Understanding Oxford Levels

An explanation of Oxford Levels to help you better support each child’s reading journey

www.oxfordprimary.com/oxfordlevels
Oxford Levels explained

Helping you use levelled readers to support your students’ reading development

Learning to read means mastering a lot of different skills, and learners progress in small steps. That’s why the 21 Oxford Levels offer a detailed, finely graded progression - taking learners from their very first steps in reading, all the way up to being skilful, independent readers.

This guide will help you understand where your students are currently in their reading development, and find the right books and activities to help them progress. There’s a page describing each Oxford Level, with information about how children’s reading skills develop, and about the books themselves and what they offer. There are also annotated examples of book pages at each Level, showing you the special features that help to support developing readers.

Using the information on the pages, you can reflect on your own students’ reading and easily find the Oxford Level that matches their current stage of development. You’ll need to think about their word-reading skills and also their comprehension, and the information provided gives you a guide to children’s expected skills and knowledge in both these areas. Once you’ve identified the Oxford Levels that suit your students best, you’ll be able to find a wide range of appropriate resources at these Levels to help them extend and develop their skills further.
How children’s skills develop

Word reading
- At this stage, children are just beginning to learn about books and reading. They are learning how books work, and understand the difference between words and pictures.
- They know (or are learning) the alphabet, as well as some of the sounds letters make (very early phonics).
- They may be able to recognise some simple, common words.
- They can usually hold a book correctly and turn the pages. They understand that words go from left to right and top to bottom in English.

Comprehension
- Children at this level can listen to and enjoy stories that they would not be able to read by themselves. They know that pictures can often help them work out what a book is about.
- They can give a simple response to a story – for example, saying whether they like it or not. With help, they can sometimes retell a story that they know very well – though their retelling may not be very accurate.

What the books are like
- Some books are wordless, to give children experience with handling books, talking about stories, turning the pages and using the pictures to understand the story.
- Some books have words, but usually no more than a few per page.
- The words might take the form of simple captions or very short sentences.
- Words are always very common, predictable and/or easy to work out using simple phonics. Books with words offer the opportunity to practise tracking the words from left to right, and to use children’s knowledge of letters and sounds to begin working out some simple words.
- Some books include simple speech bubbles and/or words in the illustrations.
How children's skills develop

Word reading
- Most children know the alphabet and can say at least one main sound for each letter. They can use this phonic knowledge to help them read simple words like 'dog' and 'not'.
- Many children are beginning to use simple phonics to help them work out less well-known words.
- They are also learning some common words that are not yet decodable using phonics (such as 'the', 'go', 'into').

Comprehension
- Children listen to, read and enjoy a wider range of stories, rhymes and non-fiction books.
- They are learning to make simple predictions about what might come next in a book.
- With help, they can pick out simple patterns in books – for example, refrains like 'Run, run, as fast as you can, you can’t catch me, I’m a gingerbread man!
- They are beginning to learn that stories have beginnings, middles and endings, and they can sometimes put the main events from a story in the correct order.
- They can usually give a basic opinion about a book, and they may be able to relate it to their own experiences.

What the books are like
- Books at this level usually have just one line of text on the page.
- The text gives children opportunities to practise the phonics that they know.
- Some books are fully decodable using early phonics (simple, phonically regular words with one sound per letter, plus a few common tricky words that children have learned by sight).
- In books that are not fully decodable, the words are familiar and predictable, and closely supported by the pictures so that children can work them out.
- Stories and non-fiction texts give opportunities for discussion, encouraging children to relate books to their own experiences and develop their own likes and dislikes.
- Sometimes the books include speech bubbles and words within the pictures, as well as sentences.
How children’s skills develop

Word reading

- Children can now read a wider range of simple and familiar words. They use their knowledge of letters and letter sounds, or phonics, to help them work out new words, though they may still sometimes need help with this.
- They read and recognise a wider range of common non-decodable words (e.g. ‘they’ and ‘one’).
- They are beginning to look at punctuation, and they sometimes use it to help them when they read aloud – e.g. pausing at the full stop at the end of a sentence.

Comprehension

- Children are getting better at using both the words and the pictures to help them understand stories and non-fiction.
- They may still need help to retell a simple story, or to answer straightforward questions about a book.
- They are often able to spot patterns in familiar books – e.g. rhymes and repeated phrases.
- With some help, they may be able to make sensible predictions about books – for example, suggesting what might happen next in a story, or what topics might be covered in a non-fiction book.
- They can sometimes use book features such as titles, headings and pictures to help them do this.
- Children are also beginning to respond to stories and non-fiction books by relating them to their own lives.

What the books are like

- Most books are written to fit with simple phonics, so they can be read easily by children who know one letter sound for each letter of the alphabet, plus a few common digraphs (letter combinations that make a single sound) like ‘sh’ and ‘th’.
- The books include several high-frequency words that are very common but tricky to read. Language is as natural and simple as possible, with words that are either familiar or closely supported by the pictures (or both).
- Sentence structures are mostly short and straightforward.
- As the number of words increases, stories become slightly more complex, with more to talk about.
- In non-fiction, some simple text features such as headings, labels, captions, contents pages and/or indexes may be used.

Examples from Level 2:

- **Spots** from Oxford Reading Tree, Biff, Chip and Kipper Stories
- **Big Car, Small Car** from Project X Origins

---

First steps in reading

The picture helps to tell the story.

Words are familiar and easy to work out using letter sounds.

Just one line of text on the page.

Simple non-fiction features like photographs.

The picture helps children to understand the words.

Similar sentences are used throughout the book.

My dad is going on a trip.

How will he get there?
How children’s skills develop

Word reading

- At this level, children can use their phonics to help them read slightly more complicated words, including words with common vowel and consonant digraphs (where two letters make one sound – like ‘ee’, ‘oa’, ‘ch’, ‘th’). They can use the phonics they know to try working out some unfamiliar words.
- They are also becoming more able to read common tricky words that can’t be decoded, like ‘you’ and ‘their’.

Comprehension

- Children may sometimes give opinions about what they read without being prompted – for example, saying if they like or dislike the book. They often enjoy choosing books for themselves.
- They can sometimes give a reason for their opinion about a book – for example, suggesting why they like it.
- They can usually retell familiar stories without much support.
- Many children are beginning to comment on aspects of the text – for example, picking out a good or interesting word.

