Fiction Info p 26 PCM 2 A wordless traditional story	Get the Fruit! Fiction Info p 26 PCM 3 A wordless story with a predictable structure	Oh Dear Me, I'm Late for Tea! Fiction Info p 28 PCM 4 A wordless story with a predictable structure	My Party Non-fiction Info p 28 PCM 5 A wordless non-fiction book
	Stripes Non-fiction Info p 28 PCM 6 A wordless non-fiction book	Carry Me Non-fiction Info p 30 PCM 7 A wordless non-fiction book	Look Out Butterfly! Non-fiction Info p 30 PCM 8 A wordless non-fiction book	The Big Turnip Fiction Info p 30 PCM 9 A wordless traditional story	How to Make a Scarecrow Non-fiction Info p 32 PCM 10 A wordless instruction text
	Stop that Robot! Fiction Info p 32 PCM 11 A wordless fantasy story	What am I? Non-fiction Info p 32 PCM 12 An information book	Little Red Riding Hood Fiction Info p 66 PCM 61 A wordless traditional story	How to Make a Pizza Non-fiction Info p 66 PCM 62 A wordless instruction book	




Pink A / Band 1A	In the Garden Fiction Info p 34 PCM 13 A story with predictable structure and patterned language	The Very Wet Dog Fiction Info p 34 PCM 14 A story with predictable structure and patterned language	Dinosaur Rock Fiction Info p 34 PCM 15 A story with predictable structure and patterned language	The Picnic Fiction Info p 36 PCM 16 A wordless story with a predictable structure	Minibeasts Non-fiction Info p 36 PCM 17 A simple information book
	Cars Non-fiction Info p 36 PCM 18 A non-fiction report	Pushing and Pulling Non-fiction Info p 38 PCM 19 A simple non-fiction recount	My Skateboard Non-fiction Info p 38 PCM 20 A simple non-fiction recount	The Guinea Pigs Fiction Info p 38 PCM 21 A story with predictable structure and patterned language	Shapes Non-fiction Info p 40 PCM 22 A simple non-fiction book
	In the Boat Fiction Info p 40 PCM 23 A story with predictable structure and patterned language	How Many Animals? Non-fiction Info p 40 PCM 24 A simple information book	The Farmer's Lunch Fiction Info p 66 PCM 63 A story with predictable structure and patterned language	My Family Tree Non-fiction Info p 68 PCM 64 A non-fiction report	

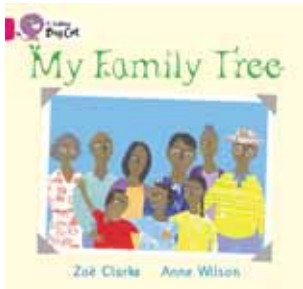

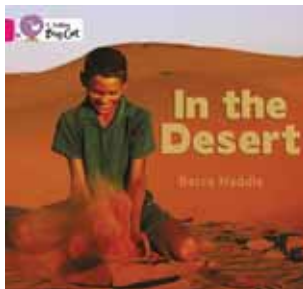
Pink B / Band 1B

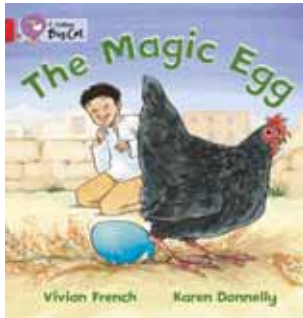


The See-saw Fiction Info p 42 PCM 25 A story with predictable structure and patterned language	The Big Splash! Fiction Info p 42 PCM 26 A story with predictable structure and patterned language	The Robot Fiction Info p 42 PCM 27 A story with predictable structure and patterned language	Fly Away Home Fiction Info p 44 PCM 28 A story with predictable structure and patterned language	The Pond Non-fiction Info p 44 PCM 29 A simple non-fiction report
Wheels Non-fiction Info p 44 PCM 30 A simple non-fiction book	Come to the Circus! Non-fiction Info p 46 PCM 31 A simple information book	Cats Non-fiction Info p 46 PCM 32 A non-fiction report	Colour Bears Fiction Info p 46 PCM 33 A story with predictable structure and patterned language	We Like Fruit Non-fiction Info p 48 PCM 34 A non-fiction report
Monster Mess Fiction Info p 48 PCM 35 A story with predictable structure and patterned language	I Can Do It! Non-fiction Info p 48 PCM 36 A simple information book	Playing Fiction Info p 68 PCM 65 A story with predictable structure and patterned language	In the Desert Non-fiction Info p 68 PCM 66 A non-fiction report	

A Day Out Fiction Info p 50 PCM 37 A story with predictable structure and patterned language	Tec and the Cake Fiction Info p 50 PCM 38 A story with predictable structure and patterned language	Tec and the Hole Fiction Info p 50 PCM 39 A story with predictable structure and patterned language	The Beach Fiction Info p 52 PCM 40 A story with predictable structure and patterned language	Shapes on the Seashore Non-fiction Info p 52 PCM 41 A simple non-fiction recount
What's Inside? Non-fiction Info p 52 PCM 42 A simple information book	In the Dark Non-fiction Info p 54 PCM 43 A simple non-fiction recount	Up, Up and Away Non-fiction Info p 54 PCM 44 A simple non-fiction recount	Cat and Dog Play Hide and Seek Fiction Info p 54 PCM 45 A story with predictable structure and patterned language	My Bike Ride Non-fiction Info p 56 PCM 46 A simple non-fiction recount
Have You Ever? Fiction Info p 56 PCM 47 A story with predictable structure and patterned language	Weather Report Non-fiction Info p 56 PCM 48 A non-fiction report	The Magic Egg Fiction Info p 70 PCM 67 A story with predictable structure and patterned language	How to Make a Sock Puppet Non-fiction Info p 70 PCM 68 An instruction text	

