

# **Oxford Reading Tree in the Classroom:** **A Guide to using Stages 1–5**

- Illustrated copies of this booklet are available free of charge: contact the Oxford Primary Care-line on 01865 353881 if you'd like to be sent one.

## **Learning to read with Oxford Reading Tree**

Oxford Reading Tree is the most popular reading programme in the UK, and used in approximately 14,000 primary schools. Its balanced approach, which provides a range of skills and strategies for reading, has proved highly successful at teaching children to read.

Oxford Reading Tree is divided into stages. Stage 1 teaches children important pre-reading skills; Stages 2-5 introduce specific reading skills which are developed as children progress through Stages 6-11. When Stage 11 is reached, children should be fluent and confident at reading stories, information texts, and poetry. For those children that would still benefit from structured readers, TreeTops extends the tree for 7-11 year olds.

Most children take a year to complete Stages 1-5. Reading at these early stages is taught through a wide range of resources, including storybooks, language activities and games, software, extended stories, workbooks, phonic material, big books, and a flopover book. These components have been specifically devised to develop:

- oral language skills
- prediction and sequencing skills
- the ability to relate text to pictures
- an understanding of story structure
- a sight vocabulary
- phonological awareness

### **Reading for meaning**

Oxford Reading Tree recognizes that young children can understand and remember a simple story before they are able to interpret the individual words and letters used to make up the story. It builds on this ability by using a story-based approach to reading, tackling reading skills in the order meaning → sentences → words/letters.

Every Oxford Reading Tree storybook tells a complete story in natural-sounding language. The teacher prepares the children for reading each storybook by reading a more detailed version of the story (Extended Story), asking the children questions about it, and encouraging their response to the story.

The stories focus on child-centred situations and experiences which are instantly recognizable, e.g. a wobbly tooth, losing a favourite toy. This makes children eager to talk about similar experiences of their own. Talking about the stories is essential for developing oral language skills and enriching vocabulary.

Vocabulary and sentence structure are carefully controlled. 'Key' words are repeated throughout the storybooks and are introduced at each stage to build up a bank of sight vocabulary. 'Context' words, such as 'tomato sauce' and 'cornflakes' are used when needed for the storyline, ensuring that the language remains as natural as possible.

### **Trialling in schools**

Schools throughout the UK are involved in the trialling of all new material before it is published to ensure it achieves its purpose in the classroom.

## **Parental involvement**

Oxford Reading Tree is an ideal reading programme for involving parents - and one that parents enjoy as much as the children.

A booklet, explaining how parents may help their child, is available from the Oxford Primary Care-line on 01865 353881. Multiple copies of this booklet can also be purchased from the Care-line.

## **Stage 1**

### **Pre-reading skills**

Stage 1 is particularly important because it concentrates on the language and pre-reading skills children need to become competent readers. The Stage 1 resources are essential for:

- encouraging children to talk about themselves and their experiences, in relation to the stories
- developing listening skills
- enabling children to make the link between stories and pictures
- introducing the main characters
- introducing the first key words
- developing an awareness of letters, sounds, and rhyme
- developing a positive attitude towards reading
- teaching initial book handling skills

Children need to experience the stories and to become familiar with characters before moving on to their first storybooks with words at Stage 2.

The National Literacy Strategy at the beginning of Stage 1:

By using the Flopover book and the story books as described in the Teacher's Guide, teachers will find that they cover most of the Word, Sentence, and Text level objectives for Year R. While developing a range of skills children begin to:

- recognise print in a variety of settings
- understand and use correctly terms about books and print
- understand how story book language works
- be aware of story structure

Through suggestions for shared writing children begin to:

- understand that print can be used for a range of purposes
- understand that writing remains constant
- distinguish between writing and drawing in books
- understand how writing is formed
- understand how letters are formed
- apply knowledge of letter/sound correspondence

### **Flopover Book**

The Flopover Book is an essential tool for talking about the stories, the main characters, and for introducing the first key words.

This large, self-standing book is full of colourful pictures featuring the characters and their adventures. A wipeable plastic overlay is provided to write words over the pictures.

Each picture is accompanied by a short story in the Teacher's Guide which should be read to a group of children. For example, page 1 of the Flopover Book shows a picture of Kipper. The teacher should use the plastic overlay to write 'Kipper' above the picture and use the Teacher's Guide to read the short story about Kipper which explains why he has this unusual name.