What the books are like

- Most stories and non-fiction books can be read by children who have been learning phonics for a little while (for example, being able to read words with consonant digraphs like ‘th’ and ‘sh’, vowel digraphs like ‘ee’ and ‘oi’, and adjacent consonants like ‘tr’ and ‘st’).
- Even when the books are not completely decodable, they offer many opportunities to practise phonics.
- There are a wider range of high-frequency words that are very common but tricky to read. The language used is still very natural and simple, and the pictures still support the text closely.
- Sentence structures are mostly short, simple and speechlike.
- Stories are getting slightly more complex, and children will be able to use their experience of stories to make predictions before they read and while reading.
- The books give opportunities for discussion, and some make good models for children’s own writing.
- Non-fiction texts mostly relate to children’s knowledge and experience. Simple text features such as headings, labels, captions, contents pages and/or indexes may be used where appropriate.
How children's skills develop

Word reading

- At this stage, children’s reading is becoming more automatic – they can use phonics to help them work out words quickly, and they can read a wider range of common tricky non-decodable words, like ‘your’, ‘some’, ‘what’.
- Most children can confidently read words with common vowel and consonant digraphs (where two letters make one sound – like ‘oo’, ‘ow’, ‘wh’, ‘sh’). They use phonics to help them work out some unfamiliar words, often without being prompted.

Comprehension

- Children are becoming more confident in giving their opinions about stories and non-fiction texts. They can use their experience of similar books when making predictions, as well as their own life experience.
- When they retell stories, children can usually get the key events in the correct order without much support.
- When prompted, children may be able to comment on basic language features and vocabulary choices for example, they might be able to pick out a good descriptive word or find an example of a question word like ‘what’.

What the books are like

- At this level, books are mostly in line with slightly more complex phonics – sometimes including alternative spellings for the same sounds, for example the sound ‘oo’ may also be spelled ‘ew’, ‘ou’ or ‘ue’. Words with adjacent consonants (like ‘st’, ‘nt’, ‘pt’) are often included.
- Most texts include some words of more than one syllable, and there are often two or three lines of text on the page.
- Language is still very natural and simple, but there is now more variety in tone and approach across a range of books. For example, traditional tales may use simple storytelling language (‘once upon a time’, etc.) and other may use some simple figurative language (such as similes like ‘as tall as a tree’).
- There are increasing opportunities for prediction, though sometimes only at the beginning of a story. Prediction may be possible at different points in a non-fiction text.
- Because the books are becoming longer, section headings and subheadings may sometimes be used in non-fiction.

Examples from Level 4:

- “Goal!” Tiger said.
- “One goal to me!” she said.
- “It's like a tent,” said Biff.
- “Can we paint it?”
- Yes, you can.

Painting the Loft from Oxford Reading Tree, Floppy’s Phonics Fiction

Beginner reader
How children’s skills develop

Word reading
- Children are learning a wider range of alternative spellings for the sounds in words – for example, the sound ‘oi’ can also be spelled ‘oy’, or the letters ‘ou’ can be pronounced like ‘ow’ or ‘oo’.
- They often use phonics automatically to help them work out words, and they don’t always have to sound out and blend the sounds out loud when reading decodable words.
- Children often pause to check that what they have read makes sense. Sometimes they will go back and try again if it doesn’t. They are learning a wider range of common tricky non-decodable words.

Comprehension
- Children are more confident when talking about stories and non-fiction texts, sometimes giving reasons for their ideas.
- When they retell stories, children can usually include the main events in the correct order.
- They are more able to find information in a non-fiction text by using features like headings, captions and labels, though they may still need some support to do this.

What the books are like
- The books can be read by children who are beginning to learn alternative spellings for the same sounds, for example recognising that the sound ‘oo’ can also be spelled ‘ew’, ‘ou’ or ‘ue’.
- There may be some words with apostrophes, such as ‘didn’t’, ‘wasn’t’.
- The books use more words with more than one syllable. Language is mostly natural and simple, and most sentences are still short, but there is more variety in sentence structure and length now.
- There may be examples of more literary or technical language (for example, including more unusual words such as ‘terrible’ instead of ‘bad’, or using simple subject-specific vocabulary in non-fiction). However, more complex language will always be well supported by the context and/or by the pictures, to help the reader understand.
- Both fiction and non-fiction may sometimes include less familiar ideas, though there will still be many opportunities to link with children’s own experience.
- There are increasing opportunities to talk about likes and dislikes and make comparisons between one book and another.
- Plots are still straightforward, but there may be more opportunities to make predictions.

Examples from Level 5:

The Magic Paintbrush from Oxford Reading Tree, Traditional Tales

The rich farmer wanted the magic paintbrush. He put Ho in jail and took the brush.

Barking Owl from Oxford Reading Tree, inFact

Barking owls live in Australia. They eat mice, birds and even rabbits.

Tawny Owl from Oxford Reading Tree, inFact

Tawny owls are nocturnal. This means they sleep in the day and are awake at night.

Bird Sounds from Oxford Reading Tree, inFact

Not all owls hoot. This owl sounds a bit like a dog barking.

Beginner reader
How children’s skills develop

Word reading
- Children continue to learn a wider range of alternative spellings and sounds – for example, they may know that the sound ‘igh’ can also be spelled ‘ie’, ‘y’ or ‘i’, or the letters ‘ea’ can be pronounced like ‘ee’ or like ‘e’. They mostly use their phonic knowledge automatically to help them work out words, and they don’t always have to sound out and blend the sounds out loud when reading decodable words.
- They can often notice when their reading doesn’t make sense, and may go back to correct it without being asked to.
- They are continuing to learn more common tricky non-decodable words.

Comprehension
- Children can often make predictions and deductions about what they are reading, using information in the text and also their own ideas and experience. They will still often need support to do this, though they may sometimes contribute their own ideas about books without being asked to.
- They are usually confident in retelling and sequencing the main events in a story, and with support they can sometimes sum up the main ideas in a non-fiction book.

What the books are like
- The books may include words with most of the main phonic patterns common in English.
- Vocabulary is becoming more varied, though any unfamiliar words will be explained and/or supported by the pictures, and will fit in with the context of the book.
- Non-fiction texts sometimes include some less familiar or technical vocabulary, as appropriate to the topic. There is now some more variety in writing styles between books at the same level, including a bigger range of sentence structures (although most sentences will still be relatively short and simple).
- Stories and non-fiction texts are gradually becoming longer and more complex, with more detail. In some books, there may be opportunities to think about simple underlying themes and ideas (for instance, a story might have a clear theme of tackling bullying).
- Stories and non-fiction both usually link clearly to children’s existing knowledge and experience.
- In fiction, there will be opportunities to use children’s prediction skills and insight, for example to work out what will happen next, or to enjoy humour or suspense.

