Collins Big Cat APP SUPPORT PACK

Assessment Examples

Orange/Band 6					
Title and author	**Bullet GS RR RTB**	**Assessment can children:**	**Example response NC level 1+**	**Example response working towards NC L1**	**Assessment focuses**
Fiction					
Arthur's Fantastic Party Joseph Theobald	GS3	retrieve information from the text	Children can describe Arthur's character, e.g. *he is mean; he doesn't think his friends are fantastic enough/good enough*	Children need help to describe Arthur's character	R2
	GS4	read aloud with expression	Children can use speech punctuation to read aloud, distinguishing voices from narration	Children do not notice and use speech punctuation	R1/SL3
	RR2	read independently using a variety of cues to make meaning	Children use blending, picture cues, knowledge of high frequency words and contextual information to read for meaning, e.g. *porridge* p.12	Children over-rely on one key strategy and need help to decode and make meaning	R1
	RR4	interpret information from the story	Children can identify the characters at the party and discuss the events using pp.20-21	Children need support to discuss what is happening on pp.20-21	R3

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Fiction					
	RTB3	relate the story to their own experiences	Children can discuss the theme of the story, e.g. *being excluded for not being good enough.* They can relate this to their own experiences	Children need support to link the story to their own experiences	R6/SL1
First Day Kes Gray	GS2	use blending as a prime approach	Children use phonic skills to read new and unfamiliar words, e.g. *f-ir-s-t; n-er-v-ou-s*	Children need support to blend sounds to read new words	R1
	GS4	predict events in the story based on reading and discussion	Children can predict what might happen to Flynn on his first day at school using the information on the front and back covers, e.g. *Flynn might get eaten by a shark; Flynn might get lost on his way to school*	Children describe what they see on the cover, and need support to predict what will happen to Flynn	R2
	RR2	retrieve information from the text	Children can describe what is happening in the story on p.10 based on reading using the picture cues, e.g. *the policewoman is giving the robber an ice cream; the robber is stealing things*	Children need support to describe what is happening in the story using the pictures	R2
	RR3	read independently using a variety of cues to make meaning	Children use blending, picture cues, knowledge of high frequency words and contextual information to read tricky words, e.g. *chickens* p.10*; scissors* p.12	Children over-rely on one key strategy and need help to decode and make meaning	R1

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Fiction					
	RTB2	recount events from the story	Children use information on pp.22-23 to recall what happened to each character in the story on their first day	Children need help to recall events and may need to refer back to the story	R2/SL1
The Brave Baby Malachy Doyle	GS1	recognise that this is a story from another culture	Children can describe what kind of story this is using information on the covers, e.g. *this is a story from another land; the baby will do something brave*	Children do not recognise that this is a story from another culture	R7
	GS4	use phonic strategies to read new words	Children can blend consonant clusters to read longer words, e.g. *pl-ay-i-ng; bl-a-n-k-e-t*	Children need support to bend consonant clusters	R1
	GS5	retrieve information from the text	Children can read p.2 and identify the words used to describe the chief, e.g. *brave, fierce*	Children need support to find the words that describe the chief	R2
	RR1	interpret information from the story	Children make predictions about what will happen to Wasso based on reading to p.13, e.g. *Wasso's Mum might take her home; Wasso might not stop crying*	Children need support to answer questions about what might happen to Wasso	R3/ SL1
	RTB3	recount events from the story	Children use information on pp.22-23 to recall what happened in the story. They can discuss the chief's feelings at different points in the story	Children need help to recall events and may need to refer back to the story	R2

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Fiction					
Kind Emma Martin Waddell	GS3	predict events in the story based on knowledge of stories	Children can predict what Kind Emma will do based on reading the blurb and their knowledge of other traditional stories, e.g. *she helped the creature; the creature helped her back*	Children need help to relate this story to knowledge of other traditional tales	R7
	RR1	read aloud with expression	Children can use speech punctuation to read aloud, distinguishing voices from narration	Children do not notice and use speech punctuation	R1/SL3
	RR2	use phonic strategies to read new words	Children can blend consonant clusters to read longer words, e.g. sc-u-tt-l-ed; *sh-i-v-er; scr-u-bb-ed*	Children need support to bend consonant clusters	R1
	RR5	describe their preferences about the story	Children can say what they enjoyed about the story, e.g. *I liked it when Emma was kind to the thing and left him to eat his food*	Children need encouragement and support to develop their reactions to the story	R6/SL3
	RTB3	recount events from the story	Children can use Emma's diary on pp.22-23 to retell the story. They can read the captions and add further information, e.g. *Emma was lonely because she had no one to play with*	Children need support to recount the events	R2/3

