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LYNNE MCGINN – HEAD TEACHER, TODHOLM PRIMARY SCHOOL, RENFREWSHIRE

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KATE SAUNDERS – SENIOR TEACHER, ST GEORGE’S CATHOLIC PRIMARY SCHOOL

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**Symbols used in this catalogue**

- **AR** Levelled for Accelerated Reader
- **RR** Matched to Reading Recovery

---

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Collins Big Cat Authors

Behind the Collins Big Cat books is a fantastic team of authors and illustrators from around the world. Meet some of them below.

Michael Rosen
One of the most popular figures in the children’s book world and former Children’s Laureate, Michael Rosen works as a poet, author, performer and broadcaster. He has written over a hundred books.

Lisa Rajan
Lisa Rajan writes children’s books that raise aspiration, promote ambition and challenge gender stereotypes. She created the Tara Binns titles to introduce a range of STEM careers to primary school children through exciting adventure stories.

Satoshi Kitamura
Award-winning author and illustrator, Satoshi Kitamura won the 2009 CLPE Poetry Award for his collaboration with John Agard.
**Collins BIG CAT Phonics**

**for Letters and Sounds**

**Ensure a secure start to every child's reading journey in Reception/P1 and Year 1/P2**

- **Provide complete practice of the required phonemes** through high-quality fiction and non-fiction readers linked to the Letters and Sounds Phases
- **Foster a love of reading for pleasure** with books on a wide range of age appropriate topics, supported by engaging illustrations and photographs

**Focus phonemes and Common Exception Words** are listed in the inside front cover of every book so they can be practised before the reading session.

**New grapheme phoneme correspondences** are introduced through the clear, cumulative progression of the Letters and Sounds Phases.

**Common Exception Words** are introduced in line with Letters and Sounds and are kept to a minimum.

---

**Before reading**

- **Phase 3 Phonemes**
  - **ee**
  - **oo**
  - **oo**
  - **ee**
  - **oo**
  - **oo**

**Check understanding**

- **Toad**
- **Moth**
- **Reef**
- **Hidden**

**Talk about it**

- **Ask your child:** Have you heard of the word 'camouflage'? Do you know what it means? (To hide something or someone by matching their look to their surroundings)
- Do you like to play 'hide and seek'? Do you prefer to hide or to look for your friends?

**Comprehension**

- Look at the different photographs together. Talk about the different places in which each animal is hiding.
- Ask your child: What sort of place is each animal hiding in? (e.g. in leaves, up a tree, on the bark of a tree, on the reef, in the long grass, in a tree)
- How are the places each animal is hiding different? (e.g. some are on the ground, others are high up, the reef is underwater)
- Which animal did you find the hardest to spot? Why do you think animals try to hide? (e.g. they are hiding from predators / other animals that might want to eat them or they are hunting for prey / animals to eat)

**Further reading**

- **Bee on a Lark** (Red B/Band 2B) is an animal-based poem that also covers phonemes from Phase 3 of Letters and Sounds.
Chant and Chatter books in Pink band contain simple, rhythmic chants to support children in developing fluency from the outset.

The I-spy feature for Pink A to Red A books supports further practice of focus phonemes using visual support to embed phonic knowledge.

Consolidate sounds that have been practised and check comprehension with the summary spread in each book from Red B.

Useful guidance and support is included in every book.

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Number Fun
Emily Guille-Marrett and Charlotte Raby
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I Spy Nursery Rhymes
Emily Guille-Marrett and Charlotte Raby
978-0-00-825123-9

