

Level 2A

Level 2A is perfect for introducing fundamental reading concepts and skills to early readers.

PUPIL TARGETS



- Locates the title
- Turns the pages one at a time
- Reads (words, sentences, pages) in the correct direction
- Points and looks carefully at each word as they read
- Blends to read VC words that contain Level 2A letters*
- Blends to read CVC words that contain Level 2A letters*
- Reads some words without overt sounding and blending after a few encounters in the text.

Level 2A letters: s, a, t, p, i, n, m, d, g, o, c, k

How to support your child with level 2A books

Your child is beginning to learn how to read. As they read, please help them to:

- Read the words carefully. Ask your child to sound out and blend only the words they can't read yet, not every word.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word. - Make a story out of a whole book, rather than focusing just on what is happening on each page.

Level 2B

Level 2B builds on the fundamental reading concepts and skills introduced in 2A.

PUPIL TARGETS



- Blends to read VC words that contain Level 2B letters*
- Blends to read CVC words that contain Level 2B letters*
- Reads some words without overt sounding and blending after a few encounters in the text
- Recognises and reads Level 2 tricky words: the, to, I, no go
- Notices some errors in their reading
- Demonstrates understanding of what they have read

Level 2B letters: e, u, r, h, b, f, l, ck, ss, ll, ff

How to support your child with level 2B books

Your child is beginning to learn how to read. As they read, please help them to:

- Read the words carefully. Ask your child to sound out and blend only the words they can't read yet, not every word.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word. - Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

Level 2C

Level 2C enables your child to practise and consolidate skills learned in 2A and 2B.

PUPIL TARGETS



- Points and looks carefully at each word as they read
- Blends to read VC words that contain all Level 2 letters*
- Blends to read CVC words that contain all Level 2 letters*
- Reads some words without overt sounding and blending after a few encounters in the text.
- Recognises and reads all Level 2 tricky words: the, to, I, no go
- Notices some errors in their reading
- Demonstrates understanding of what they have read

Level 2 letters: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, ck, ss, ll, ff

How to support your child with level 2C books

Your child is beginning to learn how to read. As they read, please help them to:

- Read the words carefully. Ask your child to sound out and blend only the words they can't read yet, not every word.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word. - Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

Level 3A

Level 3 books will have an increased number of words on a page.

PUPIL TARGETS



- Blends to read CVC words that contain Level 3A graphemes*
- Reads Level 3A tricky words (he, she, we, me, be, was)
- Reads some words without overt sounding and blending after a few encounters in the text
- Notices errors when reading and sometimes self-corrects
- Sometimes re-reads words, phrases or sentences to support their understanding
- Reads some words together in phrases
- Demonstrates understanding of what they have read

Level 3A graphemes: j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng

How to support your child with level 3A books

Your child is beginning to learn to read. As they read, please help them to:

- Read the words carefully. Most of the words can be recognised or sounded out.
 - Ask your child to sound out and blend only the words they can't read yet, not every word.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

Level 3B

Level 3 books will have an increased number of words on a page.

PUPIL TARGETS



- Blends to read CVC words that contain Level 3B graphemes*
- Reads Level 3B tricky words (my, you, they, here, all, are)
- Reads some words without overt sounding and blending after a few encounters in the text
- Notices errors when reading and sometimes self-corrects
- Sometimes re-reads words, phrases or sentences to support their understanding
- Reads some words together in phrases
- Demonstrates understanding of what they have read

Level 3B graphemes: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er

How to support your child with level 3B books

Your child is beginning to learn to read. As they read, please help them to:

- Read the words carefully. Most of the words can be recognised or sounded out.
 - Ask your child to sound out and blend only the words they can't read yet, not every word.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

Level 3C

Level 3C books enable children to practise the graphemes and tricky words learned throughout 3A and 3B. They will also encounter compound words.

PUPIL TARGETS



- Blends to read CVC words that contain all Level 3 graphemes*
- Read compound words containing all Level 3 graphemes e.g. cowshed
- Reads all Level 3 tricky words (he, she, we, me, be, was)
- Reads some words without overt sounding and blending after a few encounters in the text
- Notices errors when reading and sometimes self-corrects
- Sometimes re-reads words, phrases or sentences to support their understanding
- Reads some words together in phrases

Level 3A graphemes: j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er

How to support your child with level 3A books

Your child is beginning to learn to read. As they read, please help them to:

- Read the words carefully. Most of the words can be recognised or sounded out.
- Ask your child to sound out and blend only the words they can't read yet, not every word.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

Level 4A

Books at this level present children with new vocabulary. The amount of words per page has slightly increased.

