



Oxford
Levels

Understanding Oxford Levels

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



OXFORD

OXFORD LEVELS EXPLAINED

Supporting reading progress in all students

Oxford Levelled books have helped millions of students all over the world learn to read and to love reading.

At Oxford, we use an expertly developed and well-established system for levelling our books, and it has been used to develop many of our popular and well-loved series such as *Oxford Reading for Comprehension*, *Oxford Reading Tree*, *TreeTops* and *Project X*.

As part of Oxford University, we are passionate about education and raising standards. We're here to help you:

- find books that spark interest and engagement, fire imaginations and broaden world views
- match children to books that will be at or slightly above their reading level to develop their skills at every step of their reading journey.

We believe magic happens when a child picks up a book that they love reading and that is at the right level to help them make good progress.

So, how does it all work?

We've finely graded our books so you can accurately match children to the right book. You'll notice our books:

- span from the very early stages of reading in Foundation (Oxford Level 1) all the way up to an advanced Year 6 reader's level (Oxford Level 20)
- are matched to age-related expectations
- signal the level on the cover.

With the help of expert authors, our levelled books hook children of different ages into reading, capture their imaginations and make them think. We also work with leading literacy consultants and dedicated levelling and phonics consultants.

Ensuring appropriate challenge

We know every child is different, so we make books that are age appropriate for a variety of reading needs, including struggling readers and very able readers. We're careful to increase the level of challenge to ensure that children encounter manageable stretch at each step, and continue to progress.

A built-in process for reading progression



LEARN ABOUT EACH LEVEL

See Oxford Levels in context

Benefits of a reading scheme

Reading is one of the most important skills for a child to learn 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 recognise the value of offering a wide variety of texts to help with reading fluency and comprehension, and to promote the enjoyment of reading. 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 Level 1 to 20. Each new level offers new language, new themes and a chance to practise what a child has learned already.



Oxford Level	Page
Oxford Level 1	4
Oxford Level 1+	6
Oxford Level 2	8
Oxford Level 3	10
Oxford Level 4	12
Oxford Level 5	14
Oxford Level 6	16
Oxford Level 7	18
Oxford Level 8	20
Oxford Level 9	22
Oxford Level 10	24
Oxford Level 11	26
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Oxford Level 13	30
Oxford Level 14	32
Oxford Level 15	34
Oxford Level 16	36
Oxford Level 17	38
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Oxford Level 20	44

How children's skills develop

Word reading

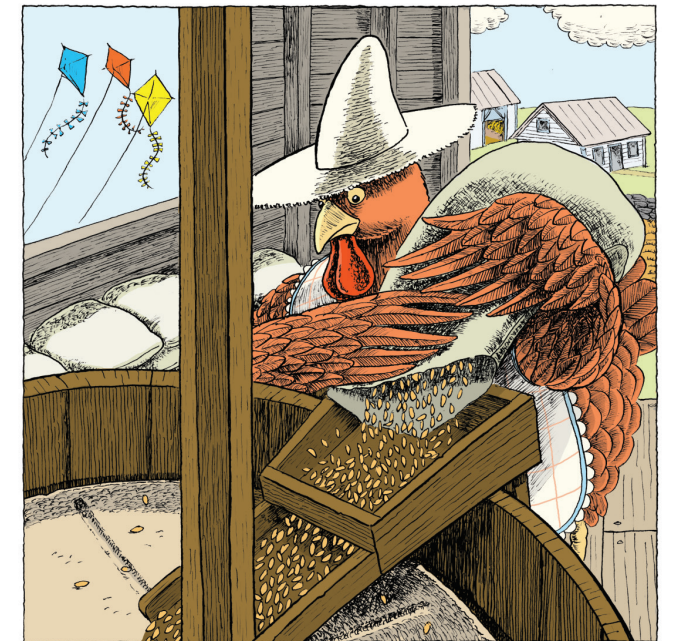
- At this stage, children are just beginning to learn about books and reading. They are learning how books work, and they understand the difference between words and pictures.
- They know (or are learning) the alphabet, as well as some of the sounds letters make (very early phonics).
- They may be able 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.

In wordless books, the pictures tell the story.

Lots to talk about in every picture



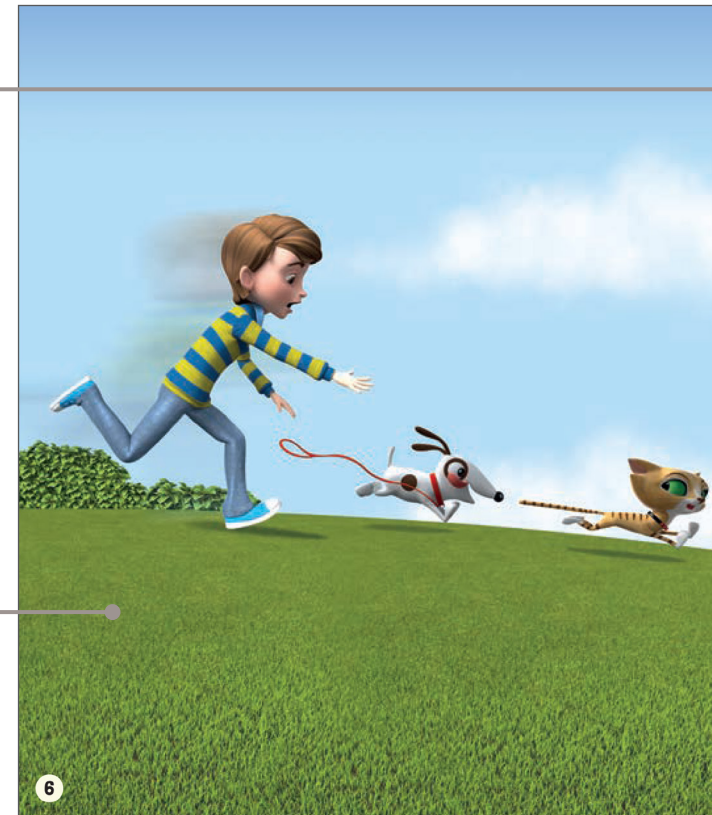
The Little Red Hen from Oxford Reading Tree, Traditional Tales

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.

Opportunities to practise turning pages and using pictures to work out what's happening

Lots of opportunities to use the pictures to help understand the story



Cat Chase from Project X Hero Academy

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 such as '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' and '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.
- They are beginning to learn that stories have a beginning, a middle and an end, 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.

Sometimes there are speech bubbles or words in the picture.

The pictures help children understand the story.

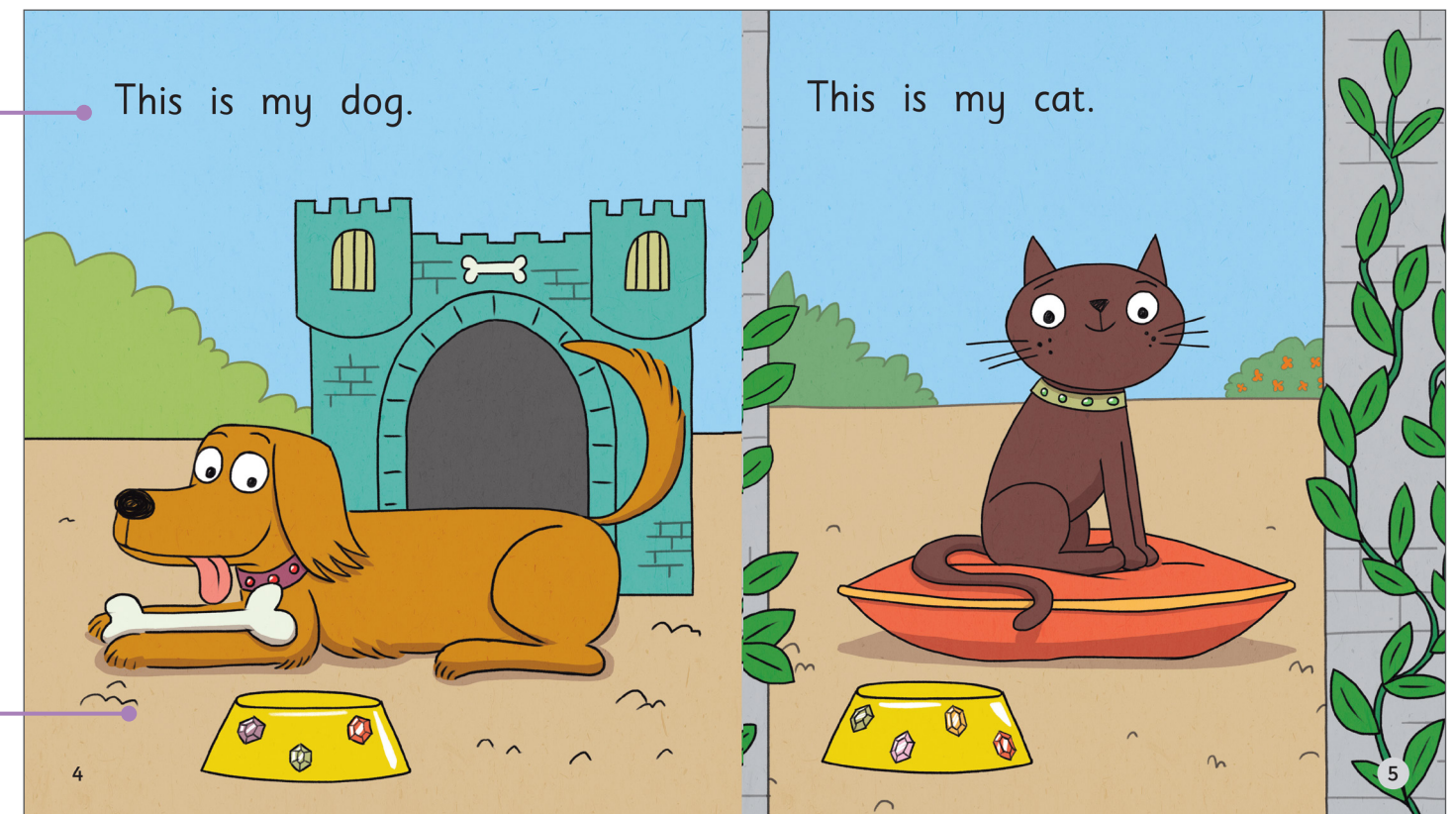
Usually just one line of text on each page



The Big Carrot from Oxford Reading Tree, Traditional Tales

The language is familiar and speech-like.

The pictures help children to understand the text.



At Home from Oxford Reading for Comprehension

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 phonic knowledge, 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 (such as 'they' and 'one').
- They are beginning to look at punctuation, and they sometimes use it to help them when they read aloud, for example 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, such as 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.

