



Collins Big Cat APP SUPPORT PACK

Key

Ideas for Guided Reading Bullet:

GS = Getting Started;
RR = Reading and Responding;
RTB = Returning to the book;
CMO = Checking and moving on

APP Assessment Focus:

R = Reading;
W = Writing;
SL = Speaking and Listening

EYFS Profile CLL:

LCT = Language for Communication and Thinking;
LSL = Linking sounds and letters;
R = Reading;
W = Writing

Assessment Examples

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Fiction						
A Night at the Gallery Paul Shipton	GS3	read the title and blurb, pointing to each word as they read	Children can use a variety of cues to read more complex words, e.g. <i>gallery</i>	Children need help to tackle more complex words	R1	LSL8
	RR2	understand what is happening in each picture as it is encountered	Children describe what is happening, e.g. p.3 <i>the lady in the next portrait has the man's hat</i>	The children need to be questioned to support their understanding	R2	R5
	RR4	read independently to p.13, using appropriate expression	Children use punctuation to read the questions being asked, e.g. <i>Can you see it?</i>	Children need support to punctuation to read with expression	R1	R9

Red/Band 2A

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Fiction						
	RTB1	recount what has happened in the story using the pictures on pp. 14-15	Children describe the clothes that are discarded in each picture before the man jumps into the water	Children need help to recall the clothes that are discarded	R2	R5
	RTB2	use language to recreate roles	Children take on the role as a gallery officer to describe their amazing night	Children answer simple questions in role	SL1	LCT5
<i>Bad Bat</i> Laura Hambleton	GS3	read the title and blurb, pointing to each word as they read	Children can use a variety of cues to read more complex words, e.g. <i>tricks</i> , <i>dark</i>	Children need help to tackle more complex words	R1	LSL8
	GS4	predict what will happen in the story and share their ideas	<i>I think the bat will play tricks on other night creatures; I think the bat might wake people up</i>	Children need support to make a prediction and draw from their experiences	R2-3	R5
	RR3	read independently to p.13, using expression	Children use a variety of cues to tackle different words, e.g. phonics, picture cues, knowledge of high frequency words	Children need support to use a range of cues and may rely on the picture	R1	R9
	RTB1	retell the story in their own words	Children retell the story in their own words using the story map on pp. 14-15, e.g. <i>the fox jumped because bat frightened him</i>	Children need support to describe the story in their own words	R2	R7/LSL7

Red/Band 2A

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Fiction						
	RTB2	infer how characters are feeling	Children can infer that Bat is scared by dog and learns a lesson	Children describe that Bat is scared at the end of the story	R2/3	R5
<i>The Beach</i> Alison Hawes	GS1	discuss what is happening on the front cover and what is being packed in the car	<i>They are going to the beach; they are packing the car; they are taking beach toys</i>	Children need help to describe what is happening in the picture	R2	R5
	GS2	understand what is happening in each picture as it is encountered	Children describe what is happening, e.g. <i>the children can see seagulls so they think they are at the beach!</i>	The children need questioning to support their understanding	R2	R5
	RR1	read independently to p. 13	Children use a variety of cues to tackle different words e.g. phonics, picture cues, knowledge of high frequency words	Children need support to use a range of cues and may rely on the picture	R1	R9
	RR3	read the labels on pp. 14-15 and recall where each label appeared in the story	<i>The children saw the ice cream van at a park; the children saw some sand at a building site</i>	Children need help to recall where the labels appeared in the story	R2	
	RTB2	use phonic cues and blending to read the interest words	Children read from a list: <i>seagulls, ice cream van, sand, sea, beach, children</i>	Children need help to use phonics and read <i>ea</i> grapheme	R1	LSL5