Animal Fun
Emily Guille-Marrett and Charlotte Raby
978-0-00-825124-6

Sound Walk
Emily Guille-Marrett and Charlotte Raby
978-0-00-825127-7

My Day, Our World
Emily Guille-Marrett and Charlotte Raby
978-0-00-825128-4

Fiction
Letters and Sounds Phase 1 | Band 0 – Lilac

I Spy Fairytales
Emily Guille-Marrett and Charlotte Raby
978-0-00-825125-3

Non-Fiction

Fiction
Letters and Sounds Phase 2 | Band 1A – Pink A

Pat it
Charlotte Raby
978-0-00-825129-1

Map Man
Zoë Clarke
978-0-00-825131-4

Pip Pip Pip
Zoë Clarke
978-0-00-825133-8

Pit Pat
Charlotte Raby
978-0-00-825130-7

Tip Tap
Charlotte Raby
978-0-00-823016-6

New
Sit Sit
Sarah Rice
978-0-00-835187-8

Nat Did It
Sarah Rice
978-0-00-825136-9

Tip Tap Pans
Catherine Baker
978-0-00-835189-2

New

Tip Tap
Charlotte Raby
978-0-00-823016-6

Not a Pot
Leilani Sparrow
978-0-00-825135-2

Pop Pop Pop!
Catherine Baker
978-0-00-825137-6

Mog and Mim
Catherine Coe
978-0-00-825139-0

Dig it
Leilani Sparrow
978-0-00-825138-3

Up on Deck
Catherine Baker
978-0-00-825140-6

Duck Socks
An Vrombaut
978-0-00-823018-0

Cat, Kid and Duck
Emily Guille-Marrett and Charlotte Raby
978-0-00-820000-1

Pam Cat
Catherine Baker
978-0-00-835190-8

Mess on the Rocks
Zoë Clarke
978-0-00-823017-3

Is it a bat?
Karra McFarlane
978-0-00-835191-5

Up and Off
Karra McFarlane
978-0-00-835192-2

Fiction
Letters and Sounds Phase 2 | Band 1B – Pink B

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Pop Pop Pop!
Catherine Baker
978-0-00-825137-6

Mog and Mim
Catherine Coe
978-0-00-825139-0

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Catherine Baker
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Fiction

Letters and Sounds Phase 3 | Band 2A – Red A

Non-Fiction

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Fantastic Yak
Laura Hambleton
978-0-00-825141-3
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Zip and Zigzag
Catherine Coe
978-0-00-825143-7
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Up in a Rocket
Jill Atkins
978-0-00-825145-1
Phonemes covered: /wl/ /zl/ /sh/ /th/ /nl/ /ng/ /nk/

In the Fish Tank
Alison Hawes
978-0-00-825144-4
Phonemes covered: /wl/ /zl/ /sh/ /th/ /nl/ /ng/ /nk/

Big Mud Run
Zoe Clarke
978-0-00-825146-8
Phonemes covered: /wl/ /zl/ /sh/ /th/ /nl/ /ng/ /nk/

This is My Kit
Paul Harrison
978-0-00-825148-2
Phonemes covered: /wl/ /zl/ /sh/ /th/ /nl/ /ng/ /nk/

Bob and the Pink Wig
Zoe Clarke
978-0-00-833020-3
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

The Big Radish
Jan Burchett and Sara Vogler
978-0-00-835193-9
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Jazz and Jet
Kate Scott
978-0-00-835194-6
Phonemes covered: /wl/ /zl/ /sh/ /th/ /nl/ /ng/ /nk/

Cubs
Sasha Morton
978-0-00-823021-8
Phonemes covered: /wl/ /zl/ /sh/ /th/ /nl/ /ng/ /nk/

In the Big Box
Hawys Morgan
978-0-00-835195-3
Phonemes covered: /l/ /yl/ /sh/ /th/ /nl/ /ng/ /nk/

Jig and Jog
Teresa Heapy
978-0-00-835196-0
Phonemes covered: /l/ /yl/ /sh/ /th/ /nl/ /ng/ /nk/

Pink Boat, Pink Car
Laura Hambleton
978-0-00-823014-7
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

A Bee on a Lark
Helen Baugh
978-0-00-835197-7
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Wow Cow!
Catherine Coe
978-0-00-835198-4
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Get Set for Fun
David Lavelle
978-0-00-823020-3
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