Examples from Level 6:

Land of the Dinosaurs from Oxford Reading Tree, Biff, Chip and Kipper Stories

A dragonfly flew by. “Look at this,” said Nadim. “I don’t want to meet a dinosaur.”

The magic took the children to the land of the dinosaurs.

Which trampoline would you choose? Why?

Trampolining

Trampolines need to be strong and safe. They are often kept outside. This means they have to be waterproof, too.

Opportunities for children to make predictions.

Gradually increasing amount of text on the page.

There may be a clear theme that runs through the book.

Some more technical or unfamiliar words may be used.

A bigger range of non-fiction features may be used – like this diagram, with photos and labels.

The Right Kit from Project X Origins

Which trampoline would you choose? Why?
How children’s skills develop

Word reading

- Children usually use phonics to read a wide range of words, without sounding out the separate sounds. Many children can automatically apply phonics to work out words as they read. However, some children may still need extra support and practice with this.
- Most children can read out loud quite fluently, and they often use end-of-sentence punctuation (such as full stops, exclamation marks and question marks) to help them read aloud.
- They often notice if their reading doesn’t make sense, and go back to correct it. They know many common non-decodable tricky words.

Comprehension

- Children can usually find the answer to a question within a section of text.
- They can use book features such as blurbs and illustrations, as well as their own experience, to help them choose a book to read.
- They often use their life experience and their knowledge of other books to help them understand what they read, as well as using ideas and information from the book itself.
- They are beginning to be able to retell a story concisely – picking out the key events rather than listing everything that happened.

What the books are like

- There are many opportunities to use and extend children’s phonics skills, including words with unusual phonics patterns (such as ‘beautiful’, ‘eye’, ‘any’). Words with several syllables may be included.
- Sentence structures are still mostly straightforward and speechlike.
- There are some examples of literary language in fiction, or technical vocabulary in non-fiction – but any unusual words will be predictable in the context, and may also be illustrated.
- In fiction, there may be opportunities to practise prediction throughout the story, not just at the start.
- Characters are becoming more fully fleshed-out, and children will be able to get a sense of what characters are like through the way they speak.
- Stories are becoming more detailed than in earlier levels.
- In non-fiction, there may be more information in a section, and sections may be more than a page long.

Examples from Level 7:

- The years passed, and in her happiness, Lily forgot that she did not much care for babies. She and the Prince had a little boy. They called him Tom.
- Mrs May put the finished portraits on the wall. “Mine is rubbish,” complained Wilf. “No it’s not,” said Biff. “You just haven’t got the ears quite right.”
- Chip had a sketch book. He had done a sketch of Mrs May. “It’s quite good,” smiled Mrs May. “To get even better you need to practise. Try to draw as often as you can.”
I’ll be late!

Eva looked again at her blank page. “Just start writing,” said Mum gently. “See what happens.”

What’s going on?

“That’s a shame!” sighed Mum. “Why don’t you start your story while we’re waiting, Eva? I’ll phone Grandad.”

I can’t believe it!

Suddenly, the driver’s voice came over a loudspeaker. “I’m very sorry,” he said. “The railway line is broken. We have to stay here until it’s fixed. It’s going to take quite a while.”

What about Grandad?

Oh no …

Examples from Level 8:

The Story of the Train Stop

from Oxford Reading Tree, Story Sparks

Sentences of different lengths and structures.

Pocket Money

from Oxford Reading Tree, Biff, Chip and Kipper Stories

More than one paragraph of text on the page.

Some more unusual vocabulary, practising and reinforcing complex phonics.

Pocket Money from Oxford Reading Tree, Biff, Chip and Kipper Stories

Examples from Level 8:

The Story of the Train Stop from Oxford Reading Tree, Story Sparks

What the books are like

Most sentences are still straightforward and speechlike, but there is increasing variety of sentence length and structure.

More complex vocabulary is used, including some descriptive language in fiction and more technical vocabulary in non-fiction; however, most words are still within children’s own vocabularies.

Texts are getting longer, but they are still mostly straightforward to follow and understand.

Stories are often formatted like short novels, with chapters. Non-fiction books may also have longer chapters or sections.

There may be scope for some simple subtexts in stories, that some readers may pick up. (For example, realising that a character is scared of dogs because of what he does, even though he claims not to be scared.)

How children’s skills develop

Word reading

At this level, children can use phonics to read straightforward text quickly and automatically. They may still need support and practice with some aspects of phonics.

Generally, children at this level are becoming more confident in their reading, and they often notice if they make a mistake and correct it without being prompted. They know most common non-decodable tricky words, and read them automatically.

Comprehension

Children can find the answer to a straightforward question within a section of text (in both fiction and non-fiction).

They can use information from a book to give reasons for their opinions, though they may need to be reminded to do this.

They are becoming more confident in choosing books to read, often reading some of the text in order to help them decide.

They can often relate ideas and information from fiction and non-fiction books to their own lives.

They can sometimes make simple connections between books, for example noticing that princess characters in two different stories seem very different.

Comprehension

Children can find the answer to a straightforward question within a section of text (in both fiction and non-fiction).

They can use information from a book to give reasons for their opinions, though they may need to be reminded to do this.

They are becoming more confident in choosing books to read, often reading some of the text in order to help them decide.

They can often relate ideas and information from fiction and non-fiction books to their own lives.

They can sometimes make simple connections between books, for example noticing that princess characters in two different stories seem very different.

Comprehension

Children can find the answer to a straightforward question within a section of text (in both fiction and non-fiction).

They can use information from a book to give reasons for their opinions, though they may need to be reminded to do this.

They are becoming more confident in choosing books to read, often reading some of the text in order to help them decide.

They can often relate ideas and information from fiction and non-fiction books to their own lives.

They can sometimes make simple connections between books, for example noticing that princess characters in two different stories seem very different.

Comprehension

Children can find the answer to a straightforward question within a section of text (in both fiction and non-fiction).

They can use information from a book to give reasons for their opinions, though they may need to be reminded to do this.

