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 2B						
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						
The Lion and the Mouse Anthony Robinson	GS3	predict what will happen in the story	Children draw on their knowledge of other stories to predict that the lion and the mouse will help each other/become friends	Children need support to make predictions about the story	R7	R5
	RR1	use a variety of strategies to read longer words	Children use phonics strategies, familiar endings and picture cues to read longer words, e.g. *sleeping*, *playing*	Children need help to apply a variety of strategies	R1	R6
	RR3	make meaning when reading independently and illustrate this by reading with expression	Children use voices for the lion and the mouse, and read fluently	Children join in with group reading, following the teacher's modelling	R1	R9

Red/Band 2B

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	retell the story in sequence	Children use the story map on pp.14-15 to recount the story in sequence	Children can answer questions about what might have happened, e.g. *how does the mouse save the lion?*	R2	R7
	RTB4	imagine roles and experiences	Children can explain how their feelings about the mouse change through the story, in role as lion	Children answer questions in role as the lion	SL3	LCT5
Best Bird Laura Hambleton	GS2	retrieve information using the front cover	Children recognise that the story will be about an owl who thinks he is the best at everything	Children need support to understand that the story is about an owl	R2	R5
	GS4	make one-to-one correspondences	Children point to the words as they read the blurb aloud in the group	Children join in with reading the blurb aloud and begin to point to the right word as it is spoken	R1	R6
	RR3	retrieve information about the key characters from reading	Children read pp.2-3. They can identify that the owl is showing off	Children need help to understand that the owl is showing off and describe his actions literally, e.g. *he is doing a handstand*	R2/R3	R5
	RTB1	retell the narrative in order	Children use the images on pp.14-15 to recount the story in sequence and describe each bird's talent	Children recount some key moments using the visual information on pp.14-15	R2	R7

Red/Band 2B						
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						
	CMO1	extend their vocabulary based on reading	Children take on the role of each bird and boast about their special talent, based on their reading	Children need some help to find vocabulary to describe each bird's talent	SL3	LCT7
Tec and the Litter Tony Mitton	GS2	retrieve information using the front cover	Children recognise that Tec is a detective or a spy: *He is looking for something; he is trying to solve something*	Children need support to understand what Tec is: *What is he looking for? Why does he look mysterious?*	R2	R5
	GS4	establish what is happening in the story from a walk through to p.11	Children notice that Tec is using his magnifying glass to see different pieces of rubbish and recognise the pattern of the story	Through discussion, children recognise the pattern	R2	R5
	RR1	make meaning when reading independently and illustrate this by reading with expression	Children use a special voice to read the speech e.g. *"I can see a bin..."*	Children join in with group reading, following the teacher's modelling	R1/SL1	LCT8
	RR2	predict how the story will end having read to p.11	Children make plausible suggestions, e.g. *Tec will find the litterbug; Tec will arrest the litterbug,* and discuss how Tec will feel	Children can answer questions about what may happen, e.g. *Who is dropping the litter?*	R2	R5
	RR3	retell the story in sequence	Children use the story path on pp.14-15 to recount the story in sequence	Children identify some key moments from the story using the story path on pp.14-15	R2/SL1	R7/LCT7

Red/Band 2B						
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						
Ben and Bobo Martin Waddell	GS1	retrieve information using the front cover	Children recognise that Ben and Bobo are decorating and making a mess. They notice the falling paint and the splashes	Children need support to understand that Ben and Bobo are painting	R2	R5
	GS2	make one-to-one correspondences	Children point to the words as they read the blurb aloud in the group	Children join in with reading the blurb aloud and begin to point to the right word as it is spoken	R1	R7
	RR3	retrieve information about the key characters from reading	Children read to pp.2-3. They can identify that Ben is careful and Bobo is messy. They recognise that the characters are different	Children need help to understand that Ben and Bobo are different	R2	R5
	RR4	make meaning when reading independently and illustrate this by reading with expression	Children use special voices for each character when reading the speech	Children join in and follow the teacher's modelling to use distinctive voices for each character	R1/SL1	LCT5
	RTB1	recount the stages of the story in order	Children follow the story map on pp.14-15 and use the arrows independently to recount the story in sequence	Children recount some key moments using the visual information on pp.14-15	R2	R7

