

Books Levels: What to expect when.

<i>Book Level</i>	<i>Skills</i>	<i>Words to learn by sight</i>
<i>Pre reading skills & Level 0 Nursery & Reception</i>	- <i>Sustain active listening for a story.</i> - <i>Know that information can be found in books.</i> - <i>Retell a story in the right order, with story language e.g. once upon a time.</i> - <i>Read tricky and common exception words by sight.</i>	<i>I, no, go, to, into, the, and</i>
<i>1 & 2 Reception</i>	- <i>Recognise at least half the letters of the alphabet by shape, name or sound (phoneme).</i> - <i>Identify words that start with the same letter.</i> - <i>Find familiar words and use them to support reading.</i> - <i>Begin to explain why some things happen in a story they have just read.</i> - <i>Use phonics to sound out (segment) some words.</i> - <i>Read tricky and common exception words by sight.</i> - <i>Break down and blend consonant vowel consonant words (cvc) e.g. cat, bag, dog - Follow what they are reading with their eyes, using finger to point to difficult words.</i>	<i>Set 1 above & he, me, we, she, be, of, has, his, is</i>
<i>3,4 & 5 Reception</i>	- <i>Use phonics to sound out (segment) some words.</i> - <i>Read common words by sight.</i> - <i>Break down and blend consonant vowel consonant words (cvc) e.g. cat, bag, dog - Follow what they are reading with their eyes, using finger to point to difficult words.</i> - <i>Use pictures and diagrams for extra information.</i> - <i>Compare different stories.</i> - <i>Say what they like/dislike about poems, stories and information books.</i> - <i>When reading aloud, know that the sentences have to make sense.</i>	<i>Was, you, they, are, all, her, my, by, put, said, so, like, have, some, come, do, love, pull, full, push, went, here</i>

6,7 & 8 Reception & Year 1	- Use phonics to sound out (segment) some words. - Read tricky and common exception words by sight. - Blend to read words of ccvc (consonant consonant vowel consonant). - Use pictures and diagrams for extra information. - Compare different stories. - Say what they like/dislike about poems, stories and information books. - When reading aloud, know that the sentences have to make sense.	Were, little, saw, there, when, what, out, today, call, your, says, people, where, want, once, sure, pure
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9,10 & 11 Year 1	- Recognise familiar words in the texts I read. - Predict what a new book may be about by using the title and pictures. - Retell the story in the right order, using some prompts. - Answer simple questions about stories, rhymes and information read aloud to them. - Blend words using known phonemes (sounds) that represent graphemes (letter or letters that make the sound). - Identify the main characters. - Know the difference between fiction and non-fiction. - Comment on interesting or enjoyable parts of books. - Read tricky and common exception words by sight.	Mr, Mrs, Miss, oh, school, called, asked, looked, shouted, would, should, could, our, water, mouse, house, their, came
12,13 & 14 Year 1	- Blend words using known phonemes (sounds) that represent graphemes (letter or letters that make the sound). - Use known phonics and sight words when reading independently. - Identify a character and offer an opinion about them. - Retell a story and explain the main ideas. - Understand that stories have a beginning, middle and end. - Read tricky and common exception words by sight. - Independently recognise some links between my life and events, characters, ideas, information in books.	Two, whole, any, friend, many, who, different, again, work,
15 & 16 Year 1	- Track two or three lines of text without finger pointing. - Find specific information in simple texts. - Blend words using known phonemes (sounds) that represent graphemes (letter or letters that make the sound). - Confidently use known phonics and key words when reading independently. - Predict what might come next from different parts of the story. - Say what they like and dislike about texts read.	pretty, through, thought, busy, laugh, move, beautiful, because
17 & 18 Year 1/2	- Blend words using known phonemes (sounds) that represent graphemes (letter or letters that make the sound). - Confidently use known phonics and key words when reading independently. - Understand what they are reading and make phonetically plausible attempts at unknown words. - Predict what might come next from different parts of the story. - Use expression when reading texts they know well. - Understand words like author, title and illustrator and use them when I talk about a text.	All tricky words and Year 1 common exception words

19 & 20 Year 2	- Blend unknown words using known phonemes (sounds) that represent graphemes (letter or letters that make the sound). - Sometimes choose the right strategy to help me work out the word I want to read. - Develop fluency when reading. - Retell a story using words and phrases from the text. - Retell the main points from a non-fiction text. - Use expression to make my reading sound more interesting. - Begin to notice similarities between some stories. - Know if a book is fiction or non-fiction by looking at the layout. - Explain why they like books by their favourite authors.	Year 2 common exception words
21 & 22 Year 2	- Blend unknown words using known phonemes (sounds) that represent graphemes (letter or letters that make the sound). - Use different ways to work out an unknown word, or meaning from a text. - Re-read the text if it doesn't make sense. - Retell a story from memory and include all the main parts. - Retrieve information from the text to answer questions. - Change their voice when reading speech. - Identify how the main characters react to each other in different ways. - Use the context and index page to find a particular page in a book. - Recognise and talk about different features of fiction and non-fiction texts. - Express opinions about the text they have read.	Year 2 common exception words
23 & 24 Year 2	- Choose the right strategy to help them work out the word they are reading. - Quickly notice when reading doesn't make sense and re-read it. - Describe events using some direct quotations from the text. - Being to think about messages that may be hidden in the story. - Read expressively using punctuation to enhance meaning. - Use knowledge of structures, characters and themes to make comparisons. - Understand how headings and captions help them to read and understand non-fiction texts. - Identify and explain the main purpose of a given text.	Year 2 common exception words

25 + Year 3+	- <i>When reading aloud, think about how their reading sounds to the listener.</i> - <i>Answer a range of questions by referring back to the text.</i> - <i>If haven't understood something, will re-read, ask or look something up to help.</i> - <i>Know when there are hidden messages in a story.</i> - <i>Know that text types have their own structure.</i> - <i>Begin to understand how the layout might add to the effectiveness of a text.</i> - <i>Use the layout of non-fiction texts to help them read.</i> - <i>Comment on why an author may have chosen a particular word.</i> - <i>Recognise that books are written for different purposes.</i> - <i>Read a range of genres in order to expand vocabulary.</i>	
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