Pirates Fiction Info p 58 PCM 49 A story with predictable structure and patterned language	Where is the Wind? Fiction Info p 58 PCM 50 A story with predictable structure and patterned language	Woody's Week Fiction Info p 58 PCM 51 A story with predictable structure and patterned language	Tec and the Litter Fiction Info p 60 PCM 52 A story with predictable structure and patterned language	At the Dump Non-fiction Info p 60 PCM 53 A simple non-fiction recount
What Do You Like? Non-fiction Info p 60 PCM 54 A simple non-fiction recount	Let's Go Shopping! Non-fiction Info p 62 PCM 55 A simple non-fiction report	The Oak Tree Non-fiction Info p 62 PCM 56 A simple non-chronological report	What's For Breakfast? Fiction Info p 62 PCM 57 A story with predictable structure and patterned language	My Exercise Diary Non-fiction Info p 64 PCM 58 A simple non-fiction recount
Super Ben Fiction Info p 64 PCM 59 A patterned story with predictable structure	What Are You Making? Non-fiction Info p 64 PCM 60 A non-fiction recount	Ben and Bobo Fiction Info p 70 PCM 69 A story with predictable structure and patterned language	Bones Non-fiction Info p 72 PCM 70 A non-fiction report	

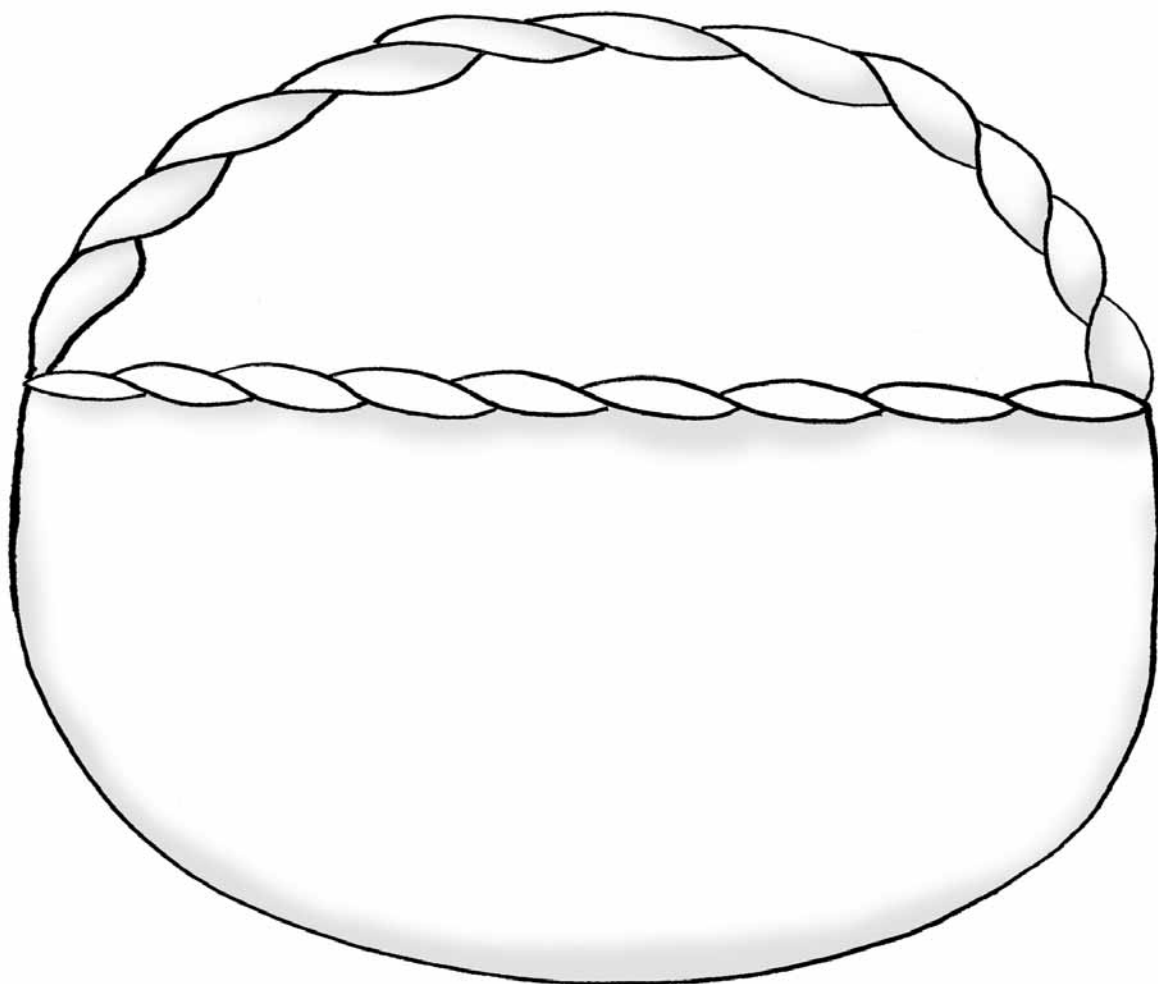
Book band	About the book	Text type	Curriculum links	Learning objectives	High frequency words	Interest words	Related resources
Lilac / Band 0	<div>Little Red Riding Hood</div> <div>Katharine McEwen</div> <div></div> <div>A wordless traditional story that retells Little Red Riding Hood's journey from her home to visit her Granny in the forest. As she travels, she is followed by a hungry wolf, and gets a shock when she finds the wolf in Granny's bed and Granny locked in a cupboard! This version has a happy ending, as the Woodcutter comes to the rescue just in time for tea! The story map on pp14–15 can be used to recount the story from beginning to end.</div>	A wordless traditional story	Personal, Social and Emotional Development: Work as part of a group or class, taking turns and sharing fairly. Be confident to try new activities, initiate ideas and speak in a familiar group	<div>Early Learning Goals</div> <div>Language for Thinking: use talk to organise, sequence and clarify thinking, ideas, feelings and events; use language to imagine and recreate roles and experiences</div> <div>Reading: 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</div> <div>Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, Early Stage</div>	wordless book	little, surprise, visits, Granny	PCM 61: Children draw and label their own food items for Granny.
Lilac / Band 0	<div>How to Make a Pizza</div> <div>Zoë Clarke and Steve Lumb</div> <div></div> <div>A simple, wordless instruction book where readers discover how fun and easy it is to make and eat pizza! Clear, colourful photographs show each stage of the process. Readers will find plenty to discuss as they study each page for information. The recount wheel shown on pp14–15 will help children to read and remember the different stages in order.</div>	A wordless instruction book	Physical development: Recognise the importance of keeping healthy, and those things which contribute to this	<div>Early Learning Goals</div> <div>Language for Communication: extend their vocabulary, exploring the meaning and sounds of new words</div> <div>Language for Thinking: use talk to organise, sequence and clarify thinking, ideas, feelings and events</div> <div>Reading: show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how</div> <div>Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, Early Stage</div>	wordless book	make, pizza	PCM 62: Children cut out and sequence the stages involved in making a sandwich.
Pink / Band 1A	<div>The Farmer's Lunch</div> <div>Paul Shipton and John Gordon</div> <div></div> <div>The farmer has lost his lunch, but soon discovers the surprise that the animals on the farm have planned for him, and the reason they have hidden his lunch. A humorous story that challenges children to search each page to find the farmer's missing lunch. A story map is included on pp14–15 to help children recount the events of the story from beginning to end.</div>	A story with a predictable structure and patterned language	Personal, Social and Emotional Development: Be confident to try new activities, initiate ideas and speak in a familiar group	<div>Early Learning Goals</div> <div>Language for Thinking: use talk to organise, sequence and clarify thinking, ideas, feelings and events; use language to imagine and recreate roles and experiences</div> <div>Reading: 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</div> <div>Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, Early Stage</div>	my	farmer, lunch, sandwich, banana, apple, biscuit, camera, birthday, where's	PCM 63: Children write a shopping list for the farmer's birthday party.

