**What children can do**

**Word reading**

For most children, knowledge of the alphabet and basic letter–sound correspondence is now secure (at least one main letter sound for each letter of the alphabet). Children are able to use their knowledge to decode simple CVC words. They use the phonics they have been taught, to help them read some simple unknown/unfamiliar words. They are also beginning to learn and recognize a range of common non-decodable high-frequency words.

**Comprehension**

Children are extending their experience of stories, rhymes and non-fiction texts, and they are beginning to use their knowledge of texts (both words and pictures) to help them make simple predictions as they read or listen to a story. When prompted, they can pick out straightforward patterns in a text, e.g. rhyming refrains or repeated words and phrases. With support, they are beginning to understand how stories fit together in sequence and can often put the key parts of a story into the right order. They can talk and give a basic opinion about texts they have read or listened to, and with support they may be able to relate stories and information texts to their own experiences.

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**What texts are like**

**Word reading and language**

Texts at this level are mostly accessible for children working at Letters and Sounds Phase 2 (mainly single letter GPCs) or equivalent. Texts give opportunities to develop children’s knowledge of grapheme–phoneme correspondences and to blend CVC words. Some books are decodable (except for common high-frequency words already learned) for children working through a relevant phonics programme. Other books allow children to practise their phonic skills and knowledge in the context of less phonically controlled texts. Further common high-frequency exception words are introduced.

Language structures are simple, and mimic natural speech patterns as far as the phonic constraints of a specific series will allow.

**Comprehension and structure**

Both fiction and non-fiction texts give opportunities for simple discussion, and to build up knowledge and understanding of how texts work; there are also opportunities to begin to exercise judgements at a simple level (likes and dislikes) and relate stories and non-fiction texts to children’s own experience. Opportunities are also provided to derive meaning specifically from the text, as texts become longer and more naturalistic. Texts allow for children to pose and answer basic questions. Books may include speech bubbles and environmental text as well as straightforward narrative text.
Level 1+ text examples

Artwork supports storytelling and helps children make meaning from the text.

No. Dad is not in here.

Opportunities to practise reading non-decodable high frequency words as well as phonically decodable words.

In non-fiction, photographs add to and support the text.

The duck sits on the eggs.

Simple, speech-like sentences
What children can do

Word reading
Children continue to practise and apply their phonic knowledge, and they can usually use their knowledge of grapheme–phoneme correspondences automatically to read a wide range of familiar and unfamiliar words. However, they may still need support and extra practice with some aspects of phonics. Their reading is becoming increasingly fluent and they often take end-of-sentence punctuation into account appropriately when reading aloud. They usually self-correct automatically if their reading does not make sense. They are continuing to extend and consolidate their knowledge of common non-decodable high-frequency words.

Comprehension
Children are increasingly able to find and assess relevant information within a section of text to help them answer a question or deepen their understanding of the text. They can use book features such as blurb, illustrations and text samples, as well as their own reading experience, likes and dislikes, to help them select books to read. They begin to use their reading and life experiences as well as evidence from the text, to help them understand what they read. They are increasingly able to retell a story concisely, getting the main parts in the right order.

What texts are like

Word reading and language
By this stage, most children will have progressed through a structured phonic teaching programme and they may be automatically applying phonic knowledge as they read. Texts provide many opportunities to revisit and use phonic knowledge, and also to practise reading words with rare grapheme–phoneme correspondences (e.g. beautiful, eye, any) and high-frequency exception words. Texts also give opportunities to read an increasing range of polysyllabic words and words with common suffixes and prefixes.

Sentence structures are still mostly simple. There is continued scope for some moderate technical language in non-fiction, and simple figurative language in fiction.

Comprehension and structure
As stories and non-fiction texts become longer and more fully fleshed out, there is opportunity to extend the range of prediction children can do, including prediction throughout a fiction text and not just at the start. There are increasing opportunities to discuss characterization and express preferences about stories and non-fiction texts. Longer non-fiction texts give opportunities to pursue a theme across a greater number of pages. There are increasing opportunities for children to ask and answer questions as they read.

