How children's skills develop

Word reading

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

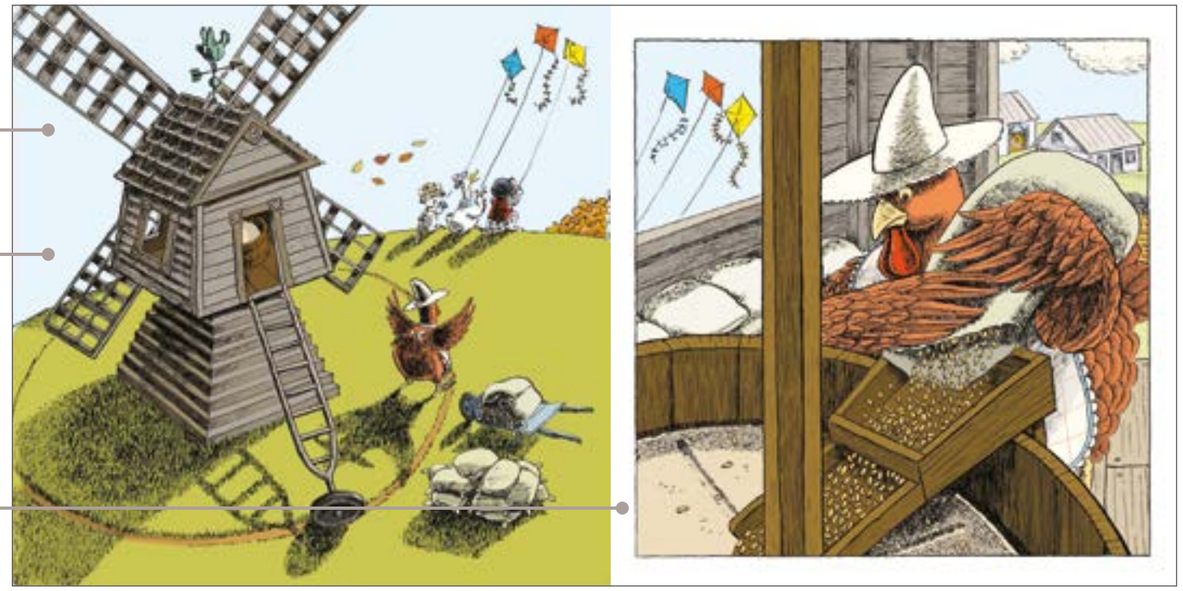
Comprehension

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

In wordless books, the picture tells the story.

Lots to talk about in every picture.

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



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.

Many books include a few words – children can use the phonics they know to have a go at reading them.

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

The Haircut from Oxford Reading Tree, Biff, Chip and Kipper Stories

How children's skills develop

Word reading

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

Comprehension

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

What the books are like

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

Examples from Level 1+:

Sometimes there are speech bubbles or words in the picture.

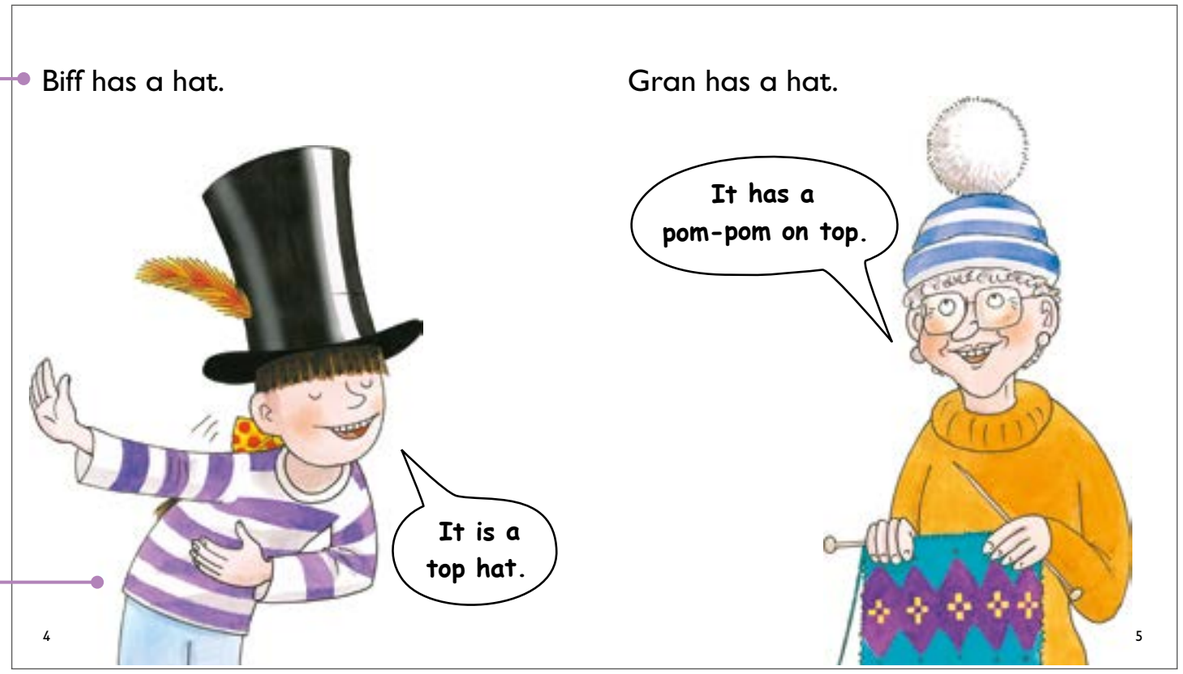
The pictures help children understand the story.

Usually just one line of text on each page.

The Big Carrot from Oxford Reading Tree, Traditional Tales

The language is familiar and speechlike.

The pictures help children to understand the text.



Hats from Oxford Reading Tree, Floppy's Phonics Fiction

How children's skills develop

Word reading

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

Comprehension

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

What the books are like

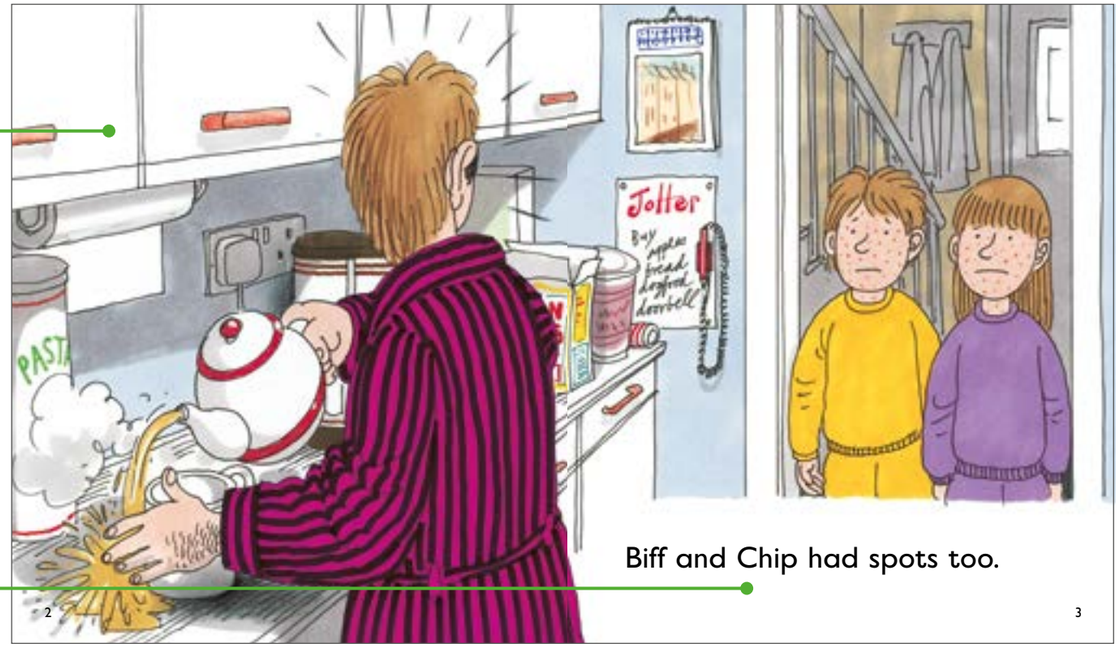
- Most books are written to fit with simple phonics, so they can be read easily by children who know one letter sound for each letter of the alphabet, plus a few common digraphs (letter combinations that make a single sound) like 'sh' and 'th'.
- The books include several high-frequency words that are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

Examples from Level 2:

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.



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

Simple non-fiction features like photographs.

The picture helps children to understand the words.

Similar sentences are used throughout the book.