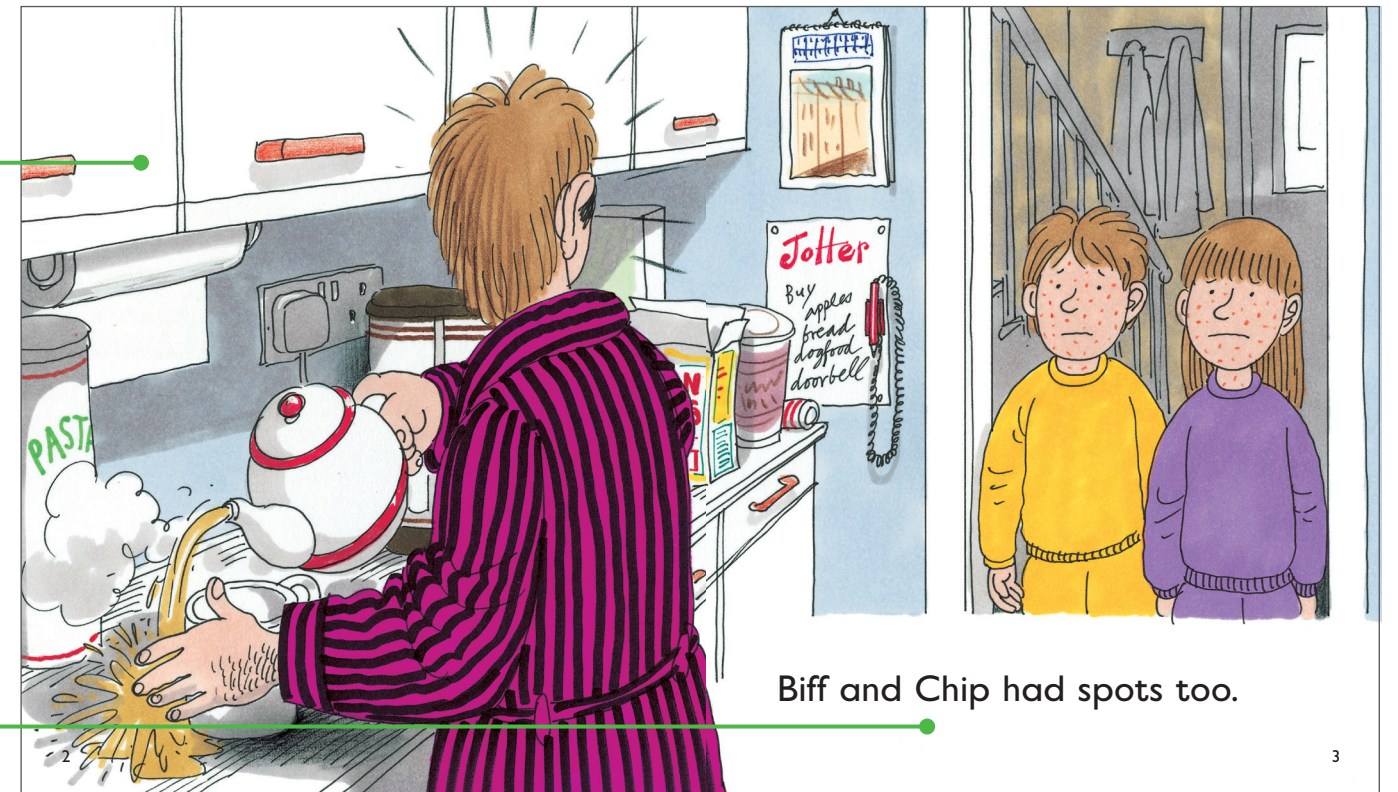
What the books are like

- 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) such as 'sh' and 'th'.
- The books include a range of common high-frequency words.
- Sentence structures are mostly short and straightforward.
- As the number of words increases, stories become slightly more complex, with more to talk about.

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



Biff and Chip had spots too.

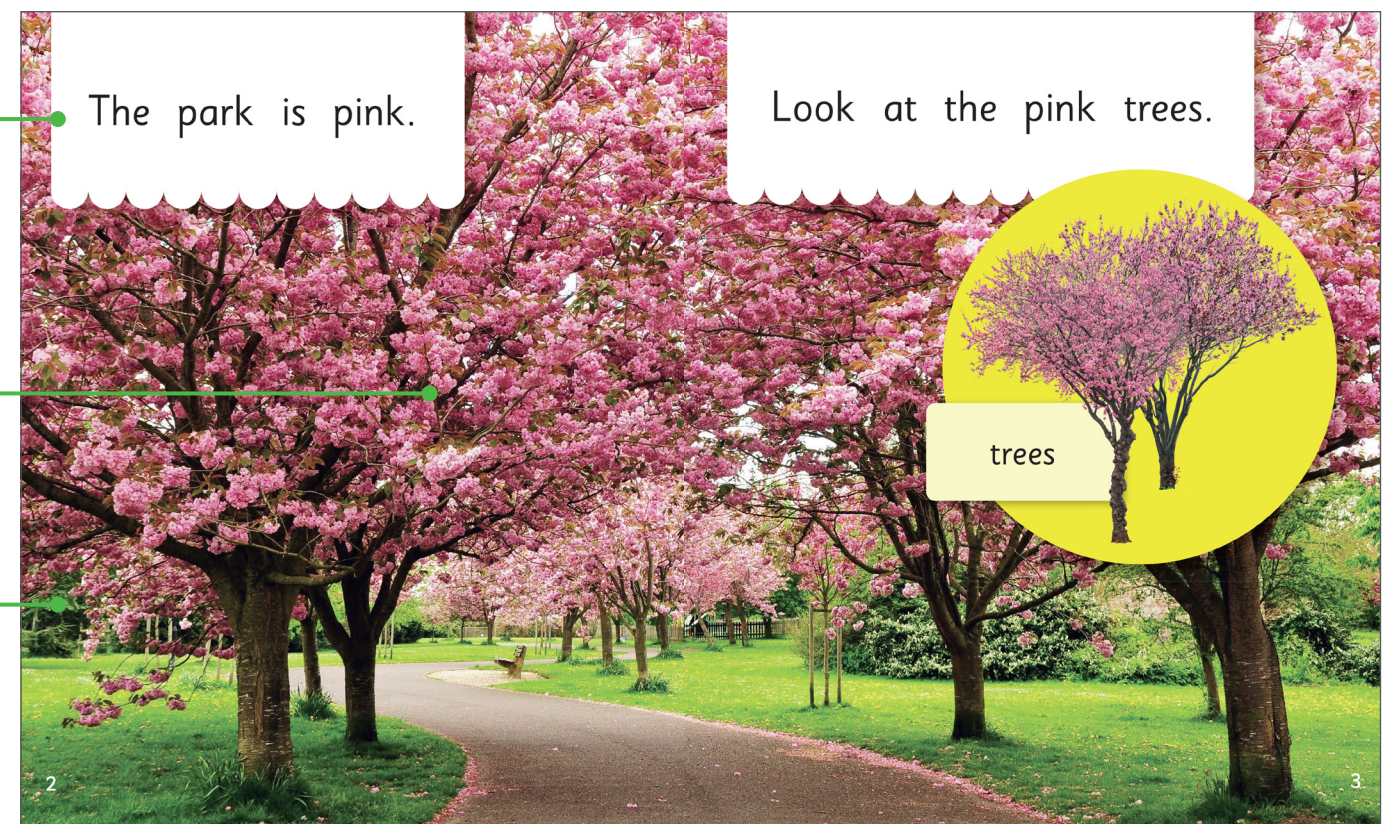
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Spots from Oxford Reading Tree, Biff, Chip and Kipper Stories

Similar sentences are used throughout the book.

Simple non-fiction features such as photographs

The picture helps children to understand the words.



The park is pink.

Look at the pink trees.

trees

2

3

Look at the Park from Oxford Reading for Comprehension

How children's skills develop

Word reading

- At this level, children can use their phonic knowledge to help them read slightly more complicated words, including words with common vowel and consonant digraphs (where two letters make one sound, such as 'ee', 'oa', 'ch' and '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, such as '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.

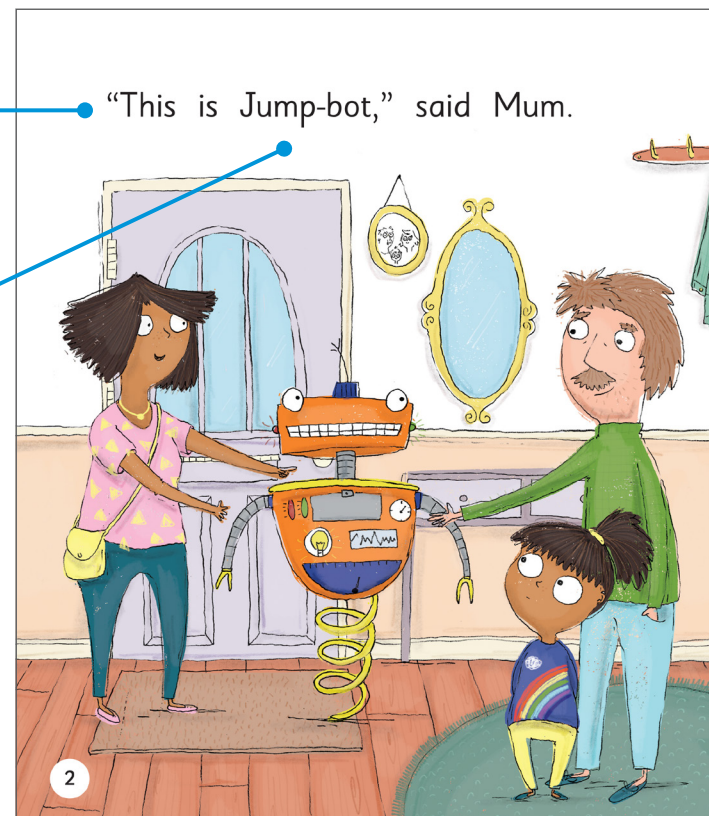
What the books are like

- Most fiction and non-fiction books can be read by children who have been learning phonics for a little while and who are able to read words with consonant digraphs such as 'th' and 'sh', vowel digraphs such as 'ee' and 'oi', and adjacent consonants such as '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 speech-like.
- 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.

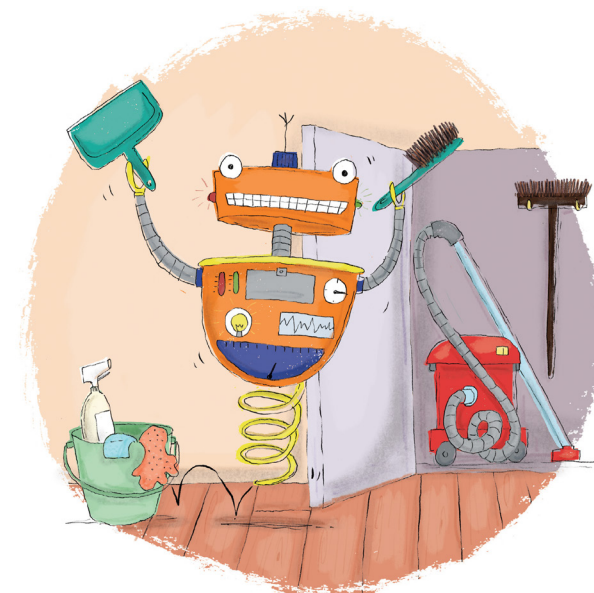
Usually still just one line of text on the page

Opportunities to use phonic knowledge to work out less familiar words

Dialogue may be used.



"I like to help," said Jump-bot.



A Job for Jump-bot from Oxford Reading for Comprehension

Some books are completely decodable using early phonics.

Language is still simple and speech-like.



We can look at my cook books.



Zoom Food from Project X Hero Academy

How children's skills develop

Word reading

- At this stage, children's reading is becoming more automatic – they can use phonic knowledge to help them work out words quickly, and they can read a wider range of common tricky non-decodable words, such as 'your', 'some' and 'what'.
- Most children can confidently read words with common vowel and consonant digraphs (where two letters make one sound, such as 'oo', 'ow', 'wh' and '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 such as '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 (such as 'st', 'nt' and 'pl') 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 such as 'once upon a time'.
- 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.

More than one line of text

Opportunities to use phonics to read some words with more than one syllable

Sentences are still usually short, simple and speech-like.

Cat hit the ball between the flowerpots.
"One goal to me!" she said.



Next, Tiger took a shot. It went past Nok.
"Goal!" Tiger said.



