

Collins *Big Cat* Reading Scheme Breadth of Study Map



Year Group	Colour Bands	Phonics Phase	Word Reading Skills Progression	Reading Comprehension Skills Progression
Reception	<p>Pink</p> <p>Red</p> <p>Readers of these book bands will be developing their phonic reading skills and sight vocabulary; reading short, simple, highly predictable texts with familiar objects and actions, and simple story development.</p>	<p>Phase 2</p> <p>Phase 3</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Discuss the significance of the title and events.</p> <p>Recognise and join in with predictable phrases.</p> <p>Link what they read or hear read to their own experiences.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Listen to and discuss a wide range of poems and stories and non-fiction at a level beyond that which they can read independently.</p>
	<p>Yellow</p> <p>Readers of this book band will be developing and expanding their phonic skills and sight vocabulary of common words; reading texts with repeated phrase patterns, learning ideas and vocabulary within a varied sentence structures.</p>	<p>Phase 4</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read words containing taught GPCs and s, es, ing, ed, er and est endings.</p>	<p>Discuss word meanings, linking new meanings to those already known</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Become familiar with fairy stories and traditional tales, retell them and consider their characteristics.</p>

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Year 1	<p>Blue</p> <p>Readers of this book band will be practising and mastering their phonic skills; reading texts with events/episodes in time sequence which have some literary conventions and familiar oral language structures.</p>	Phase 4	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words with contractions (for example I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</p> <p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, take turns and listen to what others say.</p> <p>Check that the text makes sense to them and they read and correct inaccurate reading</p>
Year 2	<p>Green</p> <p>Orange</p> <p>Turquoise</p> <p>Readers of these book bands will be reading free-flowing, non-repetitive narratives, with more characters involved, and events sustained over several pages. They'll read a wider range of texts with literary language and less familiar, more complex language.</p>	<p>Phase 5</p> <p>Phase 5</p> <p>Phase 5/6</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in words that contain graphemes taught so far.</p> <p>Recognise alternative sounds for graphemes.</p> <p>Read words containing common suffixes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes.</p>	<p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say. Become increasingly familiar with and retell, a wider range of fairy stories and traditional tales.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>

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Year 2	<p>Purple Gold</p> <p>Readers of these book bands will be reading books with a much wider vocabulary, understanding a wider range of literary effects that story books have developed plots and characters, and that non-fiction books use more formal language.</p>		<p>Read most words quickly and accurately. Read further common exception words.</p>	<p>Check that the texts makes sense to them as they read and correct inaccurate reading. Discuss the sequence of events in books and how items of information are related. Make inferences on the basis of what is being said and done. Ask and answer questions. Listen to and discuss texts at a level beyond that at which they can read independently</p>
	<p>White Lime</p> <p>Readers of these book bands will increase their knowledge of more technical and unfamiliar language as well as longer sentence structures. They will search and find information in texts, read with increased expression and gain confidence in discussing what they read and expressing opinions.</p>		<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up their fluency and confidence in word reading.</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. Recognise simple recurring literary language in stories and poetry</p>

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<p>Lower Key Stage 2</p>	<p>Copper</p> <p>Readers of this book band will be discussing the meanings of words in context, and reading new words; exploring how different texts appeal to readers, be able to infer characters' feelings and discuss consequences.</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling these orally.</p> <p>Prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action.</p> <p>Use dictionaries to check the meanings of words that they have read.</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Predict what might happen from details stated and implied.</p>
	<p>Topaz</p> <p>Ruby</p> <p>Readers of these book bands will be developing and expanding their phonic skills and sight vocabulary of common words; reading texts with repeated phrase patterns, ideas and vocabulary within a varied sentence structures.</p>		<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how language, structure and presentation contribute to meaning</p>

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<p>Upper Key Stage 2</p>	<p>Emerald</p> <p>Readers of this book band will be practising and mastering their phonic skills; reading texts with events/episodes in time sequence which have some literary conventions and familiar oral language structures.</p>		<p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Retrieve and record information from nonfiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
	<p>Sapphire</p> <p>Readers of these book bands will be reading free-flowing, non-repetitive narratives, with more characters involved, and events sustained over several pages. They'll read a wider range of texts with literary language and less familiar, more complex language.</p>		<p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage, and books from other traditions and cultures.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meanings of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Predict what might happen from details stated and implied.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from nonfiction</p>

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<p>Upper Key Stage 2</p>	<p>Diamond</p> <p>Readers of this book band will be reading books with a much wider vocabulary, understanding a wider range of literary effects that story books have developed plots and characters, and that non-fiction books use more formal language.</p>		<p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Make comparisons within and across books.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
	<p>Pearl</p> <p>Readers of this book band will increase their knowledge of more technical and unfamiliar language as well as longer sentence structures. They will search and find information in texts, read with increased expression and gain confidence in discussing what they read and expressing opinions.</p>		<p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justification for their views</p>