Red/Band 2A

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Fiction						
<i>The Magic Egg</i> Vivian French	GS3	recognise speech bubbles and read with appropriate expression	Children read with expression from the blurb <i>I'm hungry! I wish I had an egg</i>	Children need support to use appropriate expression	R2/SL1	LCT8
	GS4	predict what will happen in the story and share their ideas	<i>I think the egg will hatch into a blue monster; I think the boy will break the egg and a wizard will appear; the boy will cook and eat the egg and grow into a giant</i>	Children need support to make a prediction and draw from other stories	R2	R5
	RR1-2	read independently to p.5, using expression	Children use a variety of cues to tackle different words e.g. phonics, picture cues, knowledge of high frequency words	Children need support to use a range of cues and may rely on the picture	R1/SL1	R9/LCT8
	RTB1	find a section in the story where the boy is unhappy and happy	Children refer to the pictures to explain their answers: <i>The boy is unhappy when the lady throws water over him; the boy is happy when he finds two normal eggs</i>	Children need support to interpret the boy's expression and infer his feelings	R2/R3	R5
	RTB3	use the story map on pp.14-15 to recount the story to a partner	Children follow the story map in order, recalling key details and adding some ideas of their own	Children recall some key moments, not necessarily in order	R2	

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Fiction						
Tec and the Cake Tony Milton	GS3	read the blurb independently	Children recognise and read high frequency words: <i>who, it, was, it</i>	Children need support to read high frequency words	R1	
	RR1	read the story aloud pointing to the words as they read	Children match written to spoken words	Children follow the text from left to right, but need help to match individual words as they are spoken	R1	R4
	RR2	solve unknown words using a variety of cues	Children use initial sounds and picture cues to read unknown words accurately	Children rely on picture cues and guess unknown words	R1	LSL5
	RR3	describe how the dog feels at the end of the story	Children make informed suggestions, e.g. <i>the dog feels happy that he ate the cake</i>	Children need prompting to answer questions about the dog's character	R2	R8
Tec and the Hole Tony Milton	GS1	use the correct terms to describe the features of the front and back covers	Children identify <i>title, cover, blurb</i>	Children need prompting to identify <i>title, cover, blurb</i>	R4	
	GS3	predict what might happen in the story	Children make predictions having read the blurb: <i>a dog dug the hole, a mole dug the hole</i>	Children need support to make predictions from the blurb	R2	

Red/Band 2A

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Fiction						
	RR1	read the story independently and aloud to p.11	Children use a range of strategies: initial sounds, picture cues, one to one matching to read new words, e.g. <i>squirrel</i> p.6	Children may over-rely on one cue and need support to use a range of cues	R1	R9
	RR2	predict information from the story	Children predict who the culprit is by reading to p.12 and noticing the clue in the picture, e.g. <i>the dog</i>	Children need guiding to look for the picture clue on p.12	R2	R5
	RTB3	recount the story	Children recount the story using the information on pp.14-15, discussing each character, e.g. <i>the girl was digging in her sandpit</i>	Children need prompting to recount all the stages of the story	R2/SL1	R7/LCT7
<i>A Day Out</i> Claire Llewellyn	GS1	retrieve information about the story from the front cover	Children look closely at the illustration and notice detail, e.g. <i>the bear has seen the man's sandwich</i>	Children need help to spot the detail in the picture	R2	R8
	GS3	use one-to-one matching as they read	Children read the words on p.2 and point to each word as they read it: <i>Bill went for a walk</i>	Children join in as you model how to match written to spoken word while reading	R1	R4

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Fiction						
	GS4	retrieve information from the story using pictures and text	Children describe what is happening on pp.2-3 and make predictions about what may happen, e.g. <i>the man is carrying a sandwich that smells yummy, the bear smells it... the bear is going to get it</i>	Children need help to understand what is likely to happen	R2/R3	R4
	RR3	recount the story in sequence	Children use the information on pp.14-15 to recount the story in the right order, following the footprints to help	Children need to be shown how to use the footprints to recount the story	R2	R7
	RTB2	use and apply phonic knowledge	Children find words in the story beginning with <i>w, r, h</i> , e.g. <i>waterfall p.10, wood p.8</i>	Children need help using initial sounds to find words	R1	LSL7
<i>Cat and Dog Play Hide and Seek</i> Shoo Rayner	GS3	relate the title to their own experiences and explain the cover illustration	Children can explain the rules of hide and seek, e.g. <i>the cat is hiding and the dog is counting</i>	Children need help to relate the cat and dog's game to their own experiences	R2	
	GS5	explain what is happening in each picture in their own words	<i>pp.2-3, The dog is counting and the cat is thinking where to hide; pp.4-5, the dog thinks the cat is under the table</i>	The children need support to understand what is happening in the thought bubbles	R2/SL1	R8/ LCT8