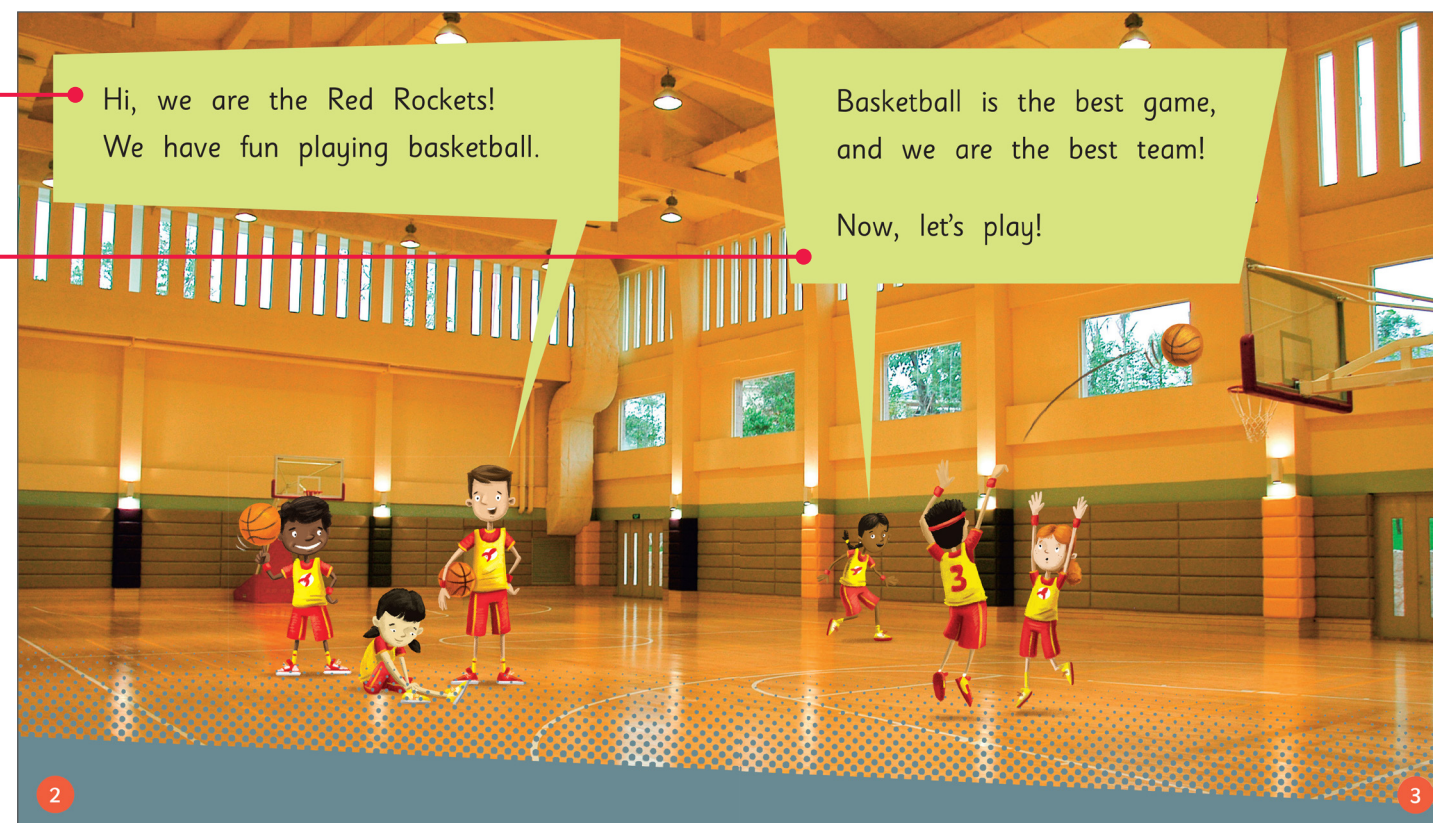
Goal! from *Project X Alien Adventures*

Two lines of main text and speech bubbles too; text is still speech-like.

Lots of words using adjacent consonants such as 'st', 'nt' and 'nd'

Hi, we are the Red Rockets!
We have fun playing basketball.

Basketball is the best game,
and we are the best team!
Now, let's play!



Basketball is the Best! from *Oxford Reading for Comprehension*

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 such as 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' and '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, more unusual words such as 'terrible' instead of 'bad', or 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.
- Non-fiction texts include text features such as headings, table of contents, glossary and index.

Non-fiction text features such as headings are introduced.

Some simple technical language that fits the subject of the book. Unfamiliar words are repeated several times in the book.

Language is mostly simple and speech-like.

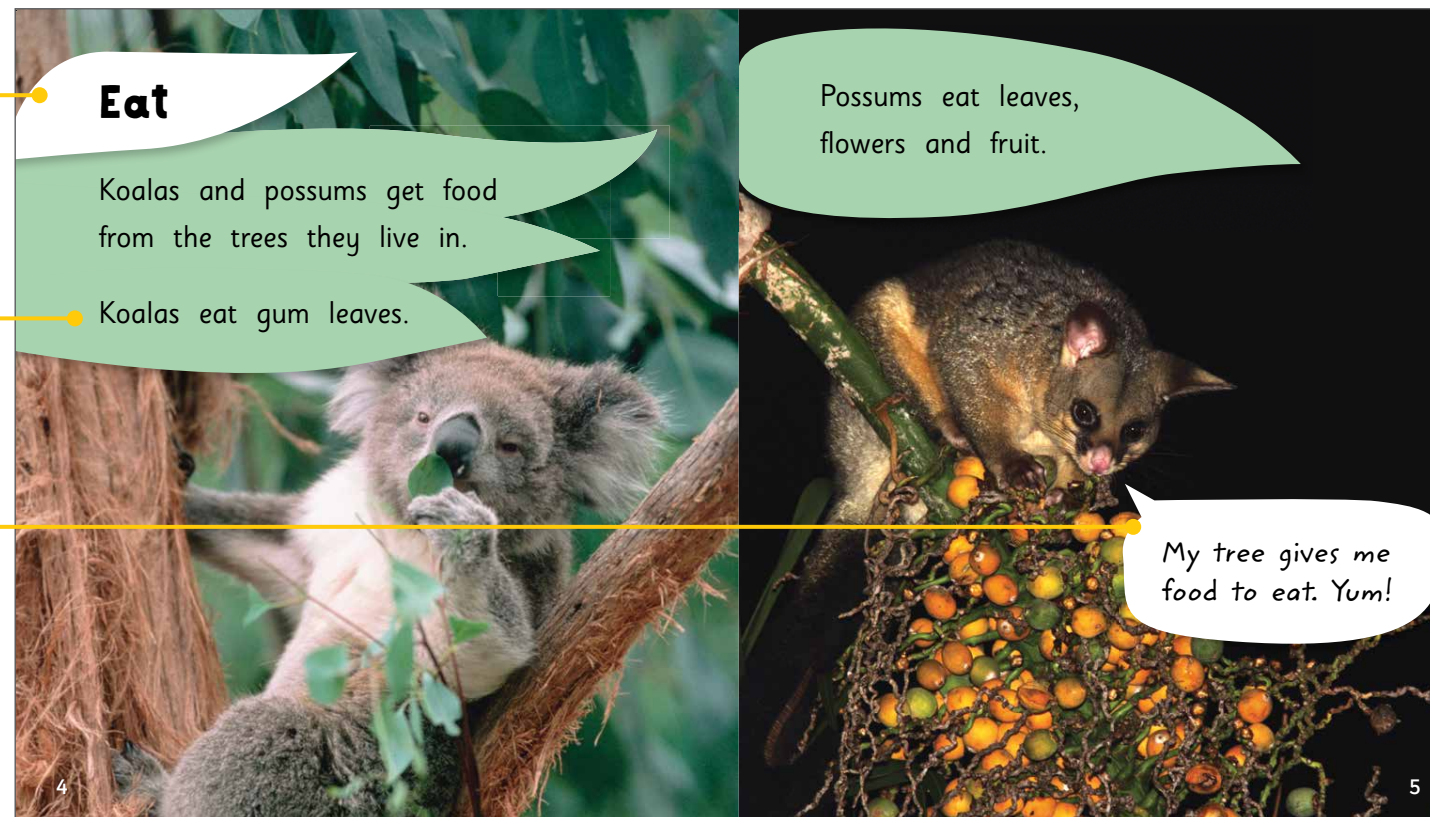
Eat

Koalas and possums get food from the trees they live in.

Koalas eat gum leaves.

Possums eat leaves, flowers and fruit.

My tree gives me food to eat. Yum!

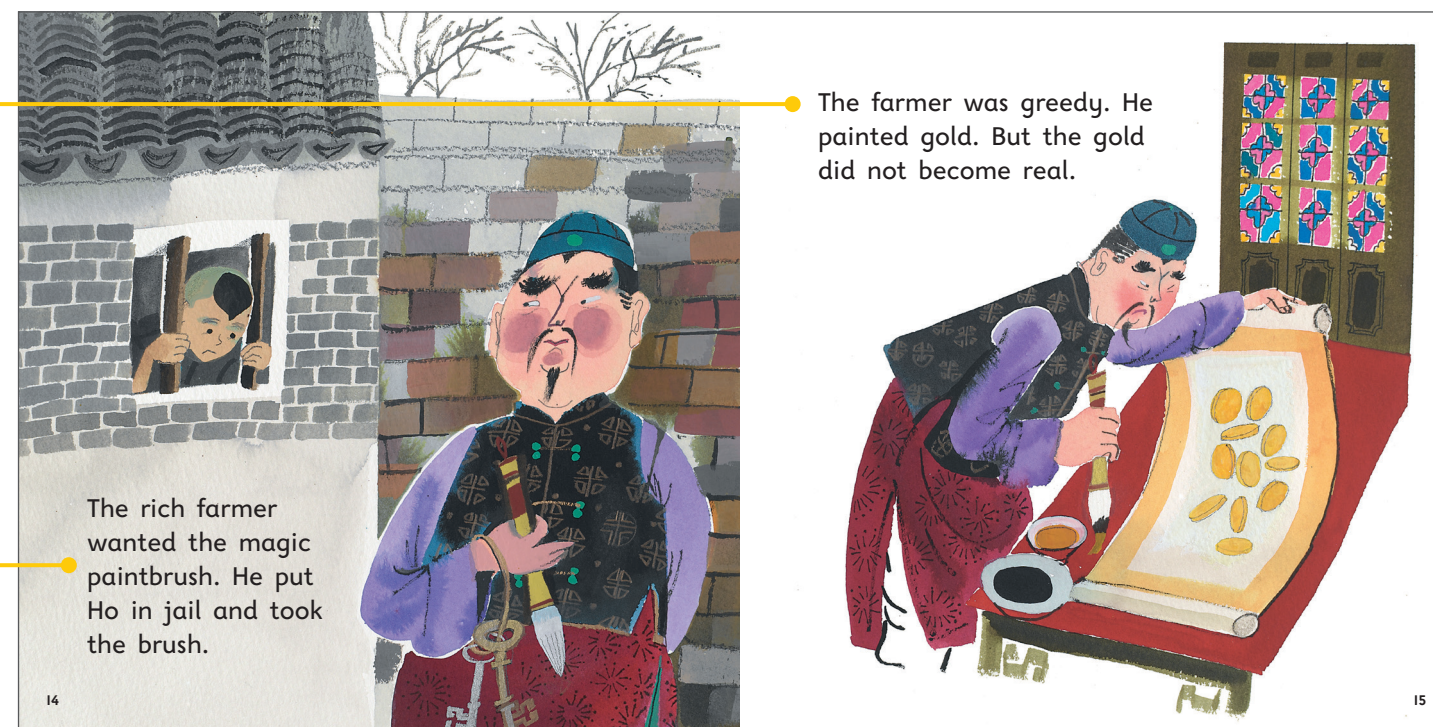


Animal Treehouses from Oxford Reading for Comprehension

Some opportunities to use interesting/less familiar words

Topics may sometimes be outside children's direct experience.

A little more text on the page, but sentences are still mostly short



The Magic Paintbrush from Oxford Reading Tree, Traditional Tales

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 '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.

Opportunities for children to make predictions

Gradually increasing amount of text on the page



- The magic took the children to the land of the dinosaurs.
- "I don't want this adventure," said Nadim. "I don't want to meet a dinosaur."

A dragonfly flew by.
"Look at this," said Chip. "It's a giant dragonfly. What a big one!"

2

3

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

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 example 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.

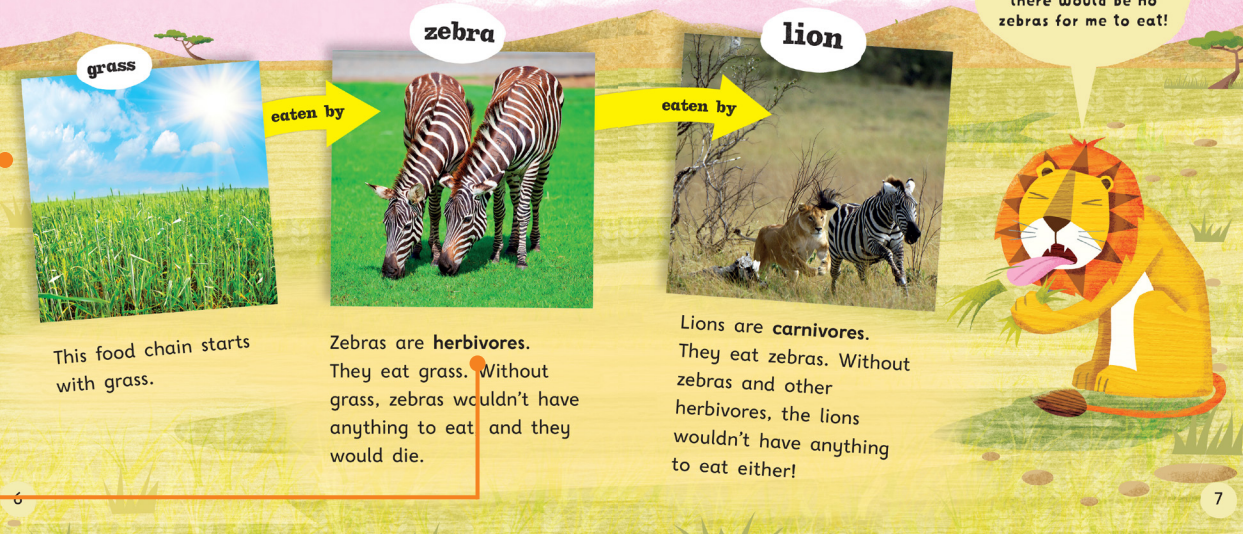
There may be a clear theme that runs through the book.