PUPIL TARGETS



- Read a book without pointing at the words, unless they get stuck.
- Read CVCC and CCVC words (tent, spin)
- Read digraphs and trigraphs without adjacent consonants
- Recognise Phase 4A Tricky words (said, so, have, like, come, some).
- Reads words without overt sounding and blending after a few encounters in the text
- Notices and self-corrects errors when reading
- Re-reads words, phrases or sentences to support their understanding
- Reads words together in phrases e.g. the man, "Look," said Mum
- Demonstrates understanding of what they have read

How to support your child with Level 4A books

Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word, rather than guessing from the pictures or from the first letter.
- Giving them time to recognise and correct their own mistakes.
- Asking them to talk about what's happening in the book, encouraging them to make links to events on previous pages and to say what they think will happen next.

Level 4B

Books at this level present children with new vocabulary. The amount of words per page has slightly increased.

PUPIL TARGETS



- Read words with adjacent consonants including Level 3 vowel digraphs/trigraphs.
- Read CVCC and CCVC words containing Level 3 vowel digraphs and trigraphs
- Recognise Phase 4B Tricky words (were, there, little, one, do, when, out, what).
- Reads words without overt sounding and blending after a few encounters in the text
- Notices and self-corrects errors when reading
- Re-reads words, phrases or sentences to support their understanding
- Reads words together in phrases e.g. the man, "Look," said Mum
- Demonstrates understanding of what they have read

How to support your child with Level 4B books

Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word, rather than guessing from the pictures or from the first letter.
- Giving them time to recognise and correct their own mistakes.
- Asking them to talk about what's happening in the book, encouraging them to make links to events on previous pages and to say what they think will happen next.

Level 4C

Books at this level present children with new vocabulary. The amount of words per page has slightly increased.

PUPIL TARGETS



- Read three-letter adjacent consonants (e.g. spl)
- Read two-syllable words (e.g. farmyard)
- Recognise all Level 4 Tricky words (said, so, have, like, come, some, were, there, little, one, do, when, out, what).
- Reads words without overt sounding and blending after a few encounters in the text
- Notices and self-corrects errors when reading
- Re-reads words, phrases or sentences to support their understanding
- Reads words together in phrases e.g. the man, "Look," said Mum
- Demonstrates understanding of what they have read

How to support your child with Level C books

Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word, rather than guessing from the pictures or from the first letter.
- Giving them time to recognise and correct their own mistakes.
- Asking them to talk about what's happening in the book, encouraging them to make links to events on previous pages and to say what they think will happen next.

Level 5A

Books at this level will start to become more complex. The books in this level also teach children how to read with insight and will encourage them to read with expression.

PUPIL TARGETS



- Reads words that contain Level 5A alternative graphemes*
- Reads Level 5A common exception words**
- Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Reads words with contractions (for example I'm, I'll, we'll)
- Link what they have read to their own experiences.
- Checks that they understand what they are reading and self correct.
- Reads with more fluency (pace, phrasing, intonation) when re-reading a text
- Discusses word meaning and link new meaning to those already known.
- Predicts what might happen on the basis of what has been read so far.
- Begins to make simple inferences.

How to support your child with Level 5A books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words.
- Recognise and correct their own mistakes.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.

Rhino Readers Level	Sounds	Common Exception Words
5a	'ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'e_e' saying /ee/ 'l_e' saying /igh 'o_e' saying /oa/ 'u_e' saying /oo/ and /yoo/ 'ou' saying /ow/ Long vowel sounds 'ch' saying /c/ 'ch' saying /sh/	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through

Level 5B

Books at Level 5B will have more characters and different forms of text, such as nonfiction, rhymes, diagrams and verse. They introduce more compound words, some longer sentences and more punctuation.

PUPIL TARGETS



- Reads words that contain Level 5B alternative graphemes/ pronunciations
- Reads Level 5B common exception words**
- Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Link what they have read to their own experiences.
- Uses punctuation to support understanding.
- Checks that they understand what they are reading and self correct.
- Reads with more fluency (pace, phrasing, intonation) when re-reading a text
- Discusses word meaning and link new meaning to those already known.
- Predicts what might happen on the basis of what has been read so far.
- Begins to make simple inferences.

How to support your child with Level 5B books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words.
- Recognise and correct their own mistakes.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.

Rhino Readers Level	Sounds	Common Exception Words
5b	'ir' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/ 'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/	work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before

Level 5C

Level 5C books will start to have more of the longer sentences and a wider range of challenging vocabulary. A lot of books will start to have shorter chapters to encourage a child's reading ability. Children will have encountered more of the high frequency words by this level, and teachers will be promoting reading for pleasure.