It is Hidden
Paul Harrison
978-0-00-825151-2
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Look at Them Go
Catherine Coe
978-0-00-835194-6
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Shoot a Hoop
Sasha Morton
978-0-00-823021-0
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Robin Hood
Alice Hemming
978-0-00-835199-1
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

The Hopper
Liz Miles
978-0-00-835200-4
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Down the River
Paul Harrison
978-0-00-835201-0
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Pack for a Picnic
Anne Rooney
978-0-00-835202-7
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

It is a Fox
Alison Millford
978-0-00-835203-4
Phonemes covered: /l/ /yl/ /sh/ /th/ /nk/

Deep in the weeds, the garden frogs sing prep. Little Frog sighs and barks gruff.

Turn the page for more Phonics for Letters and Sounds.
## Letters and Sounds Phase 4

### Fiction

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Phonemes covered:</th>
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<tr>
<td>In the Frog Bog</td>
<td>Margaret Ryan</td>
<td>978-0-00-825154-3</td>
<td>Adjacent consonants with short vowel phonemes</td>
</tr>
<tr>
<td>The Foolish, Timid Rabbit</td>
<td>Lou Kaenzler</td>
<td>978-0-00-825155-0</td>
<td>Adjacent consonants with short vowel phonemes</td>
</tr>
<tr>
<td>The Best Vest Quest</td>
<td>Alice Hemming</td>
<td>978-0-00-825156-7</td>
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### Non-Fiction

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<td>How the Ear Can Hear</td>
<td>Kate Scott</td>
<td>978-0-00-825158-1</td>
<td>Adjacent consonants with short vowel phonemes</td>
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### Fiction

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<tr>
<td>Jump On, Jump Off</td>
<td>June Crebbin</td>
<td>978-0-00-825160-4</td>
<td>Adjacent consonants with long vowel phonemes</td>
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<tr>
<td>Eggs on Toast</td>
<td>Isabel Thomas</td>
<td>978-0-00-825161-1</td>
<td>Adjacent consonants with long vowel phonemes</td>
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<tr>
<td>The Elf and the Thunder</td>
<td>Simon Mugford</td>
<td>978-0-00-823028-9</td>
<td>Adjacent consonants with short vowel phonemes</td>
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### Non-Fiction

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<tbody>
<tr>
<td>How to Spot an Otter</td>
<td>Becca Heddle</td>
<td>978-0-00-825162-8</td>
<td>Adjacent consonants with long vowel phonemes</td>
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## Letters and Sounds Phase 5

### Fiction

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<tr>
<td>The Elf and the Bootmaker</td>
<td>Alison Milford</td>
<td>978-0-00-825166-6</td>
<td>Adjacent consonants with short vowel phonemes</td>
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<tr>
<td>Monster Treat</td>
<td>Amy Sparkes</td>
<td>978-0-00-825167-3</td>
<td>Adjacent consonants with long vowel phonemes</td>
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<tr>
<td>Where Did My Dingo Go?</td>
<td>Jane Clarke</td>
<td>978-0-00-825168-0</td>
<td>Adjacent consonants with long vowel phonemes</td>
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### Non-Fiction

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<th>Author</th>
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<tr>
<td>How Not to be Eaten</td>
<td>Rob Alcraft</td>
<td>978-0-00-825169-7</td>
<td>Adjacent consonants with long vowel phonemes</td>
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**Letters and Sounds**

**Phase 5 | Band 6 – Orange**

**Non-Fiction**

**£5.25 each**

- **The Elf and the Flashlight**
- **The Loch Ness Mystery**
- **Eggs on Toast**
- **Rabbit**
- **Huffkin**
- **The Grasshopper**
- **A Helping Hand**
- **Go?**
- **Isabel Thomas**
- **How the Ear Can**
- **How Not to be Eaten**
- **From the Top**
- **How to Draw Cat and Mouse**

**Letters and Sounds**

**Phases 5-6 | Band 7 – Turquoise**

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- **Jake and Jen in the Tomb of Ice**
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- Practise every phoneme and grapheme in Letters and Sounds with phonic activities and resource sheets
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Phonics Handbook Lilac to Yellow
978-0-00-826421-5 £50.00

Phonics Handbook Blue to Turquoise
978-0-00-826420-8 £50.00

The Equator: Resource sheet 1
Phonic focus: Alternate consonant graphemes

After reading

- Write the new words and the children to learn.
- Dictate the new words and ask children to copy them half- handwriting style.
- Discuss the new words.
- Practise writing the words.
- Introduce the new graphemes.
- Practise writing the words.
- Visual cluing: Write the new words on the front page to add sound and meaning.