Book band	About the book	Text type	Curriculum links	Learning objectives	High frequency words	Interest words	Related resources	
Pink / Band 1A	<h3>My Family Tree</h3> <p><i>Zoë Clarke and Anne Wilson</i></p> 	In this simple non-fiction report, the idea of a family tree is introduced. As they turn the pages, readers see how a family tree can be constructed. First a mum, then a dad, sister, brother and finally grandparents are added to the branches of a tree. Simple text supports the beautiful illustrations. This report will provide the basis for discussion about different family members and what they like to do. On pp14–15 a complete family tree is included to support discussion and understanding.	A non-fiction report	Personal, Social and Emotional Development: Have a developing respect for their own cultures and beliefs and those of other people	<i>Early Learning Goals</i> Language for Communication: sustain attentive listening, responding to what they have heard by relevant comments, questions or actions Reading: 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 <i>Scottish Curriculum for Excellence:</i> Listening and Talking, Reading, Writing, Early Stage	this, is, my, mum, dad, and	family, sister, brother, grandparents	PCM 64: Children draw a picture of themselves with someone in their family and write who it is.
Pink / Band 1B	<h3>Playing</h3> <p><i>Tim Hopgood</i></p> 	A gentle story, with simple, repetitive text, about a group of friends and the various games they play through the seasons and changing weather conditions. A story map on pp14–15 can be used to help children sequence the seasons and remember the different weather conditions found in each one.	A story with a predictable structure and patterned language	Knowledge and Understanding of the World: Find out about the environment, and talk about those features they like and dislike	<i>Early Learning Goals</i> Language for Thinking: use language to imagine and recreate roles and experiences Reading: 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 <i>Scottish Curriculum for Excellence:</i> Listening and Talking, Reading, Writing, Early Stage	I, like, we, in, the	playing, rain, wind, snow, mud	PCM 65: Children draw a picture of their favourite season, label it, and write a sentence about it.
Pink / Band 1B	<h3>In the Desert</h3> <p><i>Becca Heddle</i></p> 	A simple non-fiction report about life in the desert. Readers learn that the desert is a surprising place which has flowers, animals, and even children living there. The photographs provided on pp14–15 allow children to recall new vocabulary and rehearse using it in context.	A non-fiction report	Knowledge and Understanding of the World: Find out about the environment, and talk about those features they like and dislike	<i>Early Learning Goals</i> Language for Communication: extend their vocabulary, exploring the meanings and sounds of new words Language for Thinking: use talk to organise, sequence and clarify thinking, ideas, feelings and events Reading: 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 <i>Scottish Curriculum for Excellence:</i> Listening and Talking, Reading, Writing, Early Stage	this, is, the, are, in	desert, flowers, animals, cities, children	PCM 66: Children add labels to the artwork of things that can be found in the desert.