Big Car, Small Car from Project X Origins

How children's skills develop

Word reading

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

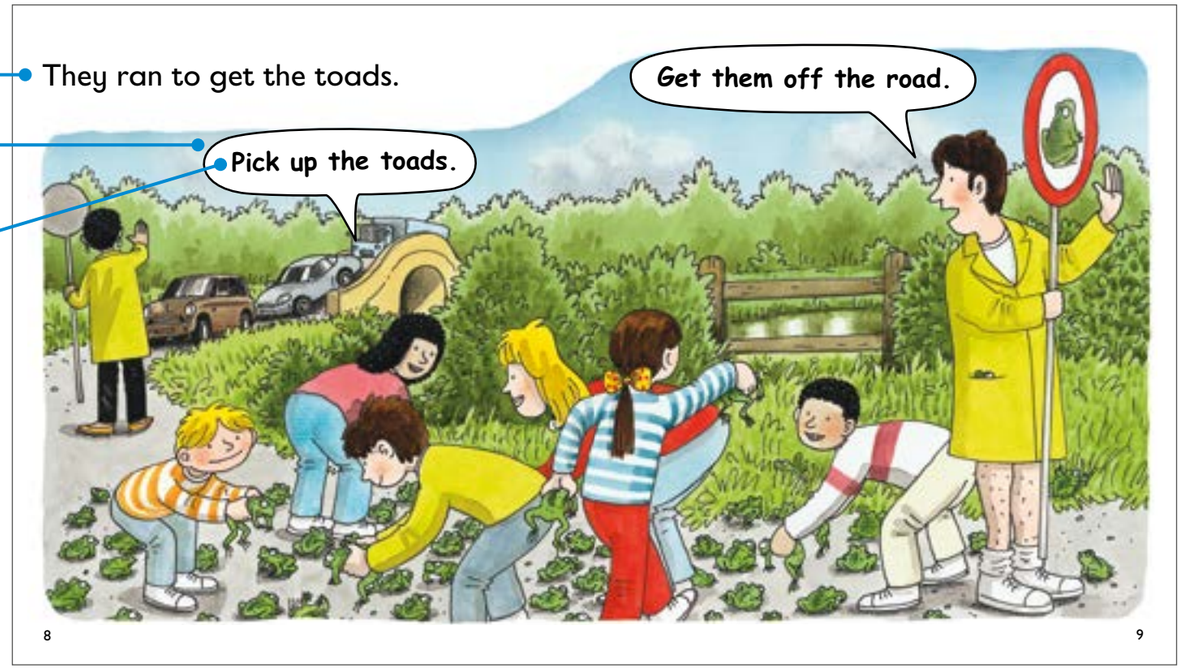
Comprehension

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

Usually still just one line of text on the page.

Speech bubbles may be used.

Opportunities to use phonics to work out less familiar words.



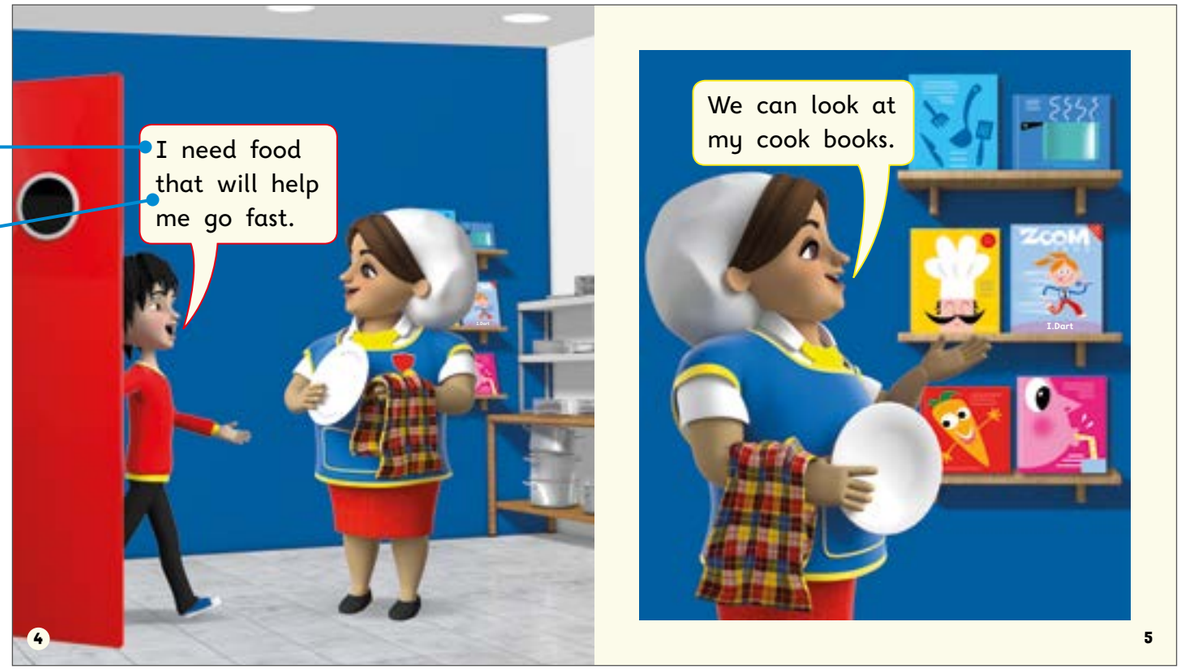
Toads in the Road from Oxford Reading Tree, Floppy's Phonics Fiction

What the books are like

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

Some books are completely decodable using early phonics.

Language is still simple and speechlike.



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

Comprehension

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

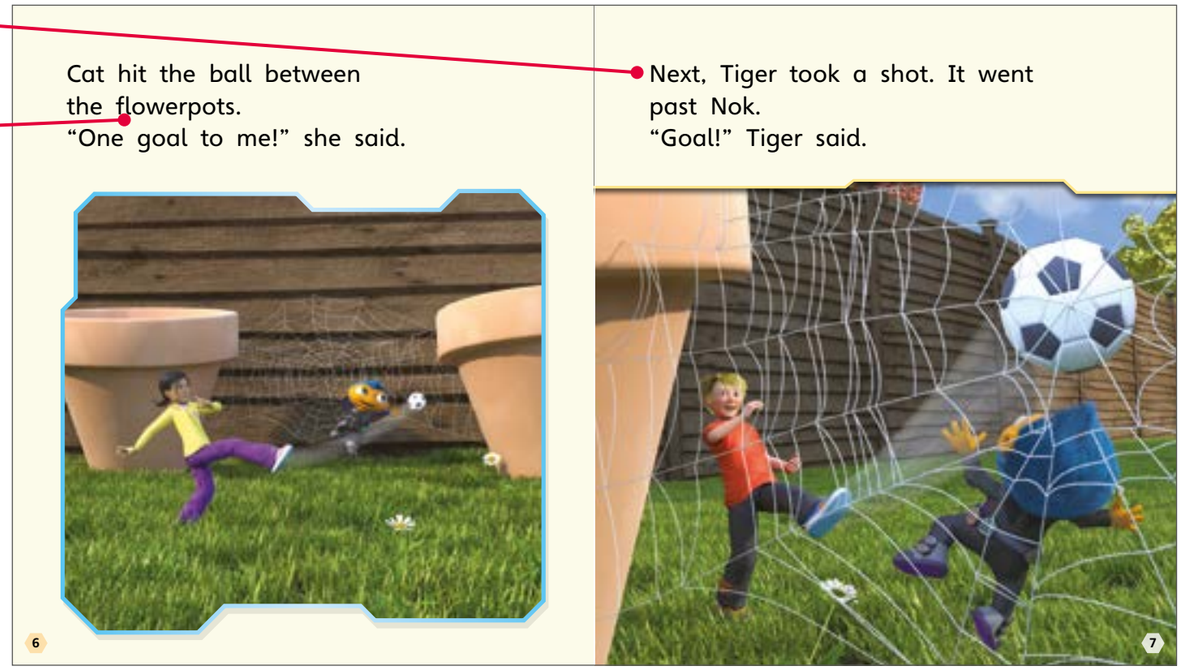
What the books are like

- At this level, books are mostly in line with slightly more complex phonics – sometimes including alternative spellings for the same sounds, for example the sound 'oo' may also be spelled 'ew', 'ou' or 'ue'. Words with adjacent consonants (like 'st', 'nt', '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 ('once upon a time', etc.) and other may use some simple figurative language (such as similes like 'as tall as a tree').
- There are increasing opportunities for prediction, though sometimes only at the beginning of a story. Prediction may be possible at different points in a non-fiction text.
- Because the books are becoming longer, section headings and subheadings may sometimes be used in non-fiction.

More than one line of text.

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

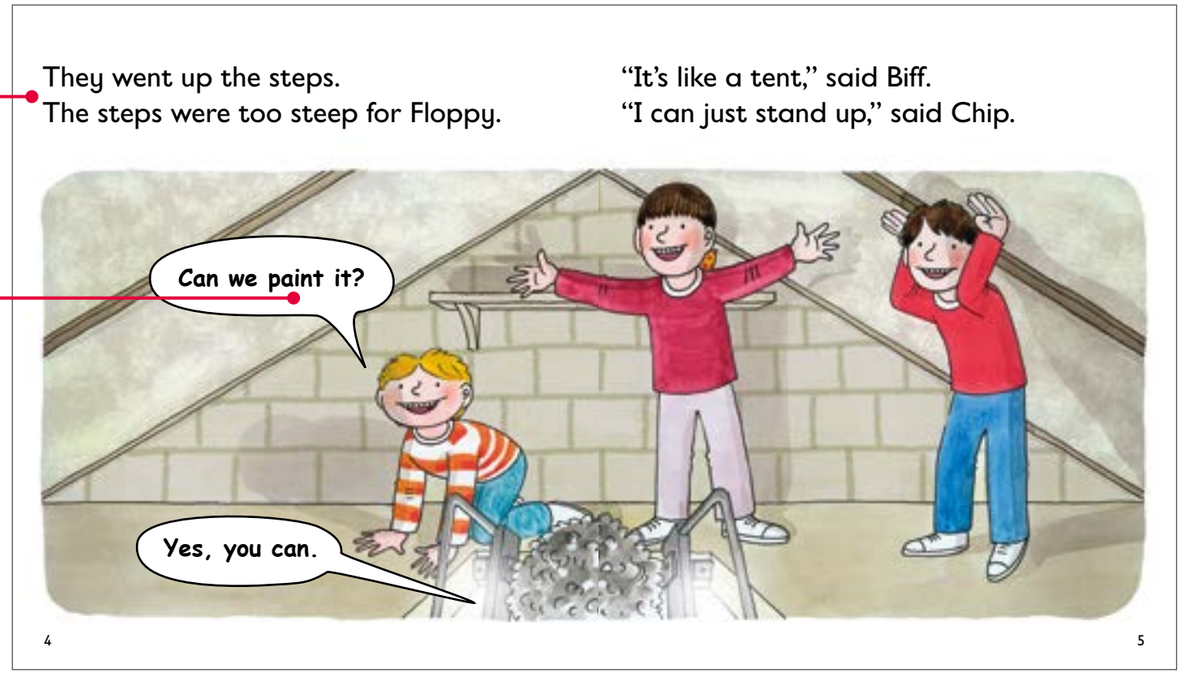
Sentences are still usually short, simple and speechlike.



