



KINGSCOURT / MCGRAW-HILL

Small Packs Guided Reading and Writing

The First 12 Levels

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Book Bands
Per Title

Supports

Challenges

Features to note in Context

Note: High-frequency Words (HFW) or Letter-sound Relationships (LSR)

Small Pack Level 1
Emergent A

Reading Age: 5-5.11

Book Bands 1-2

Reading Recovery 1-4
Cliff Moon Yellow

I Am Climbing

BB.
1



- * perfect picture/text match
- * simple, repeated sentence pattern
- * familiar vocabulary

- * change of sentence
- * punctuation: ellipsis
- * pattern on last page

- * HFW: *I, am*

In The Sand

BB.
2



- * repetitive sentence pattern
- * photographs match text

- * new sentence structure on final page
- * two lines on the final page

- * HFW: *I, can, make, a*
- * punctuation: *exclamation mark*

The Machine

BB.
2



- * Repeated sentence beginnings
- * Numerical sequence from page 2 to 8
- * Strong pictorial support

- * More than one word changes on each page
- * No text on last page; ending is implied by illustration

- * Punctuation: capital letters to start sentences, full stops to end sentences, exclamation marks
- * HFW: *I, have*

My Magnet

BB.
1



- * perfect picture/text together
- * simple, repeated sentence pattern

- * sentence pattern changes on final page

- * HFW: *my, can, up*
- * LSR: *Mm*

The Treasure Hunt

BB.
1



- * perfect picture/text match
- * simple, repeated the text sentence pattern

- * illustration that supports text is on the page following
- * change of pattern on pages 14-16
- * exclamation mark on last page

- * HFW: *look, in, the*

Tubes Can Be Fun

BB.
1



- * Repetitive sentence structure
- * Strong photographic text support

- * New text form with to indicate procedural steps

- * Use of capital letters (A, B, C, D)
- * HFW: *can, be*
- * LSR: *Tt*

Whiskers

BB.
1



- * Excellent picture/text match
- * Repeated sentence pattern with only on word change

- * A "twist" on page 8
- * Initial "wh"

- * HFW: *a, has*

Show and Tell

BB.
1



- * A short, simple sentence on each page
- * Repeated sentence structure
- * Rhyme and rhythm
- * Strong pictorial support

- * Two-line sentence on final page

- * Capital letter to start each sentence
- * Period to end each sentence
- * Rhyming words: *nail, sail; bell, tell*
- * HFW: *here, is, a*

| Book Bands Per Title | Small Pack Level 2 Emergent B | Reading Age: 5-5.11 | Book Bands 1-4 | Reading Recovery 1-5 Cliff Moon White |
|----------------------|---|---|---|---|
| | Beaks | | | |
| BB. 2 |  | <ul style="list-style-type: none"> * Repeated sentence structures in each section * Strong picture/text match | <ul style="list-style-type: none"> * Non-fiction text * Change of text structure in each section * Two words change in each sentence of the second section | <ul style="list-style-type: none"> * Two distinct sections of text |
| | Cat and Mouse | | | |
| BB. 2 |  | <ul style="list-style-type: none"> * Repeated sentence Structure * Illustrations support the text * Humour | <ul style="list-style-type: none"> * The object of each sentence is implied * Change of sentence structure on final page | <ul style="list-style-type: none"> * HFW: the, went, up * Capital letter to start sentences * Full stop to end sentences |
| | Cat Food | | | |
| BB. 2 |  | <ul style="list-style-type: none"> *Familiar theme *Picture /text match | <ul style="list-style-type: none"> * Direct speech | <ul style="list-style-type: none"> * Speech marks for direct speech * Exclamation mark |
| | Hands, Hands, Hands | | | |
| BB. 1 |  | <ul style="list-style-type: none"> *Repetitive sentence pattern *Strong photographic support | <ul style="list-style-type: none"> * Sentence structure changes on final page | <ul style="list-style-type: none"> * Capital letter to start a sentence; full stop to end a sentence * HFW: <i>can</i> |
| | Oh, Fiddlesticks! | | | |
| BB. 1 |  | <ul style="list-style-type: none"> * Repeated sentence Structure * One word change on pages 2 - 10 | <ul style="list-style-type: none"> * Change of sentence structure on final pages | <ul style="list-style-type: none"> * Punctuation: speech marks for direct speech, ellipsis * Compound words |
| | Who Ate The Lettuce? | | | |
| BB. 2 |  | <ul style="list-style-type: none"> * Repetitive question pattern The one word change is supported by illustration | <ul style="list-style-type: none"> * Change of pattern on last two pages | <ul style="list-style-type: none"> *Punctuation: question mark *HFW: was, it, the |
| | The Surprise Party | | | |
| BB. 1 |  | <ul style="list-style-type: none"> * Repeated text on pages 2 to 15 * Characters that may be well known | <ul style="list-style-type: none"> * Use of speech bubbles and speech marks | <ul style="list-style-type: none"> * Speech bubbles * Question/answer format * Punctuation: question mark |
| | Milk | | | |
| BB. 1 |  | <ul style="list-style-type: none"> * Repeated sentence structure * Interest in baby animals | <ul style="list-style-type: none"> * Each word change occurs at the beginning of the sentence | <ul style="list-style-type: none"> * Plural nouns * HFW: <i>like</i> * Non-fiction text |

