



Collins  
**Big Cat**

# Collins Big Cat, helping you to embed APP in the classroom

Collins Big Cat free APP resources bring all the information you need for reading assessment together, saving you time and money

**Comprehensive APP Support to help you:**



Collect evidence



Make judgements



Ensure progression

Incorporate APP into existing strategies using Collins Big Cat's APP support. Assessment Focus Matching Charts help you to cross reference the APP Assessment Focuses for Reading, Writing, Speaking and Listening, Reading Recovery and NC levels.



## Collect evidence & Make judgements

Use our Running Record sheets to gather evidence and analyse children's average rate of miscue when reading. Collins Big Cat includes two Running Record sheets to monitor progression effectively, enabling you to judge whether children can progress or if consolidation is required. They are also ideal for providing evidence of Assessment Focus 1, and the results enable accurate book-matching. Useful for record keeping, they can also be used to inform parents on progress, as well as determining a reading strategy for each child.



APP SUPPORT PACK

### Running Record Sheet

Child's name:

Date:

**Sam the Big, Bad Cat**

Band: Yellow

Page no.	Text	Strategies used: Phonic (ph), Graphic (g), Syntactic (s), Contextual (c)
2	Tom had a big, bad cat called Sam. One day Sam didn't feel well.	
3	Tom said, "I'll take you to the vet."	
4	Sam didn't want to go to the vet.	
5	He ran away and hid under his bed. Tom found him.	
6	Sam hid under the table.	
7	Tom found him.	
8	Sam (50 words) hid in the cupboard.	
Total miscues out of 50		

### Accuracy table

No. of miscues out of 50	0	1	2	3	4	5	6	7	8	9	10
Accuracy rate %	100%	98%	96%	94%	92%	90%	88%	86%	84%	82%	80%

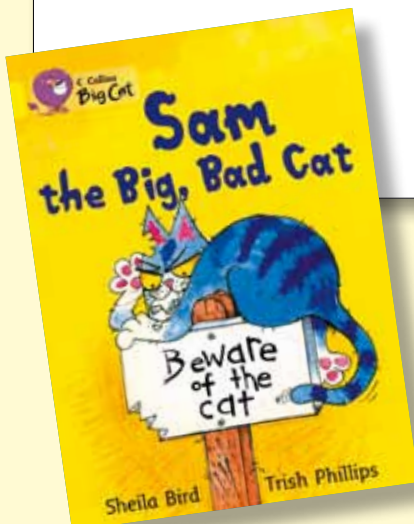
### Book level matching guidance

For children reading with:

- 96%-100% accuracy (2 or less miscues): The child can read this text independently and may be ready for the next colour band for guided reading sessions.
- 90-95% accuracy (3-5 miscues): The child can read this text with guidance and instruction. This is the ideal band for guided reading sessions.
- Below 90% accuracy (6 or more miscues): The child may struggle to maintain an understanding of this text within a guided reading session and may be better suited to a lower band.

### Running Record Procedure

- Check that the child is ready and happy to proceed.
- Provide the child with the book. Introduce the book but do not describe the content.
- Explain that you are going to listen and make notes while the child reads to you.
- Allow the child to read. Only interrupt to give a word when the child has made a good attempt to read it. Make a note of strategies used to tackle tricky words.
- After reading, ask the child to tell you about the story, or to answer some questions about the story. Include recall and inference questions.
- Praise the child and thank them.



Tom had a big, bad cat called Sam. One day Sam didn't feel well.

2



Tom said, "I'll take you to the vet."

3

Our Assessment Examples demonstrate answers at two different levels, helping you to fully understand where a child is and where they need to be to succeed. Analyse, record and level reading comprehension by highlighting the Assessment Examples sheet during your reading sessions.

Use the 'Ideas for guided reading' page in the back of the book alongside the Assessment Examples sheet to support your judgements of children's reading skills and needs for each assessment focus.

 Collins Big Cat APP resources provide more examples than any other APP package to help you effectively judge achievement



## Collins Big Cat APP SUPPORT PACK

**Key**  
**Ideas for Guided Reading Bullet:**  
 GS = Getting Started;  
 RR = Reading and Responding;  
 RTB = Returning to the book  
**APP Assessment Focus:**  
 R = Reading;  
 SL = Speaking and Listening  
 W = Writing;

### Assessment Examples

Yellow/Band 3					
Title and author	Bullet GS RR RTB	Assessment can children:	Example response into NC level 1	Example response working towards NC level 1	Assessment focuses
<b>Fiction</b>					
<i>Sam and the Big, Bad Cat</i> Sheila Bird	GS1	predict information about characters and events from the front cover	Children describe Sam: <i>He is angry, he is scary, he fights</i>	Children answer questions about Sam	R2
	GS2	understand the key events of the story by walking through the text	Children understand that Sam is hiding to avoid going to the vet	Children need support to understand the main events	R2
	GS4	use phonic strategies and knowledge to read CVC words	Children read p.2, <i>h-a-d, b-i-g, b-a-d</i> . They can sound out individual phonemes and blend to read	Children need help to identify each phoneme in the CVC words	R1
	RR1	read independently using a variety of cues to make	Children use phonic cues, picture cues, repeating sentence patterns,	Children over-rely on one key strategy and need help to use the range of strategies to make	R1

### Ideas for guided reading

**Learning objectives:** Pointing while reading; using a variety of cues to work out unfamiliar words; blending and reading CVC words; reading initial and final phonemes; identifying and discussing characters and their actions; exploring themes and characters through role-play.