Book band	About the book	Text type	Curriculum links	Learning objectives	High frequency words	Interest words	Related resources
Red / Band 2A	<div><div><h3>The Magic Egg</h3><p><i>Vivian French and Karen Donnelly</i></p></div><div><p>A magical story with a predictable structure and patterned language, where a little boy learns to be careful what he wishes for! When he finds a magic egg its surprising powers seem to give him what he wants until his luck changes. A story map on pp14–15 provides opportunities for retelling the story in role.</p></div></div>	A story with a predictable structure and patterned language	Personal, Social and Emotional Development: Be confident to try new activities, initiate ideas and speak in a familiar group language	<p><i>Early Learning Goals</i></p> <p>Language for Thinking: use talk to organise, sequence and clarify thinking, ideas, feelings and events; use language to imagine and recreate roles and experiences</p> <p>Reading: read a range of familiar and common words and simple sentences independently; show and understanding of the elements of stories, such as main character, sequence of events, and openings</p> <p><i>Scottish Curriculum for Excellence:</i> Listening and Talking, Reading, Writing, Early Stage</p>	I, a, at	magic, hungry, tired, thirsty, wet, muddy	PCM 67: Children draw a picture of a wish they would make with a magic egg and write a sentence about it.
	<div><div><h3>How to Make a Sock Puppet</h3><p><i>Jillian Powell and Steve Lumb</i></p></div><div><p>A simple and appealing instruction text which describes the stages involved in making sock puppets. Clear, colourful photographs accompany the text. The use of action captions on pp14–15 will help to develop children’s vocabulary and support oral instruction-giving.</p></div></div>	An instruction text	Creative Development: Explore colour, texture, shape, form and space in two or three dimensions	<p><i>Early Learning Goals</i></p> <p>Language for Communication: interact with others, negotiating plans and activities and taking turns in conversation</p> <p>Reading: 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</p> <p><i>Scottish Curriculum for Excellence:</i> Listening and Talking, Reading, Writing, Early Stage</p>	on, the, in	sock puppet, pull, stick, draw, cut, tuck, tongue, eyes	PCM 68: Children cut out and sequence the stages involved in making a finger puppet, and complete the written instructions.
Red / Band 2B	<div><div><h3>Ben and Bobo</h3><p><i>Martin Waddell and Julian Mosedale</i></p></div><div><p>An amusing story about two elephants painting a wall. Bobo thinks he is good at painting, but he keeps tripping and knocking into things in his way, making more of a mess each time! It is not until Ben and Bobo stand back and observe the scene that they realise Bobo might be quite good at painting after all. A story map is included on pp14–15, which can be used to help children recount the events of the story in order.</p></div></div>	A story with a predictable structure and patterned language	Personal, Social and Emotional Development: Work as part of a group or class, taking turns and sharing fairly	<p><i>Early Learning Goals</i></p> <p>Language for Communication: extend their vocabulary, exploring the meanings and sounds of new words</p> <p>Reading: read a range of familiar and common words and simple sentences independently; 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</p> <p><i>Scottish Curriculum for Excellence:</i> Listening and Talking, Reading, Writing, Early Stage</p>	and, said, the, at, no, are	wallop, splat, crash, bang	PCM 69: Children fill in the missing letters to complete sentences from the book.

72

Help Little Red Riding Hood pack her basket for Granny.
Choose items from the box below for her to take.
Draw them and add labels.