After the Rain

BB.
1



- * Repetitive sentence structure with only one word change per sentence
- * Strong photographic support

- * Some of the nouns start with a blend

- * Punctuation: commas in the middle of sentences

Going to Work

BB.
2



- * Repetitive text structure across each double page
- * Strong picture support

- * Change in text structure on page 14
- * Phrase change on every left-hand page

- * HFW: *is, to, am, I, the*
- * Punctuation: exclamation mark

Hiding

BB.
2



- * Repeated sentence structure on every page
- * Strong photographic support

- * Two-line sentence on each page

- * HFW: *to, see, a, in, the*
- * Contraction: *it's*

In A Minute

BB.
2



- * Repeated sentence structure
- * Picture/text match

- * One idea over two double pages
- * Direct speech

- * HFW: *will, you, me, said, in, a, to, the, I, have*
- * Punctuation: speech marks, question mark

Our House

BB.
1



- * Strong picture support
- * Single line of text on left-hand page of each double spread
- * Repeated sentence structure on pages 2 to 4

- * Change of pattern on page 16

- * HFW: *the, came*

Our Shadows

BB.
2



- * Repeated sentence structure
- * First phrase of every sentence is repeated

- * Two lines of text per page
- * Change of sentence structure on page 8

- * Punctuation: commas in the middle of sentences

A Piece of Paper

BB.
2



- * Predictable, repeated sentence structure (pages 4 to 11)
- * Picture/text match

- * Phrase change on each page, rather than single word change
- * Change sentence structure on last three pages

