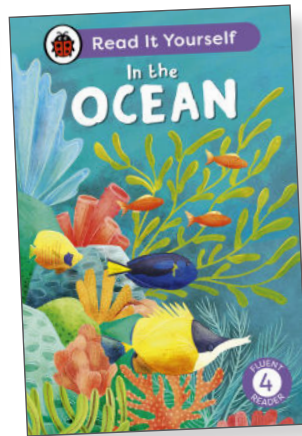
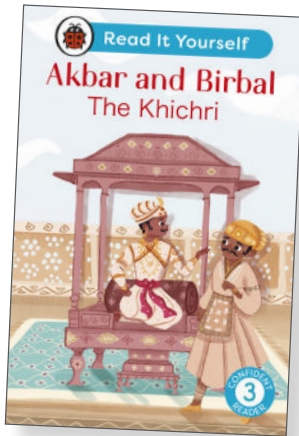
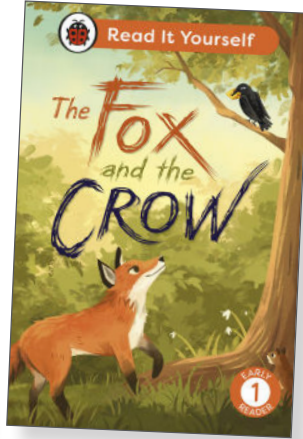
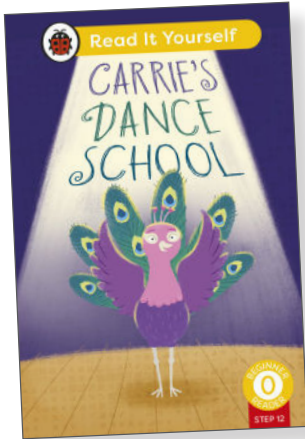




# Read It Yourself



## SERIES GUIDE

Step-by-step to reading success

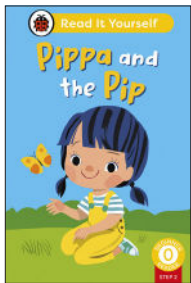
# What is Read It Yourself?

Read It Yourself is a series of graded reading books, with 100 titles available across five levels.

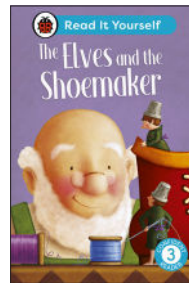
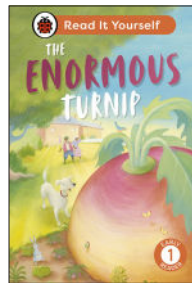
These books help beginner readers to practise developing skills and build their reading confidence.

This series includes:

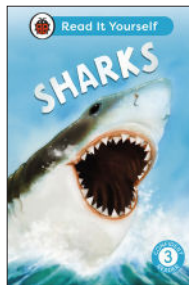
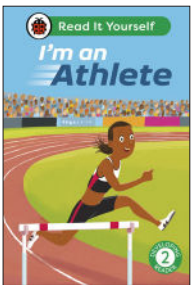
## First phonics



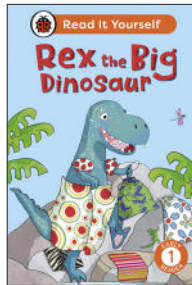
## Classic stories



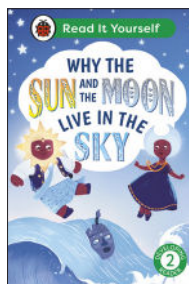
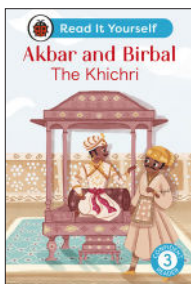
## Non-fiction



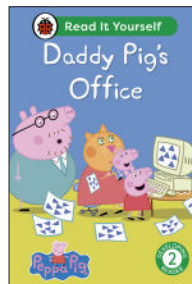
## Modern fiction



## World tales



## Character-led stories



## Series features

- Sturdy, hardback books
- Clear alignment to UK curriculum
- Comprehensive notes for parents



The series has been reviewed by educational consultants and subject specialists and all titles are individually book-banded and Lexile-measured to provide a clear progression from one level to the next.

## Book features

- Careful repetition of key words to help children to learn to read them quickly
- Comprehension questions and activities at the end of each text to support understanding
- Clearer fonts to support neurodiverse readers
- Detailed, interesting artwork to give contextual clues and help tell the story.