The story is followed by questions - 'discussion pointers' - which encourage children to talk about names, Kipper, and his toys. In this way, children start to identify with Kipper, learn to express their ideas about him and, having listened to the story, look more closely at his picture.

After working through pages 1-4 of the Flopover Book, using the stories and discussion pointers in the Teacher's Guide, the teacher should try some of the games suggested in the Teacher's Guide to reinforce reading of the characters' names, e.g. Pass the Parcel and Deliver the Letter.

The teacher will use the pictures in the Flopover Book to introduce gradually all the Stage 1 key words, for example, and, Floppy, Mum, and Dad. The words are always introduced within the context of the picture and reinforced by games and language activities in the Teacher's Guide.

### **Introducing the alphabet**

The Rhyme and Analogy resources introduce children to the alphabet, making them aware of letter sounds and shapes from the early stages of learning to read. The Alphabet Frieze shows both upper and lower case letters in cursive script, four digraphs (ch, sh, th, and wh), and the initial letter sounds of the characters' names. The alphabet, digraphs, and illustrations from the Frieze are available in a tabletop format for class or group work on letter sounds and formation, and dictionary skills.

The Alphabet Photocopy Masters provide activities for further practice and reinforcement.

### **Developing an awareness of rhyme**

The Rhyme and Analogy Card Games and Story Rhymes can be used from Stage 1 onwards to develop children's ability to distinguish letter sounds and rhymes. These skills will help children recognize spelling patterns and with decoding unfamiliar words. The Teacher's Guides which accompany the Card Games and Story Rhymes include ideas for developing phonological awareness throughout Stages 1-5.

### **Stage 1 Picture Storybooks**

The twelve Picture Storybooks at Stage 1 tell a story through eight pages of lively, humorous illustrations, without any text. This allows children to learn how stories work, and the order in which the pages are read. The absence of any text encourages the children to focus on the illustrations to search out clues about what is happening in the story. By telling the story in their own words they will be learning to use the information they derive from the illustrations, and develop their oral skills. Six of the stories are about Kipper, and a further six feature Biff and Chip. The stories reflect children's own experiences—first day at nursery school, playing games, losing a favourite toy. The children quickly identify with the characters and their experiences, and are motivated to find out more about them at Stage 2.

### **Extended Stories**

Each Picture Storybook is accompanied by an Extended Story - a written version of the Picture Storybook for a teacher or parent to read. The child listens, and follows the story in his/her own Picture Storybook. The Extended Stories\* include questions about each page of the Picture Storybook, to encourage children to talk about the story. The questions draw the children into the illustrations and the events of the story, asking them to predict what might happen next, and to relate events to their own experiences. The child begins to think about how the characters may be feeling, and why situations developed in a particular way. The Extended Stories Photocopy Masters for Stages 1-4 may be photocopied so that children may take the relevant Extended Story home, with the storybook, for their parents to read with them.

\* Also available in the Teacher's Guide

### **First Storytapes**

The Extended Stories have been recorded onto cassettes, read by well-known actors and personalities. The cassettes should be used in conjunction with the Picture Storybooks to enhance listening skills and to reinforce children's ability to relate the story to the illustrations.

## **Big Books**

The Picture Storybooks are all available in a large format, for use with a group of children. This allows the teacher to talk about the story and the pictures with several children, encouraging everyone to share their interpretation of the pictures.

## **Understanding the story**

The Sequencing Card Photocopy Masters are story cards for Stages 1-4. When photocopied and cut into cards, the teacher can use them to assess children's understanding of the story. By asking them to put the cards in the right order to tell the story, the teacher can monitor children's understanding of narrative order, and their ability to predict what happens next.

## **Learning the key words**

The key words taught at Stage 1 are the names of the family, 'and', 'a', and 'the'. They are introduced through the Flopover Book and reinforced by using the word games in the Teacher's Guide. 'And' is introduced through 'Biff and Chip', and 'Mum and Dad'.

'The Handy And' game (see the Teacher's Guide) reinforces recognition of this word within the context of children's own names and pairs of familiar words e.g. fish and chips.

## **First Words stories**

Six stories using the Stage 1 key words and characters' names. There are a few simple words to each spread which are closely linked to the illustrations. The books are wonderfully humorous and provide a satisfying ending. These stories are also introduced through an extended story and are supported by Big Books and tapes.

## **Word Cards**

The Teacher's Guide provides ideas for word games using the Stage 1 word cards e.g. 'And's down'.