Goal! from Project X Alien Adventures

Two lines of main text – and speech bubbles too. Text is still speechlike.

Lots of words using adjacent consonants like 'st', 'nt', 'nd'.



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

How children's skills develop

Word reading

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

Comprehension

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

What the books are like

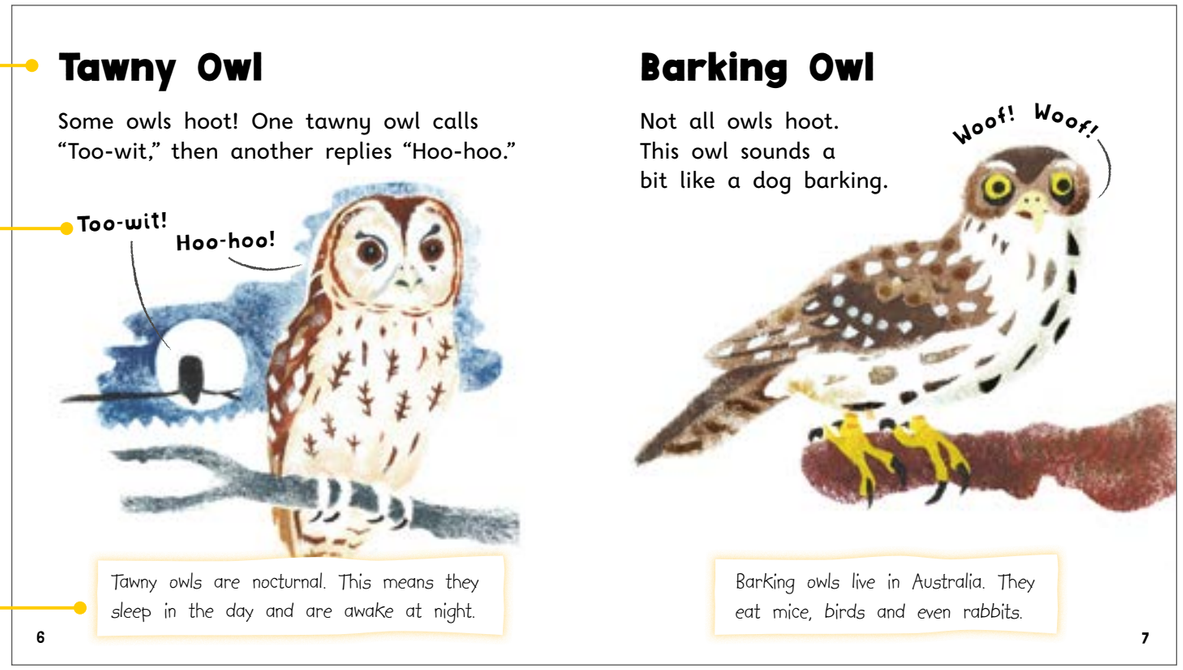
- The books can be read by children who are beginning to learn alternative spellings for the same sounds, for example recognising that the sound 'oo' can also be spelled 'ew', 'ou' or 'ue'.
- There may be some words with apostrophes, such as 'didn't', 'wasn't'.
- The books use more words with more than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

Examples from Level 5:

Some fun non-fiction features.

Language is mostly simple and speechlike.

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

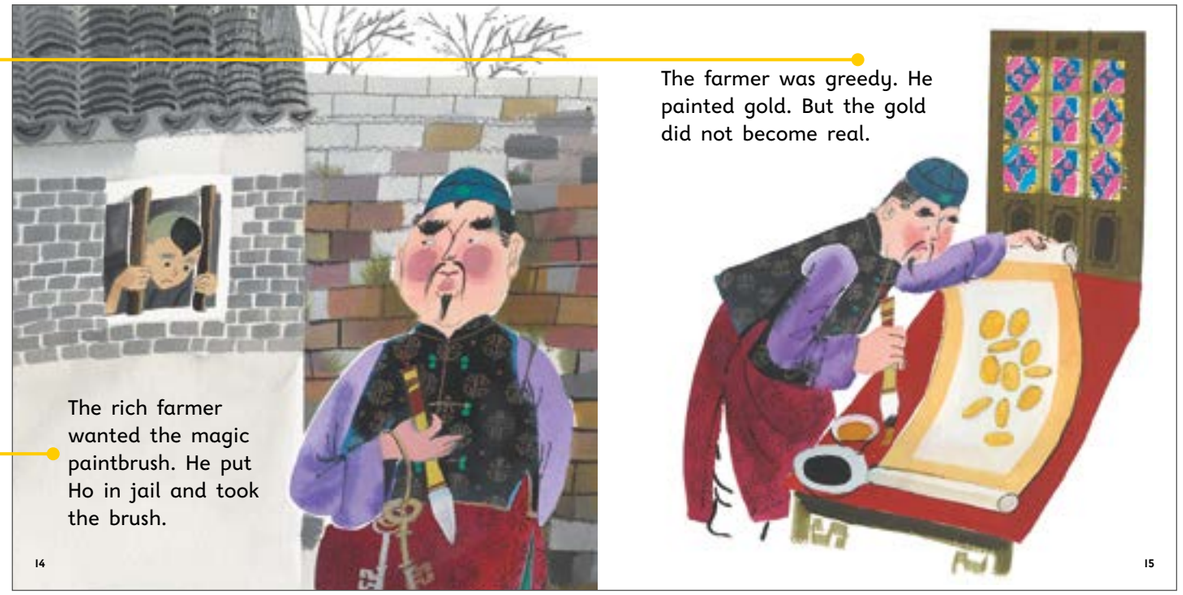


Bird Sounds from Oxford Reading Tree, inFact

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 like 'e'. They mostly use their phonic knowledge automatically to help them work out words, and they don't always have to sound out and blend the sounds out loud when reading decodable words.
- They can often notice when their reading doesn't make sense, and may go back to correct it without being asked to.
- They are continuing to learn more common tricky non-decodable words.

Comprehension

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

What the books are like

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

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

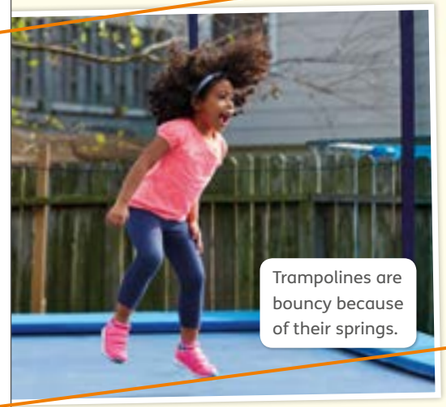
There may be a clear theme that runs through the book.

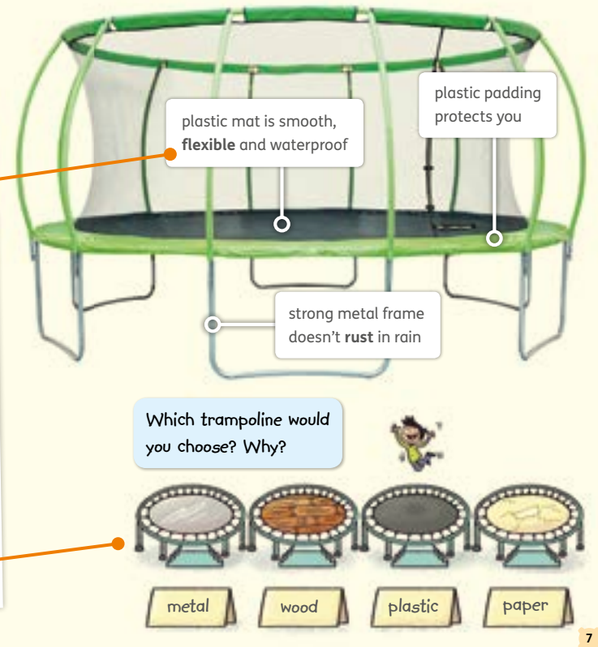
Some more tecąical or unfamiliar words may be used.

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

Trampolining

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





6 7

The Right Kit from Project X Origins

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 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', '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 tecÿical vocabulary in non-fiction – but any unusual words will be predictable in the context, and may also be illustrated.
- In fiction, there may be opportunities to practise prediction throughout the story, not just at the start.
- Characters are becoming more fully fleshed-out, and children will be able to get a sense of what characters are like through the way they speak.
- Stories are becoming more detailed than in earlier levels.
- In non-fiction, there may be more information in a section, and sections may be more than a page long.