# Learning to read

Learning to read is vital – fluent reading helps children to succeed with all their other subjects at school.

As well as giving them access to information, books open up a world of imagination, adventure and enjoyment.

This can lead to a lifetime of reading for pleasure.

## Phonics

**Phonics** is the process of matching the sounds of spoken English (phonemes) with individual letters or groups of letters (graphemes). When children are first learning to read, they will need practice in sounding out new words when they encounter them. The **Beginner Reader Level 0** books in the **Read It Yourself** series have been carefully written to teach children this important skill, with each book systematically introducing new phonemes and graphemes so children can develop their reading with confidence.

Once children have met a word several times, they will no longer need to sound it out. Instead, they'll recognize it straightaway. This allows them to read fluently.

## Reading fluently

Being a **fluent reader** depends on being able to recognize most words at a glance. Once children can do this, they are free to concentrate on understanding the meaning of what they are reading. **Read It Yourself** books are full of the most common words so children learn to read them quickly in the context of enjoyable stories and fascinating non-fiction.

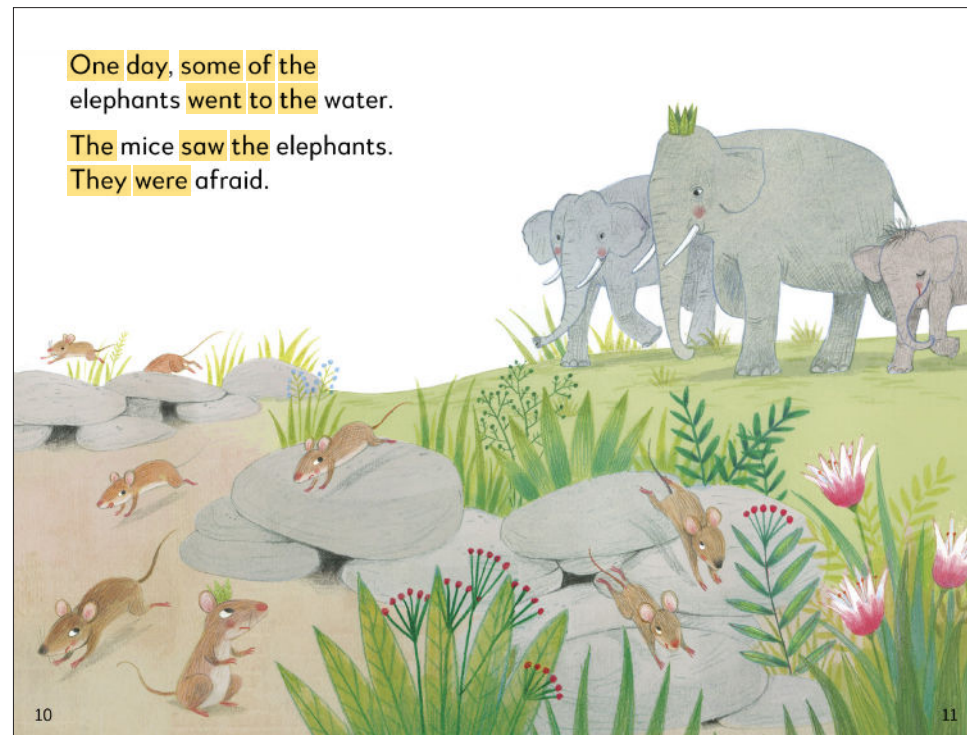
## High-frequency words

**High-frequency words** are the most commonly used words in English. Research has shown that just 100 of these words make up almost half the words we use every day.

Some of these very common words, such as **is**, **said** and **the** contain sounds represented by letters that are unusual or that children haven't learned yet. **Read It Yourself** books use plenty of high-frequency words on every page, and these are repeated as many times as possible throughout each book. This helps children to learn to read them at a glance, quickly and fluently.

### Examples of high-frequency words used in an Early Reader Level 1 story

One day, some of the elephants went to the water.  
The mice saw the elephants.  
They were afraid.





# Getting started

If your child is taking their first steps as a reader and hasn't received any reading teaching yet, use this Reading readiness checklist to see if they might be ready to begin using Beginner Reader Level 0 titles.