They are becoming more confident in choosing books to read, often reading some of the text in order to help them decide.

They can often relate ideas and information from fiction and non-fiction books to their own lives.

They can sometimes make simple connections between books, for example noticing that princess characters in two different stories seem very different.
How children’s skills develop

Word reading
- At this level, children can read most words automatically, either silently or out loud. They can read most common non-
decodable tricky words, and most words with apostrophes for
contraction (such as ‘don’t’, ‘couldn’t’), on sight.
- They usually use a range of basic punctuation (full stops,
exclamation marks, question marks, commas and dashes) when
reading silently or aloud.

Comprehension
- Children recognise different common text features, and can
explain some differences between fiction and non-fiction. They
may be able to explain differences between some non-fiction
text types (for example, explaining that instructions often start
with command verbs and use bullet points or numbers, whereas
newspaper reports are divided up into paragraphs).
- Children can use a range of basic information features, such
as contents, index, headings, photos and captions, to find
information.
- They are starting to give reasons for their opinions about books,
for example explaining in simple terms why they like or dislike
a story. For example, they may say, ‘I like this book best because
the way the characters speak is funny.’

What the books are like
- Although vocabulary is still straightforward, the books use some
less familiar words (for instance, a book might include the word
‘glittering’ instead of a more straightforward word like ‘shining’)
- Sentence structures are clear, with simple connectives like
‘because’ so that links between sentences are easily understood.
- Where pronouns are used it’s always clear what they refer to
(avoiding confusing structures like ‘He took his football to his
party’, where his refers to two different people).
- Some sentences may be longer, with more than two clauses.
- There are lots of opportunities for discussion and prediction in
both stories and non-fiction.
- Fiction is now usually organised into chapters, and non-fiction
has clear subsections and a wide range of different features
(such as labels, captions, fact boxes, charts and diagrams).

Examples from Level 9:

Stone Sculptures to Frozen Figures from Explore with Biff, Chip and Kipper

So they put the cake beside the duck pond. Everyone played on it.
Peter put up a notice:

Tromso was very happy.
The children loved Tromso’s cake, and nobody minded if Tromso took a bite out of it now and again!

Workers dug clay from the earth to make the warriors. Craftsmen shaped the clay and let it dry. Then they baked it in a hot oven called a kiln to harden the clay.

The baked clay is called terracotta. Terracotta means ‘baked earth’.

Book divided into chapters.

Some more sophisticated vocabulary.

Bigger blocks of text on the page.

There are lots of opportunities for discussion and prediction in both stories and non-fiction.
How children’s skills develop

Word reading
- Children can read equally fluently either silently or aloud.
- They can read most common words, including those with apostrophes (such as ‘shouldn’t’, ‘weren’t’), and many multi-syllable words.
- They know how to break longer words into syllables to help with reading.
- They use parts of unfamiliar words to help them work out the meaning (e.g. spotting that ‘clarify’ is a bit like ‘clear’, so ‘clarify’ means ‘to make clear’).
- Children are beginning to have the stamina to read longer texts.
- They usually take punctuation into account and can read aloud using expression.

Comprehension
- Children can often find answers to questions by searching back through a whole text.
- They can talk about reasons why things happen in stories, and they are beginning to read between the lines to understand why characters act as they do.
- Sometimes, children can explain how particular words and phrases affect the meaning of a text – for instance, that it’s spookier to describe a tree as ‘skeleton-like’ than as ‘bare’.
- They recognise and can talk about a range of different features of non-fiction books, and they can demonstrate how to use non-fiction features such as index and contents.

What the books are like
- Vocabulary is still mostly straightforward, including words that the children can understand but wouldn’t necessarily use themselves, for example ‘spectacular’ instead of ‘exciting’.
- Sentence structures are clear, using simple connectives like ‘because’ so that links between sentences are easily understood.
- Some sentences may be longer, with more than two clauses. Because stories and non-fiction texts are longer, more stamina is needed to read them.
- There are opportunities to read between the lines – for example, the reader may know something that the characters do not, or there may be an unexpected twist or surprise ending.
Gaining more independence

How children’s skills develop

Word reading
- Children can read equally fluently either silently or aloud.
- When reading aloud, they usually show good understanding of the text and use some appropriate expression. They automatically take account of punctuation when they read.
- Children are developing more reading stamina and are beginning to read longer books, including short novels.

Comprehension
- Children can identify the main points in a straightforward text, and can often explain these simply.
- They are beginning to read between the lines more confidently, to work out information that may only be hinted at in the text.
- They may be able to identify some simple underlying themes and ideas in some books.
- They can make confident predictions about stories, and about the likely content of non-fiction books.
- Children can increasingly come up with their own ideas about books, and they may sometimes quote ideas and information from the text to back up their ideas.

What the books are like
- Texts still use mostly straightforward sentences, but with increasing variety in length. Sometimes short sentences are used for suspense or humour, or longer sentences to explain an idea thoroughly.
- Sometimes, children may need to use life experience or experience from other reading to fully understand a non-fiction text or story.
- In fiction, there will usually be one main plot, but sometimes there may also be a clear subplot (for instance, in a book about finding hidden treasure, there may also be a subplot about the relationship between two of the characters).
- Non-fiction books can be organised in different ways – in chronological order, or grouping ideas by different themes, or step by step through a process, as appropriate.

Examples from Level 11:

The Nightingale and the Rose

- A nightingale was listening to the man from a perch on the oak tree. He must really love that girl, thought the nightingale, for his face is as pale as ivory and so full of sorrow.
- ‘I have no red rose to give, so I shall spend the night sad and alone,’ groaned the man and he fell onto the grass, weeping.

Dangerous Trainers from TreeTops Fiction

- ‘Mind my book. You’re trampling on it!’
- ‘I hate your horrible trainers!’ I tell him. ‘They’re dangerous.’
- ‘Gangway!’ he shouts. ‘Clump, clump. He’s clumping to his bedroom. I have to squash myself against the wall, so my feet don’t get crushed.’
- ‘Thank goodness – he’s gone out. It’s nice and peaceful now. I can lie here on the floor and read my book. Stomp, stomp, stomp.’