sandwich

cake

jam

apples

bread

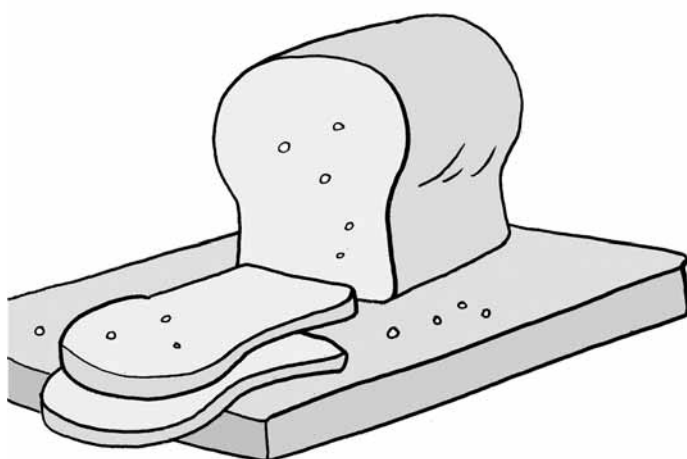
biscuits

crisps

bananas

carrots

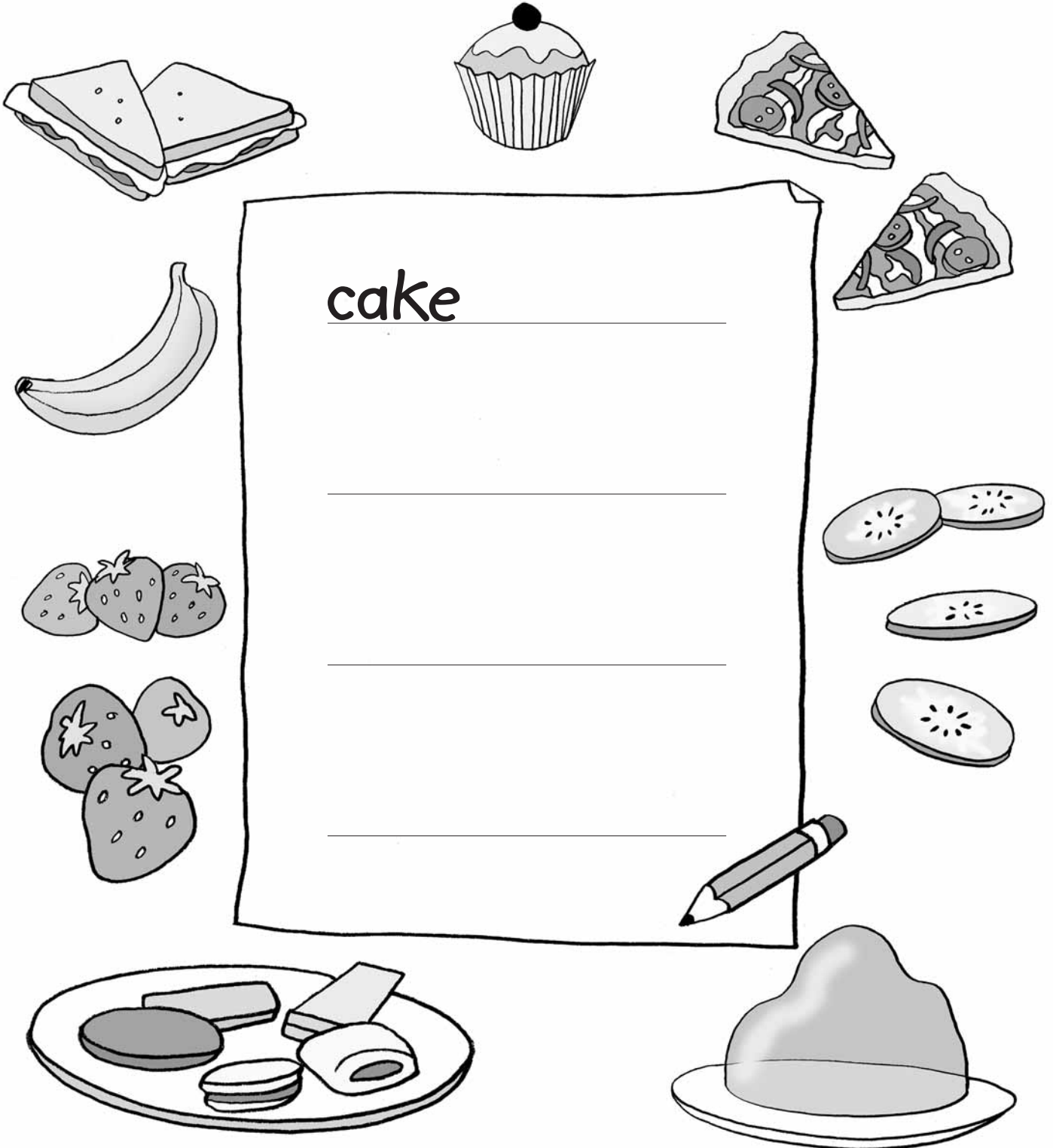
Cut out the pictures. Stick them in the right order to show how to make a sandwich.



How to Make a Pizza

Learning objective: Attempt writing for different purposes, using features of different forms such as lists, stories and instructions

It is the farmer's birthday.
What food will you buy for his party?
Write a shopping list.

