

### Key

#### APP Assessment Focus:

R = Reading;  
SL = Speaking and Listening;  
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

Red/Band 2A						
Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	Reading recovery level	NC level
<b>Fiction</b>						
<i>A Night at the Gallery</i> Paul Shipton	A story with a predictable structure and patterned language	Creative Development: Responding to experiences; Expressing and communicating ideas	<ul style="list-style-type: none"> <li>• Read a range of familiar and common words and simple sentences independently</li> <li>• Show an understanding of the elements of stories, such as main character, sequence of events, and openings</li> <li>• Retell narratives in the correct sequence, drawing on the language patterns of stories</li> <li>• Extend their vocabulary, exploring the meaning and sounds of new words</li> <li>• Use language to imagine and recreate roles and experiences</li> </ul>	EYFS R6  EYFS R5  EYFS R7  EYFS LCT7  EYFS LCT5	4	Towards 1
<i>Bad Bat</i> Laura Hambleton	A story with a predictable structure and patterned language	Knowledge and Understanding of the World: Exploration and investigation	<ul style="list-style-type: none"> <li>• Read simple words by sounding out and blending the phonemes all through the word from left to right</li> <li>• Read a range of familiar and common words and simple sentences independently</li> </ul>	EYFS LSL7  EYFS R6	3	Towards 1

## Red/Band 2A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	Reading recovery level	NC level
<b>Fiction</b>						
			<ul style="list-style-type: none"> <li>• Extend their vocabulary, exploring the meanings and sounds of new words</li> <li>• Show an understanding of the elements of stories, such as main character, sequence of events, and openings</li> <li>• Retell narratives in the correct sequence, drawing on the language patterns of stories</li> </ul>	EYFS LCT7  EYFS R5  EYFS R7		
<i>The Beach</i> Alison Hawes	A story with a predictable structure and patterned language	Knowledge and understanding of the world: similarity and differences; the features of the natural world	<ul style="list-style-type: none"> <li>• Track text in right order, page by page, left to right, top to bottom, making one-to-one matches</li> <li>• Pay close visual attention to print, words and pictures</li> <li>• Sustain attentive listening, responding to what they have heard</li> <li>• Reading initial letter sounds</li> </ul>	EYFS R4  AF R1  EYFS R4  EYFS R5	2	Towards 1
<i>The Magic Egg</i> Vivian French	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	<ul style="list-style-type: none"> <li>• Read a range of familiar and common words and simple sentences independently</li> <li>• Show an understanding of the elements of the stories, such as main character, sequence of events, and openings</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Use language to imagine and recreate roles and experiences</li> </ul>	EYFS R6  EYFS R5  EYFS LCT7  EYFS LCT5	2	Towards 1

## Red/Band 2A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	Reading recovery level	NC level
<b>Fiction</b>						
<i>Tec and the Cake</i> Tony Mitton	A story with a predictable structure and patterned language	-	<ul style="list-style-type: none"> <li>• Track the text in right direction</li> <li>• Making one-to-one correspondences between written and spoken words</li> <li>• Expect written text to make sense and check for sense if it does not</li> <li>• Read on sight high frequency words</li> <li>• Phoneme-grapheme correspondences c, f, h</li> <li>• Retelling stories</li> </ul>	EYFS R4 EYFS LSL7  AF R1  AF R1 EYFS R3  EYFS R7/AF R2	3	Towards 1
<i>Tec and the Hole</i> Tony Mitton	A story with a predictable structure and patterned language	Personal, social and emotional development: Understand what is right, what is wrong, and why	<ul style="list-style-type: none"> <li>• Tracking the text in the right order, point while reading and one-to-one matching</li> <li>• Use a variety of cues when reading</li> <li>• Understand and use correctly terms about books and print</li> </ul>	EYFS R4/AF R1 AF R1 AF R4	2	Towards 1
<i>A Day Out</i> Claire Llewellyn	A patterned story with predictable structure	Knowledge and understanding of the world: Finding out about the place they live and the natural world	<ul style="list-style-type: none"> <li>• Matching spoken and written words</li> <li>• Retelling the main points of the story in sequence</li> <li>• Hearing and saying initial phonemes</li> <li>• Using imagination in a role-play</li> </ul>	AF R1 EYFS R7/AF R2  EYFS LSL5 EYFS LCT5	2	Towards 1
<i>Cat and Dog Play Hide and Seek</i> Shoo Rayner	A story with a predictable structure and patterned language	Personal, Social and Emotional Development: work as part of a group, taking turns and sharing fairly	<ul style="list-style-type: none"> <li>• Track the text in right direction</li> <li>• Making one-to-one correspondences between written and spoken words</li> <li>• Expect written text to make sense and check for sense if it does not</li> <li>• Reread a text to find context cues to help read unfamiliar words</li> <li>• Use knowledge of familiar texts to reenact or retell to others</li> </ul>	EYFS R4 EYFS LSL7  AF R1  AF R1  AF R2	2	Towards 1