In fiction, plots are still mostly simple and linear, without subplots, but with more variation in dialogue and a greater range of sentence structures and lengths than at previous levels. In non-fiction, a wider range of text types is included, incorporating some mixed-genre texts.
Level 7 text examples

**Rumpelstiltskin: Oxford Reading Tree Traditional Tales, Level 7**

Lily also forgot her promise to the goblin. But the goblin did not forget. On Tom’s first birthday, he came to the castle and said, “Give me your baby.”

**Boy-king of Egypt**

A long, long time ago, a 9-year-old boy became a king. He was the king of Egypt. He was very rich. His name was Tutankhamen. You say his name like this: “too–tan–car–men”.

Finding Things: Project X Origins, Level 7

- Increasing quantity of text on the page.
- Sentence structures are more varied, but still mostly straightforward and speech-like.
- Slightly more opportunities for sophisticated inference and prediction.
- Sentences are still mostly straightforward and speech-like, but a wider variety of sentence structures is now used.
- Some use of more sophisticated text features such as maps and pronunciation guides.
Oxford Primary Reading Assessment

Oxford Level 17

Typically: Year 5/P6

What children can do

Word reading
Children can read level-appropriate texts with a high degree of fluency. They can read aloud fluently and with appropriate expression, taking into account a wide range of punctuation. They are usually able to work out the meanings of unfamiliar words by using context clues as well as their knowledge of word structure and the meanings of similar words. Their reading stamina is increasing and they can usually read several chapters independently at a sitting, picking up from where they left off when they return to a book later.

Comprehension
Children are often aware of the ways in which authors’ language choices affect how the reader reacts to a text; for example, the extent to which the reader might like or dislike a character depending on how the author describes him or her. They are becoming able to compare texts in more sophisticated ways, quoting from the text to support their point of view. They can also identify some aspects of an individual author’s style or approach (this may only relate to certain authors, e.g. those with very distinct styles or who are particular favourites). They are growing more adept at using inference and deduction to draw meaning from across a whole text, rather than just from one section of a text.

What texts are like

Word reading and language
There is a greater variety of authorial style within books across the level, with vocabulary and syntactical choices made in order to support and enhance meaning and to extend the reader’s thinking. Some interesting stylistic use of language may be deliberately built in (arising naturally from the author’s own style rather than being applied artificially). Some vocabulary and/or syntax may be deliberately intended to stretch the reader or to contrast with familiar styles.

Comprehension and structure
The reader will be expected to think about the structure of the text and the author’s language choices, and across a range of books, texts display a variety of different structures and choices to support this. The reader has opportunities to draw on his or her existing knowledge of different text types when making predictions about a text (and those predictions may sometimes be subverted).

In fiction, authors may sometimes deliberately decide to mislead the reader temporarily, or release information slowly over a whole section of text. This slow release of information may also be a feature of non-fiction texts. Where a text sets out to mislead readers, this is still done sparingly and for particular effect, not as an attempt to increase difficulty for its own sake. Plots may be treated in a less linear way in fiction, and in non-fiction texts may be structured in a more complex way, sometimes without such clear signposting through headings etc. as is common at earlier levels.
by the sun and his fair eyes gave him a startled expression.

'Three years?' I said. 'Were you shipwrecked?'

'No, mate – marooned,' he replied. 'They left me here three years ago and I've lived on goats and berries and

oysters ever since. You don't happen to have a piece of

cheese on you, do you?'

He was feeling in my pockets like an excited child.

'I'll make a gentleman of you, Jim.'

'I felt that, living alone on the island, the poor fellow

must have gone half mad. He gripped my hand and held

up his finger.

'Not a man … with one … leg?' he gasped.

'Silver,' I said. 'He's the ringleader.'

He tightened his grip on my hand. 'If you was sent by

Long John I'm as good as dead, mate.'