## Reading readiness

### Children who are ready to start on Level 0:

- Enjoy looking at books and join in with familiar parts of the story
- Show that they understand what they have read
- Are starting to notice the link between sounds and letters
- Can hear sounds at the beginning and end of words
- Recognize that certain words rhyme and can give a string of rhyming words

### They might also:

- Be able to orally break a word down into sounds (c-a-t)
- Use their phonic knowledge to decode and read simple words

If your child has already begun learning to read, use the chart on the next page to work out which **Read It Yourself** level will be best for them to start on.




















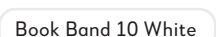
Try to start at a level simpler than they are reading at school, so your child can show you their confident reading. Learning to read should be enjoyable, so it's important that children are not always meeting new words, and have a chance to practise the ones they know well.

Look for ways to make reading **personal** to your child. Choose what to read together and share books you know will interest them, which feature **favourite characters** or **topics**, or reflect **their own life**.



# Which Read It Yourself level is right for your child?



Level	Description	Book band range	Suggested age and school year ranges	Word count
	Levelled stories to be read in order, using phonics to develop very first reading skills. Steps 1 to 12 gradually introduce new letters and sounds.	    	4+ years Reception to Year 1	32 pages  35–160 words per story
	For children who are ready to read some simple words and short sentences with help.	 	5+ years Year 1	32 pages  170–200 words
	For children who can read short, simple sentences with some help.	  	6+ years Year 1 to Year 2	32 pages  300–340 words
	For more confident readers who can read simple stories.	  	6–7 years Year 2	48 pages  500–600 words
	For fluent readers who are happy to read independently.	 	7+ years Year 2+	48 pages  700–800 words



# Beginner Reader

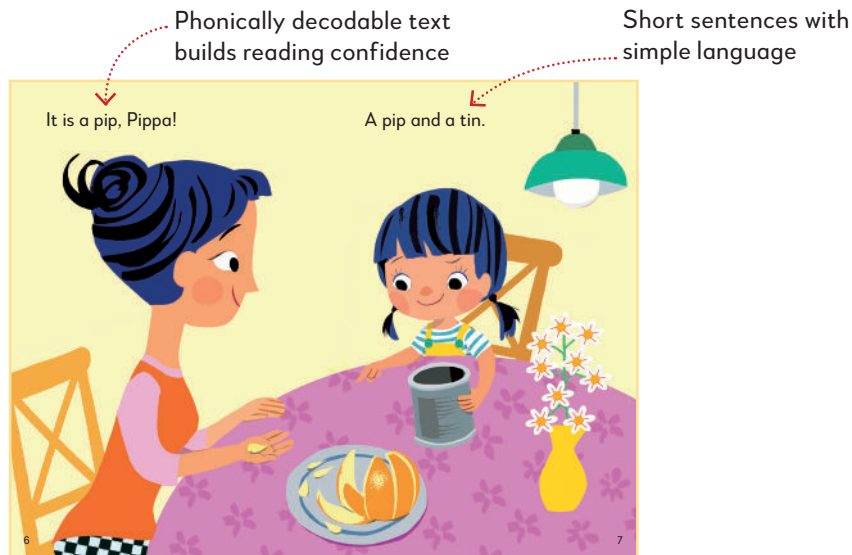
4+ years

Reception to Year 1

Levelled stories using phonics to develop very first reading skills. Steps 1 to 12 gradually introduce new letters and sounds.

# Ideas for using Beginner Reader Level 0 books

The books in **Beginner Reader Level 0** closely follow the order that children are taught phonics in school.



- Start at **Step 1** and work your way through to **Step 12**. Reading each book more than once gives children extra practice and helps to build fluency.
- Read the stories together, giving plenty of praise and encouragement.
- As your child reads, help them to identify and sound out the phonemes (sounds) in any words they struggle with. Then blend these sounds together to read the word.

At the end of each **Beginner Reader** story, there are two simple activities to give children extra practice. They focus on **tricky words**, **story words**, **high-frequency words**, or **rhyme**. Look at the activities with your child and talk about their answers out loud.

