



The **PM** Story

By Nelson Primary



The PM Story

PM Levels

1–30

Reading Age

5.0–12.0

Year Levels

Foundation to 6

Features

- The most comprehensive literacy series linking reading, writing, speaking and listening.
- Over 1500 titles from *PM* Levels 1 to 30.
- From a reading age of 5 to 12.
- *PM Benchmark Reading Assessment Resources* were the first and most respected reading assessment kits that fully inform teaching and learning.
- Supports the development of the balanced reader.

The PM Story

A snapshot of the history and philosophy
behind the number 1 primary literacy series



Here is *PM*.

PM is Price Milburn.

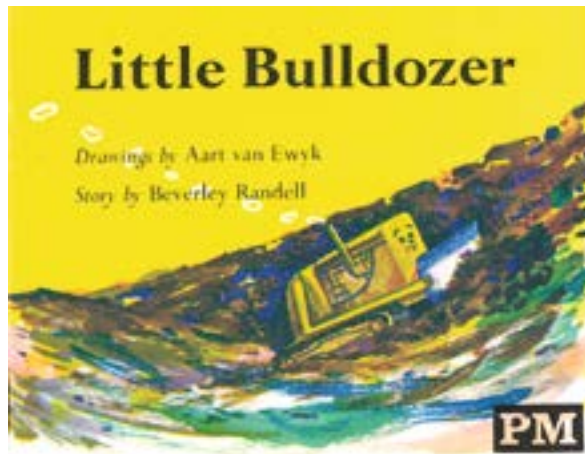
The *PM*s are the number one guided reading series – and have been for over 50 years.

The *PM*s are the best books to build the balanced reader.

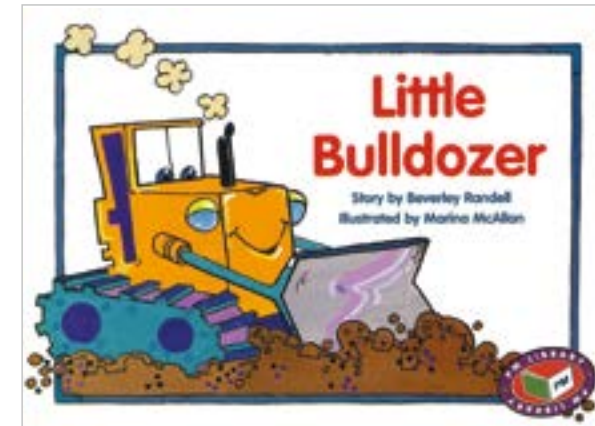
The *PM*s are published by Nelson, a Cengage Company.

We believe in the power and joy of learning.

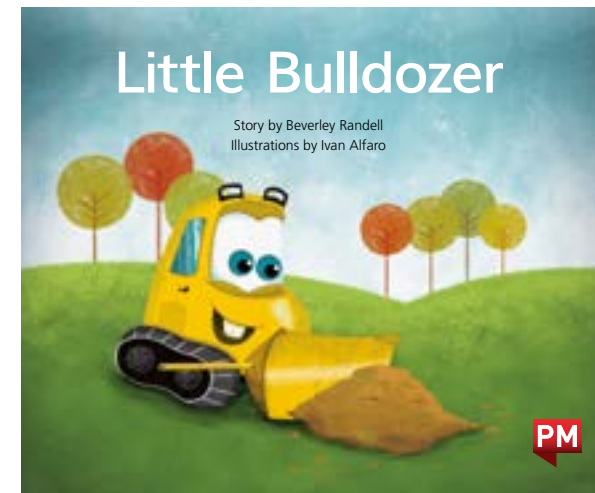
The Evolution of the PM Readers



1960s (over 200 titles)



1990s (over 500 titles)