Examples from Level 7:

Examples of traditional tale style story language.

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.

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."

12 13

Rumpelstiltskin from Oxford Reading Tree, Traditional Tales

A bit more text on the page than at previous levels.

Mrs May put the finished portraits on the wall.

"Mine is rubbish," complained Wilf.

"No it's not," said Biff. "You just haven't got the ears quite right."

Chip had a sketch book. He had done a sketch of Mrs May.

"It's quite good," smiled Mrs May. "To get even better you need to practise. Try to draw as often as you can."

4 5

The Portrait Problem from Oxford Reading Tree, Decode and Develop

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 speechlike, but there is increasing variety of sentence length and structure.
- More complex vocabulary is used, including some descriptive language in fiction and more tecÿical vocabulary in non-fiction; however, most words are still within children's own vocabularies.
- Texts are getting longer, but they are still mostly straightforward to follow and understand.
- Stories are often formatted like short novels, with chapters. Non-fiction books may also have longer chapters or sections.
- There may be scope for some simple subtexts in stories, that some readers may pick up. (For example, realising that a character is scared of dogs because of what he does, even though he claims not to be scared.)

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."

2

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.

3

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

More than one paragraph of text on the page.

Some more unusual vocabulary, practising and reinforcing complex phonics.

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

How children's skills develop

Word reading

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

Comprehension

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

What the books are like

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

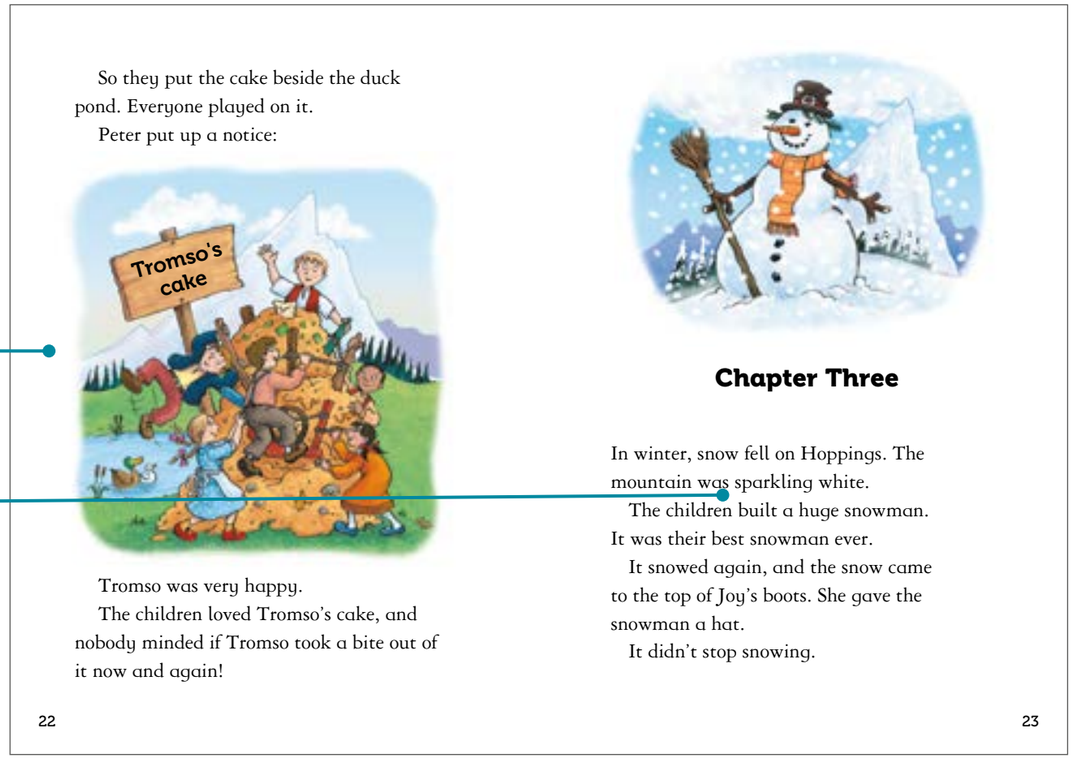
Bigger blocks of text on the page.

There are lots of opportunities for discussion and prediction in both stories and non-fiction

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

Book divided into chapters.

Some more sophisticated vocabulary.



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', 'weren't'), and many multi-syllable words.
- They know how to break longer words into syllables to help with reading.
- They use parts of unfamiliar words to help them work out the meaning (e.g. spotting that 'clarify' is a bit like 'clear', so 'clarify' means 'to make clear').
- Children are beginning to have the stamina to read longer texts.
- They usually take punctuation into account and can read aloud using expression.

Comprehension

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

What the books are like

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

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

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

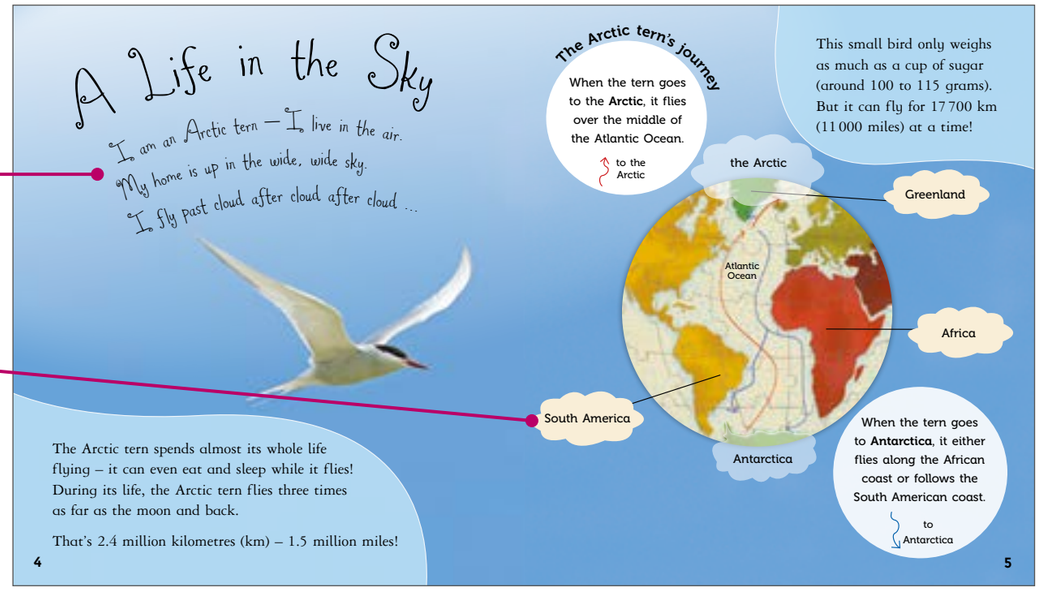
Some unfamiliar terms may be defined in the glossary.

Fiction is divided into chapters.

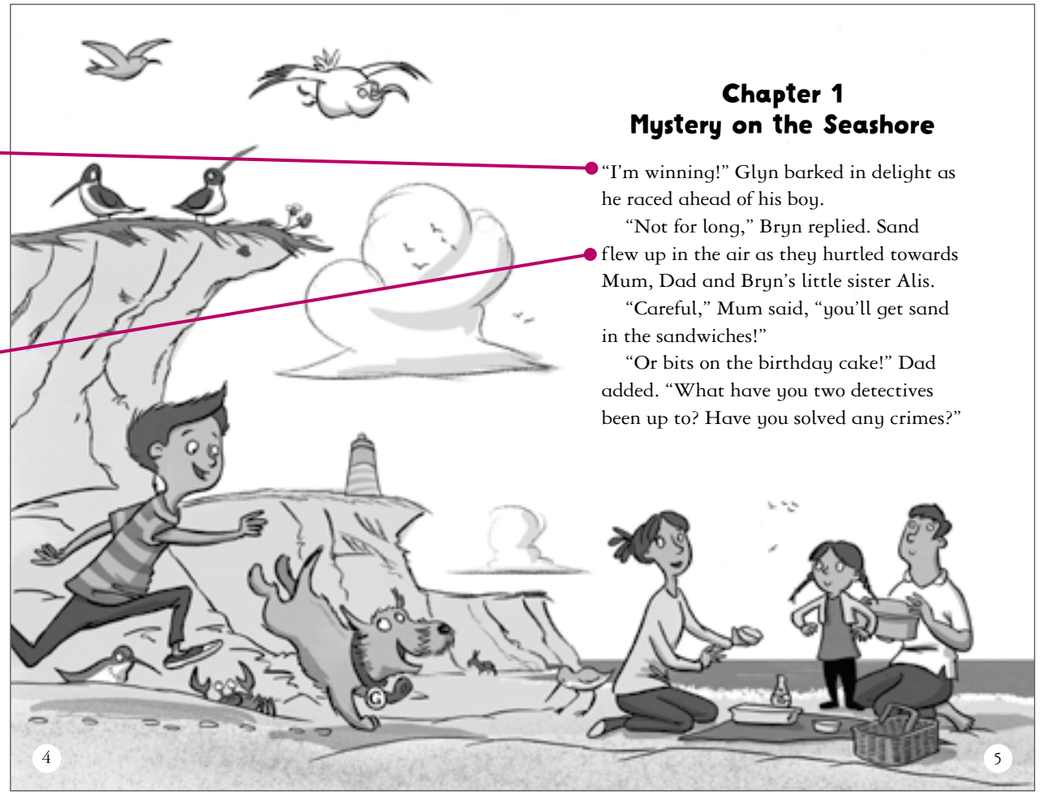
More inference may be needed – e.g. here children infer that Glyn must be the dog.