## **Workbook 1**

Workbook 1 should be used with the Flopover Book to practise pre-reading skills. The workbook uses the characters to illustrate the activities which focus on, for example, recognizing familiar shapes, finding the odd one out. The final pages involve recognizing Stage 1 key words.

## **Games Box Stages 1-3**

These colourful and varied games provide over 100 activities for reinforcing word, sentence and text level reading skills at Stages 1-3. Easily understood rules are designed for children to play with or without adult support.

## **Rubber Stamps**

Rubber stamps, depicting all the main characters, are ideal for teachers when making their own worksheets and for children to illustrate their own Picture Storybooks.

## ***The National Literacy Strategy Framework as Stage 1 develops.***

*Using the First Words stories enables teachers to develop children's knowledge about books and print in accordance with the requirements for year R. In particular children are taught:*

- *to read on sight a range of familiar words*
- *to recognise some of the high frequency words to be taught in year R*
- *to read on sight words from texts of appropriate difficulty*
- *to recognise critical features of words e.g. shape, length*
- *to understand and use new words*
- *to expect written text to make sense*
- *to use awareness of grammar*
- *to predict words*
- *that words are ordered left to right*
- *that names begin with capital letters*

## Stage 2

### Beginning to read

#### **Key words for Stage 2**

Sight vocabulary is learnt through talking about and reading the storybooks, and reinforced through the language activities. By the end of Stage 2, children should recognize the key words both in and out of context. Stage 1 has prepared children for their first storybook with text. Now they are ready to move on to a storybook with pictures and one line of text per illustration. The eighteen Storybooks feature the characters introduced at Stage 1 in settings and situations children will find familiar. The stories can be read in any order, and are accompanied by resources to support and reinforce a broad range of reading skills: prediction, sequencing, word recognition, relating illustrations and text, story structure, and oral language skills. It is important to introduce each storybook in the way described below. Please refer to the introduction in the Extended Stories Photocopy Masters for further guidance.

1. Introduce the story and invite the children to relate it to their own experiences.
2. Tell the Extended Story and talk about the story—try using the Big Book with a group of children.
3. Read the Extended Story again, pointing out the text used in the storybook.
4. Encourage children to re-tell the story in their own words, and talk about the pictures.
5. Use the guided response questions to prompt the text. They are carefully worded so that the child's answer will mirror closely the actual wording of the text. Children use this information when they make their first attempt to read the story by themselves.
6. Use the word games and language activities described in the Teacher's Guide; the word cards and context cards; and Workbooks 2a and 2b to reinforce sight vocabulary.
7. Children may listen to the story again by using the Storytapes and following the text in the storybook.

#### **When do children start to 'read'?**

When children retell the story, their words may be close, but not identical, to the actual text used in the storybook. This 'reading' should be welcomed, as they have used the pictures and the text to make a meaning of the story.

When they have heard the story several times, talked about it, and played the word games, children should be encouraged to read the story again. This time they will bring to their reading a knowledge of the story and its language, and word recognition skills.

The key words are frequently repeated throughout Stage 2, with context words added to make the text sound natural. The sentence structure is carefully controlled, so that the pattern becomes familiar.

The sentence, 'Chip wanted the go-kart' is clearly described by the accompanying illustration, providing children with an additional clue to reading the text.

#### **Phonological skills**

The Rhyme and Analogy resources continue to develop important rhyming skills.

The Extended Stories introduce the context words e.g. 'cornflakes', 'tomato sauce', ensuring children are already familiar with them when they read the storybook for themselves. It is important that children can read the key words confidently before progressing to Stage 3.

#### **Wrens and More Wrens**

It is vital that children have enough reading practice before moving on to the next stage. Most children will benefit from reading some of the storybooks from the Wrens branch. The language is strongly patterned and each sentence is closely linked to the illustration. Wrens enable children to consolidate their reading skills, giving them the confidence to read more stories at Stages 2 and 3.

### **Reinforcing key words**

Talking Stories Software and Stage 2 Video allow children to practise key words both in and out of context, while reinforcing their understanding of the stories.

### **Talking Stories**

Talking Stories present both the text and illustrations on computer screen. Children can select the specific words or sentences they want to hear read aloud, and enjoy the sound effects and animation.

### **Stage 2 Video**

Stage 2 Stories Video includes both the Extended Story and the storybook version. Each story ends with a word quiz to practise key words.

### **Workbooks 2a and 2b**

Workbook 2a provides practice of the important pre-reading skills. Simple word recognition is included towards the end of the workbook.