The Swallow and the Nightingale from TreeTops Greatest Stories

- A young man was walking sadly round his garden. ‘I know I should be studying but I can’t stop thinking about my beloved,’ he said. ‘She told me she would dance with me at the prince’s ball tomorrow night, but only if I brought her a red rose. There are no red roses in my garden, so what shall I do?’
How children’s skills develop

Word reading
- Children can read most texts at this level automatically and fluently.
- They can use clues from the text to help them work out the meanings of words, and they also use their knowledge of similar words, root words etc. – for instance using the meaning of ‘aware’ to work out what ‘awareness’ means.
- Their reading stamina is increasing and they are able to tackle longer books.

Comprehension
- Children can usually find straightforward information in a text, and they can work out the main points in a piece of non-fiction text.
- They are beginning to use inference more confidently, to help them understand what they read.
- They can often use ideas and information from more than one part of a text to help them understand it – for example, remembering something that they learned in Chapter 1 when it later becomes important.
- Most children can confidently give opinions about texts, and they may sometimes back these up with quotations from the text.
- When asked, they can compare books and give their views about the ways that authors use language.

What the books are like
- Both stories and non-fiction have more variety in sentence structure and length, including some more extreme sentence types (for example, contrasting a very short, one- or two-word sentence with a much longer sentence with several clauses).
- Books are still written straightforwardly, though children may need to use inference more than at previous levels (for instance, to work out who is speaking in a long passage of dialogue).
- Sometimes stories play simple ‘games’ with the reader – for instance when readers know something that a character in the story doesn’t know.
- There may be a simple subplot.
- Characterisation is mostly shown through what characters say and do, rather than through description, so inference is needed to understand this fully.

Examples from Level 12:

Cool Clive from TreeTops Fiction

My mum says, My friend agrees with her. And I know she’s right too. It doesn’t matter. It should matter to me. I want to be like my friends. I want to be cool.

Monkey could never carry enough berries to satisfy Crocodile. Although Crocodile always promised his wife that he would bring her some berries, he never managed to stop himself from eating them all!

Uses traditional storytelling language.

There may be unusual features, like these speech bubbles which interrupt the main narrative.

Children need to use inference and empathy to understand the narrator’s feelings.

Some unusual sentence structures for effect – like this inverted sentence where the words are in a different order from normal.
How children's skills develop

Word reading
- Children read most texts at this level confidently and fluently.
- They are familiar with a wider range of punctuation, and can use it to help them work out the meaning of texts. When reading aloud, punctuation helps them read with appropriate expression.
- Their reading stamina is increasing and they are often able to read for 20 or 30 minutes at a time.

Comprehension
- Children can use and compare information from different non-fiction features to help them understand a text.
- They may be beginning to skim and scan text to get information (letting their eyes run across the text to get a general sense of the contents, or looking for particular words and phrases).
- In fiction, they are beginning to be able to read on as well as reading back, to help them understand the text.
- When they are asked to, they may be able to pick out grammatical features in a piece of text (for instance spotting adverbs in a descriptive passage, imperative verbs in instructions, etc.)
- They can identify some of the author’s language choices, such as the use of technical words in non-fiction, or the use of expressive words to increase suspense.

What the books are like
- Sentences are still varied in structure and length.
- In some texts, some language may be different from normal standard English – for instance, a few words of dialect in fiction, or more formal language in a non-fiction text.
- From this level onwards, there is more variation in style between different books at the same level. Children need to piece together information from across a whole book in order to understand it fully.
- In fiction, plots are still mostly straightforward but sometimes there may be simple flashbacks, or a plot may be more circular in shape, where the end of the story mirrors the beginning.
- Non-fiction may be organised in different ways, so that children can think about how the organisation helps the reader to understand the text.

Non-fiction organised in different ways.

Some less familiar concepts and vocabulary to stretch children’s comprehension.

Some inference needed to understand the humour and follow the plot.

Some sentences have more complex grammar.
How children's skills develop

Word reading
- Children can read increasingly complex stories and non-fiction confidently and fluently.
- They recognise most types of punctuation, and can use it to help them work out the meaning of what they read. When reading aloud, punctuation helps them read with expression.
- They can often work out the meanings of new words by using clues from the book, as well as their knowledge of similar words.
- Their reading stamina is increasing and they are often able to read for 30 minutes or longer.

Comprehension
- At this level, children are becoming more confident in reading between the lines, to work out what texts mean at a deeper level.
- They may start to make clearer connections between different parts of a text – for example, picking up on information from earlier in the book and applying it to what they find out later.
- They can form some basic ideas about the way an author presents a character, based on what the text says about the character and on the character’s actions.
- They can express an opinion about a story or non-fiction book, and may sometimes back it up with quotations from the text.

What the books are like
- There’s more variety in style, as appropriate to the genre of the book – for instance, persuasive language in a non-fiction book that makes a case for recycling. Most sentences will still be in straightforward standard English, however.
- The books will often contain new vocabulary linked to the subject or the genre – sometimes this is explained in a glossary, but sometimes children will be expected to look up unknown words in a dictionary.
- Stories may play games with the reader’s expectations – for instance, a character who seemed like the villain may turn out not to be.
- In fiction, plots are still mostly linear and straightforward, but some may include flashbacks or may be circular, where the ending of the story reflects the beginning.
- In non-fiction, a wider range of features such as tables and diagrams are used to help the reader understand more complex information.

There may be a variety of different text types within a book, using different styles of language.

Some more complex vocabulary – in this case, defined in a glossary.

Inference is needed to understand the characters’ feelings.

Clues about the context ‘lidle as a sailor’ may be introduced gradually throughout the book.

‘Nothing doing here,’ he said softly to himself. He was about to wander back into Plymouth Town when something caught his eye.

He stopped one of the sailors and asked if he could help.
‘Clear off, little’un,’ the sailor growled. ‘You’ll only get under our feet.’

Jamie sighed and sat down in the shadow of a wall. His stomach grumbled with hunger in the dark. His head hurt. He watched the men loading their stores. He’d seen ships being loaded many times. Once he’ve seen a sack drop and split open, sending cheeses rolling over the cobbles.

A good round cheese would do nicely now, he thought. Maybe someone’ll drop a few sacks tonight. Sack after sack was sent to the ships. But no one stumbled. Nothing spilled. At last the men stopped work and went off together, laughing and joking.

For a while Jamie watched the moon climb slowly in the sky. Then he stood up and stretched.