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

Some more technical or unfamiliar words may be used.

Don't Break the Chain!

Every link in a food chain is important. Grass is important to lions, even though they don't eat it.



Who Eats Who? from Oxford Reading for Comprehension

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 the blurb 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 phonic skills, including words with unusual phonic patterns (such as 'beautiful', 'eye' and '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 of language used in traditional tales

Some longer and more complex sentences

Opportunities for prediction

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.



12



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."

13

Rumpelstiltskin from Oxford Reading Tree, Traditional Tales

Columbus stayed and explored.



Columbus died in 1506, still convinced that the land he had found was part of Asia.

Another marvellous map mistake

Machu Picchu was discovered in 1911 by Hiram Bingham while he was looking for a different city!



Machu Picchu



11

Then he went back and told everyone about what he called "Western Asia". The discovery made him rich.



10

A bit more text on the page than at previous levels

History's Marvellous Mistakes from Oxford Reading for Comprehension

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.

What the books are like

- Most sentences are still straightforward and speech-like, 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 sections.
- There may be scope for some simple subtexts in stories, which 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.)



Sentences of different lengths and structures

"It's no fun on holiday," went on Dad, "if Mum and I do all the work."
 "That's true," said Mum. "There are still lots of jobs to be done."
 "This is where my idea comes in," said Dad. "This is the pocket money chart."

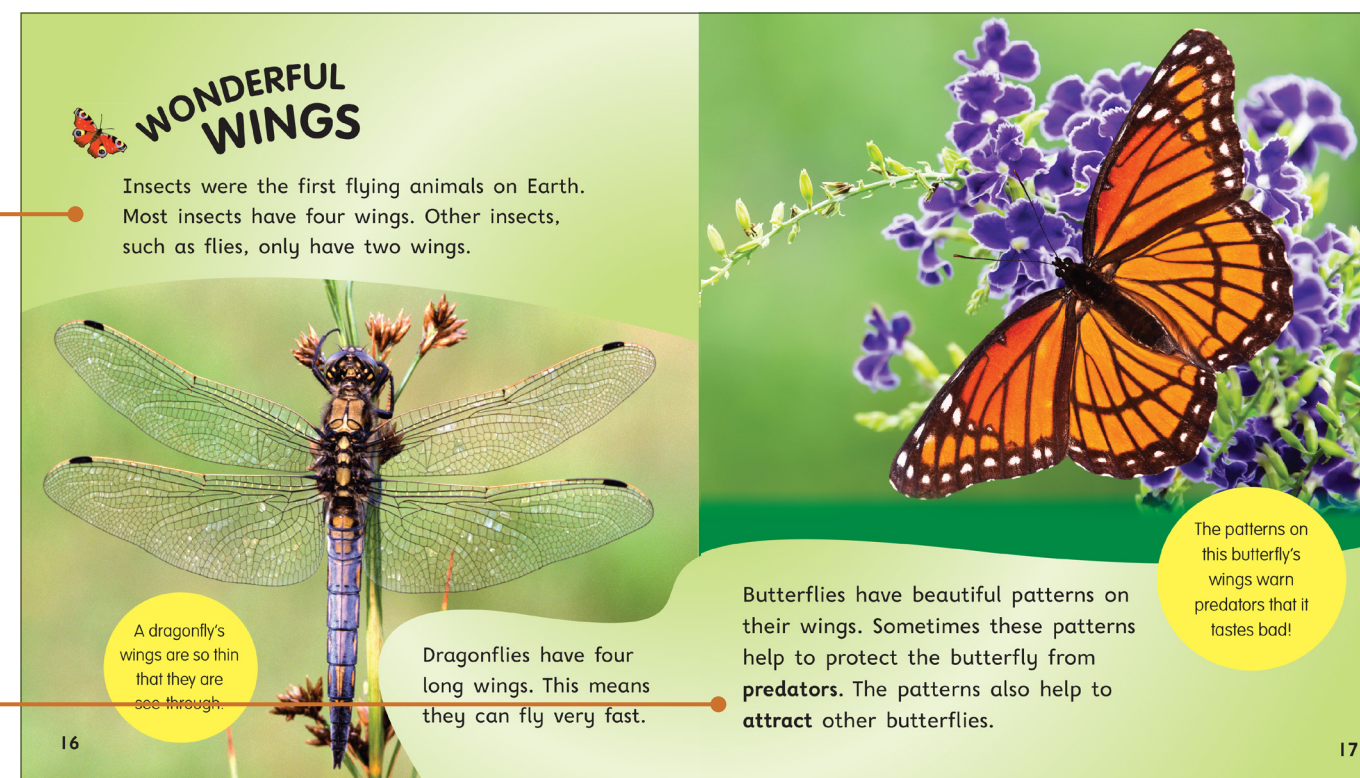
Biff, Chip and Kipper looked at the chart. It had their names on it next to a list of jobs. "The idea is that everyone has to help!" said Dad. "It's brilliant!"
 "But why is it called a pocket money chart?" asked Kipper.

2

3

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

More than one paragraph of text on the page



Technical vocabulary used in non-fiction, supported by a glossary

A dragonfly's wings are so thin that they are see-through.

Dragonflies have four long wings. This means they can fly very fast.

Butterflies have beautiful patterns on their wings. Sometimes these patterns help to protect the butterfly from predators. The patterns also help to attract other butterflies.

The patterns on this butterfly's wings warn predators that it tastes bad!

16

17

Bug Buzz from Oxford Reading for Comprehension

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' and '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

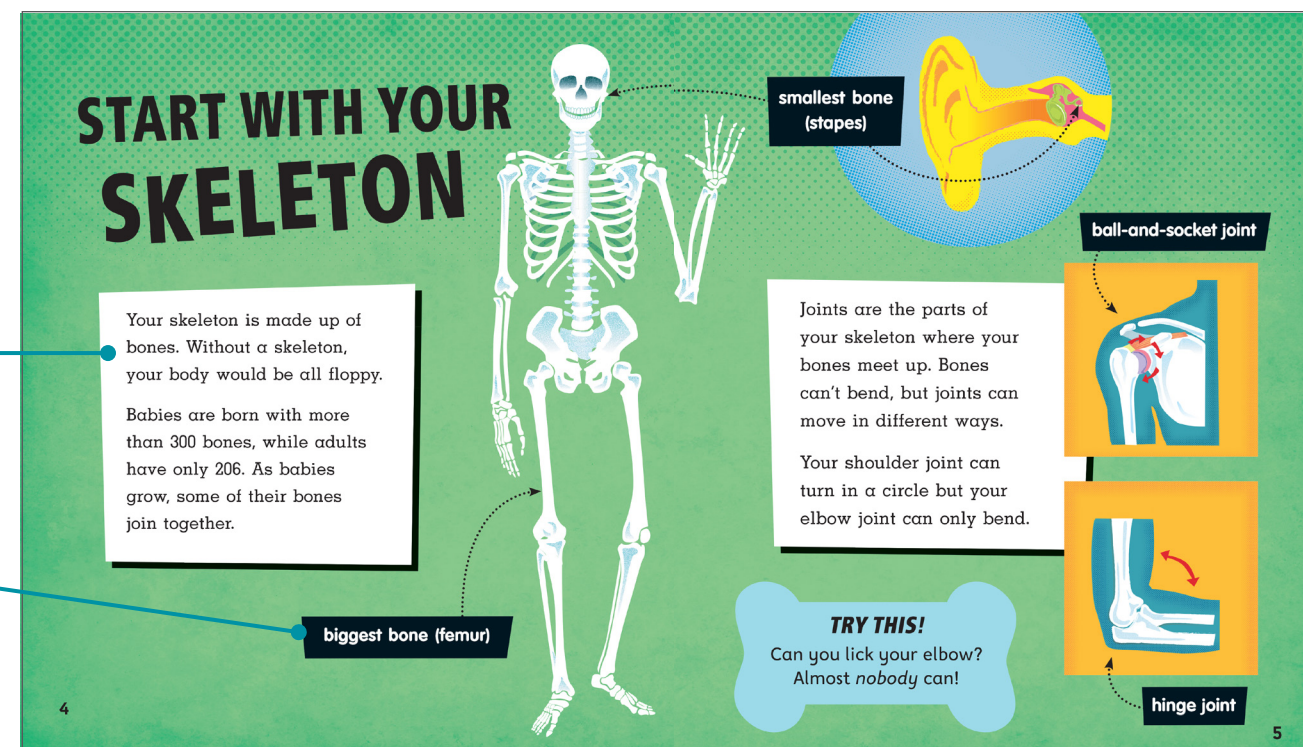
- Children recognise different common text features, and can explain some differences between fiction and non-fiction. They may be able to explain differences between some non-fiction text types (for example, explaining that instructions often start with command verbs and use bullet points or numbers, 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 example a book might include the word 'glittering' instead of a more straightforward word like 'shining')
- Sentence structures are clear, with simple connectives such as 'because' so that links between sentences are easily understood.
- Where pronouns are used, it's always clear what they refer to (avoiding confusing structures such '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 features (such as labels, captions, fact boxes, charts and diagrams).

Bigger blocks of text on the page

Non-fiction texts have a variety of features such as labels, diagrams and fact boxes.



Your Body, Inside Out from Oxford Reading for Comprehension

Book is divided into chapters

Some more sophisticated vocabulary

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!



Chapter Three

In winter, snow fell on Hoppings. The mountain was sparkling white.
The children built a huge snowman. It was their best snowman ever.
It snowed again, and the snow came to the top of Joy's boots. She gave the snowman a hat.
It didn't stop snowing.

Snow Troll from Oxford Reading Tree, All Stars

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' and 'weren't'), and many multi-syllabic 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 (for example 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 example 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, the index and contents.

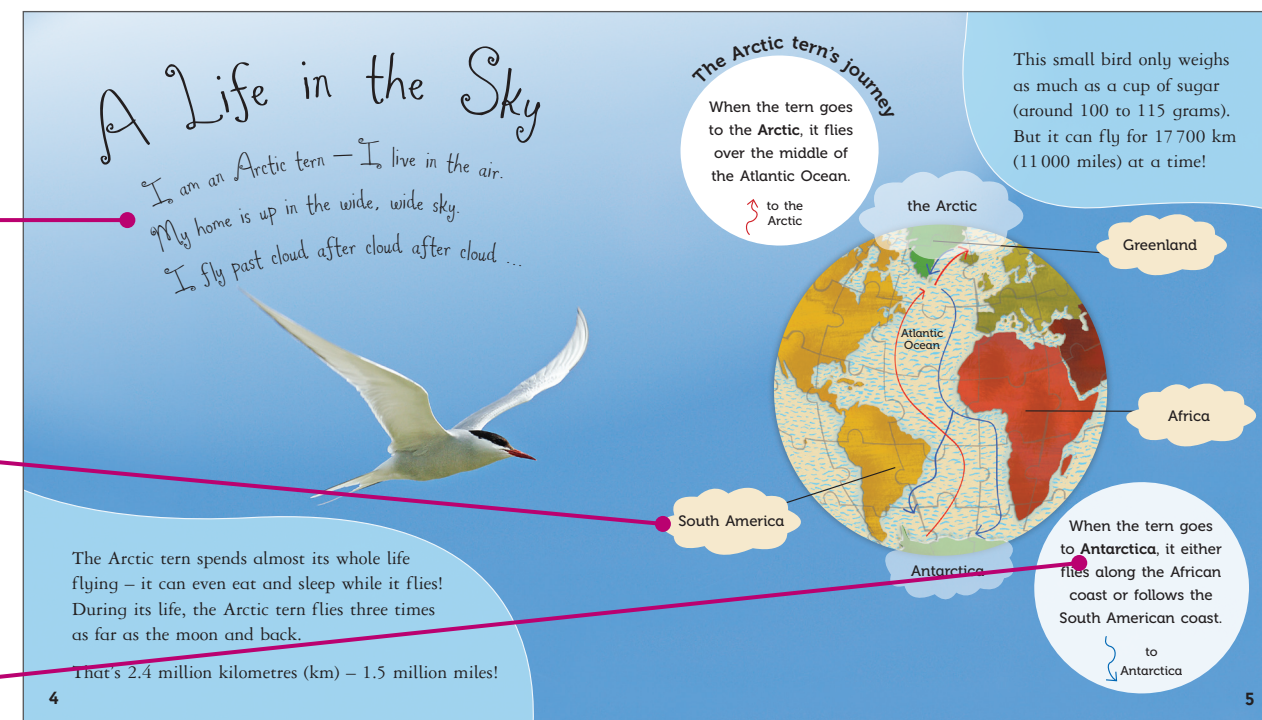
What the books are like

- 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 such as '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.