- * HFW: *a, like, said*
- * Punctuation: question mark

Jump Into Bed









BB.
2



- * Repetitive text structure
- * Picture/text match

- * Four lines of text on each page

- * HFW: *into, said, I, to*
- * Speech marks

| | | | | |
|----------|--|--|--|---|
| BB. 2 | <p>Buzz off, Bee</p>  | <ul style="list-style-type: none"> * Simple sentence structure * Good picture support | <ul style="list-style-type: none"> * Change of sentence structure on pages 12 and 14 | <ul style="list-style-type: none"> *HFW: <i>out, the, is, to, me, I</i> |
| BB. 4 | <p>Good and Ready</p>  | <ul style="list-style-type: none"> * Very repetitive text * Supportive illustrations *Humour | <ul style="list-style-type: none"> * Up to seven lines of text per page * Use of new paragraph for new speaker | <ul style="list-style-type: none"> * Speech marks * Use of paragraphs |
| BB. 2 | <p>I Am a Cat</p>  | <ul style="list-style-type: none"> * Photographic support * Familiar topic * Repeated sentences | <ul style="list-style-type: none"> * Text structure changes from page 12 | <ul style="list-style-type: none"> *HFW: <i>I, a, and, the, am</i> |
| BB. 2 | <p>Let Me In</p>  | <ul style="list-style-type: none"> * Highly repetitive text structure * Rhyme * Humour | <ul style="list-style-type: none"> * New paragraph for new speaker | <ul style="list-style-type: none"> * HFW: <i>little, me, in, not, by, the, on, ,my</i> * Rhyming words: in, chin; tease, please |
| BB. 2 | <p>My Little Dog</p>  | <ul style="list-style-type: none"> * Repeated text structure * Change of only one word on each double page * Picture/text match | <ul style="list-style-type: none"> * Twist at the end * Direct speech | <ul style="list-style-type: none"> * HFW: <i>my, little, sees, a, he, out</i> * Punctuation: exclamation mark, speech marks |
| BB. 3 | <p>The Pirate and the Parrot</p>  | <ul style="list-style-type: none"> * Picture/text match and use of "thought bubbles" | <ul style="list-style-type: none"> * Children will need to look at print details closely to check their predictions * Changing sentence pattern | <ul style="list-style-type: none"> **"Thought bubbles" and direct speech |
| BB. 2 | <p>Wanda's New Bed</p>  | <ul style="list-style-type: none"> * Repeated text structure over four pages * Humour | <ul style="list-style-type: none"> * Ellipsis leading to continued text on the next page * Repeated text structure ends on page 9 * A complete sentence on each page from page 11 | <ul style="list-style-type: none"> * HFW: <i>this, is, to, up, on, her</i> * Punctuation: ellipsis, exclamation mark |
| BB. 3 | <p>Look out for Bears</p>  | <ul style="list-style-type: none"> * Picture/text support * Simple sentence Structures | <ul style="list-style-type: none"> * No repeated sentence pattern * Development of meaning requires experience of dreaming and attention to illustrations | <ul style="list-style-type: none"> * Repetition of the word bears * HFW: <i>for, of, the, into, are, you, there</i> |

Amy Goes to School

BB.
3



- * Clear illustrations to Support new words
- * Repeated sentence patterns

* Change of format on page 12

- * Direct speech
- * Punctuation: exclamation mark

Carrot Soup

BB.
3



- * Pictures of characters
- * Strong picture support
- * Repeated sentence structure

- * Play format
- * Several lines of text on each page

- * Direct speech
- * Punctuation: ellipsis, exclamation mark, question mark

Lost

BB.
3



- * Illustrations match the text
- * Similar sentence structure on most pages

* Word order for the question

- * Direct speech
- * Word order in the questions
- * Punctuation: question mark, exclamation mark

Lunchtime

BB.
3



- * Clear illustrations
- * Known topic

- * First-person narrative
- * Children's names may be unfamiliar

- * Direct speech
- * Contractions: couldn't, I've, wasn't

Our Soccer Team

BB.
3



- * Clear illustrations
- * Repetition of words and lines

- * Ordinal numbers: first, second, third
- * Large type for shouted words

* Punctuation: ellipsis

Sarah's Seeds

BB.
3



- * Repeated sentence structures
- * Strong picture support

* Several lines of text on most pages

- * Direct speech
- * Punctuation: question mark, exclamation mark

What About Bennie?

BB.
4



- * Clear illustrations
- * Pattern of sentences

- * Use of building verbs
- * Changed structure on pages 12 and 14

- * Direct speech
- * Punctuation: possessive apostrophe
- * Building descriptions

Names and Games

BB.
3



- * Strong picture support
- * Repeated sentence structure

* One new collective noun and two new verbs on each page

* Rhyming words, using the same sounds with different spellings

Don't Forget

BB.
3



- * Repetitive sentence structure
- * Clear illustrations

- * Some activities may be unfamiliar to children

- * Punctuation: question mark, exclamation mark, ellipsis
- * Contractions: let's, don't
- * Direct speech

I Saw a Sign

BB.
4



- * Illustrations show signs in context
- * Rhyme

- * Capital letters used for signs
- * Punctuation: colon, ellipsis, exclamation mark

Jumper

BB.
4



- * Supportive illustrations
- * Repetitive sentence structure

- * Changes in word endings

- * Changes in word endings for jump
- * "ed" endings: jumped, played

Out of Reach

BB.
4



- * Clear illustrations

- * Change of format on pages 13 to 16

- * Computers as an information source
- * Sentence structure: clauses separated by *but*