Workbook 2b reinforces vocabulary encountered in the Stage 2 Storybooks.

### **Monitoring progress**

Sequencing Cards Photocopy Masters are provided for the Storybooks at Stage 2. They may be used in three different ways to monitor whether children have understood the sequence of the story, can predict the text and read the words in context, and are able to recognize and read words accurately.

### ***The National Literacy Strategy Framework at Stage 2.***

*Teaching objectives at this Stage continue to match those for year R.*

*In addition to the skills and knowledge gained during Stage 1, children are taught to:*

- *read a wider range of words on sight*
- *use awareness of grammar to read new words*
- *use a variety of cues when reading*
- *expect written text to make sense*
- *re-read a text to provide cues to read unfamiliar words*
- *notice the difference between spoken and written forms*

*Phonological skills are developed through the Rhyme and Analogy resources. Non-fiction texts are introduced through the Fact Finders Topic Starters.*

## **Stage 3**

Stage 3 builds on the reading skills and sight vocabulary acquired at Stage 2. The amount of text in the storybooks is slightly increased, with 12-16 captions per book. At Stage 3, each double page spread has two captions.

### **Introducing Wilf and Wilma**

Teachers will need to use the Flopover Book to introduce the two new characters, Wilf and Wilma. Stories about them and their family are provided in the Teacher's Guide for Stage 3.

The eighteen Storybooks at Stage 3 continue to feature familiar settings and situations, and may be read in any order. As at Stage 2, it is essential to prepare children for each storybook, using the support material, because talking and asking questions about the stories is still vitally important in reading development. Please refer to the guidelines given on page 8 of this leaflet.

Language activities recommended in the Teacher's Guide for earlier stages may be adapted to the vocabulary of Stage 3. New games for Stage 3 are included in the Teacher's Guide and use the Word

Cards, e.g. 'Word Tig' practises making sentences; 'Ouch' reinforces specific words; and 'Lucky Four' establishes the names of the new characters.

Use the Context Cards to teach the key words in and out of context. It is important to continue using the Context Cards for Stage 2, so that these words are constantly recalled.

Workbooks 3a and 3b include activities for word recognition and syntax completion. Children should work on the section of the workbook that relates to the storybook that they are reading, rather than working through cover to cover.

### **Monitoring progress**

Sequencing Cards Photocopy Masters for Stage 3 should be used as in Stage 2

### **Wrens and Sparrows**

The Wrens and Sparrows branches provide extra reading material for children who are not quite ready to progress to a higher stage. Stage 3 Wrens focus on one or two key verbs, the characters' names, and other high frequency words to consolidate sight vocabulary. The six Sparrows Storybooks at Stage 3 use the key words children have already met, but feature new characters.

### **Phonological skills**

The Rhyme and Analogy resources provide a strong foundation for building phonological skills, which can be developed further at Stage 3 by using the Acorns Poetry anthologies and Woodpecker Workbooks. Acorns Poetry comprises twelve anthologies at Stage 3-4.

The Woodpeckers branch provides further activities on phonic skills, starting at Stage 3 with Woodpeckers Introductory Workbooks A and B focus on single letter sounds of initial consonants.

### **Using Woodpeckers Workbooks A and B**

Activities in the workbooks are based on discriminating between pairs of letters e.g. p and t. The Teacher's Guide provides lists of words which offer good examples of the initial consonant sounds being taught. The teacher should ask the children to listen while he/she reads the words, asking the children to identify the initial consonant. The Teacher's Guide includes activities to support the workbooks. Workbook A focuses on initial consonant sounds p, t, l, n, m, g, c, d, k, and f. Workbook B focuses on initial consonant sounds r, h, w, j, v, y, z, and qu.

### ***The National Literacy Strategy Framework at Stage 3.***

*Year 1 term 1 teaching objectives are broadly met by the stories and activities at Stage 3. In particular children are taught to:*

- *increase the range of words they recognise on sight*
- *increase their personal vocabulary*
- *read with appropriate expression*
- *recognise capital letters and full stops*
- *understand and use the term 'sentence'*
- *apply their word-level skills when reading*
- *read familiar stories independently*

*Phonological skills continue to be developed through the Rhyme and Analogy resources, Woodpeckers Introductory Workbooks, and Acorns poetry. Non-fiction texts are introduced through the Fact Finders Topic Starters and Fact Finders Unit A.*

## **Stage 4**

At Stage 4, children progress to slightly longer stories with more words. Teachers are recommended to introduce Stage 4 More Stories featuring Wilf and Wilma first. The other six Stage 4 Storybooks are numbered to indicate the order in which they should be read, with Book 6 leading to the Magic Key adventures at Stage 5.