Red/Band 2A

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Fiction						
	RR1	use one-to-one matching as they read	Children can read aloud independently up to p.13 and point to each word as they read	Children join in as you model how to match written to spoken word while reading	R1	LSL9
	RR2	use a range of decoding strategies to read unfamiliar words	Children use phonic knowledge and picture cues to read <i>table, chair, bed, cupboard</i>	Children may rely on the picture cues to makes guess (inaccurately, i.e. call chair 'seat')	R1	LSL7
	RR3	describe what has happened in the story	Children describe that the cat has hidden on the lamp and falls onto the dog's head. Children notice the additional pictures on p.12 and describe these too	Children need help to describe what has happened	R2	R7
<i>Have You Ever?</i> Tasha Pym	GS2	use the correct terms to describe the features of the front and back covers	Children can find and identify the author's name, the illustrator's name and the title on the front cover	Children need help to find and identify the title and author on the cover	R4	
	RR1	use one-to-one matching as they read	Children can read aloud independently up to p.13 and point to each word as they read	Children join in as you model how to match written to spoken word while reading	R1	LSL9
	RR2	use and apply phonic knowledge	Children sound out the names of the creatures, e.g. <i>s-n-ee-p, h-o-r-p</i>	Children need support with digraphs, e.g. <i>ee, oo</i>	R1	LSL6

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Fiction						
	RR3	describe a character's appearance and explain their reasons	Children describe what the tiffler feels like and why they think this, e.g. <i>the tiffler feels sticky and gooey; the boy has stuck to him</i>	Children need support to describe the character's appearance, e.g. they need to be given vocabulary	R2	R5
	RTB1	recount the story	Children can recount the story using the story map on pp.14-15, remembering the creatures' names and features, e.g. <i>the sneep had huge eyes</i> , etc	Children recount each creature with support	R2/SL 1	R7/LCT7
Non-fiction						
<i>Animal Coats</i> Claire Llewellyn	RR1	use phonic knowledge and contextual information to read new words	Children can read <i>c-oa-t</i> by sounding out and using the pictures to check	Children over-rely on simple phonic cues and struggle with longer words	R1	R6/LSL7
	RR3	describe each coat, making close reference to the text	Children describe each coat's appearance, making reference to the pictures. They may add information of their own, e.g. <i>the tortoise has a hard, shiny shell</i>	Children answer questions about each creature and shape	R2	R8/LCT7

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Non-fiction						
World of Football Daniel Nunn	RR4	use a range of strategies to read with independence	Children read fluently, using the pictures and phonic cues to read animal names, e.g. <i>duck, bear, tortoise</i>	Children rely on the pictures and need support to read labels for unfamiliar creatures	R1	R9
	RTB4	describe how they tackled tricky words	Children find a tricky word and identify the strategies that they used to read it, e.g. phonics, picture	Children need support to sound out and describe how they tackled tricky words	R2	
	GS1	read common words and simple sentences independently	Children can read the blurb and suggest what is needed to play football	Children need help to read the blurb	R1	R6
	RR2	find information using the pictures and text	Children discuss the differences between the football games on pp.2-3, e.g. <i>the children have bare feet and are playing on a dusty pitch</i>	Children need help to describe the differences between the football games on pp.2-3	R2	R8/LCT7
	RR4	read the whole book again independently and aloud	Children use a variety of cues to reread fluently and with independence	Children cannot reread the text independently	R1	R9
	RTB1	recount information based on reading	Children use pp.14-15 to read the labels and recount the different items needed for a football game	Children need support to read the labels and recall information	R2	R8