More variety between different books at the same level – some may include more poetic/literary language

A range of non-fiction features, including fact boxes, maps and labels

Some unfamiliar terms may be defined in the glossary.

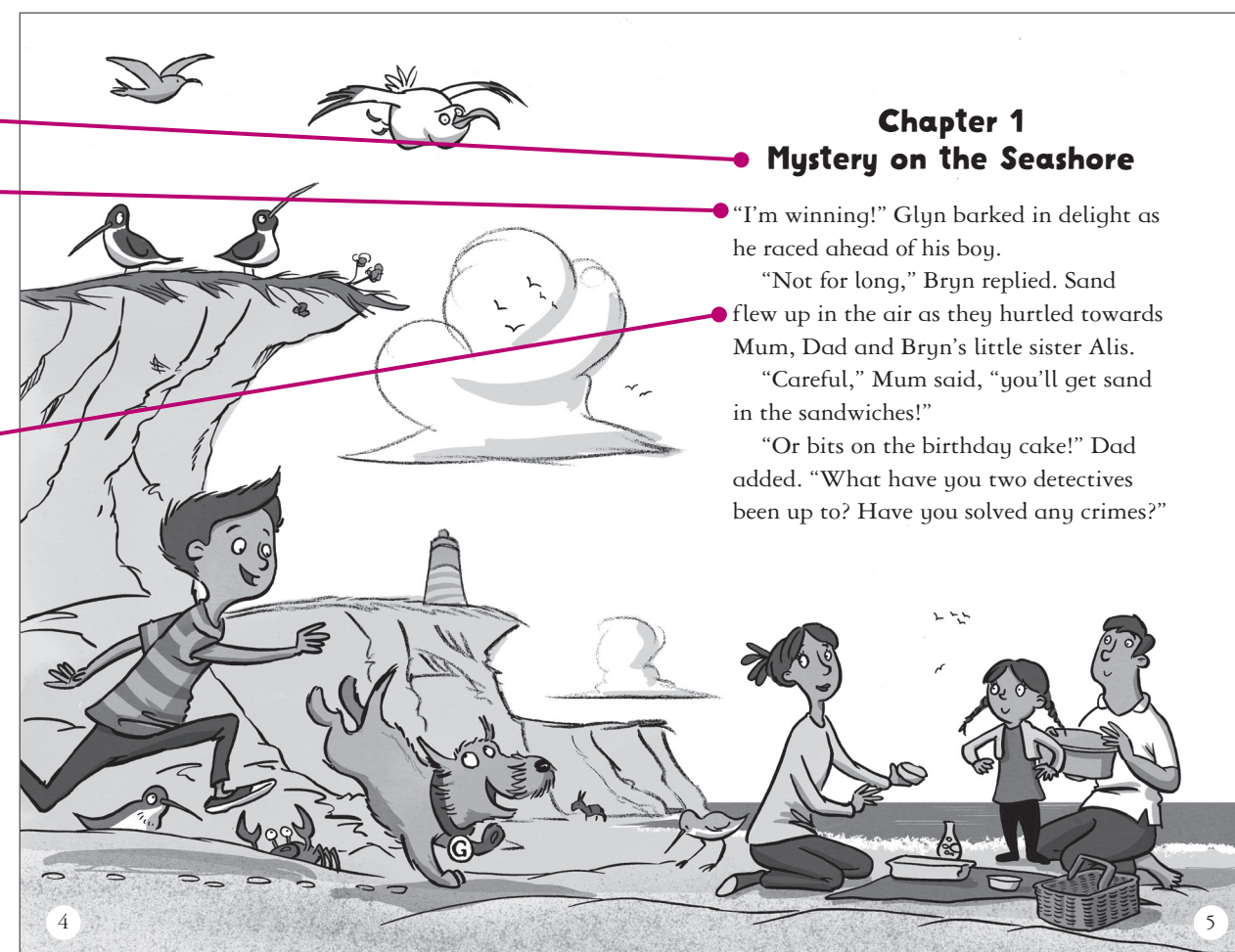


A Life in the Sky from Oxford Reading for Comprehension

Fiction is divided into chapters.

More inference may be needed, for example here children infer that Glyn must be the dog.

Scope for using some inventive or expressive language



Beach Detectives from Oxford Reading Tree, All Stars

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.

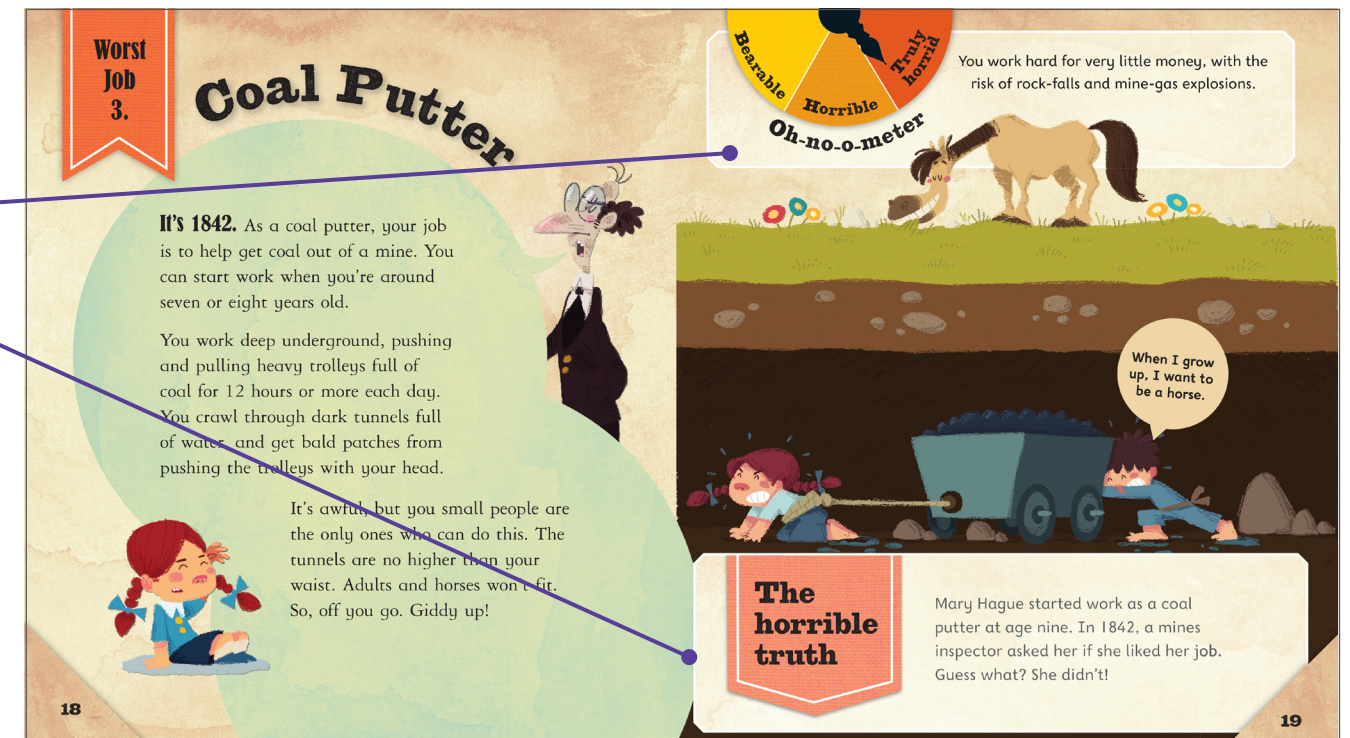
Comprehension

- 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 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 example 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.

Non-fiction texts can be organised in different ways.



Top Ten Worst Jobs in History from Oxford Reading for Comprehension

Some more formal or sophisticated language used where appropriate

A mix of longer and shorter sentences

The Nightingale and the Rose



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?'

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.



The Swallow and the Nightingale from TreeTops Greatest Stories

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 example 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

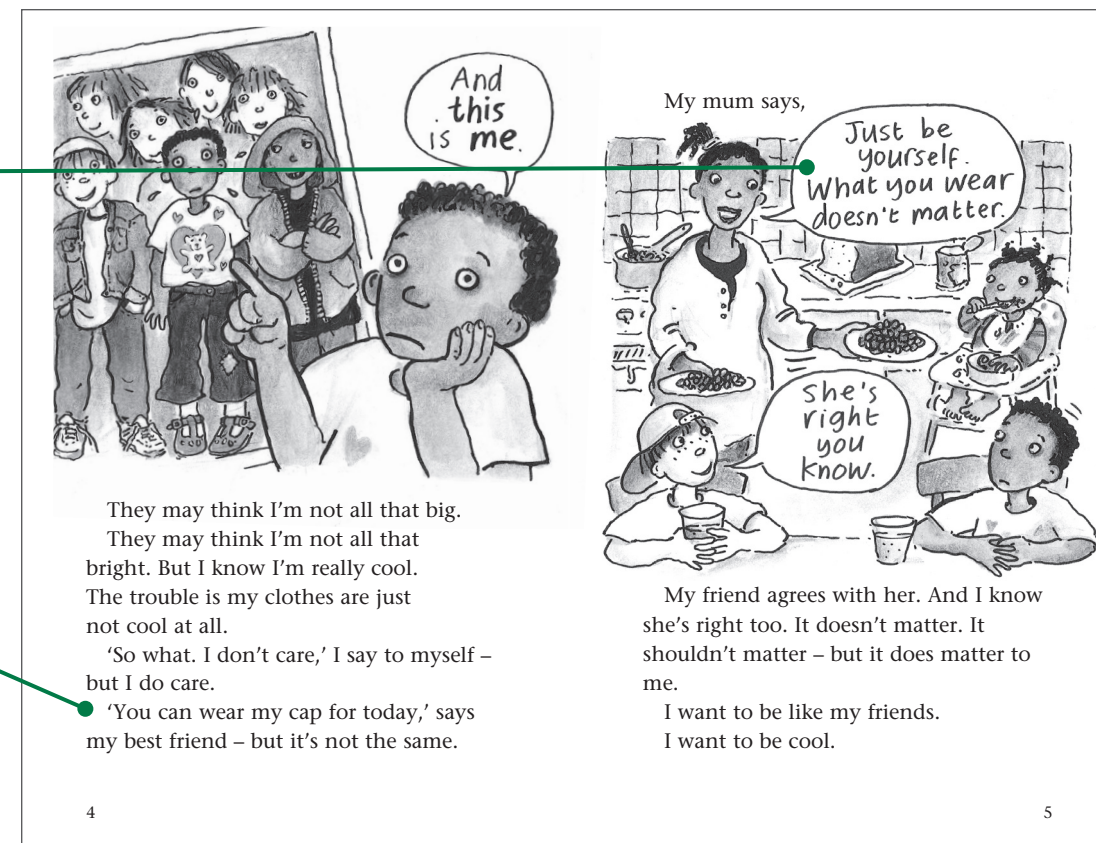
- Children can usually find straightforward information in a text, and they can work out the main points in a piece of non-fiction text.
- They are beginning to use inference more confidently to help them understand what they read.
- They can often use ideas and information from more than one part of 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 example to work out who is speaking in a long passage of dialogue).
- Sometimes stories play simple 'games' with the reader, for example 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.