### Story words

Can you match each word with its rhyming pair?

moon	room
cheer	night
site	here

### Tricky words

These tricky words are in the story you have just read. They cannot be sounded out. Can you memorize them and read them super fast?

he                      were

was                     my

you                     all

said                    come

# Beginner Reader Level 0: Phonics Learning Steps



<p><b>Step 1</b> Space Party</p>	<p>Titles in <b>Step 1</b> introduce letter sounds through a non-decodable narrative for an adult to read with the child. Letter sounds: <b>s a t p i n m d o c r b f</b></p>
<p><b>Step 2</b> Pippa and the Pip Pippa and Pippin</p>	<p>Phonemes: <b>s a t p i n</b> Tricky words: <b>the, I, no</b> High-frequency words: <b>it, is, and, on</b></p>
<p><b>Step 3</b> Pop Cat and the Tap Kit Cat and the Gap</p>	<p>New phonemes: <b>m d g o c k ck</b> Tricky words: <b>the, go, to, no</b> High-frequency words: <b>a, is, it, not, got, and</b></p>
<p><b>Step 4</b> Tim, Bess and Tess The Den</p>	<p>New phonemes: <b>e u r h b f ff l ll ss</b> Tricky words: <b>I, the, to, into, go</b> High-frequency words: <b>and, can, it, in, on, big, get, off, back, got</b></p>
<p><b>Step 5</b> The Big Dog Wags Runs Off</p>	<p>New phonemes: <b>j v w x y z zz qu</b> Tricky words: <b>to, she, the, her, my, be, you, are, go, I, we</b> High-frequency words: <b>is, not, in, her, off, we, go, and, get, back, I, up, the, a, are, on, of, but, will, can, mum, my, be, she, big, at, you, it</b></p>
<p><b>Step 6</b> Chad and his Dad Banana Muffins</p>	<p>New phonemes: <b>ch sh th</b> (soft – such as moth) <b>th</b> (hard – such as that) <b>ng</b> Tricky words: <b>to, the, he, into, all, they, I, no, go</b></p>

<p><b>Step 7</b> Queen Joan No Nap for Queen Joan</p>	<p>New phonemes: <b>ai ee oa oo</b> (long – such as moon) <b>oo</b> (short – such as book) Tricky words: <b>go, to, the, you, they, are, her, she, into</b></p>
<p><b>Step 8</b> Barn Owl Look in the Box</p>	<p>New phonemes/graphemes: <b>ar or ur ow oi er</b> Tricky words: <b>he, all, the, into, you, my, I, be</b></p>
<p><b>Step 9</b> The Camping Trip What a Sight!</p>	<p>New phonemes/graphemes: <b>igh ear air ure</b> Tricky words: <b>he, was, you, said, have, some, were, little, be, they, all, are, out, her, there, what, when, like</b></p>
<p><b>Step 10</b> Visiting Grandad The Car Festival</p>	<p>Contains two decodable stories that introduce longer words and reinforce all preceding letter sound combinations. Tricky words: <b>he, we, was, said, they, all, are, were, out, what, be, have, some</b></p>
<p><b>Step 11</b> Aliens! My Moon Trip</p>	<p>Contains two rhyming decodable poems that focus on different spellings of familiar sounds. Tricky words: <b>me, said, we, they, some, have, are, he, was, you, were, my, all, come</b></p>
<p><b>Step 12</b> Carrie's Dance School Carrie's Cold</p>	<p>Contains two decodable stories that focus on different pronunciations of known letter combinations. Tricky words: <b>when, could, so, said, on, called, were, called, asked, have</b></p>



1

# Early Reader

5+ years  
Year 1

For children who are ready to read some simple words and short sentences with help.



**Early Reader Level 1** titles are ideal for children who are able to use their existing phonics knowledge to practise reading simple words and short sentences with help. Each book uses a small number of frequently repeated words to steadily build reading confidence.

Large, clear type

Thorough practice of high-frequency words vital for reading

## Amazing trains!



fast train



passenger train



new train



steam train



train full of cars

8

9

Short, easy sentences

Here was a race.

"Here are some athletes," said Miss Zebra. "They go fast."

"I want to race," said Olivia.

12

13

Careful match between text and pictures



The opening pages in **Early Reader Level 1** books illustrate some of the most useful words from the text. This will help children to read the words at a glance when they meet them in the book.



# About Early Reader Level 1




In **Early Reader Level 1** books, sentences are very short and simple, with some simple conjunctions linked to high-frequency words (for example, **can't**, **don't**, **I'm**, **it's**).

Apart from the names of characters and places, the story and subject words are phonically decodable so **Early Reader Level 1** books act as a bridge between the decodable texts at **Beginner Reader Level 0** and the texts at **Developing Reader Level 2**.