Sending Signals

BB.
5



- * Clear illustrations

- * Some challenging vocabulary
- * Non-fiction content

- * Some signals will be familiar, others more unusual

Stop, Look and Listen

BB.
3



- * Repetitive lines
- * New words supported by the illustrations

- * Change of focus on page 10
- * Use of it

- * Two-word sentences
- * Use of capitals for emphasis
- * Punctuation: ellipsis

The Wolf

BB.
4



- * Play format
- * Illustrations support the text

- * Amount of print on each page

- * Punctuation: exclamation mark, ellipsis

The Secret Message

BB.
5



- * Clear illustrations
- * Simple sentence structures

- * Irregular past-tense verbs: wrote, gave

- * Punctuation: speech marks, question mark
- * Additional text in final illustration

The Cat and
the Dog



BB.
5

- * Clear illustrations Simple story-line

- * Play format

- * Change from our to my, and the difference one word makes
- * Punctuation: exclamation marks

Fascinating Faces



BB.
6

- * Clear paragraphs
- * Repeated sentence beginnings
- * Rhymes on some pages

- * Unusual text format for non-fiction

- * Repeated sentence structure

The Fishing Contest



BB.
5

- * Repeated sentence Patterns
- * Clear illustrations

- * "Noise" words

- * Compound words
- * Hyphenated words

Footprints



BB.
4

- * Illustrations
- * Repetitive sentences

- * Text changes from direct to indirect speech

- * Questions

The Never-Told
Story



BB.
5

- * Strong picture support
- * Repetitive sentences
- * Well-known fairy tales described

- * Unexpected ending

- * Direct speech
- * Questions

Postcards from
Pop



BB.
4

- * Repetitive sentence patterns
- * Alliteration
- * Supportive illustrations

- * No basis for predictions

- * Alliteration
- * Directional language
- * Days of the week

Sally's Surprise
Garden



BB.
6

- * Illustrating supporting the text
- * Simple sentence structure

- * Direct speech

- * "Thought bubble"
- * Questions

The King's
Pudding



BB.
6

- * Repetitive pattern of words
- * Predictable sequence of events

- * Amount of text on a page

- * Punctuation: exclamation mark

Happy Birthday,
Duckling



BB.
5

- * Photographs
- * Clocks to help clarify times

- * Reading a clock
- * Some difficult vocabulary

- * Tense of verbs
- * Many high-frequency words

How Lizard Lost
his Colours



BB.
5

- * Illustrations
- * Sentence structure

- * Some difficult vocabulary

- * Contractions: *don't, I'll, couldn't, aren't*
- * Punctuation: speech marks, question mark

Little Half Chick



BB.
6

- * Play format
- * Punctuation: exclamation mark

- * Some difficult vocabulary

- * Repeated sentence structure
- * HFW: *I'll, disappear, happy, friend, free*

Lizzie's Lunch



BB.
5

- * Illustrations
- * Many familiar words

- * Some unfamiliar vocabulary

- * Many words with double-letter patterns
- * Irregular past-tense verbs: *lay, broke, grew, hung, flew*

Rice



BB.
6

- * Photographs

- * Unfamiliar word/concepts: *threshing, milling*

- * Contents page
- * Glossary
- * Factual text combined with conversation

Tall Tales



BB.
5

- * Clear illustrations
- * Repeated sentence beginnings

- * Some difficult vocabulary

- * Illustrations of distant and close-up parts of a scene on the same page

Time for a Family



BB.
5

- * Photographs
- * Repeated sentence beginnings: some animals...