Red/Band 2B

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						
Super Ben Steve Smallman	GS3	predict what will be super about Ben from reading the blurb	*Ben will stop a bully; Ben will mend the swing*	Children need help to relate the story to their experience of the park	R1	
	GS5	understand how thought bubbles contribute to the story	Children understand that Ben is thinking about being *Super Ben* in the bubble on p.3 instead of doing drawing	Children need help to understand that Ben wishes he were a superhero	R2	
	RR2	use a range of strategies to decode unknown words	Children use phonic cues, picture cues and the pattern of the text to read new words, e.g. *puddles, park, roundabout*	Children over-rely on one strategy to decode new words	R1	LSL9
	RR3	read independently and make meaning as they read	Children read with expression and fluency, attending to punctuation	Children need support to read with fluency	R1/LSL1	LSL9
	RTB4	recount the story in order	Children recount the story Using the map on pp.14-15 to follow Super Ben's imaginary day	Children identify some key events using the story map	R2	R7
Where is the Wind? Celia Warren	GS1	predict the title from the image on the front cover	Children use picture cues to deduce a concealed word on the front cover using only the initial sound, e.g. *w---* is wind	Children need help to predict the word *wind* on the front cover using picture cues, e.g. questioning	R2	

Red/Band 2B

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						
	GS3	read with expression using available speech punctuation	Children read pp.2-3 using a special voice for mole and appropriate expression	Children need help to know when to use Mole's voice and do not recognise speech punctuation	R1/SL1	R9
	GS4	discuss the events in the story based on a walk through to p.13	Children understand that Mole is silly: he tries to see the wind, but thinks that it wasn't there, even though it is very windy	Children do not understand that the wind is invisible and that Mole is silly	R2	R5
	RR1	read the story independently and aloud to p.13	Children use a range of strategies: initial sounds, picture cues, the pattern of the text to read the story with fluency	Children over-rely on one strategy and need help to read with fluency	R1	R9
	RR3	recount the story in role using the storyboard on pp.14-15	Children take on the role of Mole to tell his mum where the wind was	Children can answer questions as Mole about the wind	R2/R3/SL3	R7/LCT5
Pirates Paul Shipton	GS2	read the title and identify the author	Children know that a book is written by an author and can read the title independently	Children are beginning to attempt reading the title	R1/R6	
	RR1	read the story independently and aloud to p.13	Children use a range of strategies: initial sounds, picture cues, the pattern of the text to read the story with fluency. Children may self-correct when necessary	Children over-rely on one strategy and need help to read with fluency	R1	R9

Red/Band 2B

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						
	RR2	make accurate predictions about the development of the story	Children predict that the number of pirates will decrease after each event	Children need help to see the pattern in the story structure	R2	R5
	RR3	recap the pirates' journey, talking about each stage in detail	Children use the map on pp.14-15 to recall the incidents that happen, e.g. *at the river, a crocodile attacked a pirate and stopped him crossing it*	With help, children recount what happened to the pirates using the map on pp.14-15, and referring to the story	R2/SL1	R7/ LCT7
	RTB1	read number words	Children recognise numbers 1, 2, 3, 4, 5 and their written names, e.g. *five* p.12	Children need support to read numerals and number names	R1	
Woody's Week Michaela Morgan	GS3	decide how Woody is feeling in the cover illustration, and why	*Woody is feeling excited because he has a present; because it is his birthday*	Children need help to understand Woody's feelings	R2/3	R5
	GS5	locate the days of the week in the story	Children use the pattern of the story and phonic cues to locate the days of the week	Children need help to remember the days of the week in order and match these to the story	R1	R7
	RR1	read aloud and independently to p.13	Children use a range of strategies: initial sounds, picture cues, the pattern of the text to read the story with fluency. Children may self-correct when necessary	Children over-rely on one strategy and need help to read with fluency	R1/SL1	R9