PUPIL TARGETS



- Reads words that contain Level 5C alternative graphemes/ pronunciations
- Reads Level 5C common exception words**
- Reads words containing -s, -es, -ing, -ed, -er and -est suffixes.
- Link what they have read to their own experiences.
- Uses punctuation to support understanding.
- Checks that they understand what they are reading and self correct.
- Reads with more fluency (pace, phrasing, intonation) when re-reading a text
- Discusses word meaning and link new meaning to those already known.
- Predicts what might happen on the basis of what has been read so far.
- Begins to make simple inferences.

How to support your child with Level 5C books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to:

- Sound out quickly under their breath or inside their head, if they need to sound out words.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.

- Show you

Rhino Readers Level	Sounds	Common Exception Words
5c	'ie' saying /ee/ 'tch' saying /ch/ 'are' saying /air/ 'ear' saying /air/ 'ore' saying /or/	January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know

Level 6A

Level 6A books introduce new words and reinforce those already encountered. Level 6A books will have an increased number of words on each page

PUPIL TARGETS



- Reads most words accurately without overt sounding out.
- Reads each syllable of an unknown multisyllabic word separately and combines to read the word e.g. 'tour/na/ment—tournament'
- Reads words containing Level 6A sounds.
- Reads Level 6A common exception words automatically.
- Discuss the sequence of events
- Asks questions about the text to support their understanding
- Reads longer phrases and ore complex sentences with fluency.
- Draws independently on what they already know to support their understanding.
- Makes inferences based on what is being said and done in the text.

How to support your child with Level 6A books

Your child is now beginning to read with more independence. They should be feeling more confident and will rarely need to sound out words. You can help them by:

- Listening to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.
- Reminding them of useful strategies if they can't read a word, for example sounding the word out under their breath, dividing a longer word into syllables, or looking at the word without an -ing or an -ed ending
- Not allowing them to spend too long trying to work out a word because they may lose the meaning of what they are reading. Tell them what it says and revisit the word once you have completed the book.
- Encouraging some use of expression, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
- Talking about how characters are feeling.

Rhino Readers Level	Sounds	Common Exception Words
6a	'y' saying /igh/ 'dge' saying /j/ 'ge' saying /j/ 'gn' saying /n/ 'kn' saying /n/ 'wr' saying /r/ 'le' saying /l/	four, eight, world, poor, great, break, steak

Level 6B

Level 6B books will start to have more of the longer sentences and a wider range of challenging vocabulary. A lot of purple books will start to have shorter chapters to encourage a child's reading ability. Children will have encountered more of the high frequency words by this level, and teachers will be promoting reading for pleasure.



PUPIL TARGETS

- Reads most words accurately without overt sounding out.
- Reads words containing Level 6B sounds.
- Reads Level 6B common exception words automatically.
- Reads words containing common suffixes -ed, -er, -est and -y added to words ending in 'e'.
- Checks that they understand what they are reading and corrects inaccurate reading.
- Asks questions about the text.
- Answers questions about the text.
- Uses a wider range of punctuation and text layout to read with appropriate expression.
- Uses the context of the story to understand unfamiliar words.

How to support your child with Level 6B books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to them read some pages aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and to show you where the information is in the book.

Rhino Readers Level	Sounds	Common Exception Words
6b	'eer' saying /ear/ 'ey' saying /ee/ 'mb' saying /m/ 'a' and 'al' saying /or/ 'o' saying /u/ 'ture'	busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, group, England, tongue, country, heart, dangerous

Level 6C

Level 6C books have a much more sophisticated style of language and will try to challenge the reader. Children at this reading level will now be able to understand unusual text layouts, complex language and notice the variation between different characters.



PUPIL TARGETS

- Reads most words accurately without overt sounding out.
- Reads words containing Level 6C sounds.
- Reads Level 6C common exception words automatically.
- Reads words with contracted spellings e.g. you'll, couldn't.
- Reads words containing common suffixes, -ment, -ness, -ful, -less and -ly.
- Reads with pace and expression consistently.
- Talks about the meaning of more complex vocabulary and it's impact on the reader, when asked by an adult.
- Gives the key points to summarise a text.
- Talks about why they would or wouldn't recommend this book to others.

How to support your child with Level 6C books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Listening to them to read some pages of the book aloud to you so that you can enjoy hearing them read with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates about what is happening in the book, so that they and you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book, and encouraging them to look for more books of the type they enjoy.

Rhino Readers Level	Sounds	Common Exception Words
6c	'war' saying /wor/ 'wor' saying /wur/ 'wa' saying /wo/ 'qua' saying /quo/ 's' saying /zh/ 'tion'	special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, touch, caught, daughter, journey, area, heard, early