Red/Band 2A

Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Non-fiction						
<i>Shapes on the Seashore</i> Frances Ridley	GS1	use phonic knowledge to recognise phonemes and suggest new words	Using the front cover, children recognise that <i>shape</i> and <i>seashore</i> share the <i>sh</i> phoneme. They suggest other <i>sh</i> words, e.g. <i>shop</i> , <i>shell</i>	Children find <i>sh</i> when it is the initial phoneme	R1	LSL7
	RR1	use the patterned text to read with fluency	Children join in with patterned text, and know to stop when a new word is introduced, e.g. pp.2-5, <i>We saw a ...</i>	Children do not recognise new words that break the pattern of reading	R1	
	RR2	use a range of strategies to read with independence	Children read fluently, using the pictures and phonic cues to read shape names and labels, e.g. star, starfish on pp.2-3	Children rely on the pictures and need support to read labels for unfamiliar words	R1	LSL9
	RR3	describe each creature, making reference to the text	Children describe each creature's appearance and shape making reference to the pictures. They may add information of their own, e.g. <i>the jellyfish stings</i>	Children answer questions about each creature and shape	R2	R5
	RR5	recount the shapes included in the book	Children use phonic awareness and picture cues to read the labels on pp.14-15	Children need support to sound out and recognise the labels on pp.14-15	R1	LSL7

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Non-fiction						
How to Make a Sock Puppet Jillian Powell	GS3	read the information on the front and back covers independently	Children recognise high frequency words and make a good attempt at decoding new and unfamiliar words in short sentences, e.g. <i>in, on, the, sock</i> etc.	Children need support to read short sentences	R1	R6
	GS4	find the action words in the blurb	Children locate the words that give instructions: <i>cut it, glue it, make it</i>	Children need support to find action words in the blurb	R2	R8
	RR2	read with independence, using a range of strategies to decode common words	Children use phonics, picture cues, and the sense of the sentence to read new common words, e.g. <i>tongue, draw</i>	Children rely on the pictures or rely on phonics and struggle to read new common words	R1	R9
	RTB2	recount the main stages of making a sock puppet	Children use the labels and picture on pp. 14-15 to give the instructions in order	Children recount some key stages	R2/SL1	LCT8
	RTB4	make a list of the materials needed to make a sock puppet	Children recall from memory the materials needed, e.g. <i>sock, glue, scissors</i>	Children need help to recall the materials needed and rely on the pictures to do so	R2	
Weather Report Alison Hawes	GS3	retrieve information from the text prior to close reading	Children skim through the book and notice information in the pictures, e.g. <i>different kinds of weather are shown, it is raining, it is sunny</i>	Children need support to describe what is happening in the pictures	R2	R8

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Non-fiction						
	RR1	read with independence, using a range of strategies to decode common words	Children use phonics, picture cues, and the sense of the sentence to read new common words, e.g. <i>sunny, cloudy, rainy</i>	Children over rely on one main cue and need support to read for meaning	R1	LSL9
	RTB2	locate interest words in the text	Children can recognise and find days of the week in the text, using a range of cues	Children need support to quickly find days of the week, e.g. <i>What will Monday begin with? What does it look like</i>	R1	R8
	RTB4	identify the phonemes in common words and create new words by analogy	Children can hear all the sounds in <i>d-a-y</i> ; they can suggest rhyming words, e.g. <i>s-a-y</i>	Children identify the initial phoneme in <i>d-ay</i> . They need support to distinguish the middle and final sound in CVC words	R1	LSL7
	RTB6	retrieve information from the text	Children use the model on pp.14-15 to recount which day was windy, foggy etc.	Children need support to use the model on pp.14-15	R2	R8
<i>In the Dark</i> Claire Llewellyn	GS1	use the correct terms to describe the features of the front and back covers	Children identify <i>title, cover, blurb</i>	Children need prompting to identify <i>title, cover, blurb</i>	R4	
	RR1	read with independence, using a range of strategies to decode unfamiliar words	Children use phonics, picture cues, and the sense of the sentence to read new and common words, e.g. <i>dark, park, street, city, wood, home</i>	Children over rely on one main cue and need support to read for meaning	R1	LSL9