Red/Band 2B

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	retell the story using picture cues	Children retell the story in order using pp.14-15 to support them	Children need support to use pp.14-15 to retell the story in order	R2	R7
	RTB3	imagine Woody's feelings each day during the story	Children role play being Woody and describe how they feel at different stages of the story	Children respond to questions as Woody with help	R2/R3/SL3	LCT5
What's for Breakfast? Paul Shipton	GS3	read the title, matching spoken to written words	Children point at each word as it is read aloud: *What's for Breakfast*	Children need support to match spoken and written words	R1	R4
	RR2	answer questions about the content of each series of pictures	pp.2-3, Children notice the hungry children; the speech bubble; and follow Dad's attempt to find the right food for the hungry ants	Children need support to understand that Dad is bringing the wrong food for his children	R2	R5
	RR3	use phonic knowledge and knowledge of familiar words	Children can read *y-u-k! We don't like cake* with fluency and expression p.4	Children need support to blend *y-u-k!*	R1	R7
	RTB1	read the information provided by the clock faces	*The clock hands move in each picture; they tell the time; it gets later; it is 9 o'clock* p.2	Children do not notice the role that the clock faces play in adding information to the story	R2	
	RTB3	act out the story, taking on the characters of Dad and the children	Children use the diagram on pp.14-15 to recap the story and act it out	Children need help to follow the story map and recap information	R2/SL3	LCT5

<table>
<tr><td colspan="8" align="center">**Red/Band 2B**</td></tr>
<tr>
<td>**Title and author**</td>
<td>**Bullet GS RR RTB CMO**</td>
<td>**Assessment can children:**</td>
<td>**Example response into NC level 1**</td>
<td>**Example response working towards NC level 1**</td>
<td>**Assessment focuses**</td>
<td colspan="2">**EYFS profile CLL**</td>
</tr>
<tr><td colspan="8">**Non-fiction**</td></tr>
<tr>
<td>*River Journey* Fiona MacDonald</td>
<td>GS4</td>
<td>read the blurb independently</td>
<td>Children use a range of strategies including initial sounds, picture cues and knowledge of high frequency words to read the blurb with fluency</td>
<td>Children over-rely on one strategy and need help to read with fluency</td>
<td>R1</td>
<td colspan="2">R6</td>
</tr>
<tr>
<td></td>
<td>RR1</td>
<td>identify the features of an information book</td>
<td>Children know that information books contain facts and have photographs with labels</td>
<td>Children need help to distinguish information books from story books</td>
<td>R7</td>
<td colspan="2"></td>
</tr>
<tr>
<td></td>
<td>RR2</td>
<td>retrieve information from the text</td>
<td>Children read pp.2-3 and can describe what the source of a river looks like, e.g. *it is wet and boggy*</td>
<td>Children need support to describe what they see on pp.2-3</td>
<td>R2</td>
<td colspan="2">R8</td>
</tr>
<tr>
<td></td>
<td>RTB3</td>
<td>answer questions, showing an understanding of how information can be found in an information book</td>
<td>Children describe how the river changes as it goes on its journey using pp.14-15 as a prompt</td>
<td>Children need support to refer to the book to answer questions and describe the river's journey</td>
<td>R2</td>
<td colspan="2">R8</td>
</tr>
<tr>
<td>*All in a Month* Monica Hughes</td>
<td>GS3</td>
<td>understand from the front cover what has happened to the boy</td>
<td>Children make plausible suggestions, e.g. *the boy moves to a new house; the boy gets a new bike*</td>
<td>Children need help to predict what will be made</td>
<td>R2</td>
<td colspan="2">R8</td>
</tr>
</table>

Red/Band 2B

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						
	GS4	read more complex words in the blurb	Children use a range of strategies: initial sounds, blending; context cues; finding chunks of meaning within words, e.g. *happen-ed*	Children need support to decode unfamiliar words	R1	LSL8
	RR2	understand how information can be found in information texts	Children understand how the calendar on p.2 relates to the recount, e.g. *Today is the 6th of September. The boy moved in August.*	Children need to be shown how to read the information in the calendar	R2	R8
	RTB1	interpret information read	Children can describe each event and add detail, e.g. *when the boy fell off the bike, he broke his arm*	Children cannot remember key information/vocabulary and need support to recount	R2/3	R7
At the Dump Claire Llewellyn	GS4	walk through the book to p.13 and discuss what is happening on each page	*The children went to the dump with Dad; they took paper, wood, glass, etc.*	Children need support to describe what they see in the book	R2	R5
	GS4	read using the patterned text and ellipses across the page spreads	Children recognise and use the repeating pattern *We took the... and put it in here*; children understand the function of the ellipses to join the statements	Children need help to recognise the repeating pattern and understand the function of the punctuation	R1	