Scope for using some inventive or expressive language.

Examples from Level 10:



A Life in the Sky from Oxford Reading Tree, inFact



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 some simple underlying themes and ideas in some books.
- They can make confident predictions about stories, and about the likely content of non-fiction books.
- Children can increasingly come up with their own ideas about books, and they may sometimes quote ideas and information from the text to back up their ideas.

What the books are like

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

Examples from Level 11:

A variety of longer and shorter sentences, giving different effects.

Clump, clump. He's clumping to his bedroom.

'Gangway!' he shouts.

I have to squash myself against the wall, so my feet don't get crushed.

'I hate your horrible trainers!' I tell him. 'They're dangerous.'

But he just clumps downstairs again. *Thud, thud, thud.* The front door slams.

4

Thank goodness – he's gone out.

It's nice and peaceful now. I can lie here on the floor and read my book.

Stomp, stomp, stomp.

The floor begins to tremble.

Is a herd of elephants heading this way?

No, it's the new trainers. Here they come again – like great, white, crushing machines.

'Mind my book. You're trampling on it!'

5

Dangerous Trainers from TreeTops Fiction

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?'

18

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.

19

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 instance using the meaning of 'aware' to work out what 'awareness' means.
- Their reading stamina is increasing and they are able to tackle longer books.

Comprehension

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

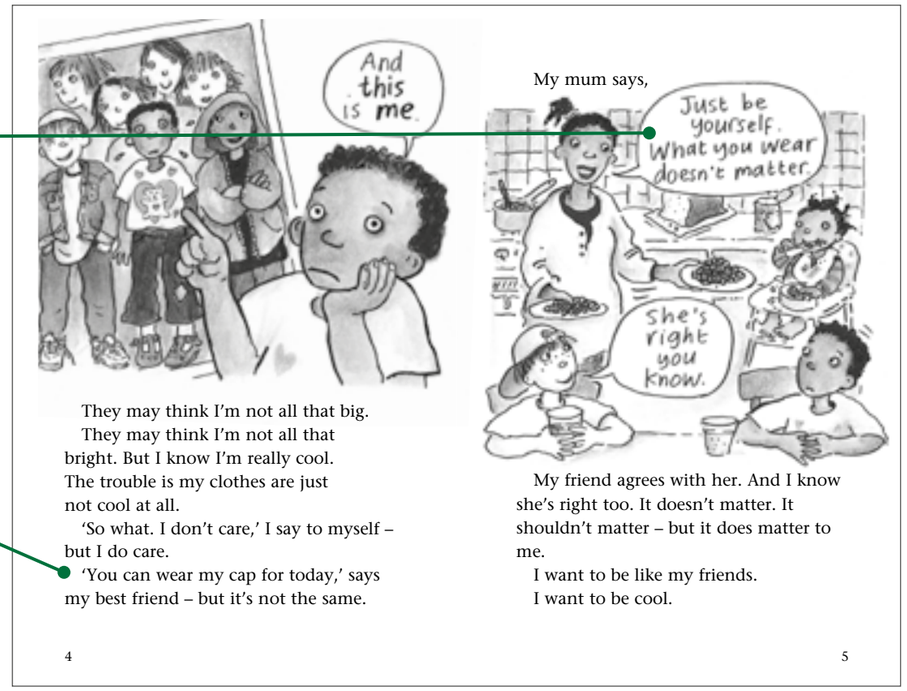
What the books are like

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

Examples from Level 12:

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

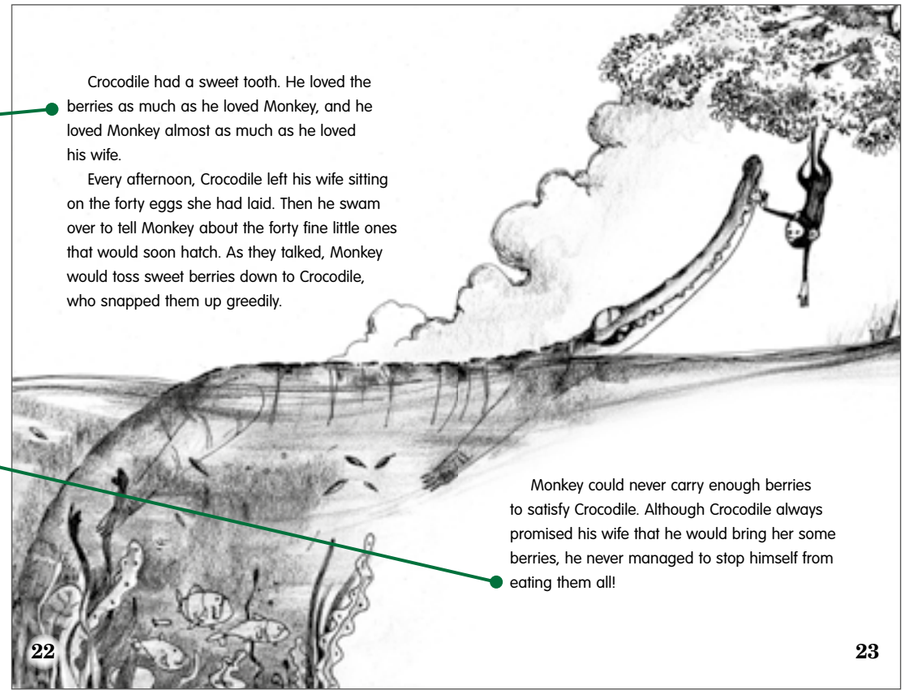
Children need to use inference and empathy to understand the narrator's feelings.



Cool Clive from TreeTops Fiction

Uses traditional storytelling language.

Some unusual sentence structures for effect – like 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 reading aloud, punctuation helps them read with appropriate expression.
- Their reading stamina is increasing and they are often able to read for 20 or 30 minutes at a time.

Comprehension

- Children can use and compare information from different non-fiction features to help them understand a text.
- They may be beginning to skim and scan text to get information (letting their eyes run across the text to get a general sense of the contents, or looking for particular words and phrases).
- In fiction 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 instance spotting adverbs in a descriptive passage, imperative verbs in instructions, etc.)
- They can identify some of the author's language choices, such as the use of tecÿical words in non-fiction, or the use of expressive words to increase suspense.

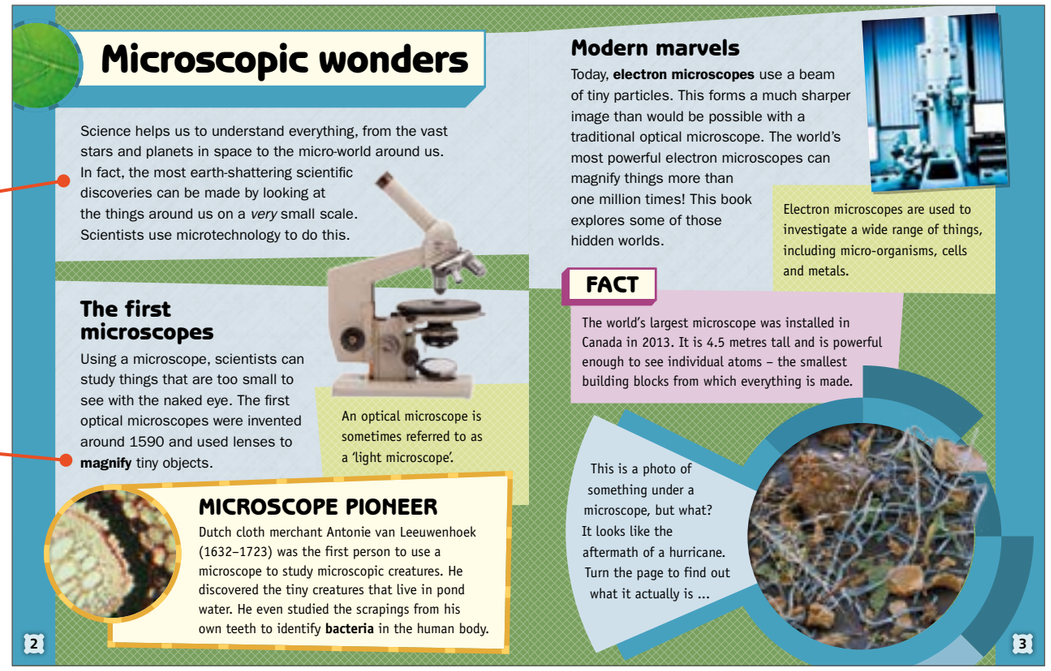
What the books are like

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

Examples from Level 13:

Non-fiction organised in different ways.

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



Microscopic wonders

Science helps us to understand everything, from the vast stars and planets in space to the micro-world around us. In fact, the most earth-shattering scientific discoveries can be made by looking at the things around us on a *very* small scale. Scientists use microtechnology to do this.

The first microscopes

Using a microscope, scientists can study things that are too small to see with the naked eye. The first optical microscopes were invented around 1590 and used lenses to **magnify** tiny objects.

An optical microscope is sometimes referred to as a 'light microscope'.