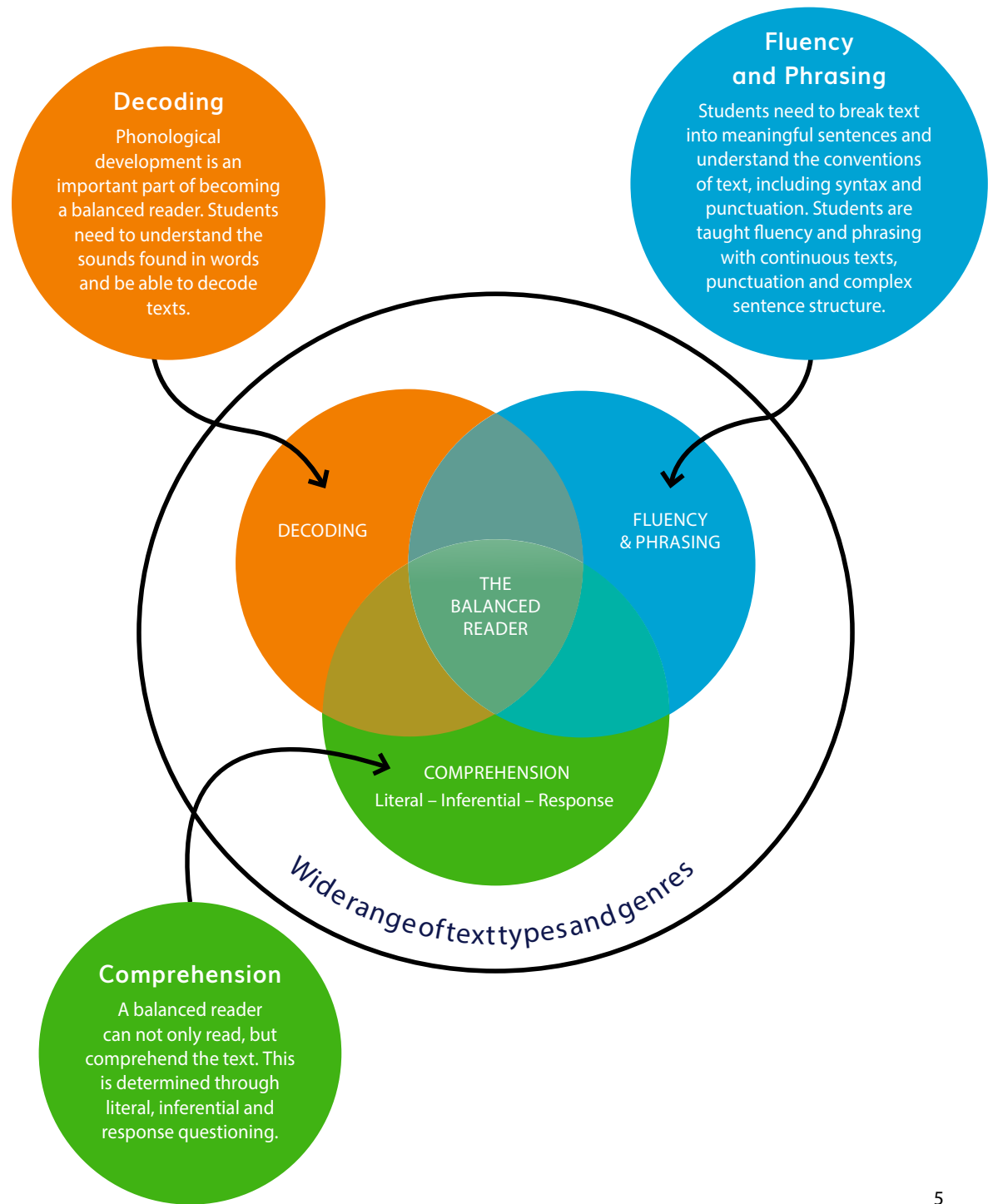


2017 (over 1500 titles)



The Balanced Reader

At Nelson, we believe that the **balanced reader** **decodes**, reads with **fluency and phrasing** and **comprehends** across a wide range of text types. The *PM* series has taken this complex model and broken it down into 30 incremental levels, spanning Foundation to Year 6. The *PM* series is meticulously levelled and ensures students are gradually introduced to books which are organised according to a continuum of increasing difficulty. We believe that comprehension is at the heart of reading.