## Red/Band 2A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	Reading recovery level	NC level
<b>Fiction</b>						
			<ul style="list-style-type: none"> <li>• Read on sight high frequency words and familiar words, e.g. directions</li> <li>• Sustain attentive listening, responding to what they have heard</li> </ul>	AF R1  EYFS LCT4		
<i>Have You Ever?</i> Tasha Pym	A story with a predictable structure and patterned language	Creative Development: Explore colour, texture, shape, form and space in two and three dimensions; Respond in a variety of ways to what they see, hear, smell, touch and taste	<ul style="list-style-type: none"> <li>• Extend vocabulary exploring the meanings and sounds of new words</li> <li>• Know that print carries meaning and in English is read from left to right and top to bottom</li> <li>• Retell narrative in the correct sequence, drawing on the language patterns of stories</li> <li>• Recognise common digraphs</li> </ul>	AF R5  EYFS R4  AF R2/EYFS R7  EYFS LSL7	2/3	Towards 1
<b>Non-fiction</b>						
<i>Animal Coats</i> Claire Llewellyn	A simple information book	Knowledge and Understanding of the World: Exploration and investigation; Creative Development: Exploring media and materials	<ul style="list-style-type: none"> <li>• Read simple words by sounding out and blending the phonemes all through the word from left to right</li> <li>• Read a range of familiar and common words and simple sentences independently</li> <li>• Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how</li> <li>• Extend their vocabulary, exploring the meanings and sounds of new words</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	EYFS LSL7  EYFS R6  EYFS R8  EYFS LCT7  EYFS LCT7	2	Towards 1

## Red/Band 2A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	Reading recovery level	NC level
<b>Non-fiction</b>						
<i>World of Football</i> Daniel Nunn	A simple information book	Physical Development: Using equipment and materials; Knowledge and Understanding of the World: Place	<ul style="list-style-type: none"> <li>• Read simple words by sounding out and blending the phonemes all through the word from left to right</li> <li>• Read a range of familiar and common words and simple sentences independently</li> <li>• Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how</li> <li>• Extend their vocabulary, exploring the meanings and sounds of new words</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	EYFS LSL7  EYFS R6  EYFS R8  EYFS LCT7  EYFS LCT7	3	Towards 1
<i>Shapes on the Seashore</i> Frances Ridley	A simple recount	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"> <li>• Read letters that represent the sound <i>sh</i></li> <li>• Make collections of shape words and seashore words</li> <li>• Use knowledge of simple sentence structures and repeated patterns to make predictions</li> <li>• Interact with others, negotiating plans and activities and taking turns</li> </ul>	EYFS SL7 AF R5  AF R1  AF SL2/EYFS LCT6	2	Towards 1
<i>How to Make a Sock Puppet</i> Jillian Powell	An instruction text	Creative Development: Explore colour, texture, shape, form and space in two or three dimensions	<ul style="list-style-type: none"> <li>• Interact with others, negotiating plans and activities and taking turns in conversation</li> <li>• Read a range of familiar and common words and simple sentences independently</li> <li>• Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how</li> </ul>	AF SL2/EYFS LCT6 AF R1/EYFS R6  AF R2	2	Towards 1

## Red/Band 2A

Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	Reading recovery level	NC level
<b>Non-fiction</b>						
<i>Weather Report</i> Alison Hawes	A non-fiction recount	Knowledge and Understanding of the World: Find out about and identify some features of events they observe; Creative Development: Respond in a variety of ways to what they see, hear, smell, touch and feel	<ul style="list-style-type: none"> <li>• Know that print carries meaning and is read from left to right</li> <li>• Blend letters to read words and recognise common diagraphs</li> <li>• Sustain attentive listening, responding to what they have heard</li> </ul>	EYFS R4  EYFS LSL7  EYFS LCT4	2/3	Towards 1
<i>In the Dark</i> Claire Llewellyn	A non-fiction recount	Knowledge and understanding of the world: features of events they observe; features of the natural world; asking questions about why things happen	<ul style="list-style-type: none"> <li>• Understanding and using terms about books and print: book, cover, author, illustration, word, letter, title</li> <li>• Matching spoken and written words</li> <li>• Hearing and saying initial phonemes in words</li> <li>• Asking and answering questions and offering suggestions</li> </ul>	AF R4  EYFS LSL7 EYFS LSL5  AF SL2	2	Towards 1
<i>What's Inside?</i> Monica Hughes	A simple information book	Knowledge and understanding of the world: Identify features of living things and objects	<ul style="list-style-type: none"> <li>• To understand terms about books (cover, title, label)</li> <li>• To read letters that represent sounds</li> <li>• To read on sight familiar words</li> <li>• To make collections of personal interest words relating to topics</li> <li>• To use talk to organise, sequence and clarify thinking</li> </ul>	AF R4  EYFS LSL4 AF R1 AF R5  EYFS LCT7	2	Towards 1

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Title	Text type	Curriculum links	Learning objectives	Assessment focus/EYFS profile scale	Reading recovery level	NC level
<b>Non-fiction</b>						
<i>Up, Up and Away</i> Sue Graves	A simple non-fiction recount	Knowledge and understanding of the world: Observe and find out about features of the natural world	<ul style="list-style-type: none"> <li>• Understand and use terms about books and print: cover, illustration, word, letter, title</li> <li>• Match spoken and written words</li> <li>• Hear and say initial phonemes in words</li> <li>• Ask and answer questions and offer suggestions</li> </ul>	AF R4  EYFS LSL7 EYFS LSL5 AF SL2	2	Towards 1
<i>My Bike Ride</i> Maoliosa Kelly	A simple non-fiction recount	Geography: Where in the world is Barnaby Bear?; Investigating Our Local Area	<ul style="list-style-type: none"> <li>• Understand and use terms about books and print: cover, illustration, word, letter, title</li> <li>• Track the text in the right order, pointing while reading, and make one-to-one correspondences between written and spoken words</li> <li>• Use knowledge of texts to re-tell to others, recount the main points in sequence, know that words are ordered left to right and need to be read that way in order to make sense</li> <li>• Read on sight a range of familiar words, e.g. directions</li> <li>• Describe incidents or tell stories from own experience, in an audible voice</li> <li>• Hear and say initial and medial phonemes in words</li> </ul>	AF R7  EYFS R4  AF R2/EYFS R7  AF R1  AF SL1/ EYFS LCT8 EYFS LSL5	2	Towards 1