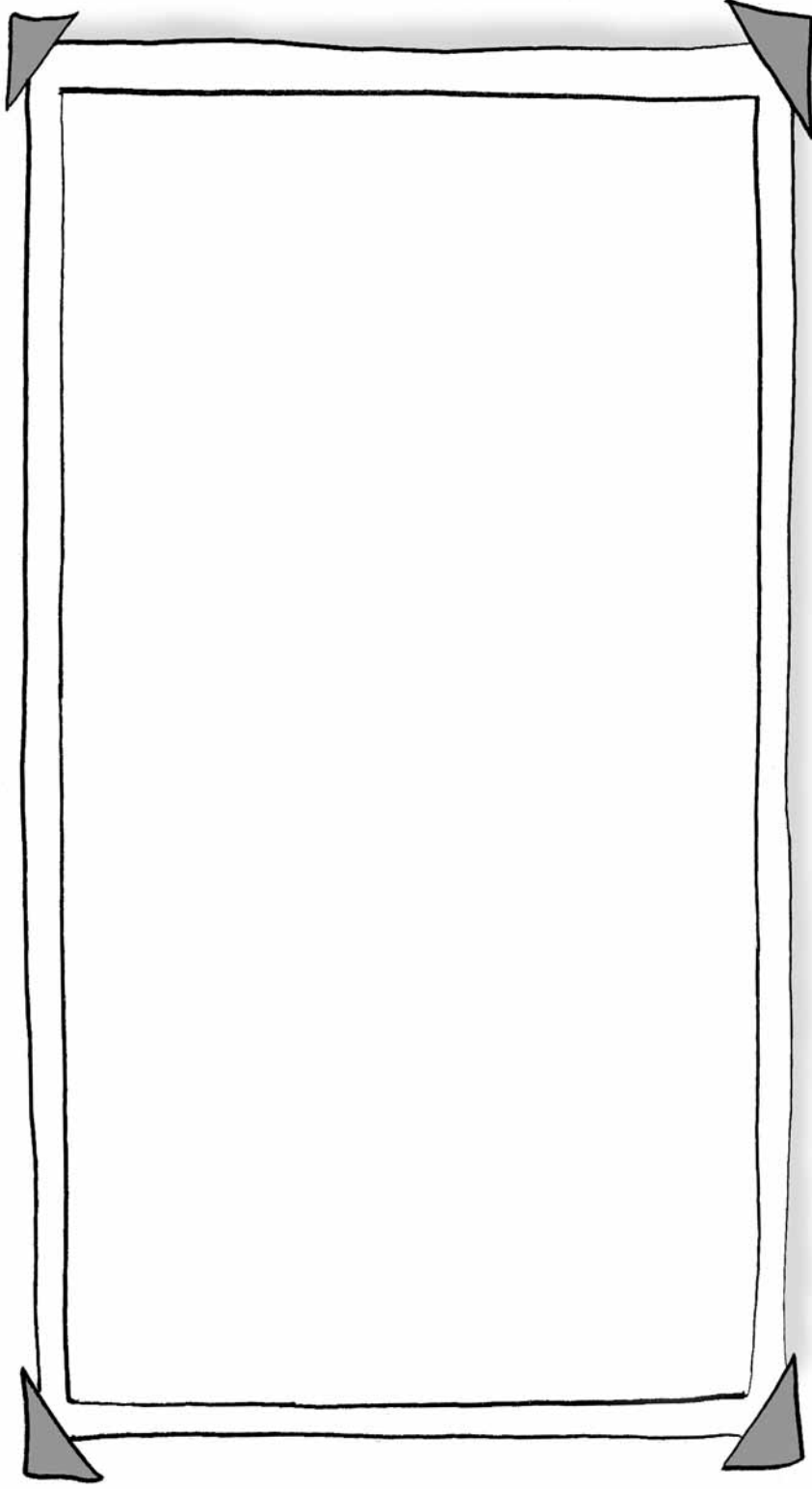


The Farmer's Lunch

Learning objective: Attempt writing for different purposes, using features of different forms such as lists, stories and instructions

Name _____

Draw a picture of you and someone in your family.
Write who it is.

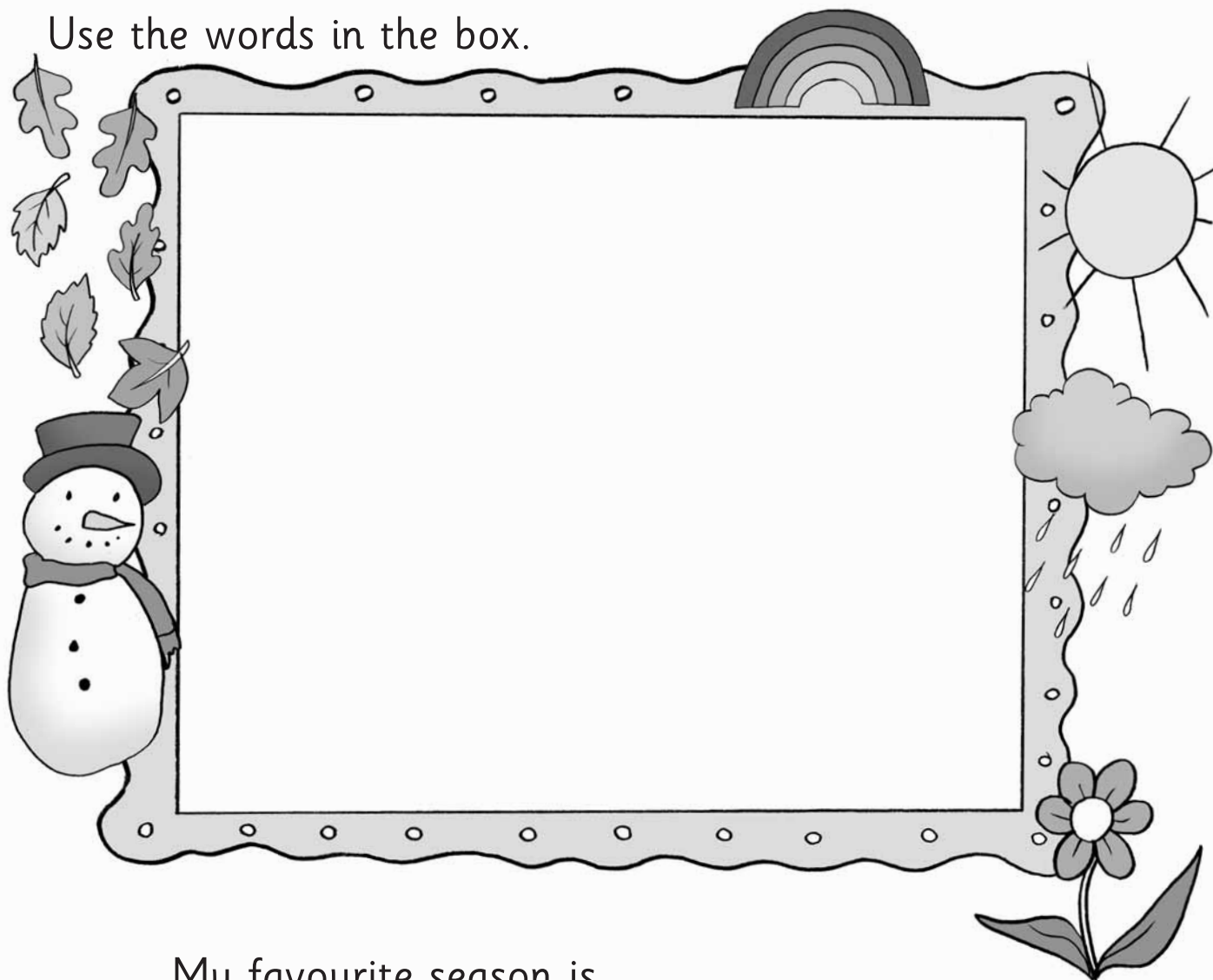


This is my _____.