MICROSCOPE PIONEER

Dutch cloth merchant Antonie van Leeuwenhoek (1632–1723) was the first person to use a microscope to study microscopic creatures. He discovered the tiny creatures that live in pond water. He even studied the scrapings from his own teeth to identify **bacteria** in the human body.

2

Modern marvels

Today, **electron microscopes** use a beam of tiny particles. This forms a much sharper image than would be possible with a traditional optical microscope. The world's most powerful electron microscopes can magnify things more than one million times! This book explores some of those hidden worlds.

Electron microscopes are used to investigate a wide range of things, including micro-organisms, cells and metals.

FACT

The world's largest microscope was installed in Canada in 2013. It is 4.5 metres tall and is powerful enough to see individual atoms – the smallest building blocks from which everything is made.

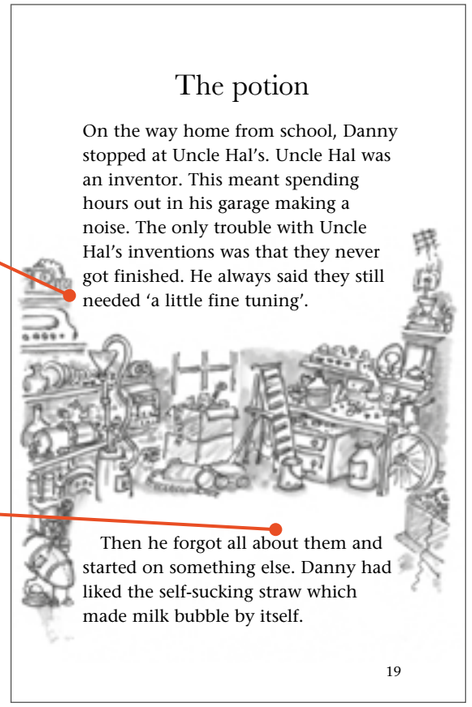
This is a photo of something under a microscope, but what? It looks like the aftermath of a hurricane. Turn the page to find out what it actually is ...

3

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 potion

On the way home from school, Danny stopped at Uncle Hal's. Uncle Hal was an inventor. This meant spending hours out in his garage making a noise. The only trouble with Uncle Hal's inventions was that they never got finished. He always said they still needed 'a little fine tuning'.

Then he forgot all about them and started on something else. Danny had liked the self-sucking straw which made milk bubble by itself.

19

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 reading aloud, punctuation helps them read with expression.
- They can often work out the meanings of new words by using clues from the book, as well as their knowledge of similar words.
- Their reading stamina is increasing and they are often able to read for 30 minutes or longer.

Comprehension

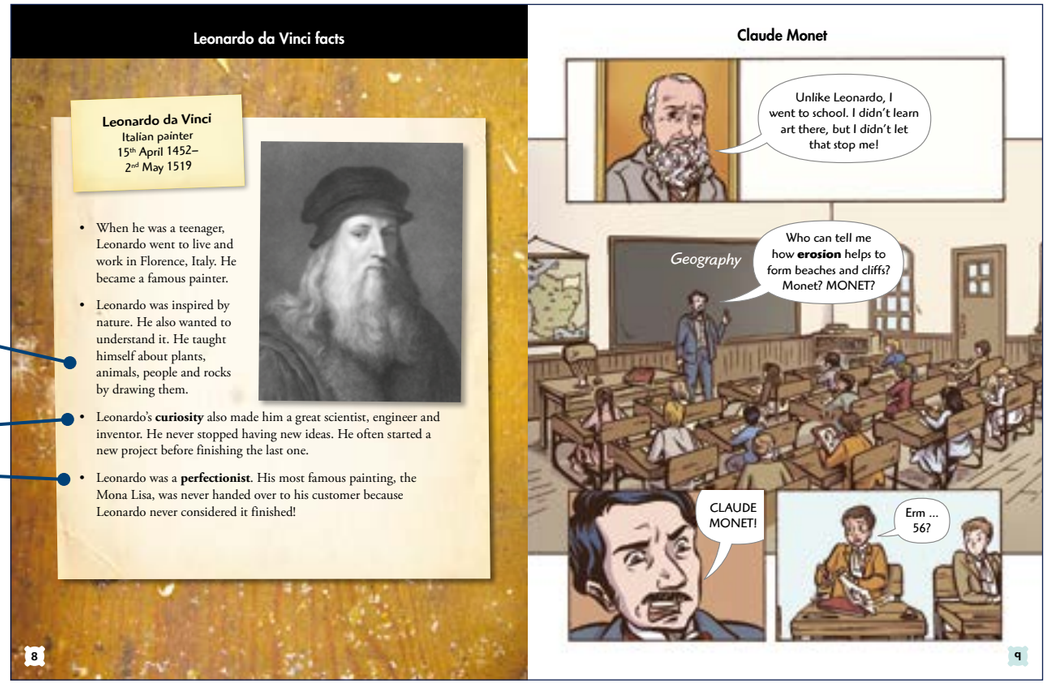
- At this level, children are becoming more confident in reading between the lines, to work out what texts mean at a deeper level.
- They may start to make clearer connections between different parts of a text – for example, picking up on information from earlier in the book and applying it to what they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

What the books are like

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

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

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



Leonardo da Vinci facts

Leonardo da Vinci
Italian painter
15th April 1452–
2nd May 1519

- When he was a teenager, Leonardo went to live and work in Florence, Italy. He became a famous painter.
- Leonardo was inspired by nature. He also wanted to understand it. He taught himself about plants, animals, people and rocks by drawing them.
- Leonardo's **curiosity** also made him a great scientist, engineer and inventor. He never stopped having new ideas. He often started a new project before finishing the last one.
- Leonardo was a **perfectionist**. His most famous painting, the Mona Lisa, was never handed over to his customer because Leonardo never considered it finished!

8

Claude Monet

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

Geography

Who can tell me how **erosion** helps to form beaches and cliffs? Monet? MONET?

CLAUDE MONET!

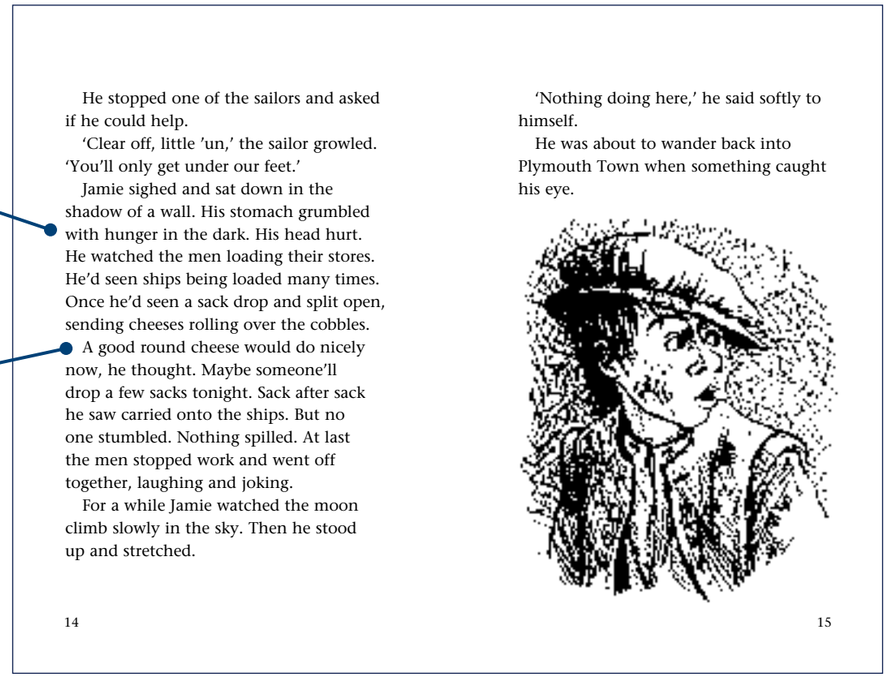
Erm ... 56?

9

Great Artists from Project X Origins

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

14

'Nothing doing here,' he said softly to himself.

He was about to wander back into Plymouth Town when something caught his eye.

15

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 reading aloud, punctuation helps them read with appropriate expression.
- They may be able to work out the meaning of a word by thinking about the meaning of the whole sentence.
- Their reading stamina is increasing and they can often read several chapters independently.

Comprehension

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

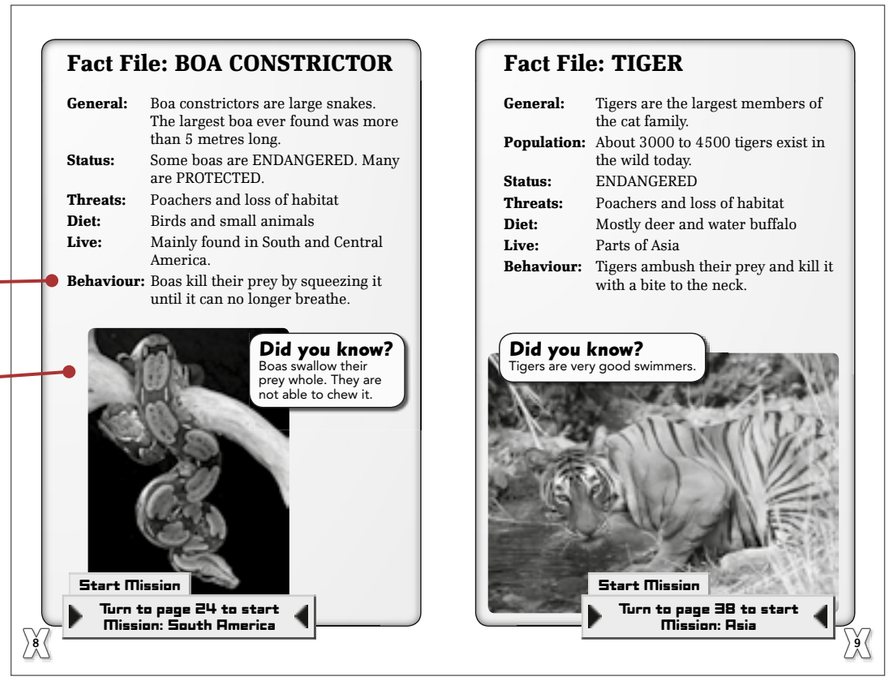
What the books are like

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

Examples from Level 15:

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.