Red/Band 2B

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 story independently and aloud to p.13	Children use a range of strategies: initial sounds, picture cues; the pattern of the text to read the story with fluency. Children may reread and self-correct when necessary	Children over-rely on one strategy and need help to read with fluency	R1	R9
	RR2	discuss what is happening at the dump	Children explain why the family are separating out their rubbish, and suggest that they are recycling	Children need help to understand that the rubbish is separated at the dump	R2	R5
	RR4	recount what happened at the dump using pp.14-15	Children describe the events at the dump using appropriate vocabulary, e.g. *the paper was put in the paper bank*	Children recognise the different sorts of rubbish and attempt to describe where it is put	R2/SL1	LCT7
Bones Jonathan Emmett	GS2	retrieve information and predict what the book will be about	Children discuss what can be seen in the pictures on the front and back covers, e.g. *a skeleton with bones*	Children need support to discuss what can be seen	R2	R5
	GS3	read the title and blurb aloud and with fluency	Children recognise high frequency and familiar words, e.g. *you, have, your, out, where*	Children need support to read familiar words	R1	R6

Red/Band 2B

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	read the text and label on pp.2-3	Children recognise that the label repeats the pattern of the text and use this when reading	Children need support to read each new sentence and accompanying label	R1	
	RTB1	describe the different parts of the skeleton	Making reference to the page, children describe and name each bone set, e.g. the skull on p.5; the spine on p.7; *the skull is in the head; it has holes for the eyes and nose*	Children need support to retrieve information about the bones using the pictures. The teacher uses questions to guide their reading	R2	R8
	RTB2	read the labels on pp.14-15 and suggest additional labels for the skeleton	Children use phonic cues and picture cues to read the labels, *h-ea-d*; *b-a-ck*. They suggest additional labels, e.g. *knee*, *ribs*, etc	Children recognise initial sounds and read labels with support	R1	LSL7
What Are You Making? Alison Hawes	GS4	predict from the front cover what the children are going to make	Children make plausible suggestions and identify some materials, *the balls might be eyes; the shreddings might be hair*	Children need help to predict what will be made	R2	R5
	RR1	take account of punctuation and read with appropriate expression	Children read the title as a question, taking account of the question mark	Children need support to read the title with expression	R1	

Red/Band 2B

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	read a range of unfamiliar labels on p.2	Children use a range of strategies: initial sounds, blending, picture cues; finding chunks of meaning within words, e.g. *r-u-bb-i-sh/rub-bish; dust-er.* Children may reread and self-correct when necessary	Children need support to decode unfamiliar words, e.g. *crepe, aluminium*	R1	R9
	RTB3	read the labels on p.14-15 with independence	Children use a range of strategies to decode each label	Children need support with unfamiliar words, e.g. *claws*	R1	R6/R9
	RTB4	recount how the monster was made, using specific vocabulary and the pictures on pp.14-15/ pp.2-3	*First the children covered the bin with crepe paper.* Children might skim the book for information	Children cannot remember key information/ vocabulary and need support to recount	R2	R8
The Oak Tree Anna Owen	GS1	suggest what might live in an oak tree	Children read the front covers and make suggestions, e.g. *a butterfly, birds*	Children need guiding towards the image of the butterfly to prompt suggestions	R2	R5
	GS2	read the labels on p.3	Children use picture cues, initial phonemes, blending and contextual knowledge to read the labels on p.3	Children rely on initial sounds and picture cues to guess the labels	R1	LSL7

<table>
<tr><td colspan="8" align="center">**Red/Band 2B**</td></tr>
</table>

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						
	GS4	read with accuracy, noticing where words change in the patterned text	Children use a range of strategies to notice the change in wording from *this is* to *these are* on p.2 and p.4	Children misread *these* as *this* and fail to recognise changes to the patterned text	R1	LSL9
	RR3	recount which creature lives in which part of the tree	Children use the picture on pp14-15 to recount, e.g. *the rabbit lives in the roots; the mole lives under the tree.* Children skim through the book to check their suggestions	Children need help to locate information and cross check with pp.14-15	R2	R8
	CMO	describe what it would be like to live in the tree	Children take on the identity of a creature to describe their habitat, e.g. the fox: *it is dry under the leaves, it is noisy when the wind blows*	Children answer questions about the characters as opposed to adopt a character's role	R3/SL3	LCT5
Let's Go Shopping Betty Moon	GS3	describe what is happening throughout the book	Children skim the book and suggest an overview, e.g. *the book is about what we buy and the shops we go to*	Children follow you as you skim through the book modelling how to gain an overview of the content	R2	R5
	RR1	read the text and labels independently and aloud	Children use picture cues, initial phonemes, blending and contextual knowledge to read the text and labels, e.g. *trainers half price* p.2	Children rely on the picture cues and miss reading some information	R1	LSL9