Storybooks 1-6 have a narrative link, and are also graded in difficulty. The number of sentences and pages increases: Storybooks 1-3 have 22 sentences and 16 pages; Storybooks 4-6 have 40 sentences and 24 pages.

All the Storybooks are accompanied by Extended Stories. Each Storybook should be introduced in the same way as Stage 2 and 3, with the emphasis on talking and questioning. Big Books may be used as part of the preparation for reading, to encourage a group of children to talk about the stories.

The stories tell of Biff, Chip, and their family moving house, and their discovery of a secret room, a dolls' house, and a Magic Key. Page 27 of the Flopover Book is an excellent focus for discussion, showing an aerial view of the neighbourhood with the children's new house, their previous house, and the settings for their adventures in earlier books.

### **Sparrows and More Sparrows**

Further reading practice for children who are not quite ready to progress to Stage 5 is provided by four Sparrows Storybooks and six More Sparrows Storybooks. More Sparrows feature two Muslim children, Adam and Yasmin.

### **Playscripts**

Six playscripts based on Stage 4 stories encourage children to follow the text closely, read with expression, become more involved with the characters' and co-operate in a group. They also provide an ideal opportunity for children to present their reading to the rest of the class.

### **Language activities**

Many of the activities and word games used at earlier stages can be adapted for Stage 4. 'Story bingo', which reinforces sight vocabulary and sentence structure, is explained in the Teacher's Guide.

Context Cards at Stage 4 no longer underline the key word. Teachers should continue to use the cards for reinforcing words in and out of context.

### **Workbooks**

The sections in Workbooks 4a and 4b relate to Storybooks 1-6, and should be worked through in order. The activities concentrate on word recognition by using words, especially key words, in context. Each section ends with a cloze exercise to encourage the children to write in the word themselves.

### **Phonological skills**

Rhyme and Analogy and Acorns Poetry continue to develop these important skills. Use as for Stage 3.

### **Using Woodpeckers Introductory Workbooks C and D**

Stage 4 continues to work on initial consonants, with more involved activities and progression, to final consonants. Workbook D introduces related phonics, using the key words and letter sounds already familiar to children for creating new words and to increase their phonological awareness. (See word lists in the Teacher's Guide) e.g. it → pit, sit, hit Work on final consonants is continued, with particular emphasis on g, c, d, k, f, s, x.

### **Monitoring progress**

Sequencing Cards Photocopy Masters, as the Storybooks, have more sentences at Stage 4 for children to read.

### **The National Literacy Strategy Framework at Stage 4.**

*Year 1 term 2 teaching objectives are broadly met by the stories, playscripts, and activities at Stage 4. In particular children are taught to:*

- *increase the range of words they recognise on sight*
- *increase their personal vocabulary*
- *read aloud with pace and expression*
- *reinforce knowledge of the term 'sentence'*
- *use a variety of clues to read unfamiliar words*
- *read with concentration and attention*
- *retell stories, giving the main points in sequence*
- *become aware of character and dialogue (through playscripts)*

*Phonological skills continue to be developed through the Woodpeckers workbooks, Rhyme and Analogy resources and Acorns poetry. Non-fiction texts are introduced through the Fact Finders Topic Starters and Fact Finders Units A. and B.*

## **Stage 5**

At Stage 5 children are emerging as readers. They have acquired a good sight vocabulary of just over 100 words, they have phonological skills to help decode new words, and the ability to glean information from the clues provided by the story and the illustrations to make meaning of the text. Stage 5 continues to build and refine these skills.

### **Magic Key stories**

The stories start to move away from familiar situations and settings, into worlds of fantasy. The magic key, found at Stage 4, is used to transport the characters out of a 'real-life' incidents into a related adventure e.g. fun on the bouncy castle leads into Castle adventure and the rescue of the king and queen. These stories have proved to be exceptionally popular with children, and often provide the starting point for their own story writing.

Six of the Stage 5 Storybooks are numbered and should be read in order as they are graded in difficulty and have a narrative link.

There are no Extended Stories at Stage 5, but teachers/parents should continue to talk about the story with the children before asking them to read the story for themselves. Use the Big Books and the guided responses in the Extended Stories Photocopy Masters to encourage discussion, to introduce the key words and context words, and to relate pictures to text.