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

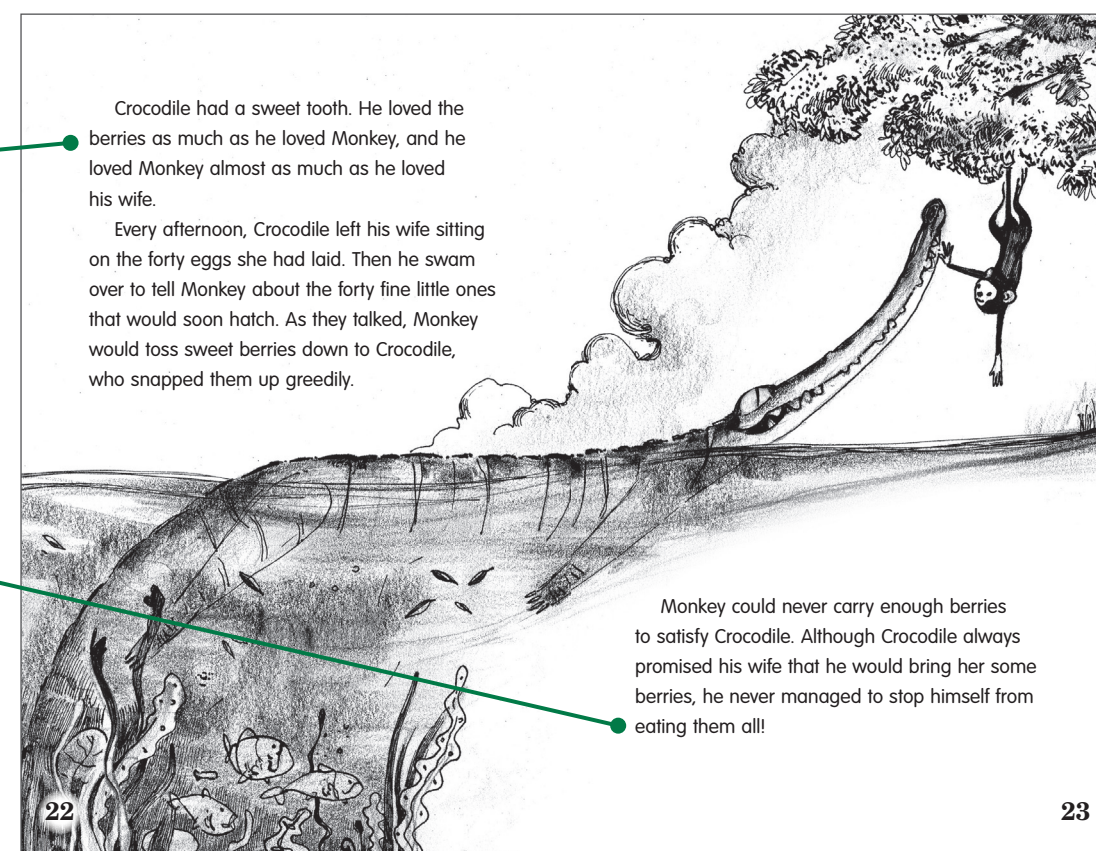
Children need to use inference and empathy to understand the narrator's feelings.



Cool Clive from *TreeTops Fiction*

Uses traditional storytelling language

Some unusual sentence structures for effect, such as this inverted sentence where the words are in a different order from normal



Who Needs Stories from *TreeTops Greatest Stories*

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 they read 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

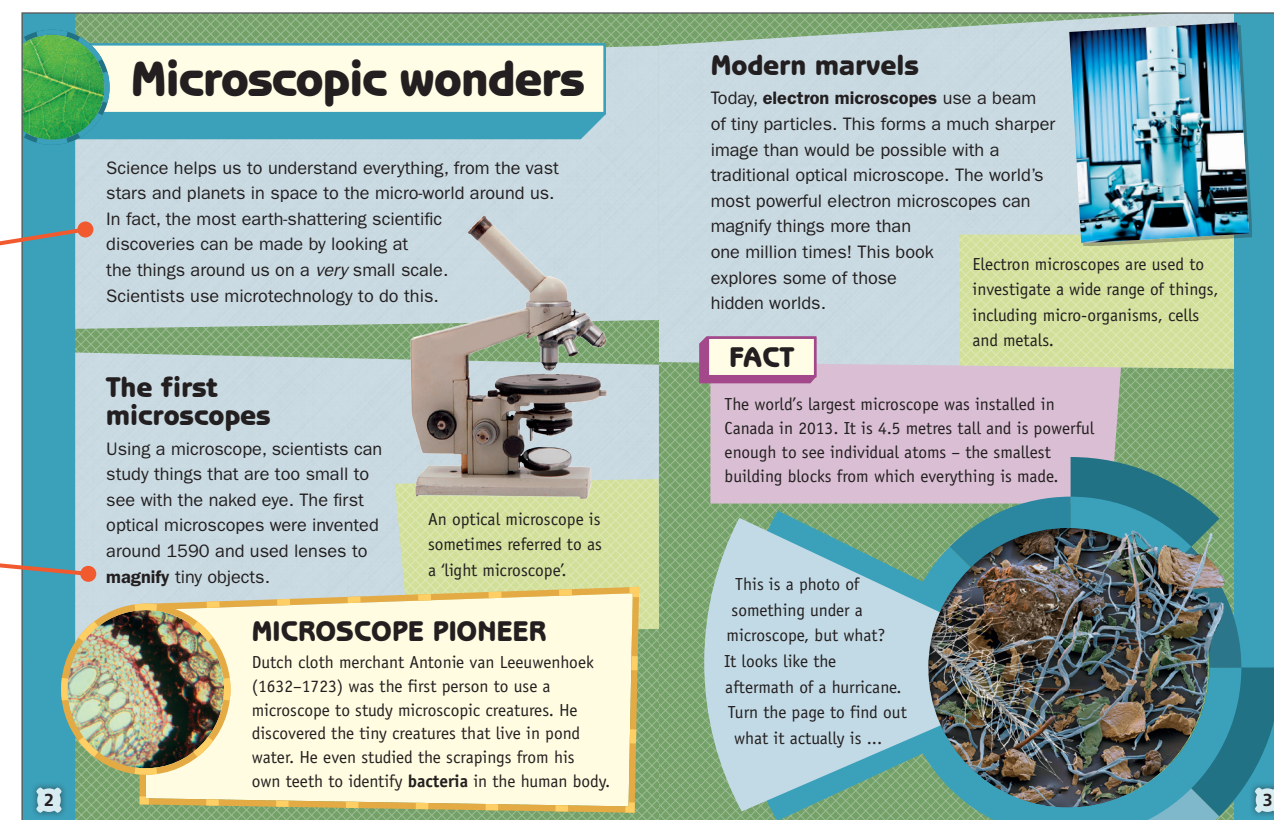
- Children can use and compare information from different non-fiction features to help them understand a text.
- They may be beginning to skim and scan text to get information (letting their eyes run across the text to get a general sense of the contents, or looking for particular words and phrases).
- In fiction as well as non-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, children may be able to pick out grammatical features in a piece of text, for example spotting adverbs in a descriptive passage or imperative verbs in instructions.
- 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 example 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

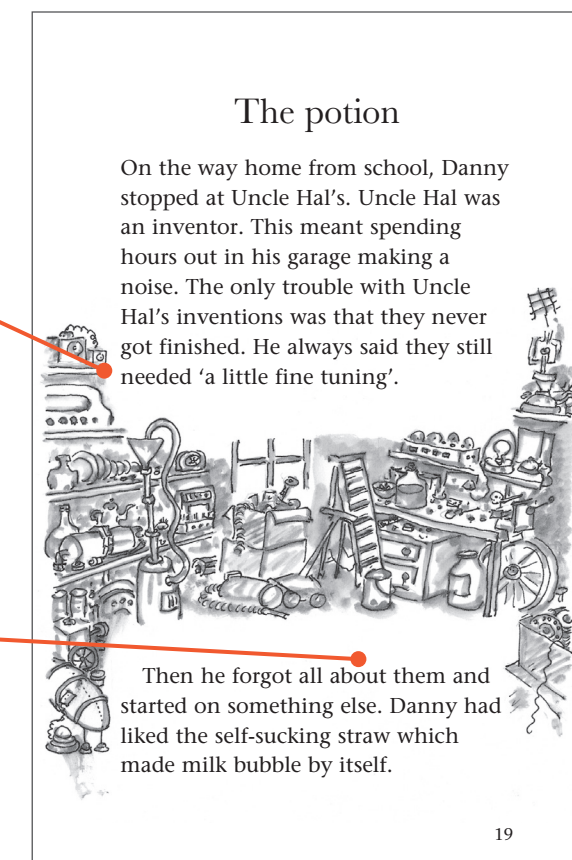
Some less familiar concepts and vocabulary to stretch children's comprehension



Under the Microscope from Project X Origins

Some inference needed to understand the humour and follow the plot

Some sentences have more complex grammar.



The Personality Potion from TreeTops Fiction

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 they read 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

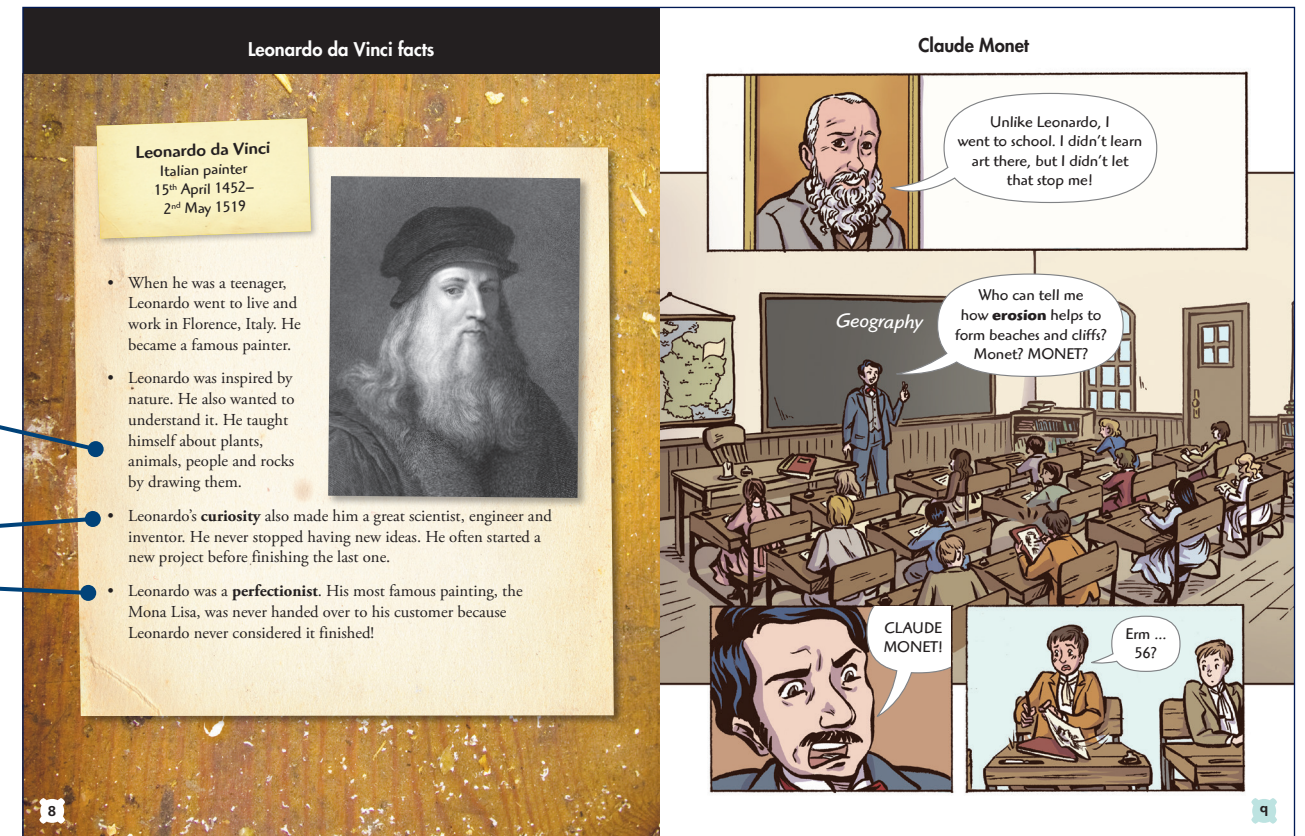
- At this level, children are becoming more confident in reading between the lines to work out what texts mean at a deeper level.
- They may start to make clearer connections between different parts of a text, for example picking up on information from earlier in the book and applying it to what they 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 example persuasive language in a non-fiction book that makes a case for recycling). Most sentences will still be in straightforward standard English.
- 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 example 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



Great Artists from Project X Origins

Clues about the context 'life as a sailor' may be introduced gradually throughout the book.