Reading for pleasure

- Ask children to read the book that day or the next day. Encourage them to have a go with their partner.
- Write the matching graphemes on the other side of the card.
- Write each of these phrases on one side of a card:
  - It’s a fact
  - She has
  - She’s
  - Long vowel /a/
  - Short vowel /a/

Visual phonic resource sheets provide engaging activities to reinforce children’s phonic learning
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<th>Band 1A – Pink A</th>
<th>Non-Fiction</th>
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<td>Nip! Nip!</td>
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<td>Jillian Powell</td>
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<td>Shoo Rayner</td>
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<td>Sue Graves</td>
<td>Simple story</td>
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<td>Robyn Lever</td>
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<td>Nap Naps</td>
<td>Paul Shipton</td>
<td>Simple story</td>
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Sometimes we'd have to change our names so he couldn't find us. We never slept on the street, but we had to knock on doors sometimes and ask to be let in. I was never lonely or sad because I made friends and had a good time wherever I was. I'd go in to the street and see if the local kids would play football with me. That's just what you did. As bad as things were, the most important thing for me, for my life, was having fun, so once my mum had told me the rules of the house I'd go and find some friends to play with, and that was it.

Chapter 9
The next moment, Tara was back in the attic. The whirling and swirling stopped and the mist cleared. Tara looked down at the dusty floorboards. It was good to have something solid beneath her feet again.

She removed the helmet and took a deep breath of the still dusty air. It tasted so different back down on Earth. She grinned to herself.

Being an astronaut was amazing – truly out of this world! I took small steps on the Moon and a giant leap off it! Tara took the spacesuit off and placed it carefully back inside the box.

Perhaps I'll be an astronaut when I grow up, she thought, her eyes twinkling. I'll reach for the stars and boldly go wherever my dreams take me. A galaxy far, far away or a lopsided lunar landing … Whatever it is, it'll be a blast!

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Chapter 6

“Look!” shouted Tara, pointing at the robot. “The claw of that robot has brake fluid on it. I bet that robot is splitting the brake pipe!”

Ayesha nodded. “Looks that way. We’ll get an engineer to the production line to fix the robot as fast as possible.”

Ayesha went to talk to the foreman about the robot.

Tara heard one of the engineers tell another to tow away the faulty car.

“Take it to the crash test area. The other three cars with faulty brakes are there already. We’ll keep them safe until their brakes can be fixed. There aren’t any more crash tests today, so they won’t be a danger to anyone.”

Tara was horrified. Ortez! He’d gone to fetch one of those faulty cars. He was about to drive a car with no brakes!

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Reading ideas:
• Ask children to write a list of questions that they think they need to read about before they start reading. Encourage them to write down any ideas that they have about the topic.
• As a class, investigate the meanings of key words and phrases. Encourage children to use a dictionary to help them understand these words.

Curriculum links: History – the Celts

Build a question for the reader:
• Ask children to write a question for the reader (in the front of the book) about the topic they have just read about.