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

8

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

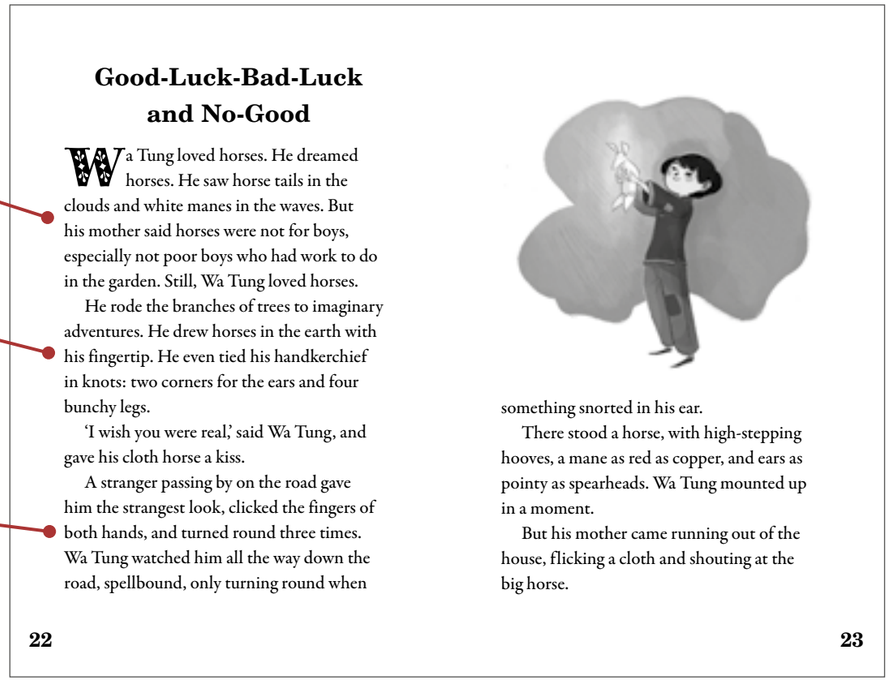
9

Big Game Adventure from Project X Origins

Some more sophisticated storytelling language.

A range of interesting descriptive language.

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



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

22

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.

23

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 reading aloud, punctuation helps them read with appropriate expression.
- They can often work out the meanings of words and phrases they don't know by using clues from the book, as well as their knowledge of the meanings of similar words.
- Their reading stamina is increasing and they can usually read several chapters independently.

Comprehension

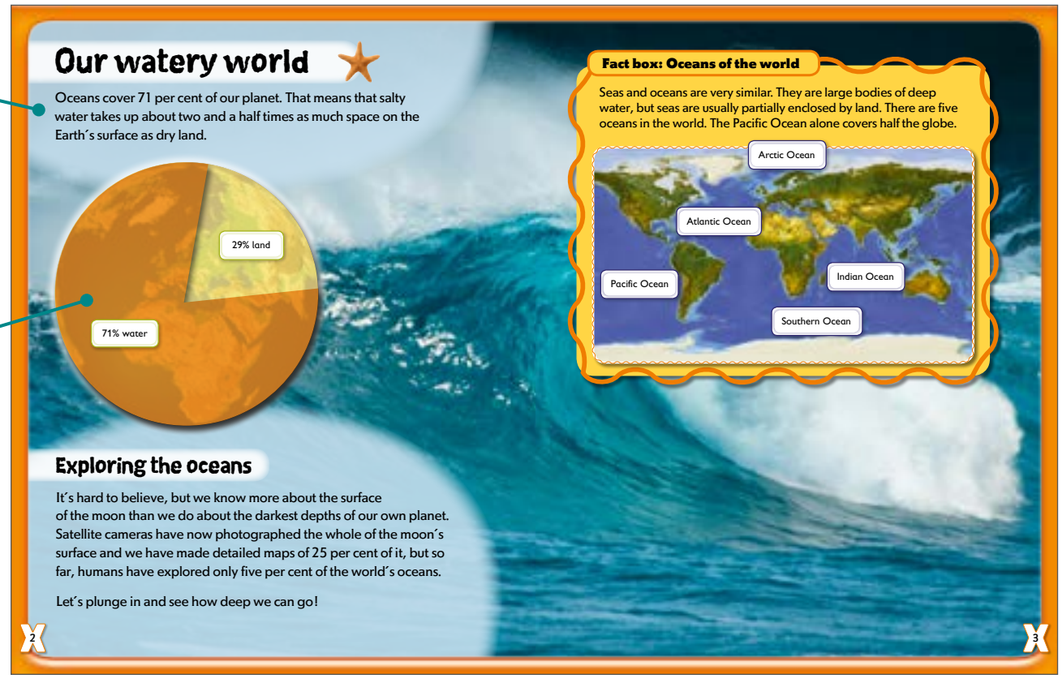
- Children are becoming more confident with using inference, and they know characters can be depicted through dialogue as well as through direct description.
- They can sometimes work out what the author's point of view is, in both fiction and non-fiction.
- They may be able to point out when a story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

What the books are like

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

A more formal tone may be used where appropriate.

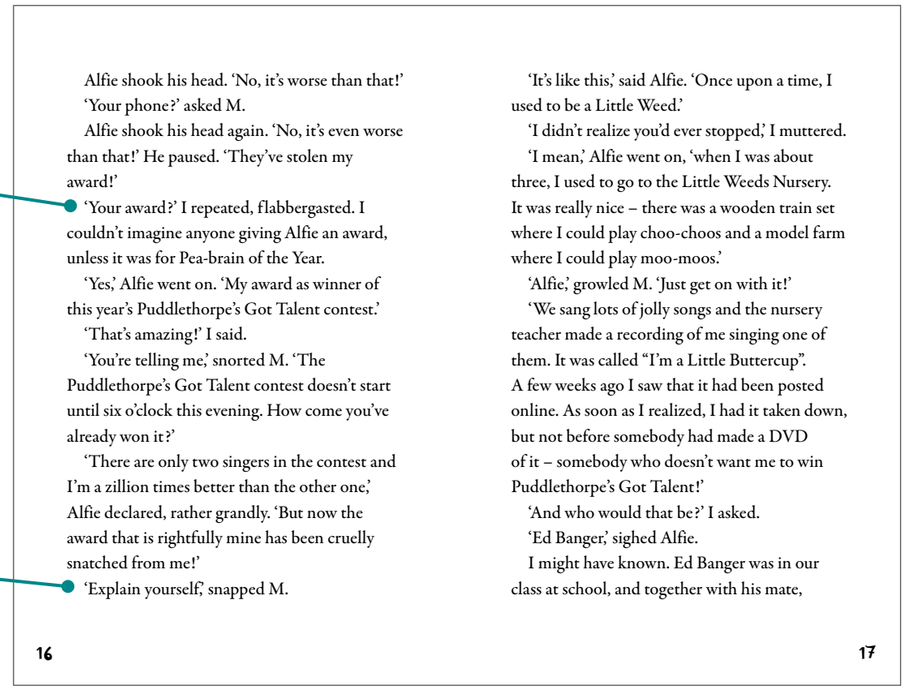
A range of features, like this pie chart, help to convey more complex information.



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 instance 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.

'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,

16 17

Charlie, Prince of Wheels from TreeTops Chucklers

Expectations of the children

Word reading

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

Comprehension

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

What the books are like

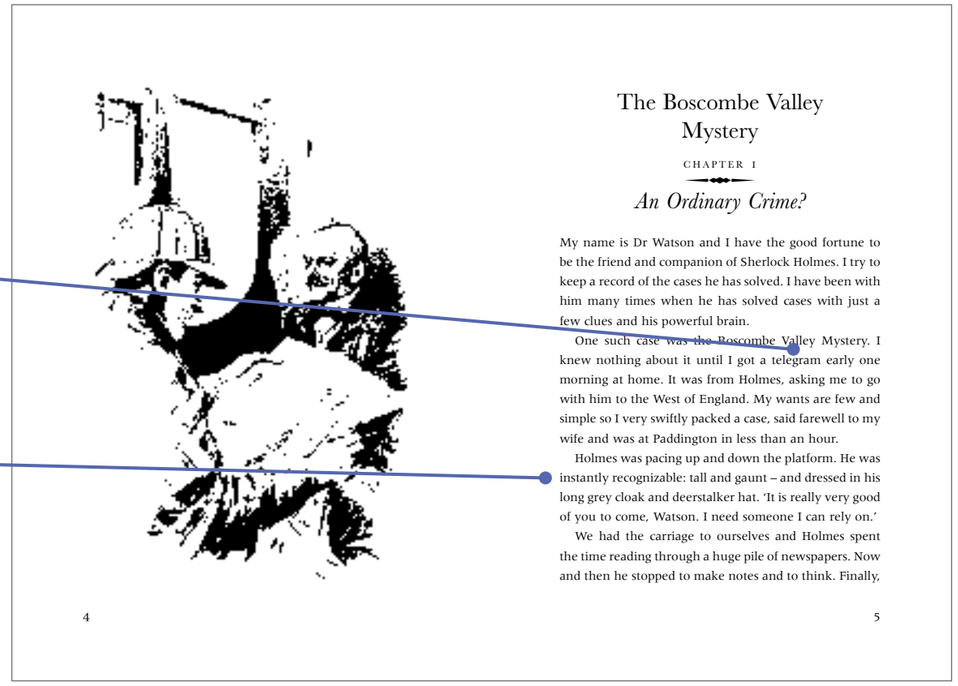
- Books at this level show an increasing variety of styles and subject matters, with some increasingly sophisticated vocabulary and a wide range of sentence structures.
- Some of the language choices, in some books, may be deliberately intended to stretch the reader. However, language is never intended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

Examples from Level 17:

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 – like telegrams.