**Early Reader Level 1** non-fiction books introduce children to features such as a contents page, picture glossary and index. They also contain a page of quiz questions to support children's comprehension.

**How much do you remember about the story of *Let's Play Sports*? Answer these questions and find out!**


- What sports can the athletes do?
- Why do the athletes get medals?
- Who also gets medals?




Look at the pictures from the story, and say the order they should go in.




a



b











c



d

Answers: b, d, c, a

**Picture glossary**

	fast train		passengers
	goods train		new train
	new train		steam train
	old train		underground train


**Index**

fast train	20, 21, 27
goods train	14, 15
new train	18, 27
old train	16, 17, 24
passengers	11, 14
steam train	16, 17, 26
trip	10, 20, 22, 24, 26
underground train	22, 23, 26

**Amazing trains quiz**

What have you learned about trains? Answer these questions and find out!

- Where can people go on trains?
- What goods can trains carry?
- Which trains take people to work?



Ideas for using Early Reader Level 1 books

- Look at the opening story words page and talk about the words you see. Are these characters or something else you see in the book? Many of these words can be sounded out, and you can model this when you read.
- Read each page to your child several times while you are both looking at the words. You can use your finger to point to the words.
- Talk about the pictures and ask what might happen next.
- When your child feels ready, they can try to read the sentences to you. Help them with any words they can't read yet.

**2** **Developing Reader**  
6+ years  
Year 1 to Year 2

For children who can read short, simple sentences with some help.



**Developing Reader Level 2** titles are ideal for children who are confidently using their phonics knowledge and can read short, simple sentences with only a little help. Frequently repeated words help improve fluency and confidence.

Key vocabulary

Reuse of Level 1 words to support reading development

Easy-to-read, short sentences

Many years back, the Sun and Water lived on Earth. They were good friends.  
"Hello. Welcome back to my house," Water said to Sun.

6 7

Large, clear type

**Would you like to be an athlete?**

Athletes are good at sports. They train a lot of the time and are very fit, too.

They compete in racing, jumping and throwing events.

Would you like to be an athlete one day?

I would like to be an athlete one day.

26 27

Careful match between the story and the pictures

Regular repetition of main words and phrases to encourage fluency

# Ideas for using Developing Reader Level 2 books



In **Developing Reader Level 2** titles, both fiction and non-fiction books feature a page of quiz questions to support children's comprehension. Have fun answering them together with your child. Remember you can go back and reread if you need to check an answer.

**Developing Reader Level 2** story books also feature a comprehension puzzle. Once children have worked out the answer, they can use the pictures to retell the story.

How much do you remember about the story of *Superhero Max*? Answer these questions and find out!

- What makes Swooperman go to sleep?
- What does Lady Rob take from Swooperman?
- Who robs the bank?
- How does Swooperman catch the baddies?



Look at the pictures from the story, and say the order they should go in. Can you use the pictures to help you retell the story?



Answer c, b, d, a

31

## Punctuation

For children who are developing their reading skills, learning about how punctuation works is vital. Introduce them to simple punctuation, such as the full stop (.) comma (,) question mark (?) and exclamation mark (!), and talk about how it can change the meaning of what you are reading. You could model how to use these to add expression to your voice while reading.