Develop reading and language comprehension:
• Ask children to draw pictures showing what they think the Celts were like. Encourage them to describe their pictures to the rest of the class.
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The Alien on the 99th Floor

**Skills focus**
- To gather information from the story
- To read aloud with fluency and expression
- To use the dialogue and punctuation to read with expression
- To use context clues to understand words
- To make inferences from the text
- To explain inferences with evidence from the text

**Book band**: Clipper

**Independent reading sessions**

- **Why did Fred's mother want to go shopping?**
- **Why do you think Mrs Hopkin said she needed a cup of tea?**
- **How do you think Fred felt when he was in the lift on the way to the shoe shop?**
- **What do you think Mrs Hopkin might have said when Fred stayed in the lift at the end of the chapter?**
- **How do you think Fred would feel about shopping at the beginning of the chapter?**
- **What can you infer about Mrs Hopkin from what Mrs Hopkin does and says?**
- **Why might his feelings have changed by the end of the chapter?**
- **What can you infer about Fred from what Fred does and says?**

**Vocabulary**

- **Stare off**
  - Meaning: to look at something for a long time
  - Example: Fred stared off into the distance.
- **Visible**
  - Meaning: that can be seen
  - Example: The elephant was visible from miles away.
- **Promising**
  - Meaning: likely to be successful
  - Example: The team is promising this year.

**Extension activities**

- Think about how the characters might talk.
- Talk to your Reading Partner about why you think the alien was upset.
- In your group, read Chapter 2, taking turns to read a page.
- Talk to your Reading Partner about what happened in Chapter 1.
- **Resource sheet**: What's my book?

**Book talk**

- Discuss what children predicted might happen in the story.
- Turn to Chapter 3 on page 17 and follow as you read.
- Ask children to identify why the alien was upset.
- Ask children to think about why the alien is upset.
- Talk to your Reading Partner about why you think the alien was upset.
- **Resource sheet**: What's my book?

**Guided reading session**

- Choose what children predict might happen in the story.
- What do you think Fred and Mrs Hopkin might talk about?
- Write your answers in your Reading Journal.
- What happened when Fred put the red ball in the hole?
- **Resource sheet**: What's my book?
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“Akela didn’t kill anything!” I heard the young wolves howl gleefully. “We’re going to have a new leader at last!”

Now I knew that what Bagheera said was true. If he couldn’t hunt for food, Akela couldn’t be leader of the pack. Without his protection, Shere Khan would be free to kill me.

I crept towards the village. I didn’t go there often because, although the humans looked like me, we weren’t the same. Hidden behind a tree, I saw a boy scoop red hot charcoal from a burning fire into a small pot. Warming his hands on the pot, he went to feed the cattle.

I jumped out, grabbed the pot from him and ran, with the boy’s cries ringing in my ears. I didn’t stop until I reached the Council Rock.

Akela was lying beside the tall stone, not on top of it, as he was no longer the pack’s leader. My blood boiled when I saw Shere Khan strutting around with some of the young wolves. Quietly I sat down with Bagheera, Baloo and my wolf family, the fire pot between my knees.

“I’ve waited ten years for this moment,” Shere Khan purred silkily. “Now I ask you again to let me have the man cub.”

“He’s our brother,” Akela began.
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"Who would have thought it?" she whispered. She shuffled her hands together just as I'd seen her do that terrible night. "Who would have thought the old man would have so much blood in him?"

I scuttled back and sat by my lip. I pressed myself against the wall of the corridor, the advanced on me, getting into my face.

"I can't get them clean," she said, holding her hands up. "They're covered in blood."

I slid along the wall, trying to ease past her. She grabbed me by the shoulders. My heart thumped against my ribs.

"Wash your hands, put on your nightgown, don't look so scared. I tell you yet again, Banquo's dead …"

She let go of me and started to scrub her hands again. I slipped away and then ran down the passage. I didn't stop until I sat beside the fire in the kitchen.

Rumours of Malcolm's army grew every day. Most of the lords who had been loyal to Duncan had joined Prince Malcolm and he had gathered an army of ten thousand men. I tried to imagine how many people that would be but ended up shaking my head.

"Stay in the kitchens with me, boy," Cook said. "King Macbeth is short of men and he may well make you a soldier! The kitchen is the safest place in a battle." I felt the blood drain from my face. I'd seen battles before and I didn't want to fight in one.

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[Image of students engaged in activities]

[Image of students singing]

[Image of classroom setting]
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