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1	Example response working towards NC L1	Assessment focuses
Fiction					
Morris Plays Hide and Seek Vivian French	GS2	understand the key events of the story by walking through the text	Children skim through the story and understand that Morris is a greedy cat who eats all the food and gets stuck in the cupboard	Children can describe Morris, but need support to understand the key events	R2
	GS3	use a variety of cues to tackle tricky words	Children use contextual understanding, phonic strategies, and picture cues to read tricky words, e.g. *b-i-s-c-ui-ts; c-ur-t-ai-n; c-u-sh-io-n*	Children over-rely on one main cue, e.g. picture cues to guess word	R1
	RR1	read for meaning	Children notice when their reading does not make sense and self-correct using a variety of cues: phonic knowledge and strategies; context; pictures	Children do not self-correct	R1
	RR2	interpret information from the story	Children can discuss Morris' character and describe him using their own words, e.g. *lazy, greedy, funny*	Children can describe Morris's appearance	R3/SL1
	RTB1	retell the story in order	Children use the storyboard on pp.22-23 to recount the story in order from picture 1-8	Children recall some key events using the pictures on pp.22-23	R2
When Arthur Wouldn't Sleep Joseph Theobald	GS3	read aloud with expression	Children can use speech punctuation to read aloud, distinguishing voices from narration, e.g. p.3 Arthur is made to sound grumpy	Children do not notice and use speech punctuation	R1

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Fiction					
	GS4	understand the key events of the story by walking through the text	Children skim through the story and understand that Arthur has an adventure when he doesn't want to fall asleep	Children need support to understand key ideas	R2
	RR2	make predictions based on reading	Children can predict what happens next to Arthur at the party, e.g. p.12 *Arthur is going to win the competition; Arthur will get tired at the dancing competition*	Children need support to predict what will happen next at different stages in the story	R3
	RR3	use phonic knowledge and strategies to read longer or tricky words	Children blend through the word and begin to recognise common word endings, e.g. pp.2-3 *j-u-m-p-i-ng; m-u-m-b-l-ed; g-r-u-m-b-l-ed*	Children need help to blend sounds together	R1
	RTB3	make deductions about what has happened in the story and why	Children can explain what has happened to Arthur and why, e.g. *he has forgotten about his adventure because he fell asleep; he falls asleep and dreams about a party*	Children need help to explain what has happened in the story	R3/SL1
Bugs Sam McBratney	GS2	recognise language features when reading aloud	Children can recognise that the poem has a rhyming pattern and rhythm, e.g. by reading the blurb aloud and hearing the rhymes	Children do not recognise the rhyming pattern and rhythm	R5/SL3

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Fiction					
	GS3	use a variety of strategies to read longer words	Children notice that some longer words are made up from smaller words, and that this can help their reading, e.g. *useful, someone in the blurb*	Children cannot identify smaller units of meaning within longer words	R1
	RR2	describe information from reading	Children can discuss each new page and its meaning as they read, e.g. they might raise questions or describe what they can see: *What are the small creatures on pp.2-3?*	Children need help to describe what they are reading	R2
	RTB1	recount information from the poem	Children can use the chart on pp.22-23 to describe the good and bad things that bugs can do, e.g. *bugs can make us ill*	Children need support to recount key messages from the poem	R2
	RTB2	read with fluency and expression	Children perform the poem developing appropriate voices and expression to convey their understanding	Children need support to develop appropriate expression when reading aloud	R1/SL3