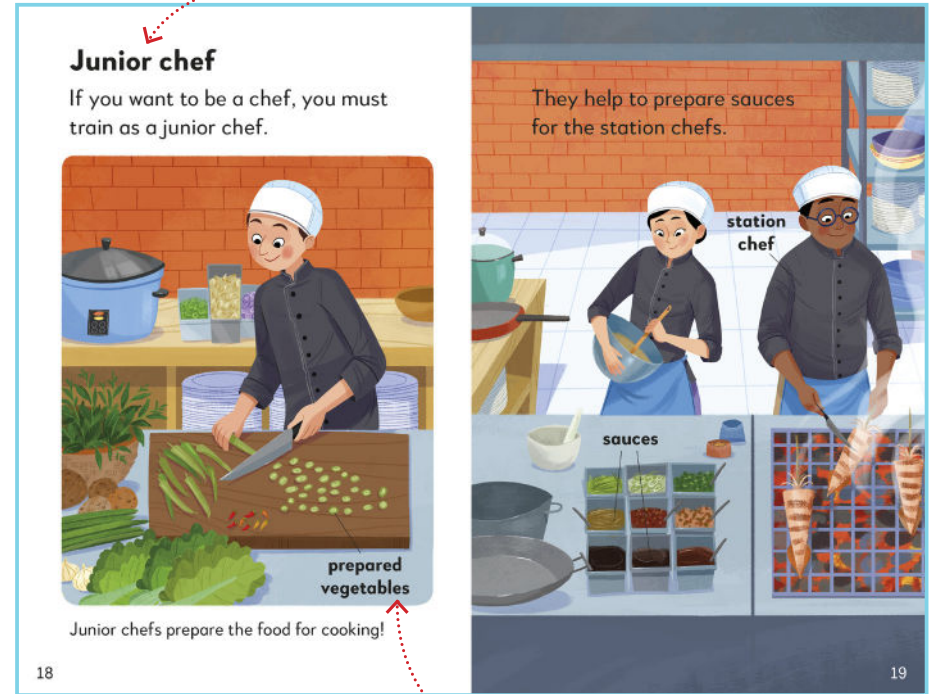
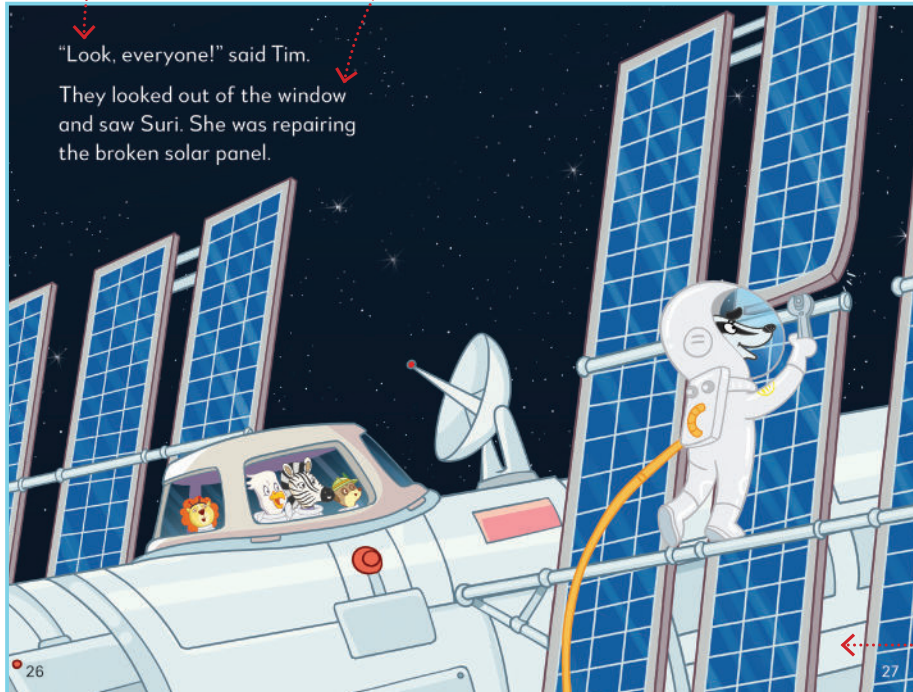


Confident Reader Level 3 titles are ideal for children who are developing greater reading confidence and stamina, and who can independently read simple stories with a wider vocabulary.

Wider vocabulary, reinforced through repetition

Simple story structure

Longer sentences to encourage confidence and support growing fluency



Non-fiction features such as captions and labels

Detailed pictures that add meaning to the text



# Ideas for using Confident Reader Level 3 books



In **Confident Reader Level 3** titles, both fiction and non-fiction books feature a page of five quiz questions to support children's comprehension. Challenge your child to try and answer them independently. Remember you can go back and reread if you need to check an answer.

Fiction titles also feature a matching puzzle to support comprehension. Once children have worked out the answers, they could invent some other things the characters might say.

- The books are longer (48 pages) at this level, so it's important to keep praising and encouraging your child to make sure the reading experience is an enjoyable one.
- Don't be tempted to leap in as soon as your child struggles to read a word. Give them time to try and sound out the word first.
- Don't forget to talk together about things you have learned from the stories. For example, how shoes are made, what beans grow into. . .

How much do you remember about the story of *The Space Station*? Answer these questions and find out!

- Which student wants to be an astronaut?
- Why does Suri Badger go outside the space station?
- Why are sleeping bags attached to the space station?
- What happens when Tao Meerkat slips off the platform?
- What happens to Ali Lion's ice cream?