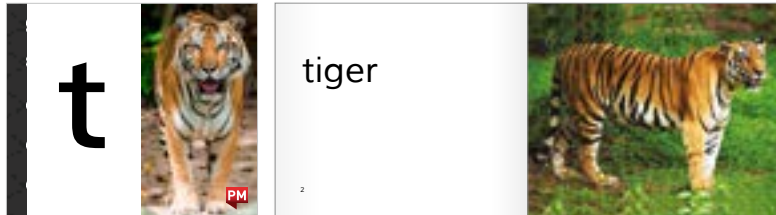


Pre-reading

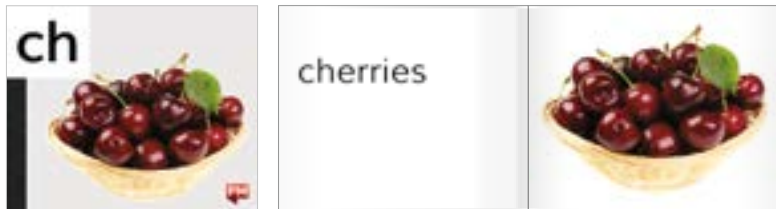
The *PM* Story begins with the 26 *PM* Alphabet Starters, 34 *PM* Alphabet Blends and the *PM* Sounds in Words series.

These resources cover initial sounds, initial digraphs and blends, short and long vowels in medial and final position, and final consonant sounds.

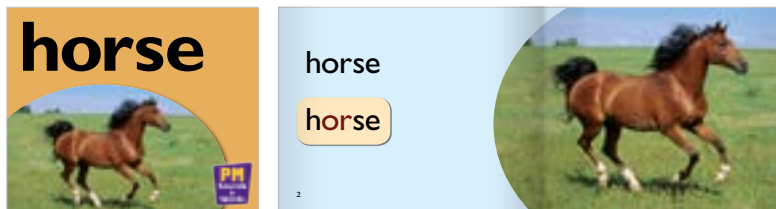
Phonics is embedded throughout the *PM*s.



PM Alphabet Starters



PM Alphabet Blends



PM Sounds in Words

PM Level Breakdown

PM Magenta

Reading age 5.0

Levels 1, 2, 2/3



- Introduction and reinforcement of 25–30 high-frequency words.
- Average word count of 40–60 words.

DECODING

- Establishing concepts about print.
- Developing an understanding of letter-sound relationships – initial letter sounds.
- Ongoing links between letters and their sounds.

FLUENCY AND PHRASING

- Directionality of text – left to right and return sweep.
- One-to-one matching of spoken and printed words.
- Repetition of sentence structure – ... *Here is a ...*, *Look at the ...*
- Use of a full stop at the end of a sentence to create a segment of meaning.
- One to three lines of text per page.
- Simple sentence structure – one-verb clauses.

COMPREHENSION

- Introduction of narrative story structure.
- Illustrations provide high support to help derive meaning from text.
- Age-appropriate contexts include home, school, family, toys, play and pets.

PM Red

Reading age 5.0–6.5

Levels 3, 4, 5, 5/6



- Repetition of up to 50 high-frequency words.
- Average word count of up to 150 words.

DECODING

- Building knowledge of letter–sound relationships.
- Individual sounds, letters, digraphs and blends introduced and reinforced in context.

FLUENCY AND PHRASING

- Simple sentence structures – one-verb clauses or use of ‘and’ for two-clause constructions.
- Reinforced sentence starters that demand close attention (as they are not repeated on every page).
- Use of more than two lines of text on a page, with sentences separated into segments of meaning at line breaks.
- Punctuation used as appropriate, often determined by story structure, e.g. question marks, speech marks, exclamation marks.
- Introduction of italic or bold font to support expression and intonation in fiction texts.

COMPREHENSION

- Meaningful illustrations and photographs to support text.
- Age-appropriate contexts including home, school, extended family and local community.
- Narratives include definite structure: orientation, complication, events and resolution.
- Story sequences with cause and effect to support predicting.

PM Yellow

Reading age 5.0–6.5

Levels 6, 7, 8, 8/9



- Repetition of up to 100 high-frequency words.
- Average word count of up to 170 words.

DECODING

- Continued focus on initial consonants and consonant blends.
- Continued use of common word endings, e.g. -ed, -ing.
- Frequency of common three-letter words, e.g. sit/hit, cat/fat, way/day.

