



## Key

### APP Assessment Focus:

AF R = Reading;  
AF SL = Speaking and Listening;  
AF 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 2B						
Title	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS Profile scale	Reading recovery level	NC level
<b>Fiction</b>						
<i>The Lion and the Mouse</i> Anthony Robinson	A traditional tale	Personal, Social and Emotional Development: Self-confidence and self-esteem; Making relationships	<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 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 LSL7  EYFS R6  EYFS R5  EYFS R7	4	Towards 1
<i>Goat's Coat</i> Laura Hambleton	A story with a predictable structure and patterned language	Personal, Social and Emotional Development: Self-confidence and self-esteem; Making relationships	<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	4	Towards 1

## Red/Band 2B

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>Tec and the Litter</i> Tony Mitton	A story with a predictable structure and patterned language	Knowledge and Understanding of the World: Investigate objects by using all of the senses	<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>• Show an understanding of the elements of stories, such as main character, sequence of events</li> <li>• Speak clearly and audibly with confidence, being aware of the listener</li> </ul>	EYFS R4  AF R1 EYFS R5  EYFS LCT8	3	Towards 1
<i>Ben and Bobo</i> Martin Waddell	A story with a predictable structure and patterned language	Personal, social and emotional development: Work as part of a group or class, taking turns and sharing fairly	<ul style="list-style-type: none"> <li>• Read a range of familiar and common words and simple sentences independently</li> <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 R6  AF R5/EYFS LCT7 EYFS R5  EYFS R7	3	Towards 1
<i>Super Ben</i> Steve Smallman	A patterned story with predictable structure	Personal Social and Moral Development: Understand that there needs to be codes of behaviour	<ul style="list-style-type: none"> <li>• Extend vocabulary, exploring the meaning and sounds of new words</li> <li>• Retell narratives in correct sequence, drawing on the language patterns of stories</li> </ul>	AF R5/EYFS LCT7 EYFS R7	2/3	Towards 1

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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>• Show an understanding of the elements of stories, such as main character, sequence of events</li> <li>• Hear and say sounds in words in the order in which they occur</li> </ul>	EYFS R5  EYFS LSL5		
<i>Where is the Wind?</i> Celia Warren	A patterned story with predictable structure	Knowledge and understanding of the world: finding out about features of living things, objects and events	<ul style="list-style-type: none"> <li>• Tracking text in the right order</li> <li>• Pointing while reading</li> <li>• Making one-to-one correspondences between written and spoken words</li> <li>• Expecting written text to make sense and checking for sense if it does not</li> <li>• Phoneme grapheme correspondences</li> <li>• Interacting with others, negotiating plan and taking turns in conversation</li> </ul>	EYFS R4 EYFS R4 EYFS R4  AF R1  EYFS LSL7 EYFS LCT6	3	Towards 1
<i>Pirates</i> Paul Shipton	A story with a predictable structure and patterned language	Creative development: Use imagination in role play and stories; Mathematical development: use number names in order	<ul style="list-style-type: none"> <li>• Tracking the text in the right order</li> <li>• Using a variety of cues when reading</li> <li>• Knowledge of the story and its context</li> <li>• Expecting written text to make sense and to check for sense if it does not</li> </ul>	EYFS R4 AF R1 AF R2 AF R1	3	Towards 1
<i>Woody's Week</i> Michaela Morgan	A story with a predictable structure and patterned language	Personal, social and emotional development: Respond to experiences showing a range of feelings	<ul style="list-style-type: none"> <li>• To track the text in the right order</li> <li>• To use a variety of cues when reading</li> <li>• To re-read a text to practise context cues to help read unfamiliar words</li> <li>• To recognise the critical features of words, e.g. shape, length, spelling pattern</li> <li>• To retell stories, ordering events using story language</li> </ul>	EYFS R4 AF R1 AF R1  AF R1  AF R2/ EYFS R7	3	Towards 1

## Red/Band 2B

Title	Text type	Curriculum links	Learning objectives	Assessment Focus/EYFS Profile scale	Reading recovery level	NC level
<b>Fiction</b>						
<i>What's for Breakfast?</i> Paul Shipton	A story with a predictable structure and patterned language	Science: life processes and living things; Numeracy: time; Physical development: keeping healthy and things that contribute to this	<ul style="list-style-type: none"> <li>• Read high frequency words</li> <li>• Use a variety of cues when reading</li> <li>• Read familiar stories independently, pointing and making correspondence between written and spoken words</li> <li>• Re-enact stories in a variety of ways</li> <li>• Sustain attentive listening, responding to what they have heard</li> </ul>	AF R1 AF R1 AF R1  AF SL3 EYFS LCT4	3	Towards 1
<b>Non-fiction</b>						
<i>River Journey</i> Fiona MacDonald	A non-fiction report	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	4	Towards 1
<i>All in a Month</i> Monica Hughes	A simple non-fiction recount	Knowledge and Understanding of the World: Time	<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> </ul>	EYFS LSL7  EYFS R6 EYFS R8	4	Towards 1