Inference is needed to understand the characters' feelings.

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'd 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 he saw carried onto 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.

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



Sing for your Supper from TreeTops Fiction

How children's skills develop

Word reading

- Children continue to read increasingly complex stories and non-fiction confidently and fluently.
- When they read 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 example 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 example 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.

A mixture of text types within the book increases the challenge for readers.

Text is formatted to convey information effectively – here in the form of fact files.

Some more sophisticated storytelling language

A range of interesting descriptive language

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

Fact File: BOA CONSTRICTOR

General: Boa constrictors are large snakes. The largest boa ever found was more than 5 metres long.

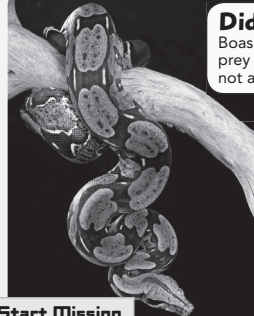
Status: Some boas are ENDANGERED. Many are PROTECTED.

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.



Did you know?
Boas swallow their prey whole. They are not able to chew it.

Start Mission
Turn to page 24 to start Mission: South America

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?
Tigers are very good swimmers.

Start Mission
Turn to page 38 to start Mission: Asia


Big Game Adventure from Project X Origins

Good-Luck-Bad-Luck and No-Good

Wa Tung loved horses. He dreamed horses. 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, Wa Tung loved horses. 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.

'I wish you were real,' said Wa Tung, and gave his cloth horse a kiss.

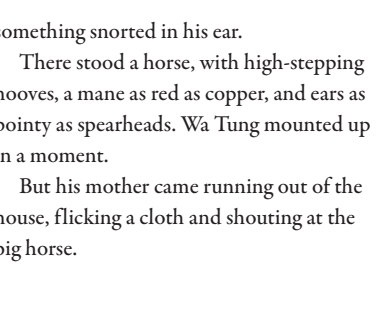
A stranger passing by on the road gave him the strangest look, clicked the fingers of both hands, and turned round three times. Wa Tung watched him all the way down the road, spellbound, only turning round when



something snorted in his ear.

There stood a horse, with high-stepping hooves, a mane as red as copper, and ears as pointy as spearheads. Wa Tung mounted up in a moment.

But his mother came running out of the house, flicking a cloth and shouting at the big horse.



Animal Tails from TreeTops Greatest Stories

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 they read 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

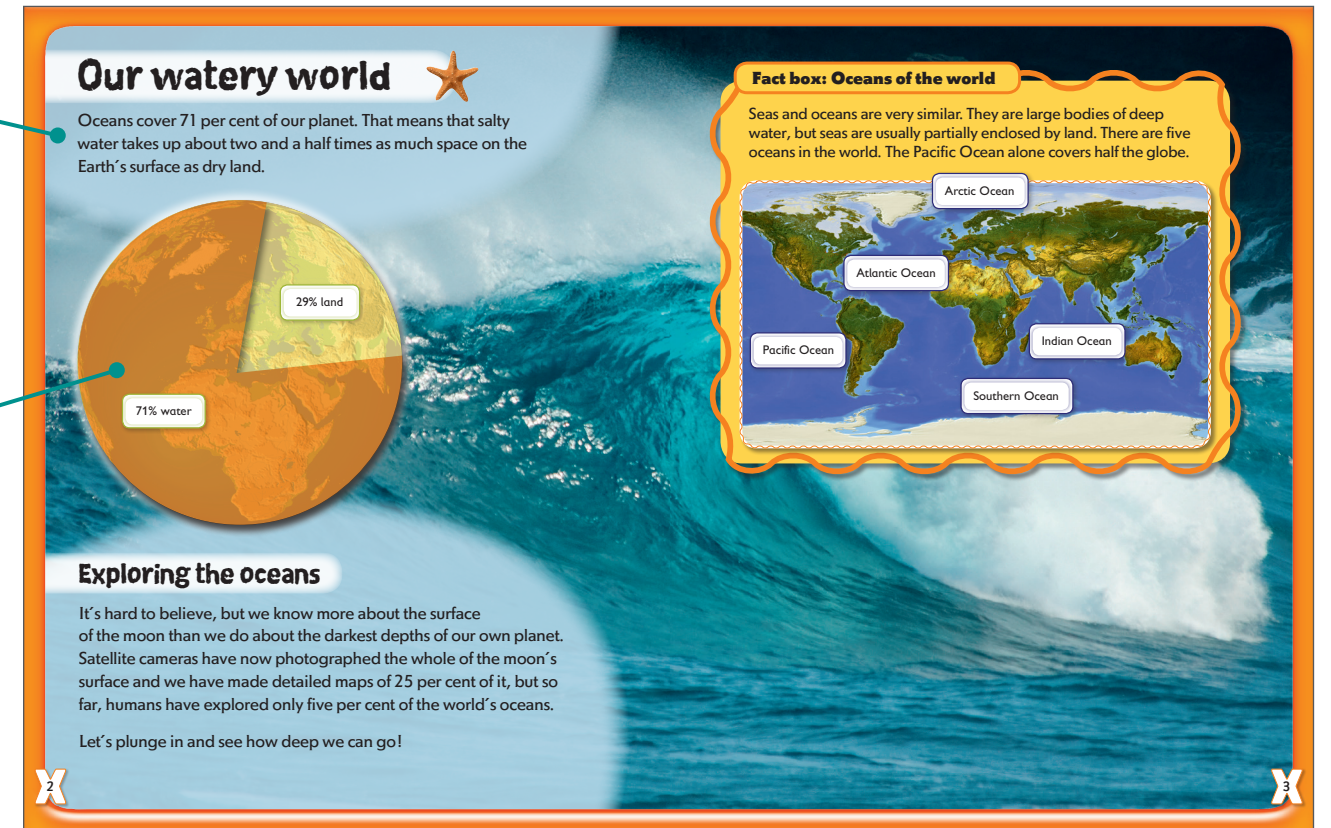
- Children are becoming more confident with using inference, and they know characters can be depicted through dialogue as well as through direct description.
- They can sometimes work out what the author's point of view is, in both fiction and non-fiction.
- They may be able to point out when a story 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

- 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 example two characters with different viewpoints might take turns to be the narrator.
- There is a wider range of language types, for example some poetic language in fiction, or fiction-like descriptive language in non-fiction.

A more formal tone may be used where appropriate.

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



Exploring the Deep from *Project X Origins*

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

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

Alfie shook his head. 'No, it's worse than that!' 'Your phone?' asked M.

Alfie shook his head again. 'No, it's even worse than that!' He paused. 'They've stolen my award!' 'Your award?' I repeated, flabbergasted. I couldn't imagine anyone giving Alfie an award, unless it was for Pea-brain 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 it?' 'There are only two singers in the contest and I'm a zillion times better than the other one,' Alfie declared, rather grandly. 'But now the award that is rightfully mine has been cruelly snatched from me!'

'Explain yourself,' snapped M.

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'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 the 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.'

'Alfie,' growled 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,

17

Charlie, Prince of Wheels from *TreeTops Chucklers*

How children's skills develop

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 such as the tone of the writing or the subject matter.
- 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 matter with some increasingly sophisticated vocabulary and a wide range of sentence structures.
- Some of the language choices in some books may be 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.

Different sentence structures used for variety – some short, some longer and more complex

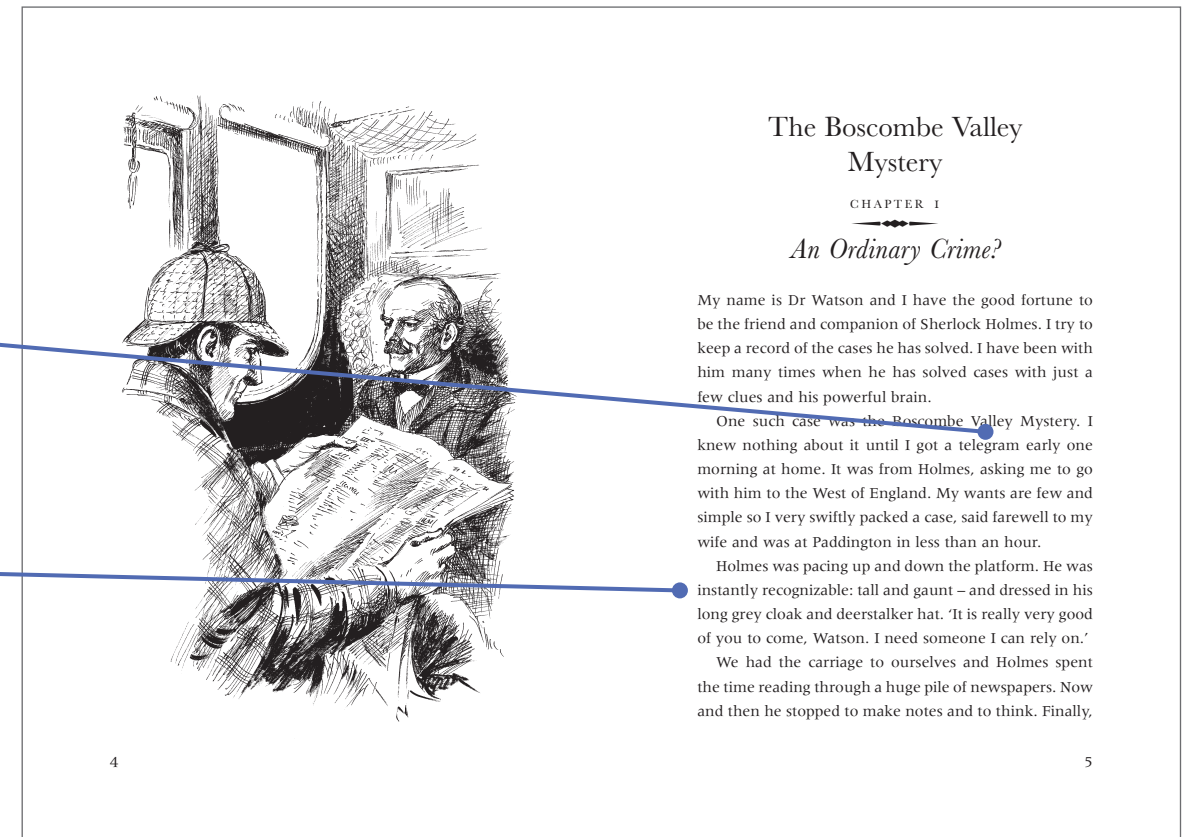
Stories may include references to things children may not have experienced themselves, such as telegrams.