FLUENCY AND PHRASING

- Careful, gradual introduction of unknown words, surrounded by familiar sentence structures and familiar words, to support fluency.
- Compound words introduced in context to identify words and word parts.
- Two clauses in a sentence, joined by the conjunction ‘and’, becoming more frequent.
- Most punctuation conventions (capital letters, full stops, commas, speech marks, ellipses, questions marks and exclamation marks) used as appropriate.

COMPREHENSION

- New vocabulary introduced in familiar concepts, e.g. frog, pond.
- Introduction of non-fiction text types, including recount, description, explanation, information report and procedure.
- Strong narrative plots to encourage meaning.
- Age-appropriate contexts including pets, safety and family experiences.
- Recurring characters to develop engagement and familiarity with vocabulary.

PM Blue

Reading age 5.0–6.5

Levels 9, 10, 11, 11/12



- Repetition of up to 160 high-frequency words.
- Average word count of up to 200 words.

DECODING

- Ongoing introduction and reinforcement of more complex initial consonant blends and digraphs, e.g. *sl*, *sm*, *sw*.
- Increased use of common word endings, e.g. *-ed*, *-ing*, *-er*.
- Many short-vowel three-letter words are reinforced.

FLUENCY AND PHRASING

- New high-frequency words and interest words are introduced slowly and steadily to support fluency.
- Bold or italicised font used to support phrasing and intonation.
- Full stops used to segment “chunks” of meaning across two lines of text.
- Longer two-clause sentences are joined by conjunctions, e.g. *and*, *but*.
- Sentence structures are more varied, using simple clauses and a wide variety of punctuation.
- More frequent use of prepositional (adverbial) phrases, e.g. *out of his hole*, *in the sun*.

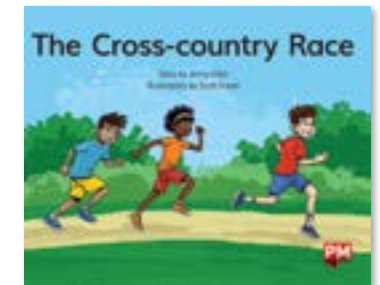
COMPREHENSION

- Recurring characters develop engagement and familiarity with vocabulary.
- Strong plots include cause and effect to support prediction and self-correction.
- Age-appropriate contexts, including animals, community, family, experiences, and school situations, to support meaning.
- Increasing use of paragraphs and dialogue to support meaning.
- Further exposure to non-fiction texts.
- Illustrations continue to provide a high level of support.
- Consolidation of the narrative structure.

PM Green

Reading age 5.0–6.5

Levels 12, 13, 14, 14/15



- Repetition of up to 250 high-frequency words.
- Average word count of 235 words.

DECODING

- Familiar suffixes, blends and compound words are reinforced.
- Ongoing consolidation of digraphs and blends.

FLUENCY AND PHRASING

- Use of rhythmic language to support re-reading for fluency and enjoyment.
- Growing complexity of language structures, including compound sentences with two clauses.

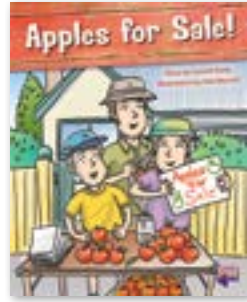
COMPREHENSION

- Resolutions in each narrative are logical and encourage meaning.
- Further exposure to text forms, such as fables, and text structures, such as diagrams.
- Age-appropriate contexts including real-life experiences, animal life and foods.
- Use of some conventions of non-fiction texts, e.g. table of contents, captions and labels, glossaries.

PM Orange

Reading age 6.5–7.0

Levels 15, 16, 15/16



- Repetition of up to 250 high-frequency words.
- Increased word count of approximately 250–350 words.

DECODING

- High-frequency words are reinforced.
- Three-syllable words becoming more frequent and support use of segmenting to decode.

FLUENCY AND PHRASING

- Ongoing, gradual introduction of new words supported by familiar vocabulary and text structures.
- Ongoing use of varied punctuation to support phrasing.
- Greater use of compound sentences, with conjunctions used at beginning of new lines to support phrasing.
- Frequent use of two-clause sentences with some cause and effect.
- Some use of inverted sentences, e.g. questions or adverbial phrases:
On Saturday morning, Kayla ran into Joe's room.