## Red/Band 2B

Title	Text type	Curriculum links	Learning objectives	Assessment Focus/ EYFS Profile scale	Reading recovery level	NC level
<b>Non-fiction</b>						
			<ul style="list-style-type: none"> <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 LCT7 EYFS LCT7		
<i>At the Dump</i> Claire Llewellyn	A simple non-fiction recount	Knowledge and Understanding of the World: Find out about their environment	<ul style="list-style-type: none"> <li>• Track the text in the right order</li> <li>• Pointing while reading and one-to-one matching</li> <li>• Use a variety of cues when reading to work out unfamiliar words</li> <li>• Read on sight high frequency words</li> <li>• Recognising phonemes in initial position</li> <li>• In groups, ask and answer questions, make contributions, offer suggestions and take turns</li> </ul>	EYFS R4 EYFS R4  AF R1  AF R1 EYFS LSL5 EYFS LCT6	3	Towards 1
<i>Bones</i> Jonathan Emmett	A non-fiction report	Knowledge and Understanding of the World: Ask questions about why things happened and how things work	<ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Extend their vocabulary, exploring the meaning and sounds of new words</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>	EYFS LCT7  AF R5/EYFS LCT7 AF R2	3	Towards 1
<i>What Are You Making?</i> Alison Hawes	A non-fiction recount	Knowledge and Understanding of the world; Build and construct, selecting appropriate resources; Look closely at similarities, differences, patterns and change; Physical	<ul style="list-style-type: none"> <li>• Make predictions from a brief look at covers, including blurb, title</li> <li>• Recognise the main elements that shape texts</li> <li>• Use syntax and context when reading for meaning</li> <li>• Distinguish fiction and non-fiction texts</li> <li>• Read more challenging texts which can be decoded using acquired phonic knowledge and skills</li> </ul>	AF R1  AF R4 AF R1  AF R7 AF R1	2/3	Towards 1

## Red/Band 2B

Title	Text type	Curriculum links	Learning objectives	Assessment Focus/ EYFS Profile scale	Reading recovery level	NC level
<b>Non-fiction</b>						
		<p>Development: Handle malleable materials safely and with increasing control;</p> <p>Creative Development: Explore texture, shape and form in two or three dimensions; Use imagination in imaginative play; Express and communicate ideas, thoughts and feelings by designing and making</p>	<ul style="list-style-type: none"> <li>• Take turns to speak, listen to others' suggestions</li> </ul>	EYFS LCT6		
<i>The Oak Tree</i> Anna Owen	A simple non-chronological report	Knowledge and Understanding of the World: to find out about and identify features of living things	<ul style="list-style-type: none"> <li>• Locating title</li> <li>• Using knowledge of sentence structures and patterns to make predictions and check reading</li> <li>• Recognising printed words in a variety of settings, e.g. labels</li> <li>• Making collections of words linked to particular topics</li> <li>• Extending their vocabulary, exploring the meanings and sounds of new words</li> </ul>	<p>AF R2 AF R1</p> <p>AF R4 AF R5</p> <p>EYFS LCT7</p>	3	Towards 1

## Red/Band 2B

Title	Text type	Curriculum links	Learning objectives	Assessment Focus/ EYFS Profile scale	Reading recovery level	NC level
<b>Non-fiction</b>						
<i>Let's Go Shopping</i> Betty Moon	A non-fiction report	Knowledge and Understanding of the World: Observe, find out about and identify features in the place they live and the natural world	<ul style="list-style-type: none"> <li>• Recognising printed and handwritten words in a variety of settings, e.g. labels, signs, notices</li> <li>• Reading on sight high frequency words advertisements, newspapers</li> <li>• Expecting written text to make sense and to check for sense if it does not</li> <li>• Know more phoneme-grapheme correspondences</li> <li>• Describe incidents or tell stories from their own experience</li> </ul>	AF R4  AF R1 AF R1 EYFS LSL 7 AF SL1	3	Towards 1
<i>What do you like?</i> Anna Owen	A simple non-fiction recount	Physical development: Keeping healthy and things that contribute to this	<ul style="list-style-type: none"> <li>• Use one to one matching</li> <li>• Solve new words using meaning, syntax and print</li> <li>• Track the text in the right order, pointing while reading</li> <li>• Read on sight a range of familiar words</li> <li>• Sustain attentive listening, responding to what they hear with relevant comments</li> </ul>	EYFS LSL7 AF R1  EYFS R4  AF R1/EYFS R6 EYFS LCT4	3	Towards 1
<i>My Exercise Diary</i> Alison Hawes	A simple non-fiction recount	Physical development: move with control and coordination; recognise the importance of keeping healthy; PSHE: to be confident to try new activities	<ul style="list-style-type: none"> <li>• Track the text in the right order, left to right, pointing while reading and one-to-one matching, locate and read significant parts of text</li> <li>• Read on sight high frequency words</li> <li>• Recognise phonemes in initial position</li> <li>• Recognise critical features of words, e.g. length, common spelling patterns</li> <li>• Listen with sustained concentration</li> </ul>	EYFS R4  AF R1 EYFS R5 AF R1  EYFS LCT4	3	Towards 1