Look at the different story sentences and match them to the characters who say them. Can you think of something else each character might say?

- 1 "You will like our class adventure then."
- 2 "I like wearing a spacesuit!"
- 3 "We eat the same food as on Earth and some freeze-dried food, too."
- 4 "I can get the spanner."



Answers: 1b, 2d, 3a, 4c

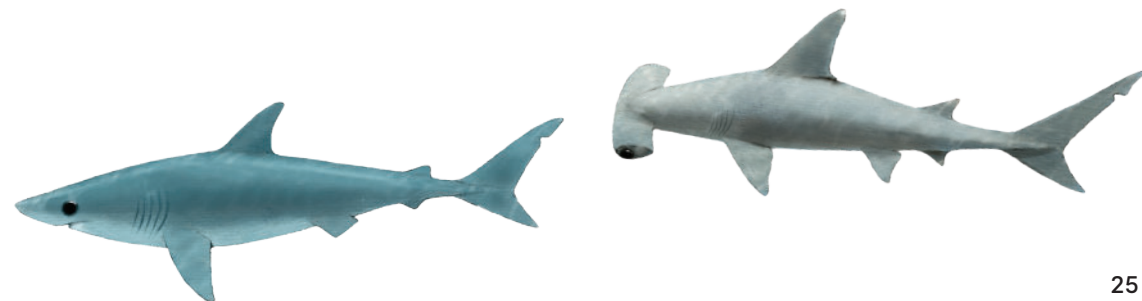
47

## Contractions

The later levels of **Read It Yourself** make use of contractions to reflect the natural way language is used in speech and writing. Being familiar with contractions also supports reading fluency.

Across the levels 2–4, children are introduced to:

- Contracted versions of high-frequency words (**can't, don't, I'm, it's**)
- Additional contractions using 's (**there's, he's, she's**)
- Contractions using n't (**didn't, couldn't, won't**)



**4** **Fluent Reader**  
7+ years  
Year 2+

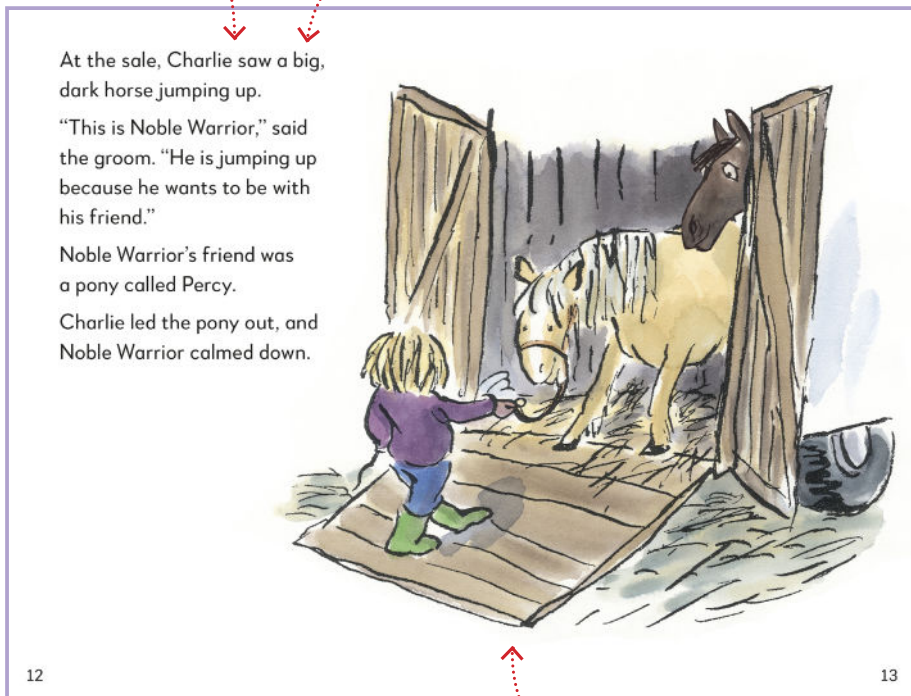
For fluent readers who are happy to read independently.



**Fluent Reader Level 4** titles are ideal for children who can confidently read books with a wider vocabulary, and who are beginning to read longer stories by themselves.