COMPREHENSION

- Chapters in narratives used to segment sections of meaning.
- Complications in narratives become more complex to support prediction and understanding.
- Support for understanding non-fiction conventions reinforced, e.g. contents pages, chapter headings, labelled diagrams, glossary.
- Content reflects broader, age-appropriate concepts.
- Illustrations continue to provide a moderate-to-high level of support.

PM Turquoise

Reading age 7.0–7.5

Levels 17, 18, 17/18



- Repetition of up to 450 high-frequency words.
- Average word count of 350–500 words.

DECODING

- Increasing use of contractions, e.g. *he's, she's, I've, I'll, it's, can't, don't.*

FLUENCY AND PHRASING

- Text forms include traditional tales and reader's theatre, supporting ongoing familiarity with dialogue and use of speech marks, intonation and phrasing.
- Increasing introduction of irregular high-frequency words, which are secured by frequent practice.

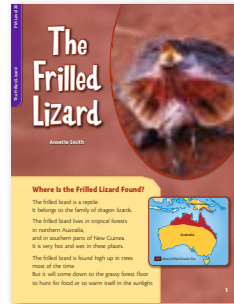
COMPREHENSION

- Increasing complexity of text layouts in narratives, traditional tales, reader's theatre and non-fiction texts to support meaning, especially inferential comprehension.
- Age-appropriate contexts include experiences of excitement and fear.

PM Purple

Reading age 7.5–8.0

Levels 19, 20, 20/21



- Most high-frequency words now established.
- Average word count of 425–575 words.

DECODING

- Segmenting using syllables, responding to digraphs and blends, decoding from grapho-phonetic cues, identifying silent letters, common prefixes and common suffixes.

FLUENCY AND PHRASING

- A wide variety of punctuation provides support for identifying segments of meaning.
- Frequency of three-clause sentences is increasing.
- Increasing sentence lengths with greater complexity of sentence structures.

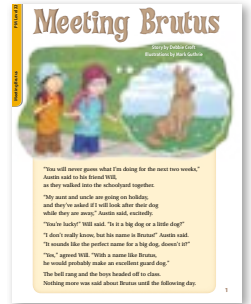
COMPREHENSION

- Emphasis on developing non-fiction features including visual literacy, e.g. specialised vocabulary, maps and diagrams.
- Content reflects broader concepts appropriate for 7–8 years of age, such as participating in activities and sports.
- Continued focus on different fiction and non-fiction text types.

PM Gold

Reading age 8.0–8.5

Levels 21, 22, 22/23



- Expected automaticity of up to 600 high-frequency words.
- Average word count of 575–750 words.

DECODING

- Multisyllabic words used frequently.
- Less common suffixes (-ful, -ly, -tion) and compound words are reinforced.

FLUENCY AND PHRASING

- Frequent use of complex sentences at approximately ten words in length.
- Reinforced high-frequency words and vocabulary, as well as increasing text length, supports reading stamina and reading accuracy.
- Frequency of complex sentences with two and three clauses.

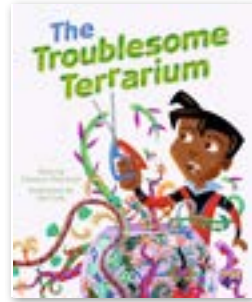
COMPREHENSION

- Appropriate contexts begin to reinforce reasoning skills.
- Extensive use of text types and text forms to reinforce purpose and build an extensive bank of technical vocabulary.
- Content reflects broader, age-appropriate concepts, such as sustainability, drama, volunteering and intercultural understanding.

PM Silver

Reading age 8.5–9.0

Levels 23, 24, 24/25



- Average word count of 800–1100 words.

DECODING

- Increased range and use of contractions, e.g. *we're*, *we've*, *you're*, *you've*.
- Constant revision of grapho-phonetic patterns.

FLUENCY AND PHRASING

- Sentences with two or three clauses and several verbs are included.
- Increasing length of sentences reflects greater use of conjunctions.
- Manageable word count to support fluency.