Some more complex and sophisticated vocabulary – words such as 'gaunt' and 'swiftly'

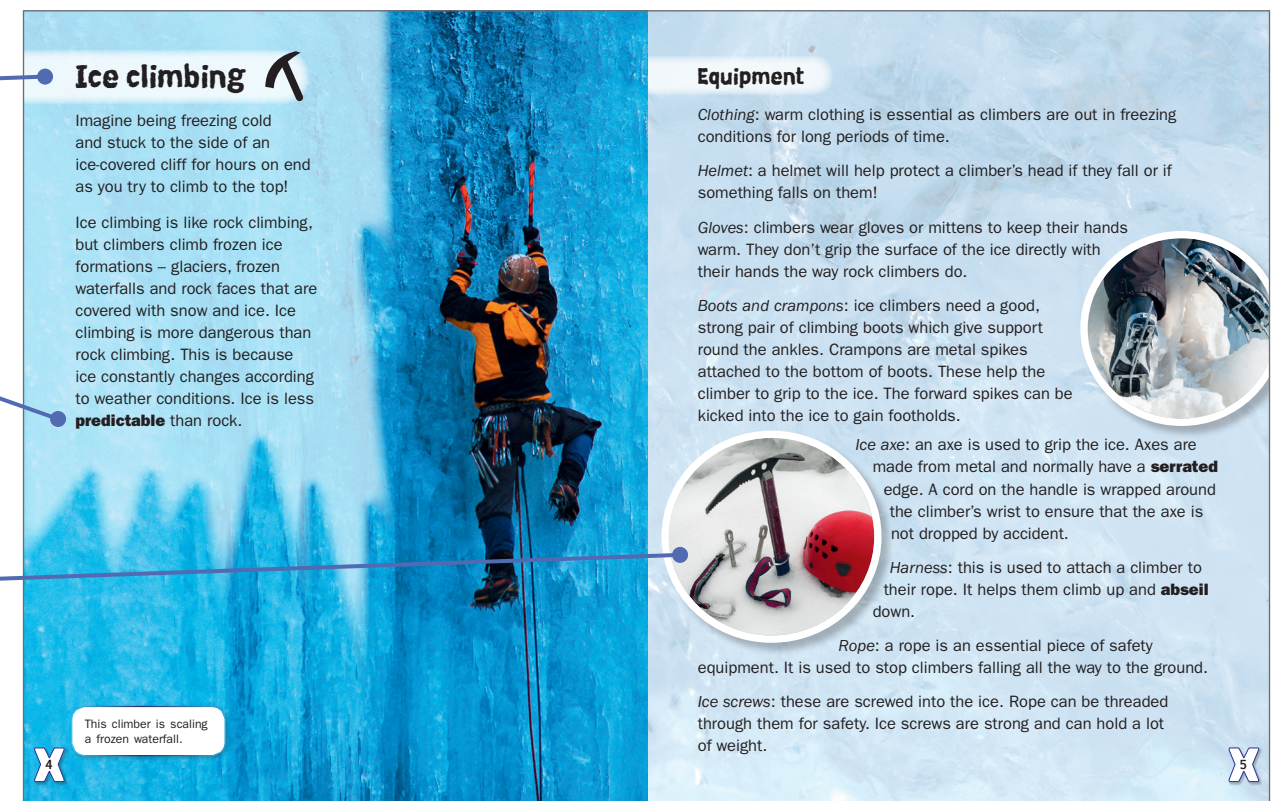
Non-fiction texts are longer and require more stamina to read.

Some sophisticated vocabulary (in bold) is explained in the glossary; children are expected to work out other words from context.

Photos are used both for decoration and to help children understand the text.



Stories of Sherlock Holmes from *TreeTops Classics*



Adrenaline Rush from *Project X Origins*

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 (for example poems, fiction and longer quotes from source material in non-fiction).
- Authors writing at this level may have very different styles. Not every book may appeal to every reader – children may react in lots of 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 is always appropriate to the age of the readers.

There are usually few illustrations in fiction at this level.

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

Some unusual sentence structures

Some unusual and sophisticated vocabulary – words such as 'interference', 'whiplash' and 'crescendo'

Children will have to use inference and their prior experience to piece together clues as they read.

Some books include unusual text types, such as this extract from a filmscript.

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 town was forty kilometres away and it would be a half hour before anyone could arrive to repair the overheated 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.

"Get under the truck, honey." Maggie scrambled to her feet. "Get under the truck and lie very still."

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

"Is this a game?" she said hopefully.

"Yeah, that's right. It's a game." Maggie almost shoved her daughter under the vehicle. "Keep as flat to the ground as you can. Mommy will be there in a minute."

It was hard to gauge the size of the black mass against the vast sea of wheat but Maggie had lived in the area all her life and knew exactly what she was looking at.

It was a tornado.

And it was heading straight for them.

She pulled a mobile from her top pocket and then returned it. Interference caused by the storm would destroy any reception and, anyway, who would she call? No one could help them now. The whiplash tail danced towards her, shredding the wheat stalks into a cloud of dust. Maggie's throat constricted in fear.

She dropped to her knees and slid under the pickup, wrapping trembling arms around her daughter.

"Shut your eyes, honey." She tightened her grip. "Don't open them no matter what, you hear?"

They lay together, listening to the noise of the whirling giant growing to a crescendo.

Storm Chasers from Project X Origins

Studs

INT. BEDROOM. DAY.

WILLIAM SPARKS, 11, is lying in bed. He is staring up at the poster on the wall above him. The poster is a black and white picture of the footballer Dixie Dean. Next to the bed is a table with an alarm clock on it. The clock reads 7.29am.

WILLIAM
Dixie Dean was the greatest centre forward of all time. Least that's what my grandad says. He played football in the nineteen twenties, which is like a billion years ago. But he scored sixty goals in thirty-nine games. Sixty! That's loads. Nobody's ever been able to score that many since.

The clock by the bed flicks on to 7.30am and the alarm goes off. William reaches over and, without looking, hits it off.

WILLIAM (cont.)
His real name was William. William 'Dixie' Dean. That's my name, too. William. I think it's a sign. I think it's a sign that I'm going to be a famous football player like Dixie one day.

Off screen we hear William's MUM shout.

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

WILLIAM
There's just a small matter of the boots. 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!

WILLIAM (to Mum)
OK! I'm up!

INT. CAR. DAY.

William and his little sister, SASHA, 8, are strapped into the back of the car. The car is a bit of an old rust bucket. Sasha is singing along to her MP3 player. William breathes on the glass, draws a face on it then wipes it off. As the window clears, we can see out. Outside the car, Mum and DAD, both late 40s, are arguing. Dad is in his dressing-gown. Mum is dressed for work.

WILLIAM (to camera)
(points) This is my little sister, Sasha. (points to Mum and Dad) That's Mum and Dad.

Ultimate Takeover from Project X Origins

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 they can give 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

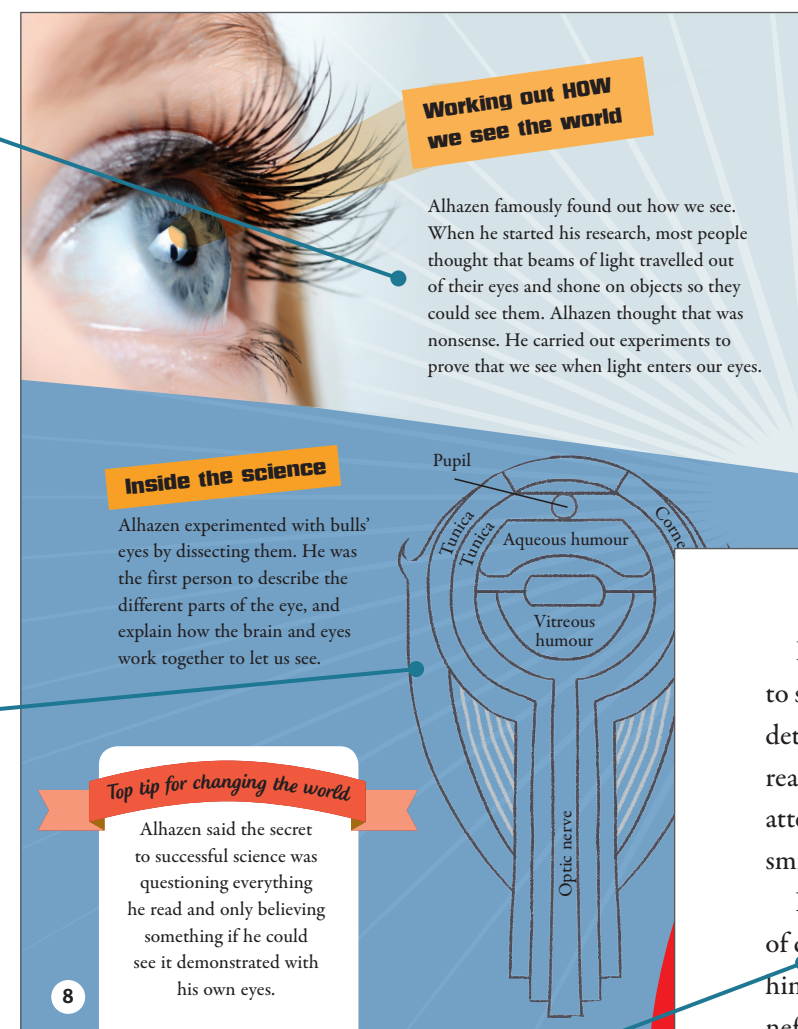
- Books are still written with a lot of variety in structure, tone, language and approach.
- Some authentic older texts may be included (such as poems, fiction and longer quotes from source material in non-fiction).
- Authors writing at this level may have very different styles.
- Some books will be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

Books are not necessarily longer, but they use sophisticated language where appropriate.

Some highly sophisticated and technical text features such as complex diagrams

Language can be complex and where appropriate.

Challenging stories that demand plenty of inference and background knowledge



How to Change the World from TreeTops inFact

It would have been far too long and complicated to start telling him all about the greatest fictional detective of all time and how I was destined to be his real-life counterpart. Grandad's not too hot on paying attention. So I said it was for a school project, and he smiled happily and patted my head, and all was fine.

Now then. My first case. It was a classic example of deductive reasoning, which I'm sure even Holmes himself would have been proud of. And a right sinister, nefarious, no-good scheme was at the very heart of this strange and baffling mystery!

I'd been on the lookout for a chance to begin my detective career for ages. I'd read all the Holmes stories twice. Except for a couple of the longer ones. And I'd taped the play versions off Radio 4 and listened to them under the bedclothes at night, so I think that counts.

It started first thing on the Monday morning after half term. We'd had to do an essay over the holiday entitled 'An Example of Great Literature'. Naturally, I'd written about *The Hound of the Baskervilles*, Holmes' most famous case. Five hundred words, Mrs Womsey had wanted, and I'd done five hundred and twelve! Wayne Banks did 'Meka-Robots Comic

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 they can give 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 they can give clear reasons for their views.

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 (such as poems, fiction and longer quotes from source material in non-fiction).
- Books across the level may vary a lot in tone, mood, structure, vocabulary and so on.
- 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 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.

Challenge comes from unfamiliar subject matter as well as more complex language.

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 in the countryside. Ours 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 graves 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

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Great Expectations from *TreeTops Greatest Stories*

Some old-fashioned and literary language

Subject matter can sometimes be complex and technical.

Lots of different types of information to think about

AGENT BRIEFING: ENERGY INTRO

INTRODUCTION

This training manual does three important jobs. It:

- tells you about the problems caused by our current sources of energy
- outlines alternatives that are being developed
- shows how we can use less energy in our day-to-day lives.

Who needs energy anyway?

Everyone needs energy for almost everything. Whenever you turn on a light, boost the heating or refrigerate your food, it requires energy.

So what is the problem?

We are using increasing amounts of energy each year. The world's population is growing, so more people need energy. In addition, a greater number of people live energy-hungry lifestyles. This demand for energy is actually causing *two* problems:

1. The energy sources we currently use – oil, coal and natural gas (the fossil fuels) – are running out.
2. Using fossil fuels is causing damage to our environment.

And what is the solution?

To solve these problems, we need to:

- use less energy
- find energy sources that do not run out or ruin the environment
- think about the future *now*.

This is known as developing a 'sustainable energy strategy'.



How it works: Fracking

Fracking is short for 'hydraulic fracturing'. It is a way of extracting gas and oil from rock. A hole is drilled into the earth, then water, sand and chemicals are forced in. This pushes out oil or gas contained in the rock.

Debate this! Fracking

For:

- Fracking keeps energy relatively inexpensive.
- It can be done where few people live.
- Many benefit from the energy produced.


Against:

- Fracking uses huge amounts of water, which is a precious resource.
- It releases chemicals that could cause cancer.
- People fear it may cause small earthquakes.

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Generation Energy from *TreeTops inFact*



 Oxford Level 20

 Oxford Level 19

 Oxford Level 18

 Oxford Level 17

 Oxford Level 16

 Oxford Level 15

 Oxford Level 14

 Oxford Level 13

 Oxford Level 12

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