- * Some difficult vocabulary

- * Alternative words for "make": build, dig, weave

Rainbow Parrot



BB.
5

- * Illustration
- * Direct speech

- * Some difficult vocabulary

- * Punctuation: speech marks, question mark, exclamation mark
- * Use of italics for emphasis

Animal Fathers

BB.
8



- * Short, simple sentences
- * Strong photographic support

- * Special vocabulary: cassowaries, tamarins, sticklebacks

- * Table of contents and index
- * Alliteration: fishy fathers, patient papas

The Big, Bad Cook

BB.
7



- * Strong picture support
- * Repeated text structures
- * Background knowledge of The Three Little Pigs

- * The idea of innovating on a traditional tale

- * Larger type for emphasis
- * Consonant blend: "gr": grizzle, growl

A Boy and His Donkey

BB.
7



- * Episodic structure
- * Strong picture support

- * Dialogue
- * Question and answers
- * Anticipating how each animal will make the donkey budge

- * Contractions: I'm, don't, it's, doesn't, let's, wouldn't
- * Verb forms: cry, cried, crying
- * Onomatopoeia: buzz, zzzz, hee-haw

Chano

BB.
7



- * Rhyme
- * One line of text per page
- * Strong picture support

- * Vocabulary and concepts may be unfamiliar
- * Background knowledge required

- * Inverted sentence structure
- * Punctuation: dash

A Froggy Tale

BB.
7



- * Strong picture support
- * Predictable sentence structure

- * Onomatopoeia: slippetty-slop, flippetty-flop, hippetty-hop

- * Contractions: wasn't, you're, we'll
- * Stylised type for onomatopoeic words

Simple Solution!

BB.
8



- * Strong picture support
- * Cumulative story structure

- * Text: structure alters from page to page

- * Punctuation: speech marks
- * Use of italics for emphasis
- * Contractions: wouldn't, didn't, I'd

Those Tricky Animals

BB.
-



- * Clear photographs
- * Repeated first-person format
- * Subheadings
- * Contents and index page

- * Some difficult vocabulary: predators, mouthbrooder, camouflage

- * Possessive apostrophe

The Sandwich Hero








BB.
9



- * Strong picture support
- * Well-structured plot

- * The concept of a "hero"

- * HFW: saw, them, his, her, it, up (page 13)
- * Speech marks to show though
- * Alliteration: dirty, downy, ducklings

| Book Bands Per Title | Small Pack Level 10 Fluent B | Reading Age: 7-7.11 | Book Bands 7-10 | Reading Recovery 20+ Cliff Moon Orange |
|----------------------|---|---|--|--|
| BB. 8 | Beanbag  | <ul style="list-style-type: none"> * Strong picture support * Familiar theme for some children | <ul style="list-style-type: none"> * Amount of text on some pages | <ul style="list-style-type: none"> * Onomatopoeia * Italic print for emphasis |
| BB. - | Dear Diary  | <ul style="list-style-type: none"> * One diary entry per page * Photographs and illustrations | <ul style="list-style-type: none"> * Diary format * No dates in diary | <ul style="list-style-type: none"> * Text written in the first person * Print style that reflects child's handwriting * Changing tenses |
| BB. 8 | Flying Fingers  | <ul style="list-style-type: none"> * Strong picture support * Simple sentence structure | <ul style="list-style-type: none"> * Some unfamiliar vocabulary: festival, streamers, kazoo * Dialogue | <ul style="list-style-type: none"> * Border illustrations * Italic print for emphasis |
| BB. 9 | Oscar & Tatiana  | <ul style="list-style-type: none"> * Strong picture support | <ul style="list-style-type: none"> * Shifting first-person narrators * Some challenging vocabulary | <ul style="list-style-type: none"> * Letter format * Child's drawing insert * Punctuation: dash, question mark, exclamation mark |
| BB. - | 1 Potato 2 Potato  | <ul style="list-style-type: none"> * Familiar theme for many children * Rhyme * Photographs and diagrams | <ul style="list-style-type: none"> * Amount of text per page * Games may be unfamiliar | <ul style="list-style-type: none"> * Procedural text * Some text arranged in columns |
| BB. 7 | Sidetracked Sam  | <ul style="list-style-type: none"> * Strong picture support * Repeated phrases | <ul style="list-style-type: none"> * Extensive use of dialogue * Simple plot, but with many episodes | <ul style="list-style-type: none"> * Punctuation: question mark, speech marks, comma * Contractions: it's, don't, haven't |
| BB. - | I'm An Artist  | <ul style="list-style-type: none"> * Clear illustrations and photographs | <ul style="list-style-type: none"> * Unfamiliar vocabulary * Different kinds of text on each double page | <ul style="list-style-type: none"> * Procedural text * Pronunciation guides |
| BB. - | Walking  | <ul style="list-style-type: none"> * Clear photography * Repetition of rhyme structure | <ul style="list-style-type: none"> * Two distinct forms of text * Challenging vocabulary | <ul style="list-style-type: none"> * Numbered photographs * Text in boxes |