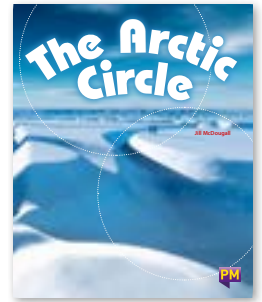
COMPREHENSION

- Age-appropriate concepts include sport, music and social themes, such as empathy and environmental issues.
- Strong chains of cause and effect in text reinforce comprehension skills, particularly inferential.

PM Emerald

Reading age 9.0–10.0

Levels 25, 26



- Fiction word count of around 2000 words.
- Non-fiction word count of around 1500 words.

DECODING

- Illustrations provide less support for decoding.

FLUENCY AND PHRASING

- Sophisticated use of predominantly compound and complex sentences.
- Consolidation of context-appropriate punctuation in fiction and non-fiction texts.
- Use of inverted sentences (questions or adverbial phrases), e.g. *Each year, grey whales migrate from Mexico to the Arctic.*

COMPREHENSION

- Wide range of text forms, including journals, verses, newspaper reports, articles and letters, linked to age-appropriate conceptual understanding.
- Contemporary themes, including the natural world, healthy eating, community issues, technology, art, design, media and communications.
- Extensive non-fiction visual literacy features such as maps, timelines, fact boxes, captions, annotated diagrams, glossaries and indexes to assist understanding and support inferential comprehension.
- Consolidated use of bold text to highlight the sophisticated and technical vocabulary found in non-fiction texts, linked to the glossary to support meaning and vocabulary.

PM Ruby

Reading age 10.0–11.0

Levels 27, 28



- Fiction word count of 3000–5000 words.
- Non-fiction word count of 2000–3000 words.

DECODING

- Very low illustration support for decoding.

FLUENCY AND PHRASING

- Manageable word count to support phrasing.
- Further consolidation of complex sentence structures and punctuation use.

COMPREHENSION

- Texts of increasingly complex vocabulary and content.
- Texts with discussion topics and points of view.
- Appropriate conceptual content for 10–11 years of age, such as bullying, natural disasters and astronomy.

PM Sapphire

Reading age 11.0–12.0

Levels 29, 30



- Fiction word count of up to 10,000 words.
- Non-fiction word count of between 2500–3000 words.

DECODING

- Very low illustration support for decoding.

FLUENCY AND PHRASING

- More sophisticated use of predominantly compound and complex sentences.
- Complex sentences include more frequent use of subordinate clauses.
- Continued use of bold or italic fonts to reinforce expression and intonation in both fiction and non-fiction texts.

COMPREHENSION

- Texts conceptually aligned to the interests of 11–12 years of age.
- A range of text types that focus on exploration, social justice, advances in technology and historical fiction.
- Increasingly complex vocabulary.
- Increased focus on developing inferential understanding.

PM Benchmark RAR

The *PM Benchmark Reading Assessment Resources* are designed to guide reading instruction by matching students to their instructional reading level.



PM Benchmark Literacy Assessment

The *PM Benchmark Literacy Assessment* equips teachers with accurate and robust Pre-Level 1, Levels 1–30 and Post-Level 30 assessment tools to establish students' instructional or independent reading levels. The kit supports teachers to confidently measure students' reading progress over time and plan targeted individual, class and school programs.



PM Benchmark Software

The *PM Benchmark Software* allows teachers to digitally undertake reading assessments for *PM Benchmark RAR* and *PM Benchmark Literacy Assessment*, using any computer or tablet device.

Reading behaviours, including comprehension responses, are automatically captured and added to a student's individual profile, giving teachers a complete record of a student's reading development and progress.



PM eCollection

The *PM eCollection* is a teacher-student platform for online guided and independent reading, using iPads, PCs and tablets.