Draw a picture of your favourite season.

Write what season it is and one sentence about it.

Use the words in the box.



My favourite season is _____.

It is _____.

autumn

winter

spring

summer

cold

wet

snowy

sunny

windy

Label the pictures of things in the desert.
Use the words in the box.









animal

children

city

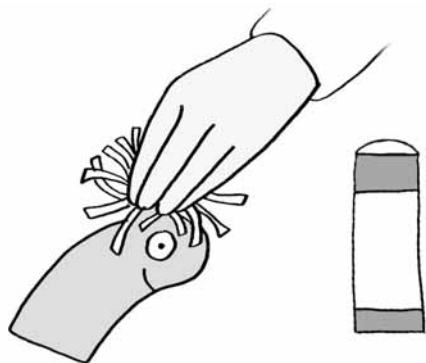
flowers

What would you wish for if you had a magic egg?
Draw a picture of it and write what your wish is.

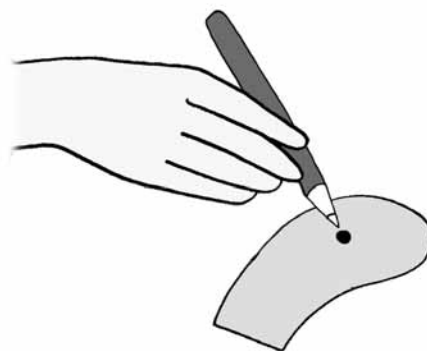


I wish _____.

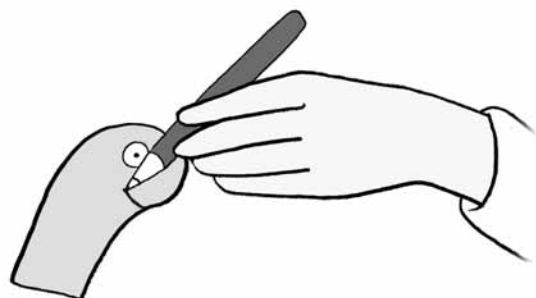
Cut out the boxes and put them in the right order.
Fill in the labels. Use the words in the box.



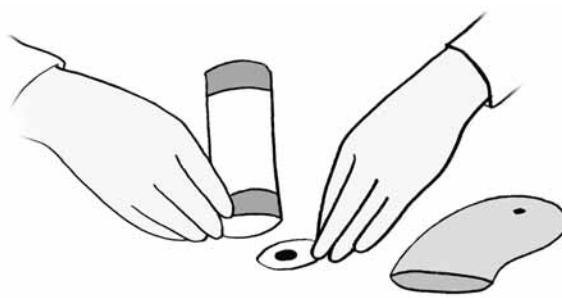
_____ the hair on.



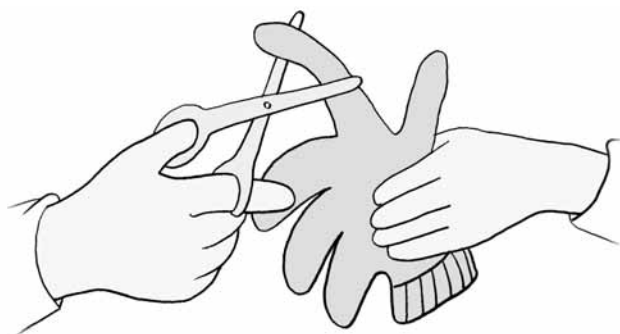
_____ the eyes on.



Draw the _____ on.



Stick the _____ on.



_____ the glove.



_____ the puppet on.

eyes

Pull

Cut

mouth

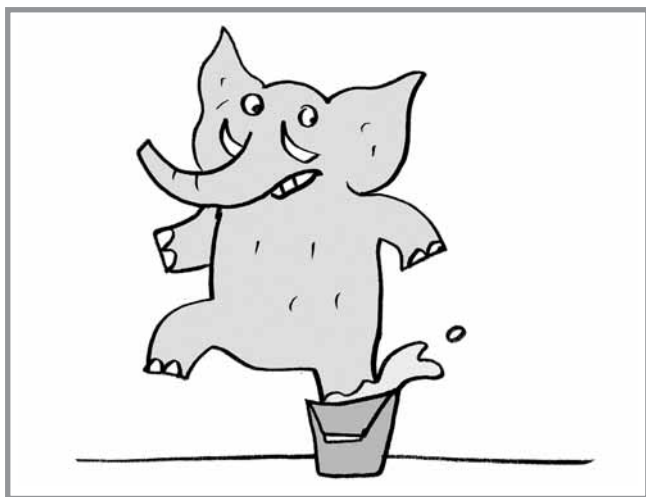
Stick

Draw

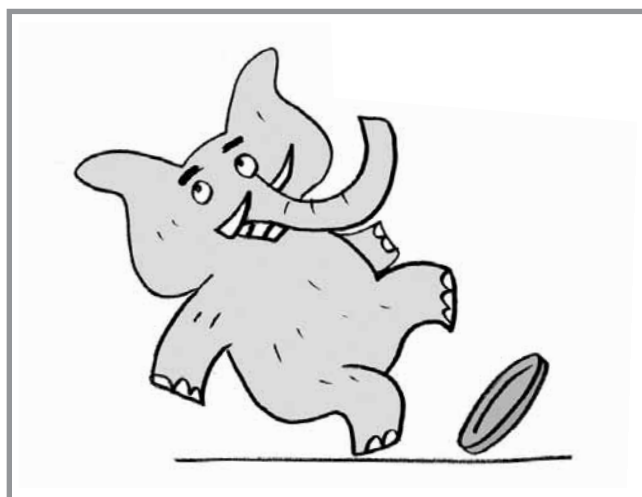
How to Make a Sock Puppet

Learning objective: Attempt writing for different purposes, using features of different forms such as lists, stories and instructions