Leonardo da Vinci facts
- When he was a teenager, Leonardo went to live and work in Florence, Italy. He became a famous painter.
- Leonardo was inspired by the Italian Renaissance. He was interested in human beings and nature, in science and in art. He often started a new project before finishing the last one.

Leonardo’s curiosity also made him a great inventor, engineer and scientist. He never stopped having new ideas. He often started a new project before finishing the last one.

Leonardo was a perfectionist. His work was very detailed. He often took a long time to finish a piece of work. Some of his paintings took many years to complete.

Leonardo’s personality also made him a very private person. He was not interested in being famous or in money.

Clues about the context ‘lidle as a sailor’ may be introduced gradually throughout the book.

Inference is needed to understand the characters’ feelings.

Claude Monet
- Unlike Leonardo, I went to school. I didn’t learn anything about art there, but I didn’t let that stop me!

Erm …

56?

Geography

Who can tell me what beaches and cliffs form in coastal areas? Can you give me one example of the art there, but I didn’t let that stop me!

CLAUDIE MONET!

Unlike Leonardo, I went to school. I didn’t learn anything about art there, but I didn’t let that stop me!

Erm …

56?

Geography

Who can tell me what beaches and cliffs form in coastal areas? Can you give me one example of the art there, but I didn’t let that stop me!

CLAUDIE MONET!

Unlike Leonardo, I went to school. I didn’t learn anything about art there, but I didn’t let that stop me!

Erm …

56?

Geography

Who can tell me what beaches and cliffs form in coastal areas? Can you give me one example of the art there, but I didn’t let that stop me!

CLAUDIE MONET!

Unlike Leonardo, I went to school. I didn’t learn anything about art there, but I didn’t let that stop me!

Erm …

56?
How children’s skills develop

Word reading
- Children continue to read increasingly complex stories and non-fiction confidently and fluently.
- When reading aloud, punctuation helps them read with appropriate expression.
- They may be able to work out the meaning of a word by thinking about the meaning of the whole sentence.
- Their reading stamina is increasing and they can often read several chapters independently.

Comprehension
- Children can use some inference to work out how and why characters develop and change.
- They have experience of reading a wider range of text types, and can use text features, such as charts and diagrams in non-fiction, to help them understand the text.
- They can form a basic viewpoint about a book and explain their thinking, backing it up with a quote from the text where appropriate. They may do this without being prompted.
- They know why some types of language are used in particular texts (for instance, short, bulleted sentences in some types of non-fiction, or a mixture of long and short sentences in fiction).
- They can skim and scan to find information (letting their eye run across the text to quickly get an idea of its general meaning, or searching for particular key words to find specific information).

What the books are like
- There is more variety in sentence structure and paragraph length, to help convey more complex ideas.
- Different styles of text will be used in books of different genres.
- Some more demanding vocabulary may be used – including descriptive words in fiction, and technical words in non-fiction. Care is still taken to reflect children’s age, experience and knowledge of the world.
- There is a bit more variety in the order in which information is conveyed – for instance, some stories may use flashbacks or flash-forwards, or the perspective may shift from one character to another.
- In non-fiction, a wide range of features is used, and some books may include a mixture of different types of text.

Examples from Level 15:

**Fact File: BOA CONSTRICTOR**

| General: | Boa constrictors are large snakes. The largest boa ever found was more than 5 metres long. |
| Status: | Some boas are ENDANGERED. Many are PROTECTED. |
| Threats: | Poachers and loss of habitat |
| Diet: | Birds and small animals |
| Live: | Mainly found in South and Central America. |
| Behaviour: | Boas kill their prey by squeezing it until it can no longer breathe. |

**Fact File: TIGER**

| General: | Tigers are the largest members of the cat family. |
| Population: | About 3000 to 4500 tigers exist in the wild today. |
| Status: | ENDANGERED |
| Threats: | Poachers and loss of habitat |
| Diet: | Mostly deer and water buffalo |
| Live: | Parts of Asia |
| Behaviour: | Tigers ambush their prey and kill it with a bite to the neck. |

**Did you know?**
- Some boas are long enough to eat a horse. Tigers are very good swimmers.
- Did you know? Tigers are PROTECTED. Some boas are ENDANGERED.
- Did you know? Tigers are the largest members of the cat family. Boas swallow their prey whole.

**Good-Luck-Bad-Luck and No-Good**

Wi Tung loved horses. He dreamed of having one. He saw horse tails in the clouds and white manes in the waves. But his mother said horses were not for boys, especially not poor boys who had work to do in the garden. Still, Wi Tung loved horses. He drew horses in the earth with his fingertip. He even tied his handkerchief in knots: two corners for the ears and four bunchy legs.

He rode the branches of trees to imaginary adventures. He drew horses in the earth with his fingertip. He even tied his handkerchief in knots: two corners for the ears and four bunchy legs.

Inference is often needed to fully understand the characters’ feelings.

**Did you know?**
- Some more sophisticated storytelling language.
- A range of interesting descriptive language.
- Text is formatted to convey information effectively – here in the form of fact files.

**A mixture of text types within the book increases the challenge for readers.**
How children’s skills develop

Word reading
- Children read increasingly complex stories and non-fiction confidently and fluently.
- They understand most types of punctuation, and can use it to help them work out the meaning of what they read. When reading aloud, punctuation helps them read with appropriate expression.
- They can often work out the meanings of words and phrases they don’t know by using clues from the book, as well as their knowledge of the meanings of similar words.
- Their reading stamina is increasing and they can usually read several chapters independently.

Comprehension
- Children are becoming more confident with using inference, and they know characters can be depicted through dialogue as well as through direct description.
- They can sometimes work out what the author’s point of view is, in both fiction and non-fiction.
- They may be able to point out when a story is told from more than one character’s perspective, or retell a story from the point of view of a different character.
- They know the features of a wider range of non-fiction text types, including persuasive texts and explanations.
- They can compare and contrast books they have read, and may quote from texts to support their opinions.

What the books are like
- There is a wider range of language types – for instance, some poetic language in fiction, or fiction-like descriptive language may be used in non-fiction.
- Some more demanding vocabulary may be used – including descriptive words in fiction, and technical words in non-fiction.
- Chapters may also be of different lengths to give different effects.
- The structure of the story might be varied in interesting ways, for instance two characters with different viewpoints might take it in turns to be the narrator.

Examples from Level 16:

Charlie, Prince of Wheels from TreeTops Chucklers

Our watery world

Oceans cover 71 per cent of our planet. That means that salty water takes up about two and a half times as much space on the Earth’s surface as dry land.