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Title and author	Bullet	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses
Fiction					
Lost Sock Tim Hopgood	GS4	read common words using a variety of cues to make meaning	Children read longer, less familiar words, e.g. *favourite, colour, worried,* using a range of strategies, e.g. phonics, knowledge of familiar parts of words, (*fav-our-ite*) and contextual information	Children over-rely on one main strategy, e.g. phonics and need support to use contextual cues	R1
	RR2	read with fluency and expression	Children notice speech marks on pp.6–7 and read speech with appropriate expression	Children read along as a more experienced reader models reading speech with expression and fluency	R1/SL1
	RR3	predict what will happen next in the story	Children can discuss their reading and make plausible suggestions for what will happen next, e.g. p.7, children can discuss whether they think the boy will find his sock	Children need support to make plausible predictions based on reading	R2/R3
	RTB1	retell the events in the story, providing some detail	Children can use the posters on pp.22–23 to explain what has happened in the story, and why the boy and the dragon want the socks	Children recount some key events in the story in simple terms, e.g. the boy loses his sock	R2/R3
	RTB5	Interpret information from the story	Children can imagine and describe what sock land may be like	Children can answer some questions about sock land	R3/SL1

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Fiction					
Clementine's Smile Lynne Rickards	GS2	use phonic knowledge and strategies	Children read the word *Clementine* using phonics knowledge to sound out and blend the phonemes	Children need help to blend the phonemes and read this long word	R1
	GS3	identify rhyme and rhythm when reading aloud	When reading the blurb, children notice that *crocodile/smile and blue/do* rhyme	Children struggle to notice rhyming words in the blurb	R5
	RR2	read aloud with fluency and expression	Children notice the punctuation marks (dash and ellipsis) and use the punctuation when reading aloud	Children need support to use punctuation appropriately when reading aloud	R1
	RTB1	recount the story in order	Children can recap the key moments in the story in order	Children recall some key moments, not always in sequence	R2
	RTB3	interpret information from the text	Children can suggest why Clementine ate the dentist, making simple inferences and deductions	Children need support to make simple deductions	R3

Orange/Band 6

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1+	Example response working towards NC L1	Assessment focuses
Non-fiction					
How to Make Pop-up Cards Monica Hughes	GS1	recognise some features of an information book	Children know from the title and use of photography on the front cover that this is an information book	Children do not distinguish between information books and storybooks	R7
	GS2	understand how the book is organised and presented	Children can find the contents, the introduction, and the Things you will need pages. They notice the features of the instructional text, e.g. photographs, numbered boxes, instruction language	Children need help to identify key structural features	R4
	GS4	retrieve information from the text	Children can locate the pages where a pebble is used, and explain what it is for pp.18-20	Children need support to locate specific information	R2
	RR2	use a variety of cues to read for meaning	Children use phonic knowledge and strategies, recognition of high frequency words, picture cues, and punctuation to read with meaning	Children over-rely on one cue and do not attend to punctuation when reading aloud	R1
	RTB2	recount information from the text	Children use the flow chart on pp.22-23 to recount each stage of the process. They begin to use time connectives to link the stages, e.g. *first, next*	Children need support to recount the information in order and describe each stage	R2

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1+	Example response working towards NC L1	Assessment focuses
Non-fiction					
What is CGI? Alison Sage and Jon Stuart	GS1	use the front and back cover to understand what the book will be about	Children use images, headings and blurb to gain an understanding about the book, e.g. *the blocks turn into a fish; it is about computers*	Children need help to understand that the fish image is made by a computer	R3
	RR1	use phonic knowledge and strategies to help decode unfamiliar words	Children can attempt new words by blending and using phonic knowledge, e.g. *g-e-n-e-r-ated* p.2; *t-e-x-t-ure* p.8;	Children need support to apply phonic knowledge to longer and unfamiliar words	R1
	RR3	understand what they have read	Following reading to p.12, children can recount and describe what they have read in their own words	Children do not understand what they have read and need support to make meaning	R2
	RTB1	recount information from the text	Using pp.22-23, children can explain how CGI images are made and define what a CGI is	Children can recount a key stage in the process of making a CGI	R2
	RTB3	express their opinion about the book	Children can say whether they liked the book and provide an example of why, e.g. *I liked it because the pictures are funny and colourful*	Children need help to express their opinion and to justify their points	R6/SL1