Full stories, told in an exciting way to motivate young readers

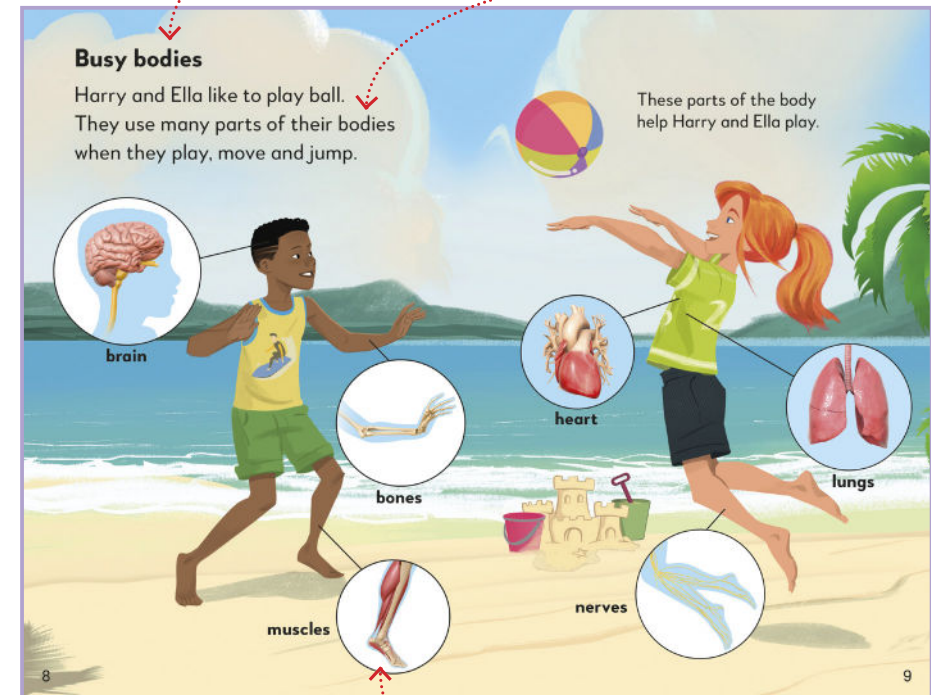
Rich language, frequently repeated to boost fluency and confidence



Detailed pictures to capture the imagination

Full exploration of non-fiction subjects

Longer sentences to develop reading stamina



Non-fiction features such as annotations and diagrams



# Ideas for using Fluent Reader Level 4 books



In **Fluent Reader Level 4** titles, both fiction and non-fiction books feature a page of six trickier quiz questions to support children's comprehension.

**Fluent Reader Level 4** fiction titles also include prompts for children to tell or write their own story, helping to develop their creativity.

How much do you remember about the story of *The Emperor and the Nightingale*? Answer these questions and find out!

- What is the emperor's palace made of?
- Who does the emperor ask to find the nightingale for him?
- Who takes the lord to the forest?
- What is inside the box that is sent to the emperor?
- How much time passes before the clockwork nightingale breaks?
- Why won't the real nightingale stay in the palace when she comes back to sing for the emperor?



Look at the pictures below. Can you make up a new story involving these people, places or things?



46

47

- At this stage, your child's reading is about to take off! They will probably be able to read most of the key words on the page immediately, understand what they mean and use their phonics skills to work out unknown words.
- By now, your child might still want to read aloud to you or they might prefer silent, independent reading. Allow them to make the choice.
- All children who are learning to read will make mistakes, so remember to respond to them with positive encouragement. Mistakes are a chance to learn something new!

## Next steps

Once your child can easily read the **Fluent Reader Level 4** books, they will have the confidence and reading fluency they need to go on to read any book they choose. You can help your child to carry on reading for pleasure by:

- Still listening to them read as well as reading aloud to them
- Talking about the sorts of books they like to read (and sharing your favourites, too)
- Taking them to choose new books at the library or a bookshop





# Using Read It Yourself at home

Sharing Read It Yourself books at home with children is a perfect way to support the reading they do in school. Because the books are clearly structured, working their way through the levels will give children a great sense of achievement.

With your help and encouragement your child will enjoy the feeling of success that reading can bring!



Keep reading sessions short – ten minutes a day several times a week is fine.

If your child is really struggling, move down to a lower level and reread favourite stories that they already know.



To help increase reading stamina, try reading alternate pages with your child, or each read a different character's speech!



It's important that children learn to read fluently and with understanding. Don't be afraid to reread a book until reading is fluent and automatic.



Make the sessions fun! Laughter helps learning.