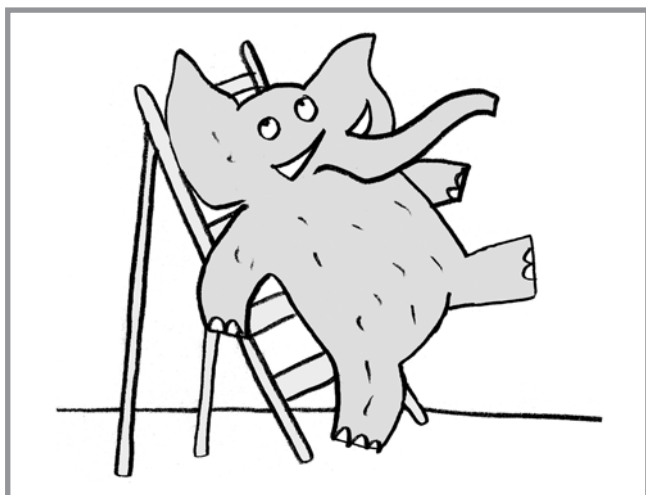
Finish the sentences.



Mind the ____ucket!

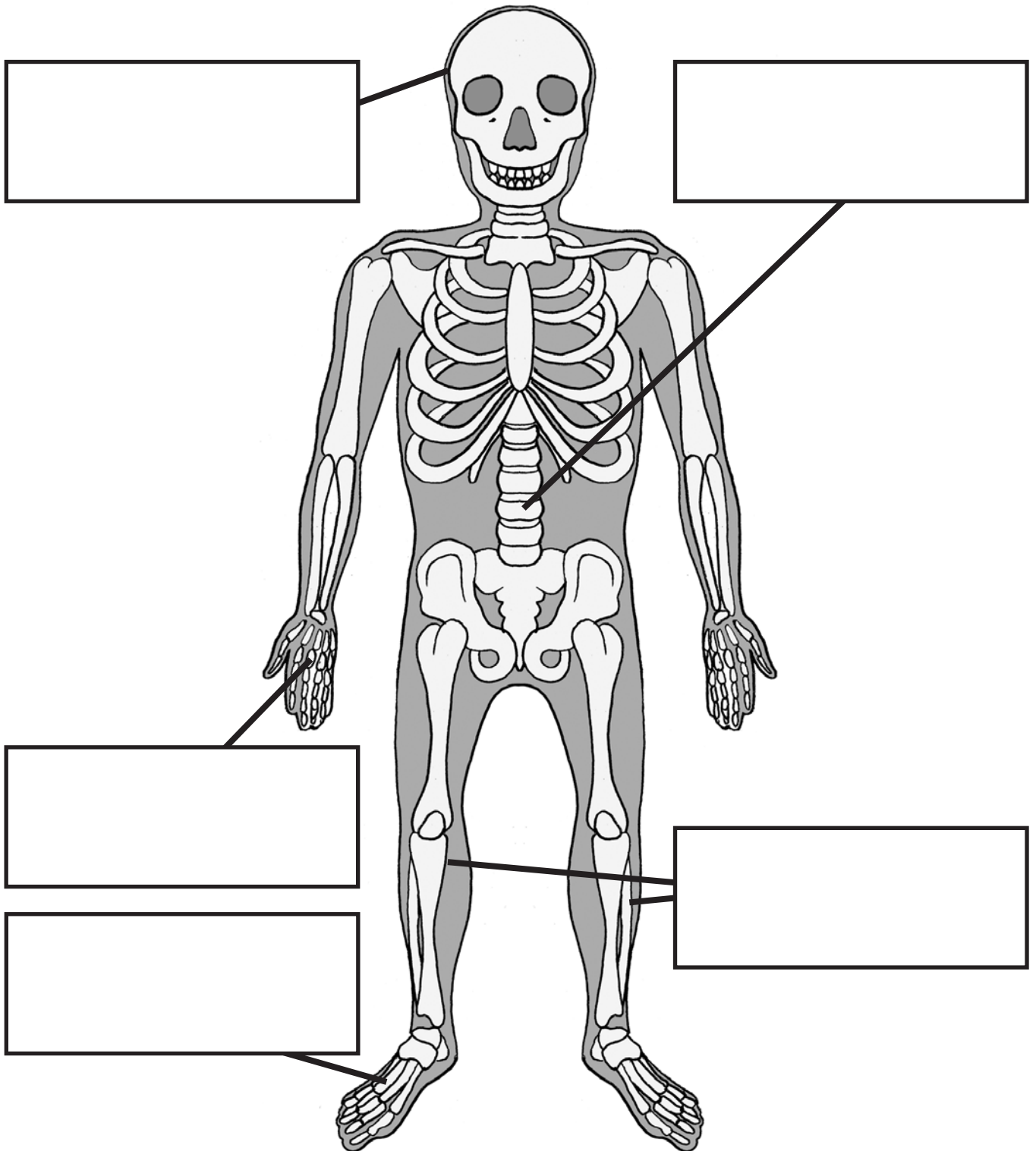


Mind the l____d!



Mind the ladd______!

Fill in the labels. Use the words in the box.



hand

head

legs

foot

back

Bones

Learning objective: Write labels and captions

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