---

Exploring the oceans

It’s hard to believe, but we know more about the surface of the moon than we do about the deepest depths of our own planet. Satellite cameras have now photographed the whole of the moon’s surface and we have made detailed maps of 25 per cent of it, but so far, humans have explored only five per cent of the world’s oceans.

Let’s plunge in and see how deep we can go!

---

Vocabulary can be demanding but is also varied to make the reader laugh.

In fiction, paragraphs may be used in more unusual ways, for instance a sequence of very short paragraphs to build suspense.

A range of features, like this pie chart, help to convey more complex information.

A more formal tone may be used where appropriate.

Alfie shook his head. ‘No, it’s worse than that!’
‘Your phone?’ asked M.
Alfie shook his head again. ‘No, it’s even worse from me!’
‘Explain yourself,’ snapped M.

‘Your award?’ I repeated, flabbergasted. I couldn’t imagine anyone giving Alfie an award, unless it was for Poa-beam of the Year.
‘Yes, Alfie went on. ‘My award as winner of this year’s Puddlethorpe’s Got Talent contest.
‘That’s amazing!’ I said.
‘You’re telling me,’ snorted M. ‘The Puddlethorpe’s Got Talent contest doesn’t start until six o’clock this evening. How come you’ve already won?’

‘There are only two singers in the contest and I’m a million times better than the other one,’ Alfie declared, rather grumpily. ‘But now the award that is rightfully mine has been cruelly snatched from me!’

‘Explain yourself,’ snapped M.

‘It’s like this,’ said Alfie. ‘Once upon a time, I used to be a Little Weed.’
‘I didn’t realize you’d ever stopped,’ I muttered. ‘I mean, Alfie went on, ‘when I was about three, I used to go to my Little Weeds Nursery.

It was really nice – there was a wooden train set where I could play choo-choos and a model farm where I could play moo-moos.’

‘A Little Weed,’ groaned M. ‘Just get on with it!’

‘We sang lots of jolly songs and the nursery teacher made a recording of me singing one of them. It was called “I’m a Little Buttercup”.

A few weeks ago I saw that it had been posted online. As soon as I realized, I had it taken down, but not before somebody had made a DVD of it – somebody who doesn’t want me to win Puddlethorpe’s Got Talent! And who would that be?’ I asked.

‘Ed Banger,’ sighed Alfie.

I might have known. Ed Banger was in our class at school, and together with his mate,
Expectations of the children

Word reading

- At this level, children can read quite demanding novels and non-fiction independently and fluently. When they read aloud, they use appropriate expression and take the punctuation into account.
- They can usually work out the meanings of unknown words by using clues from grammar and sentence structure, or by drawing on their knowledge of the meaning of the surrounding text.
- They are becoming increasingly able to read longer books, and they can usually read several chapters independently at one time, returning later to the point they reached.

Comprehension

- Children can make comparisons between books, drawing on differences and similarities between books of the same type, or different books written by the same author.
- They can quote from the text in order to explain their thoughts about a book.
- They may be able to point out some of the things that make an author distinctive (e.g. the tone of the writing, the subject matter, etc.).
- They can use more complex comprehension skills such as inference and deduction to work out meaning across a whole book.

What the books are like

- Books at this level show an increasing variety of styles and subject matters, with some increasingly sophisticated vocabulary and a wide range of sentence structures.
- Some of the language choices, in some books, may be deliberately intended to stretch the reader. However, language is never intended to be difficult purely for the sake of difficulty – it is meant to enhance meaning and extend children’s thinking.
- Books may be structured in many different ways, to give children further reading experience and allow them to make comparisons.
- Sometimes stories may play games with the reader, or information may be given slowly over a long section of text so that the reader has to stay alert to pick up the meaning.
How children’s skills develop

Word reading
- At this level, children can read a range of demanding novels and non-fiction texts independently and fluently.
- When they read aloud, they use appropriate expression and take the punctuation into account (including more complex punctuation such as colons).
- They can often work out the meanings of unknown words by using clues from grammar and sentence structure, or by using the meaning of the surrounding text.
- They have the stamina to read longer books, and they can read several chapters independently at one time, returning later to the point they reached.

Comprehension
- Children can often quote from a book in order to support their ideas and explain clear reasons for their views – sometimes without being prompted.
- They can often work out the point of view in a particular story or non-fiction text. They use inference to help them work out the themes and ideas, drawing on information from different points in a book.
- They can give an opinion about whether a text is useful or enjoyable, and give reasons for their opinion.

What the books are like
- There is a lot of variety in the way stories and non-fiction books are written at this level, to encourage children to make comparisons between different books.
- Some authentic older texts may be included (poems, fiction, longer quotes from source material in non-fiction etc.).
- Authors writing at this level may have very different styles. Not every book may appeal to every reader – children may react in different ways to their reading.
- Some books are structured straightforwardly, but others may be structured in ways that are less traditional – for example, mixing up elements from different genres.
- Some of the language will be quite sophisticated, but it’s always appropriate to the age of the readers.

Examples from Level 18:

Chapter 1 – Oklahoma, USA
Maggie Mulligan lay on her back, eyes closed. By her side, four-year-old Keira played with a rag doll. Their Ford pickup was parked by the roadside, steam rising from the radiator. The local garage had promised to send a tow truck as soon as possible but the nearest tow truck was forty kilometres away and it would be a half hour before anyone could arrive to repair the overloaded engine.

It was warm for March and Maggie had almost drifted off when Keira poked her shoulder. “Mummy,” the girl said apprehensively. “What’s that in the air?”

Maggie rolled over and looked in the direction Keira was pointing.
A huge inverted triangle split the sky, black and pulsing. The downward point danced along the ground, less than a kilometre away.

“What’s that under the truck, honey?” Maggie scrambled to her feet. “Get under the truck and its very still.”

She tried to keep the fear out of her voice but the little girl wobbled at the tightness of her grip.

“I'm a game?” she said hopefully.

There are usually few illustrations in fiction at this level.

Plenty of inference and some prior knowledge is needed to understand what is happening.

Some unusual sentence structures.


Some books include unusual text types – like this extract from a filmscript.

Chapter 1 – Oklahoma, USA

Off screen we hear William’s MUM shout.

