

Books Levels: What to expect when.

<i>Book Level</i>	<i>Skills</i>	<i>Words to learn by sight</i>
<p><i>1 & 2 Reception</i></p>	<ul style="list-style-type: none"> - <i>Enjoy listening to stories and begin to respond/ask questions.</i> - <i>Use pictures to predict what the story may be about.</i> - <i>Match some initial letters to sounds (phonemes).</i> - <i>Understand that all print 'says' something.</i> - <i>Choose a book and explain reasons for liking it.</i> - <i>Name some letters.</i> - <i>Find words I know (sight words).</i> - <i>Find the front cover, back cover and title.</i> 	<p><i>a, is, it, in, an, at, and, as, if, of, off, on</i></p> <p><i>Phase 2 tricky words</i></p>
<p><i>3,4 & 5 Reception</i></p>	<ul style="list-style-type: none"> - <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>Retell a story in the right order, with story language e.g. once upon a time.</i> - <i>Begin to explain why some things happen in a story they have just read.</i> - <i>Aware of the vocabulary of texts e.g. title, cover, author etc.</i> - <i>Sustain active listening for a story.</i> - <i>Know that information can be found in books.</i> 	<p><i>can, had, back, get, mum, dad, him, his, not, got, up, but</i></p> <p><i>Phase 3 tricky words</i></p>
<p><i>6,7 & 8 Reception</i></p>	<ul style="list-style-type: none"> - <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> 	<p><i>will, see, for, now, down, look, too, that, this, then, them, with</i></p> <p><i>Consolidate Phase 2 & 3 tricky words.</i></p>

<p>9,10 & 11 Reception</p>	<ul style="list-style-type: none"> - Recognise some 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 to read words of ccvc (consonant consonant vowel consonant). - Identify the main characters. - Know the difference between fiction and non-fiction. - Comment on interesting or enjoyable parts of books. 	<p>went, from</p> <p>Phase 4 tricky words</p>
<p>12,13 & 14 Year 1</p>	<ul style="list-style-type: none"> - 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. - Independently recognise some links between my life and events, characters, ideas, information in books. 	<p>it's, children, just, help</p> <p>Phase 5 tricky words</p>
<p>15 & 16 Year 1</p>	<ul style="list-style-type: none"> - 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. 	<p>Don't, old, I'm, by, time, house, about, your, day</p> <p>All tricky words and Year 1 common exception words</p>
<p>17 & 18 Year 1/2</p>	<ul style="list-style-type: none"> - 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. 	<p>made, came, make, here, saw, very, put</p> <p>All tricky words and Year 1 common exception words</p>

<p>19 & 20 Year 2</p>	<ul style="list-style-type: none"> - 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. 	<p>Year 2 common exception words</p>
<p>21 & 22 Year 2</p>	<ul style="list-style-type: none"> - 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. 	<p>Year 2 common exception words</p>
<p>23 & 24 Year 2</p>	<ul style="list-style-type: none"> - 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. 	<p>Year 2 common exception words</p>

<p>25 + Year 3+</p>	<ul style="list-style-type: none">- <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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