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Non-fiction						
	RR3	describe what is happening in the illustrations throughout the text	pp.2-3 <i>The cat is looking at the stars and moon</i> ; pp.3-4, <i>the cat is leaving the park which is being locked for the night</i>	Children need guiding to answer questions about the information in each picture	R2/SL1	LCT7
	RR4	recount the events in the correct sequence	Children use the information on pp.14-15 to order the events in this recount	Children need support to order the events accurately	R2	R8
	RTB2	locate interest words quickly and accurately	Children use phonic knowledge to locate <i>dark, park, street, city, wood, home</i>	Children need support to use phonic knowledge, e.g. <i>What sound can we hear at the beginning of d-ark? What letter represents that sound? Where can we find it at the beginning of a word?</i>	R1	LSL7
<i>What's Inside?</i> Monica Hughes	GS1	find words within words to support reading	Children can find the words <i>in</i> and <i>side</i> within <i>inside</i>	Children rely on phonic blending through the word from left to right	R1	LSL7
	GS2	make predictions using the front cover information	Children recognise the shell on the front cover and predict that there will be a nut inside	Children need support to understand that there will be something inside the shell	R2	R5

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Non-fiction						
	RR2	use phonic knowledge to tackle interest words	Children blend to read <i>p-o-d</i> , <i>p-ea</i> , <i>n-u-t</i> , etc. They need support for irregular and challenging words, e.g. <i>pupa</i> , <i>butterfly</i>	Children need support to identify phonemes and blend through CVC words, e.g. <i>p-o-d</i> , <i>n-u-t</i>	R1	LSL6
	RR3	recap information from the text	Children use the <i>What's Inside?</i> recap page to describe the contents of each item and read the labels	Children need support to understand the relationship between the illustrations connected by arrows, e.g. pod to pea	R2	R5
	RTB2	infer from the information how the contents 'inside' are protected	<i>The bees are protected by the wooden hive p.8; the turtle is protected by the hard shell p.10</i>	Children answer questions about how each item is protected, e.g. <i>How does the shell keep the baby turtle safe?</i>	R2/R3	R5
<i>Up, Up and Away</i> Sue Graves	GS1	use the correct terms to describe the features of the front and back covers	Children identify <i>title</i> , cover, <i>blurb</i>	Children need prompting to identify <i>title</i> , cover, <i>blurb</i>	R4	
	GS4	identify sounds and patterns in words and sentences	Children identify that goes begins with <i>g</i> , and the repeating pattern of text on each page <i>it goes over the...</i>	Children do not recognise the pattern <i>it goes over the</i> on each page	R1	R5

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Non-fiction						
	RR1	read the book aloud independently to p.13	Children use phonics, picture cues, and the pattern of the sentence to read new and common words, e.g. away, river	Children over rely on one main cue and need support to read for meaning	R1	LSL9
	RR2	retrieve information from each page using a range of cues	Children discuss what is happening in each picture. They can say <i>what the balloon is passing over; how high it is</i> , etc.	Children need support to answer questions about each picture	R2	R8
	RR3	recount the balloon's journey	Children use the information on pp.14-15 to recount where the balloon travels, e.g. <i>the balloon travels above the house</i>	Children pick out some key moments to recount, not necessarily in order	R2/SL1	R8/LCT7
<i>My Bike Ride</i> Maoliosa Kelly	GS2	discuss what the book is about from the front cover	Children read the title and use the front cover information to discuss what the book is about	Children need support to understand what the book is about	R2	R5
	RR1	describe what is happening on pp.2-3	<i>The girl is getting on her bike; she is wearing her helmet; she is going with her dad</i>	Children respond to questions about pp.2-3, e.g. <i>What is the girl doing?; Where is she going?</i>	R2	R8

Red/Band 2A						
Title and author	Bullet GS RR RTB CMO	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses	EYFS profile CLL
Non-fiction						
RR3		read with independence to p.13, using a range of strategies to decode unfamiliar words	Children use phonics, picture cues, and the pattern of the sentence to read unfamiliar words, e.g. <i>getting, bike, hill, down, turn</i>	Children over-rely on one cue and need support to read for meaning	R1	LSL9
RR4		recap the girl's journey using vocabulary from the text and the map on pp.14-15	Children recount the girl's journey using the terms <i>left</i> and <i>right</i>	Children need support to recap the journey using the map	R2/ SL 1	R8/LCT7
RTB2		find specific interest words in the text using phonic knowledge	Children find the words <i>up, down, left, right</i> in the text using initial sounds and quick word recognition	Children need support to find interest words quickly, e.g. <i>What does it begin with?; What letter are we looking for?</i>	R1	R7