### **Playscripts**

Six Stage 5 Storybooks are available as Playscripts for group or individual reading. The Playscripts introduce the conventions of drama, and develop speaking, listening, and reading skills in a fun and motivating way.

### **Language activities**

It is important to continue to support children's reading with the Context Cards, including those from earlier stages. Word games used in the earlier stage can easily be adapted for Stage 5.

### **Workbooks 5a and 5b**

The six sections relate to Storybooks 1-6 and should be worked through in the same order. The activities within each section gradually become more difficult.

### **Using Woodpeckers Introductory Workbook E**

Phonics skills are extended, teaching children how an initial consonant can be removed and another put in its place to make a different word e.g. Dad → mad, sad. The Teacher's Guide offers guidance for introducing this new substitution skill, together with activities and word list.

The first Woodpeckers anthology, *The sun ship*, should be introduced at Stage 5, together with the accompanying Woodpeckers Workbook 1. The Teacher's Guide provides full guidance on using the Woodpeckers branch resources.

### **Phonological skills**

Reading and listening to *Catkins* and *More Catkins Poetry* (Stage 5-6) develops children's awareness of letter and word sounds. Rhyme and Analogy Story Rhymes and support materials practise rhyming skills.

### **Monitoring progress**

Stage 5 uses cloze procedure as the basis for assessment. The Teacher's Guide provides photocopiable sheets showing a shortened version of six of the Storybooks, with a word missing from each sentence. Ask the child to select one of the two options given for each missing word. All new key words from Stage 5 are included in the assessment sheets.

### ***The National Literacy Strategy Framework at Stage 5.***

*Year 1 term 3 teaching objectives are broadly met by the stories and activities at Stage 5. In particular children are taught to:*

- *increase the range of words they recognise on sight*
- *increase their personal vocabulary*
- *investigate verbs with -ed and -ing endings*
- *read with expression appropriate to the grammar*
- *continue to use a variety of clues to read and check unfamiliar words*
- *use titles and cover pages to predict the content of a story*
- *to compare and contrast stories with a variety of settings.*

*Phonological skills continue to be developed through the Woodpeckers workbooks, Rhyme and Analogy resources and Catkins poetry. Non-fiction texts are explored through Fact Finders Units A, B and C.*

## **Reading success with Oxford Reading Tree**

By the end of Year 1, children using the varied resources of the Oxford Reading Tree will have acquired the broad range of skills and knowledge essential to becoming confident and fluent readers. The children share many of the experiences of the characters in the stories and this guarantees involvement right from the beginning. The introduction of the magic key at Stage 5 enables the stories to broaden their range and include fantasy worlds.

The requirements for the National Literacy Strategy Framework for Year R and Year 1 are met by the stories and by activities described in Teacher's Guides 1 and 2. Phonological awareness is extended by the Woodpeckers workbooks, Rhyme and Analogy stories and resources, and the *Acorns* and *Catkins* poetry anthologies. Non-fiction skills are developed by the *Fact Finders* Topic starters and Units A-C.

### **Branching out from the Storybooks**

Many of the Storybooks make an excellent start for cross-curricular activities. Ideas for further activities are provided for each stage in the Teacher's Guide. Other ideas include science topics about water from *The water fight* and *By the stream*; technology projects centred around *Biff's aeroplane*; mapping skills using the aerial picture on page 27 of the *Floppover Book*, and weighing and measuring from *The toy's party*.

### **Resources for emergent and fluent readers**

Children continue their reading with *Owls* and *More Owls* at Stages 6 and 7 and *Magpies* at Stages 8 and 9. The *Robins* and *Jackdaws* branches provide stories and anthologies for competent readers who need to progress at a faster rate. Teachers should continue to use the relevant Woodpeckers anthologies and

Workbooks to develop phonological skills, alongside the other Oxford Reading Tree Storybooks at Stages 5-11.

Oxford Reading Tree Treetops, a series of structured fiction, has been specially written for 7-11 year olds who need the support of carefully controlled language and built-in progression. The Treetops take children from Stage 10 to 14 with stories that reflect the interests and humour of older readers. Playscripts at Stages 5, 6 and 7 and Oxford Reading Tree Poetry for Stages 3-11 develop speaking and listening skills, and phonological awareness, while providing further opportunities for reading. Oxford Reading Tree Fact Finders develop non-fiction and referencing skills, providing a firm foundation for work at Key Stage 2.