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1+	Example response working towards NC L1	Assessment focuses
Non-fiction					
A Letter to New Zealand Alison Hawes	GS1	recognise some features of an information book	Children know from the title, the use of photography and maps on the front cover that this is an information book	Children do not distinguish between information books and storybooks	R7
	GS3	understand how a contents page is presented	Children understand that the contents page gives information about the book's content; they know that each new line is a title of a new section	Children cannot describe how the contents page is organised	R4
	RR1	describe information from the text	Children can tell you what is happening on pp.2-3, e.g. they understand that Jack is writing to a friend in another country on the other side of the world	Children need support to understand the information on pp.2-3. They rely on the pictures rather the text	R2/SL1
	RTB2	locate information using contents	With little guidance, children locate information in response to a request, e.g. *Can you find the pages that will tell us what happens to the letter in New Zealand* pp.14-15	Children need to be shown how to use contents to locate information	R2
	RTB4	make deductions based on reading	Children use pp.22-23, Journey of a letter to deduce how Tama's letter may reach Jack in the UK	Children need support to describe the stages that Tama's letter to Jack will go through	R3

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1+	Example response working towards NC L1	Assessment focuses
Non-fiction					
Fire! Fire! Maureen Haselhurst	GS1	recognise information books	Children recognise that this is an information book because of its features: photographs, blurb, contents, index, page layout	Children need help to recognise that this is not a storybook	R7
	G2	use the contents page to locate information	Children can quickly find a section using the contents, e.g. *Where would I find out about fires in forests...* p.12	Children need help to use the contents to locate information	R2
	G4	understand how information is presented	Children can find and recognise the heading on pp.4-5; they understand that text in an information book is presented to help the reader find information	Children need help to use headings to find information quickly	R4/R2
	RTB1	interpret ideas from the text	Children can discuss fire fighting following reading. They may make simple inferences, e.g. *fires happen everywhere in the world; there are different ways to put fires out; fire fighting is dangerous*	Children describe what they have read in response to prompting	R3/SL1
	RTB3	find information when given words from the index	Children can find words that appear in the index in the main text, e.g. *helicopter*, p.12	Children need to be shown how to use the index and supported to find information	R2

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 1+	Example response working towards NC L1	Assessment focuses
Non-fiction					
Bounce, Catch, Kick, Throw Janice Marriott	GS1	recognise some features of an information book	Children know from the title, and the blurb that this is an information book that may answer some of the questions in the blurb, e.g. *it might tell me how many balls you need for a game*	Children do not distinguish between information books and storybooks	R7
	GS2	recognise the features of instruction texts	Children can identify that instructions are numbered, tell you what is needed, and contain instruction words (imperative verbs), e.g. pp.8-9 *throw, hold*	Children need help to identify the key features of instruction texts	R4
	RR2	use a variety of cues to read independently and for meaning	Children use phonic knowledge and strategies, picture cues, knowledge of context and high frequency words to read for meaning. They self-correct as necessary	Children over rely on one main strategy. They do not self-correct	R1 R2/SL2
	RR3	describe what they have read to a partner	Children can describe how to make a bouncing ball, making reference to the instructions on pp.12-13, e.g. *first you get 6 rubber bands; next...*	Children cannot describe what they have read. They need support to recall the information contained	
	RR4	recall information from the text	Children can complete the quiz on p.22. They may skim through the book to find answers to the questions	Children need help to recall and locate answers to the quiz questions	R2

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Non-fiction					
Marathon John Foster	GS1	use information from the front and back covers to create a context for reading	Children can read the word *marathon* and discuss what it is based on reading from the front cover and blurb	Children need support to retrieve information from the front and back covers	R2
	GS3	raise questions to guide their reading	Children can create questions that are relevant to the book based on the front and back covers, e.g. *How far will the runners run? How long will it take?*	With support, children can raise some questions to guide their reading	R2
	RR3	deepen their under-standing by using a glossary	Children can tell you that a glossary will explain tricky words and provide extra information p.23	Children do not know what a glossary is used for	R4
	RTB1	locate information using the contents	With little guidance, children locate information in response to a request, e.g. *Can you find the pages that will tell us how marathons began? p.4*	Children need to be shown how to use contents to locate information	R2
	RTB2	locate information using the index	With little guidance, children locate information using alphabetical knowledge, e.g. they find the word *medal* quickly and know it will be near the middle of the index list	Children need help to use alphabetical information and read an index effectively	R2