**Curriculum links:** Citizenship: animals and us  
 High frequency words: a, big, cat, said, I, to, the, in  
 Interest words: vet, found, under, cupboard, shower, better  
 Word counts: 86

#### Getting started

- Discuss the front cover with the children and introduce the character of Sam. Read the title - what tells you Sam is a bad cat on the front cover?
- Walk through the book and discuss the pictures up to p11. Why is Sam trying to hide? How does Tom feel on p11?
- Encourage the new words in the story and ask children to point to them, e.g. found, under. Demonstrate how to read following print with eyes but pointing at difficult words.
- Ask the children to find the CVC words on p2 (Tom, had, big, bad, cat, Sam, used). Ask them to read out each word (sound them out). Point out that 'l' makes one sound.

#### Reading and responding

- Read the first two pages together, then ask the children to read independently up to p11. Praise reading and pointing at difficult words. Prompt the children to use a variety of cues to read unfamiliar words.
- At this point, ask the children to predict what happens at the end of the story. Do they think Tom will take Sam to the vet? Why not? Then they can read on to p13 to find out if they were right.

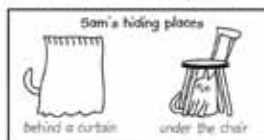
- Ask the children to look at the storyboard on pp14-15, and ask questions to check their understanding, e.g. How does Tom know Sam is not very well? Where does Sam hide? How do we know Sam is better at the end of the story?

#### Returning to the book

- Ask the children to read the whole book again in pairs, helping each other when they encounter difficulties.
- When they've finished, discuss how they solved tricky words like cupboard on p8 (picture cues), found on p5, p7, p9 and p11 (repetition, shape of word, first and last sound).
- Ask children in their pairs to find other tricky words and explain how they worked them out.

#### Checking and moving on

- Ask the children to retell the story in their own words, saying what Sam did first and then what Tom did next. They could use pp14-15 as a prompt if necessary.
- Role-play the story using props, e.g. a doll's house, cat and man. Encourage children to use position words (in, under, etc).
- Ask the children to draw Sam's hiding places (some from the book but others can be new) and write labels for them.



#### Reading more

*Mejo and Wexa and the Funny Thing* (Blue/Band 4) is another humorous story involving animals.



## Ensure progression

Use the evidence you have gathered from the running record sheet and the judgements made with the help of the Assessment Examples to determine skills that need practice and any areas of weakness. The Matching Chart will allow you to easily identify the next appropriate book by NC level, learning objective or Assessment Focus for personalised practice and progression.



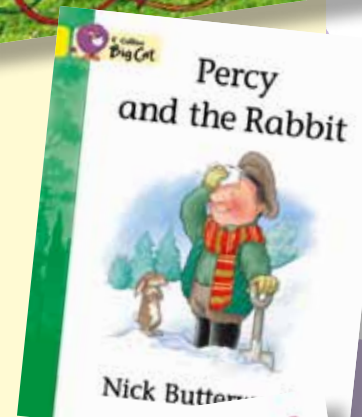
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### Key

APP Assessment Focus:  
AF R = Reading;  
AF SL = Speaking and Listening;  
AF W = Writing

### Assessment Focus Matching Chart

Yellow/Band 3						
Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Fiction</b>						
<i>Sam and the Big, Bad Cat</i> Sheila Bird	A story with a familiar setting	Citizenship: animals and us	<ul style="list-style-type: none"> <li>Pointing while reading</li> <li>Using a variety of cues to work out unfamiliar words</li> <li>Blending and reading CVC words</li> <li>Reading initial and final phonemes</li> <li>Identifying and discussing characters and their actions</li> <li>Exploring themes and characters and their actions</li> <li>Exploring themes and characters through role-play</li> </ul>	R1 R1 R1 R1 R2 R2 SL3	5	1
<i>The New Kite</i> Julie Sykes	A story with a familiar setting	Science: Push and pull	<ul style="list-style-type: none"> <li>Use awareness of character and dialogue to read with expression</li> <li>Take note of punctuation to support the use of grammar and oral language rhythms</li> <li>Reenact stories in a variety of ways</li> <li>Describe incidents or tell stories from their own experience</li> </ul>	R1 R1 R2 SL3	6	1



Yellow/Band 3						
Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Fiction</b>						
<i>Around the World</i> James Carter	A poem with predictable structure and patterned language	Geography: Where in the world is Barnaby bear?; Passport to the world; Music: Feel the pulse	<ul style="list-style-type: none"> <li>Retell stories ordering events using story language</li> <li>Use syntax and context when reading for meaning</li> <li>Visualise and comment on events, characters and ideas, making imaginative links to own experience</li> <li>Explore the effect of patterns of language and repeated words and phrases</li> <li>Read and spell phonically decodable two syllable and three syllable words</li> </ul>	R2 R1 R1 R5 R1	4/7	1
<i>Percy and the Rabbit</i> Nick Butterworth	A story with a familiar setting	Geography: The local area; Citizenship: animals and us	<ul style="list-style-type: none"> <li>Hearing and saying phonemes in final position</li> <li>Using a variety of cues to predict meaning when reading</li> <li>Identifying and discussing characters</li> <li>Exploring themes and characters through role play</li> </ul>	R1 R1 R2 SL3	6	1
<i>Rat-a-tat-tat</i> Michaela Morgan	A rhyming story with a predictable and repetitive pattern	Music: exploring sounds, including chants	<ul style="list-style-type: none"> <li>Draw on grammatical awareness, to read with expression and intonation</li> <li>Use a range of cues to work out unfamiliar words</li> <li>Blend phonemes to read CVC words in rhyming and non-rhyming sets</li> <li>Read on sight high frequency words</li> <li>Explore familiar themes through improvisation and role-play</li> </ul>	R1/SL1 R1 R1 R1 SL3	5	1