Some more complex and sophisticated vocabulary – words like 'gaunt', 'swiftly', etc.



The Boscombe Valley Mystery

CHAPTER I

An Ordinary Crime?

My name is Dr Watson and I have the good fortune to be the friend and companion of Sherlock Holmes. I try to keep a record of the cases he has solved. I have been with him many times when he has solved cases with just a few clues and his powerful brain.

One such case was the Boscombe Valley Mystery. I knew nothing about it until I got a telegram early one morning at home. It was from Holmes, asking me to go with him to the West of England. My wants are few and simple so I very swiftly packed a case, said farewell to my wife and was at Paddington in less than an hour.

Holmes was pacing up and down the platform. He was instantly recognizable: tall and gaunt – and dressed in his long grey cloak and deerstalker hat. 'It is really very good of you to come, Watson. I need someone I can rely on.'

We had the carriage to ourselves and Holmes spent the time reading through a huge pile of newspapers. Now and then he stopped to make notes and to think. Finally,

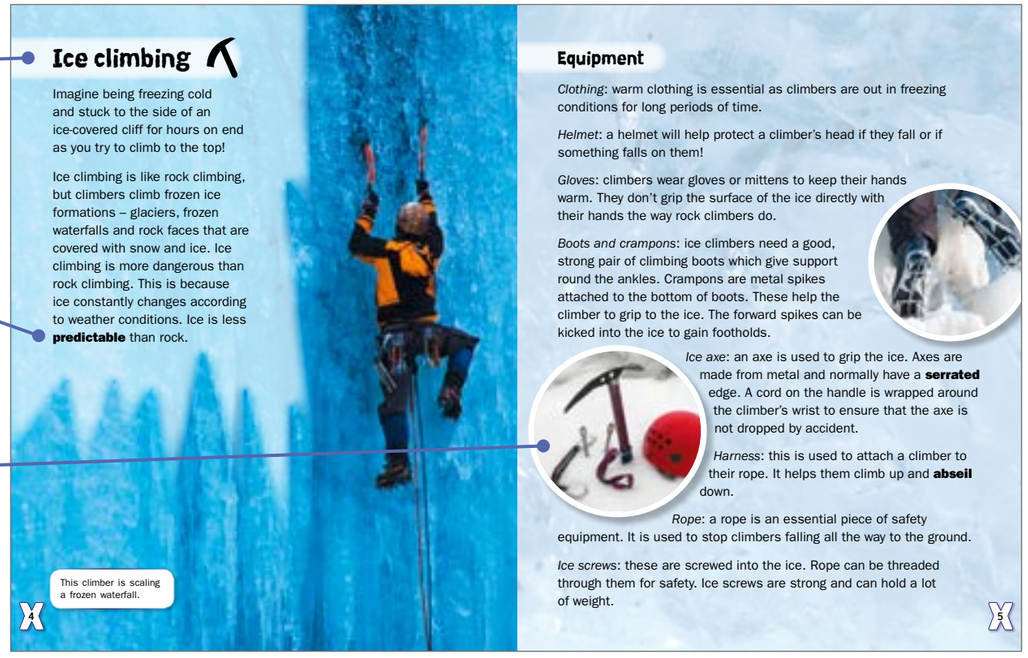
4 5

Stories of Sherlock Holmes from TreeTops Classics

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.



Ice climbing

Imagine being freezing cold and stuck to the side of an ice-covered cliff for hours on end as you try to climb to the top!

Ice climbing is like rock climbing, but climbers climb frozen ice formations – glaciers, frozen waterfalls and rock faces that are covered with snow and ice. Ice climbing is more dangerous than rock climbing. This is because ice constantly changes according to weather conditions. Ice is less **predictable** than rock.

This climber is scaling a frozen waterfall.

Equipment

Clothing: warm clothing is essential as climbers are out in freezing conditions for long periods of time.

Helmet: a helmet will help protect a climber's head if they fall or if something falls on them!

Gloves: climbers wear gloves or mittens to keep their hands warm. They don't grip the surface of the ice directly with their hands the way rock climbers do.

Boots and crampons: ice climbers need a good, strong pair of climbing boots which give support round the ankles. Crampons are metal spikes attached to the bottom of boots. These help the climber to grip to the ice. The forward spikes can be kicked into the ice to gain footholds.

Ice axe: an axe is used to grip the ice. Axes are made from metal and normally have a **serrated** edge. A cord on the handle is wrapped around the climber's wrist to ensure that the axe is not dropped by accident.

Harness: this is used to attach a climber to their rope. It helps them climb up and **abseil** down.

Rope: a rope is an essential piece of safety equipment. It is used to stop climbers falling all the way to the ground.

Ice screws: these are screwed into the ice. Rope can be threaded through them for safety. Ice screws are strong and can hold a lot of weight.

4 5

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

Examples from Level 18:

There are usually few illustrations in fiction at this level.

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

Some unusual sentence structures.

Some unusual and sophisticated vocabulary – words like 'interference', 'whiplash', 'crescendo'.

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.

6 7

Storm Chasers from Project X Origins

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

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

Studds

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.

42 43

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

What the books are like

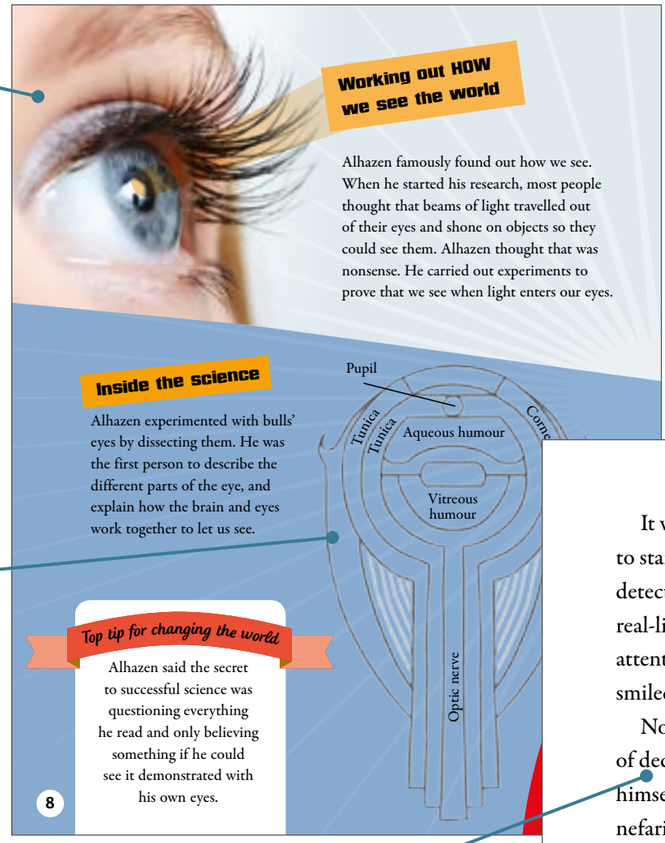
- Books are still written with a lot of variety in structure, tone, language and approach.
- Some authentic older texts may be included (poems, fiction, longer quotes from source material in non-fiction etc.)
- Authors writing at this level may have very different styles.
- Some books will be structured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

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

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

Language can be complex and where appropriate.

Challenging stories which demand plenty of inference and background knowledge.



Working out HOW we see the world

Alhazen famously found out how we see. When he started his research, most people thought that beams of light travelled out of their eyes and shone on objects so they could see them. Alhazen thought that was nonsense. He carried out experiments to prove that we see when light enters our eyes.

Inside the science

Alhazen experimented with bulls' eyes by dissecting them. He was the first person to describe the different parts of the eye, and explain how the brain and eyes work together to let us see.

Pupil
Tunica
Tunica
Aqueous humour
Vitreous humour
Optic nerve

Top tip for changing the world

Alhazen said the secret to successful science was questioning everything he read and only believing something if he could see it demonstrated with his own eyes.

8

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

4

Bovine Espionage from TreeTops Chucklers

How children's skills develop

Word reading

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

Comprehension

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

What the books are like

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

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

Some old-fashioned and literary 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

3

Great Expectations from TreeTops Greatest Stories

Subject matter can sometimes be complex and tecąical.

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.

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.

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'.

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.

5

Generation Energy from TreeTops inFact