Teachers can:

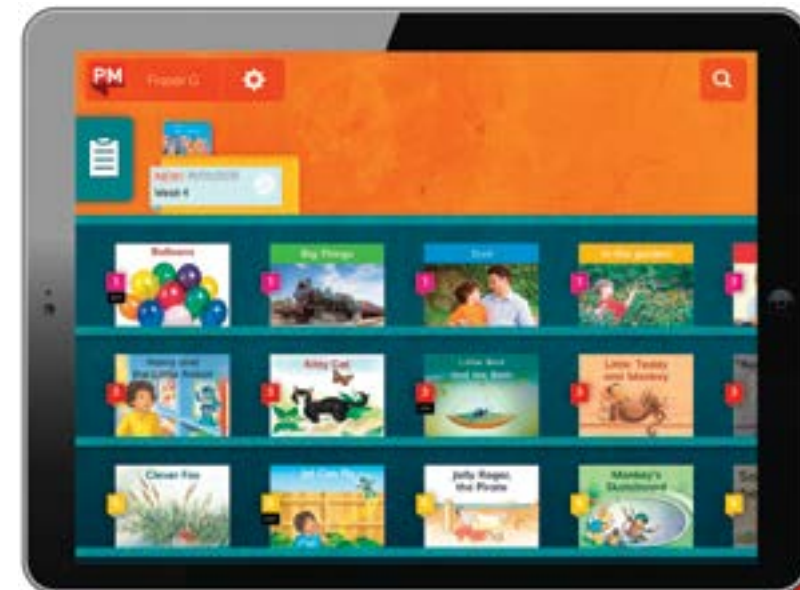
- plan, manage and track student reading sessions
- allocate the right levelled books to students based on their guided reading level
- create guided reading lessons.

Students can:

- read in guided or independent reading mode
- create personal wordlists (*My Words*)
- record their own reading, edit text and annotate/draw.

PM Guided Reading Planner

The *PM Guided Reading Planner* allows teachers to create specific learning intentions and target the needs of all students, by accessing over 1000 teacher notes and student follow-up activities to enhance guided reading sessions.



300
titles included
in the growing
PM eCollection!

Overview of the *PM* series

YEAR LEVEL	READING AGE	PM LEVEL	PM LITERACY STAGES	ORAL LITERACY RESOURCES			
				READERS	CARDS	BIG BOOKS	
FOUNDATION ↑ YEAR 6	5.0–6.5	PRE-READING	EMERGENT				
		1				3	
		2					
		3			7	10	
		4					
		5					
		6	EARLY		9	20	1
		7					
		8					
		9					
		10			9		
		11					
		12			12		
		13					
	14						
	6.5–7.0	15	DEVELOPING	4	20	1	
		16					
	7.0–7.5	17		4			
		18					
	7.5–8.0	19	CONSOLIDATING	4	20	1	
		20					
	8.0–8.5	21		4			
		22					
	8.5–9.0	23		4			
		24				1	
	9.0–9.5	25	EXTENDING/ ADVANCED	3	20	1	
	9.5–10.0	26					
	10.0–10.5	27		4			
	10.5–11.0	28					
	11.0–11.5	29		3			
11.5–12.0	30						

GUIDED READING RESOURCES			WRITING RESOURCES		ASSESSMENT	ASSESSMENT
READERS	CARDS	BIG BOOKS	READERS	BIG BOOKS	PM BENCHMARK RAR 1 & 2	PM BENCHMARK LITERACY ASSESSMENT
100		4			PM BENCHMARK RAR 1 & 2	PM BENCHMARK LITERACY ASSESSMENT 1
110		4	16	2		
114			6			
114		10	6	2		
114			6			
114	20		6			
82	20		6	2		
82	20		6			
82	20		6			
82	20		6			
82	20		6	2		
69	10		8			
69	10		8	2		
69	10		8			

PM LEVEL	READING AGE (YEARS)	PM LEVEL	READING AGE (YEARS)
1	5.0 ↑ ↓ 6.5	15	6.5–7.0
2		16	
3		17	7.0–7.5
4		18	
5		19	7.5–8.0
6		20	
7		21	8.0–8.5
8		22	
9		23	8.5–9.0
10		24	
11		25	9.0–9.5
12		26	9.5–10.0
13		27	10.0–10.5
14		28	10.5–11.0
	29	11.0–11.5	
	30	11.5–12.0	

PM LEVELS 1–30

Assessment Resources

Over 1500 readers

Linking oral literacy,
reading and writing

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