Red/Band 2B

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	make meaning and relate reading to their own experience	Children suggest what else they could have bought at each shop, e.g. at the newsagent *I could have bought sweets*	Children need prompting to suggest what else is sold in each shop	R3	
	RR3	re-read if fluency is lost and use expression to demonstrate meaning making	Children use punctuation with accuracy and recognise the role of ellipsis in trailing the report from one page to the next	Children need support to read with appropriate expression	R1	
	RTB1	recount the whole shopping trip using time connectives	Using pp.14-15 as a prompt, children recount the trip independently: *First I went to the shoe shop and bought trainers. Next...*	Children can complete the sentence and fill the gap, e.g. *First I went to the shoe shop and bought...*	R2/SL1	R7/LCT7
What do you like? Anna Owen	GS3	retrieve information from the text	Children walk through the book together and discuss what is on each page	Children answer questions about what can be seen on each page	R2	R5
	GS3	interact with text and make meaning	Children decide which is their favourite food on each page and relate the information to their own experience, e.g. *I like toast best*	Children choose a favourite food from the page	R2	

<table>
<tr><td colspan="7">Red/Band 2B</td></tr>
<tr>
<th>Title and author</th>
<th>Bullet
GS
RR
RTB
CMO</th>
<th>Assessment
can children:</th>
<th>Example response
into NC level 1</th>
<th>Example response
working towards NC level 1</th>
<th>Assessment
focuses</th>
<th>EYFS
profile
CLL</th>
</tr>
<tr><td colspan="7">Non-fiction</td></tr>
<tr>
<td></td>
<td>RR1</td>
<td>read independently and aloud, using a range of cues to tackle less familiar words</td>
<td>Children use picture cues, initial phonemes, blending and contextual knowledge to read the text, speech bubbles and labels, e.g. biscuits</td>
<td>Children over-rely on one cue and need support to decode</td>
<td>R1</td>
<td>LSL9</td>
</tr>
<tr>
<td></td>
<td>RR3</td>
<td>recall which food item was eaten at each stage in the day</td>
<td>The boy ate an apple for breakfast. Children skim through the text to check answers</td>
<td>Children need support to recall what was eaten. The teacher guides children to find information in the book</td>
<td>R2</td>
<td>R8</td>
</tr>
<tr>
<td></td>
<td>RTB1</td>
<td>discuss what they like to eat for each meal and relate it to the clock faces on each page</td>
<td>Children can read the time on each clock face and relate it to mealtimes</td>
<td>Children need help to read the clock faces and relate different times to different meals</td>
<td>R2</td>
<td></td>
</tr>
<tr>
<td>My Exercise Diary
Alison Hawes</td>
<td>GS2</td>
<td>make predictions based on reading</td>
<td>Children read the title and pp. 2-3: On Monday I went swimming. They make plausible predictions for Tuesday, e.g. On Tuesday I played football</td>
<td>Children make suggestions that do not relate to exercise, e.g. on Tuesday I went to school</td>
<td>R1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GS3</td>
<td>retrieve information from the text</td>
<td>Children walk through the book together and discuss what is happening on each page. They relate the day with each exercise</td>
<td>Children answer questions about what can be seen on each page</td>
<td>R2</td>
<td>R5</td>
</tr>
</table>

Red/Band 2B						
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 independently and aloud, using a range of cues to tackle less familiar words	Children use picture cues, initial phonemes, blending, knowledge of days of the week, and contextual knowledge to read the text and labels, e.g. Friday, went	Children over-rely on one cue and need support to decode	R1	LSL9
	RR2	read aloud with fluency	Children read with expression and take account of sentence punctuation	Children need support to notice and use sentence punctuation when reading	R1/SL1	LCT8
	RR3	recount information from reading	Children match each day of the week with the correct activity, e.g. *on Tuesday he went riding.* They check the answers using information on pp.14-15	Children need the support of the text to recount the information	R2	R8