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

MUM

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William and his little sister, Sasha. (points to Mum)

MUM

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.

William! Are you up yet? You’re going to be late for school.

WILLIAM

There’s just a small notice on the book, I’ve been asking for some Colt Super Stripes for ages. Everyone’s got Colt Super Stripes at school. I know that if I had a pair of Colt Super Stripes, I’d be as good as Dixie Dean in no time.

MUM

WILLIAM (to Mum)

If I’m up!

INT. CAR. DAY.
How children’s skills develop

Word reading
- Children can read demanding novels and non-fiction texts independently and confidently.
- They read fluently out loud, taking the punctuation into account (including more complex punctuation such as colons).
- They can usually work out the meanings of unknown words by using clues from grammar and sentence structure, or by drawing on knowledge of the meaning of the surrounding text.
- They have the stamina to read longer books, and they can read several chapters independently at one time, returning later to the part they reached.

Comprehension
- Children can usually quote confidently from a book in order to back up their ideas, and explain clear reasons for their views – sometimes without being prompted.
- They are aware of their own reactions to different types of text, and they know that different reactions are possible.
- They can understand some ways in which the author’s choices (in vocabulary, sentence construction and structure) can influence how readers feel about a book.
- They can use inference to help them pick out themes and ideas that may not be immediately obvious, drawing on information from different points in the text.
- They know how to choose appropriate quotes from a book to support their ideas.

What the books are like
- Books are still written with a lot of variety in structure, tone, language and approach.
- Some authentic older texts may be included (poems, fiction, longer quotes from source material in non-fiction etc.)
- Authors writing at this level may have very different styles.
- Some books will be structured straightforwardly, but others may be structured in ways that are less traditional – for example, mixing up elements from different genres.
- Although the books are relatively sophisticated, they are always appropriate to the young age of the readers.

Some highly sophisticated and technical text features such as complex diagrams.

Language can be complex and where appropriate.

Challenging stories which demand plenty of inference and background knowledge.

Books are not necessarily longer, but they use sophisticated language where appropriate.
How children’s skills develop

Word reading
- Children can read challenging age-appropriate novels and non-fiction texts independently and fluently.
- When they read aloud, they use appropriate expression and take the punctuation into account (including more complex punctuation such as colons and semicolons).
- They can usually work out the meanings of unknown words by using clues from grammar and sentence structure, or by drawing on knowledge of the meaning of the surrounding text.
- They have the stamina to read longer books, and they often read several chapters independently at one time, returning later to the part they reached.

Comprehension
- Children can quote confidently from a book in order to support their ideas about it, and explain clear reasons for their views.
- They know that there may be different layers of meaning in a text. They are able to identify some underlying themes and ideas, referring back to the text.
- They know that texts can be written from different points of view, and they can often work these out.
- They can draw together information from different points in a book, and from more than one book, particularly in non-fiction.
- They can give an opinion about whether a text is useful or enjoyable, and give clear reasons.

What the books are like
- There is a lot of variety in the way stories and non-fiction books are written. Some books may use sophisticated literary or technical language.
- Some authentic older texts may be included (poems, fiction, technical language).
- Books across the level may vary in tone, mood, structure, vocabulary etc.
- Some of the texts may draw on ideas and themes that may not be familiar to an average reader of this age, and some books may mix up genres in unexpected ways.
- Although the texts are increasingly sophisticated, they are still in line with ideas and concepts that children this age can cope with.

Part I
Chapter One

I am named after my father, Philip Pirrip, but that is an uncomfortable mouthful of pips, isn’t it? You can just call me Pip. Everyone does.

I want to tell you my story, guide you through all its strange turns and twists. My tale might be a warning to some, a mystery to others. You see, before the time of my great expectations, I grew up in Kent. I lived a simple life on the countryside. Once was the marsh country, down by the river. It is there that the first step on my adventure came on a raw afternoon towards evening. A little child, left to wander by my busy guardians, I found my way to the churchyard. In this bleak place overgrown with nettles I came across the gravestones of my parents. I understood then for the very first time that my father, Philip Pirrip, late of this parish, and also Georgiana, wife of the above, were dead and buried. More than this, I saw that the dark flat wilderness beyond was the marshes; the low leaden line beyond that, the river; and I was but a small bundle of shivers having to face it all on my own.

Yet while I was crying at this thought, a far more terrible realization struck. Someone else was there!

A fearsome brute of a man, dressed all in grey with a

Great Expectations from TreeTops Greatest Stories
Oxford Levelled books have helped millions of children learn and love to read

Benefits of a Reading Scheme

Reading is one of the most important skills that a child will pick up at primary school, as confident and fluent reading is required in almost every aspect of daily life. Reading schemes offer a structured sequence of books for children as they gain reading confidence. Most schools recognised the value of offering a wide variety of texts to help with reading fluency, comprehension, and to promote the enjoyment of reading, but without a reading scheme in place, a school will need to assess each individual book to ensure it is of an appropriate level for their students.

A good reading scheme:
• Supports a child’s phonic learning, and helps support the skills required for fluent reading
• Widens a child’s reading experience and exposes them to a variety of stimulating stories, text types, and illustrations
• Offers carefully scaffolded content to ensure children are reading at an appropriate level to their age and ability
• Reinforces independent reading for pleasure

Reading schemes and Oxford Levels

Oxford levels are the foundation of our reading schemes. Our levels offer a finely gradated sequence that supports children’s reading journey and gives parents and teachers confidence, knowing that children are reading at their appropriate level of challenge.

The levels run from 1 to 20. Each new level offers new language, new themes, and a chance to practice what a child has learned already.

Ensuring appropriate challenge

The ‘challenge’ of a text relies on a number of important factors, including:
• The quantity of text and illustrations on the page
• Range of vocabulary
• Phonic regularity/word repetition
• Sentence structure
• Story length
• Story themes

A built in process right from the start

✓ We match our authors by tone, style and voice to the right level
✓ Our authors write especially for the level, with careful consideration to language structure, word count and language level
✓ Our manuscripts are reviewed by literacy consultants with extensive teaching and classroom experience
✓ All Oxford Primary books are trialled by teachers and children in schools to ensure our manuscripts are engaging and provide the right level of challenge

The world’s most popular reading scheme

Used in over 130 countries

Spans from level 1 - 20

Builds children’s confidence and pushes them further

Helps each child progress at their own pace

Right Level

Success

Progress

Motivation