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Title and author	**Bullet GS RR RTB**	**Assessment can children:**	**Example response NC level 1+**	**Example response working towards NC L1**	**Assessment focuses**
Non-fiction					
A Day in India Jonathan and Angela Scott	GS1	draw from a range of strategies to read new and unfamiliar words	Children use phonic strategies and knowledge to read unfamiliar words: *Jaipur, Hindi, lassi*	Children need support to use phonic strategies and knowledge	R2
	GS4	predict information based on reading the contents	Children can suggest what might happen to Gini in the morning based on the contents and their own experiences, e.g. *she will get ready for school, she will eat breakfast*	Children need support to suggest what Gini's day will be like	R3
	RR1	use the contents to select and locate information that interests them	Children can select a section from the contents and locate it in the text, e.g. A*fter school p.16*	Children need help to use contents to select and locate information	R2
	RR2	identify the features of information texts	Children can list the typical features of information texts used in this book, e.g. *photographs with labels, contents, index, information boxes*	Children do not recognise features specific to information texts	R4
	RTB2	interpret information from the text	Children can reflect on how Gini's day is similar and different to their own lives and give examples, e.g. *Gini lives in a house with all her family but my granny lives in a different house*	Children need support to connect the information about Gini's life to their own experiences	R3

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Title and author	Bullet	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses
Pompeii Fiona Macdonald	GS3	use phonic knowledge and strategies to read longer words	Using the interest and glossary words, children can sound out and blend longer words, e.g. *p-oi-s-o-n-ou-s*	Children need support to sound out and blend longer words	R1
	RR1	use features of simple information books	Children can read pp.2–3 using the specific information book features, e.g. the maps and labels to make meaning	Children need help to understand that the map explains the information in the text	R2
	RR3	Locate and understand information that they have read	Based on reading pp.6–19, children can collect simple facts about what happened before and after Vesuvius erupted	Children need help to collect facts based upon reading	R2
	RTB2	Interpret information that they have read	Children can explain in simple terms how the city of Pompeii was preserved, e.g. the ash covered the buildings and turned into rock over time (p.12)	Children need help to explain what happened to Pompeii in their own words	R3
	RTB3	Retrieve information and make simple inferences and deductions	Children can take on the role of a witness and describe what happened, and their feelings, when Vesuvius erupted, based on their reading	Children need support to take on the role of a witness and describe the event	R3/SL3

Orange/Band 6

Title and author	Bullet	Assessment can children:	Example response NC level 1	Example response working towards NC level 1	Assessment focuses
The Titanic Anna Claybourne	GS2	predict what happened to the Titanic based on reading the front cover and blurb	Children can suggest why the Titanic didn't reach America, e.g. it crashed into another boat or there was a fire	Children need support to make suggestions about why the Titanic didn't reach America	R2/R7
	RR1	use features of simple information books	Children can read and use the specific information book features, e.g. use the contents to locate information and the glossary to aid understanding	Children need help to understand that the contents help the reader to locate information	R4/R2
	RR3	understand information that they have read	Based on reading pp.2–5, children understand that the Titanic was on her first journey, and that this was called a 'maiden voyage'	Children do not understand the phrase 'maiden voyage'	R2
	RR4	read independently using a variety of cues to make meaning	Children can use contextual information from photographs, illustrations and fact boxes to support their understanding, e.g. the threat of the iceberg on pp.8–9	Children over-rely on decoding text using phonic strategies, and need support to make meaning	R1
	RTB4	retrieve information and make simple inferences and deductions	Using the information on pp.18–19, in role as a survivor, children can describe how the ship sank	Children need support to take on the role of a survivor and describe the event	R3/SL3