The Big Catch



BB.
6

- * Illustrations
- * Patience defined in the text

- * Seaside setting may be unfamiliar

- * Inset illustrations provide close-ups
- * Punctuation: exclamation mark

Fabulous Freckles



BB.
7

- * Illustrations

- * Understanding Patty's problem

- * Irregular past-tense verbs: told, took

Have You Seen a Javelina?



BB.
10

- * Illustrations
- * Repeated questions and answers

- * Some difficult plant and animal names: chaparral, prickly pear, saguaro cactus
- * Large text blocks

- * Rhymes

The Hat That Came Back



BB.
6

- * Repeated sentences
- * Illustrations
- * Repeated story-line

- * Comfy as a shortened form of comfortable

- * Contractions: it's, I've, I'm, we're, I'll
- * "Flying hat" page numbers

The Moon and the Mirror



BB.
8

- * Illustrations
- * Repeated sentences
- * Play format

- * Some difficult vocabulary

- * Punctuation: exclamation mark, ellipsis, question mark, parentheses
- * Use of italics for emphasis

The Honey Tree



BB.
10

- * Direct speech
- * Direct speech

- * Some difficult vocabulary

- * Contractions: wolf's, we'll, I've, let's, that's
- * Punctuation: exclamation mark, speech marks
- * Bold type for emphasis

A Silent World



BB.
-

- * Illustrations
- * Strong text/illustration match

- * Some difficult vocabulary and concepts
- * First-person narrative

- * Present-tense verbs
- * Simile: shoot like a rocket

Why Rabbits Have Long Ears



BB.
10

- * Clear illustrations
- * Direct speech
- * Folk-tale format

- * Some difficult vocabulary

- * Small illustrations set into larger illustrations
- * Punctuation: speech marks, exclamation mark, question mark

Creatures Of The Dark



BB.
-

- * Photographs
- * Manageable text blocks
- * Informative captions

- * Non-fiction format
- * Specialised vocabulary: tapetum, echolocation, predators, infra-red

- * Use of glossary and index
- * Italics for emphasis

The First Morning



BB.
9

- * Strong picture support
- * Well-developed story-line

- * Natural event explained as a myth

- * Interesting verbs: amazed, boomed, astonished, snatched
- * Italics for emphasis

The Emperor and the Nightingale



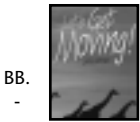
BB.
10

- * Strong picture support
- * Traditional tale with engaging plot

- * Some complex sentence structures

- * Adjectives: splendid, remarkable, beautiful
- * Possessives: nightingale's, emperor's

Let's Get Moving



BB.
-

- * One main idea in each chapter
- * Supportive photographs and captions

- * Some unusual names and vocabulary

- * The difference between labels and captions
- * Use of contents page and index

The Stranger's Gift



BB.
7

- * Strong picture support
- * Predictable story-line
- * Short, simple sentences

- * Play format
- * Stage directions

- * Stage directions in parentheses
- * Use of exclamation mark for emphasis

Wolves



BB.
-

- * Strong text/photograph match

- * Told partly as a first-person factual recount
- * Non-fiction format
- * Uncommon place names

- * Use of index and contents page

Pookie and Joe



BB.
7

- * Humour
- * Knowledge of dogs
- * Strong picture support
- * Common theme: envy

- * Unfamiliarity with farm dogs
- * Variety of sentence structures

- * Contractions: I'm, don't, doesn't
- * Italics for emphasis

The Forgotten Princess



BB.
8

- * Strong picture support
- * Predictable story structure

- * Characters' feelings not stated

- * Punctuation: speech marks, comma, exclamation mark
- * Adverbs: loudly, slowly, politely