



Series 1 and 2 Sunshine Phonics Decodable Books Scope and Sequence

New Australian series with real stories using words that children can read!



The Sunshine Phonics Decodable program teaches children phonics skills in a sequential and systematic way so that they can learn the sounds (phonemes) and the letters that represent them (graphemes) and then apply this knowledge by reading a text that makes sense and is enjoyable. This ensures that every beginning reader experiences success in their reading from their very first book!

The program comprises Series 1 and Series 2 and features:

- Fully decodable texts closely aligned with Letters and Sounds
- Systematic progression for learning the sounds (phonemes) and the letters that represent them (graphemes)
- Full-colour illustrations to support meaning
- Teaching notes included in each book
- The complete program covers 44 phonemes of English
- 180 titles, fiction and non-fiction
- Five Teachers' Books

See Series 1 and 2 online at

www.sunshinebooks.com.au

See page 32 for pricing and ordering information



Introduction

Welcome to Sunshine Phonics Decodables Series 1 and 2!

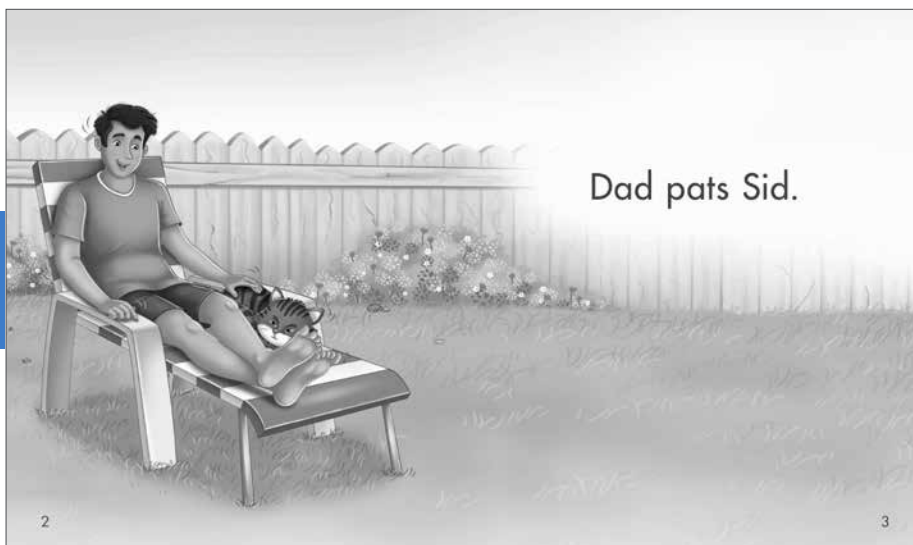
Sunshine Phonics Decodables Series 1 and 2 teach children phonics skills in a sequential and systematic way so that they can learn sounds (phonemes) and the letters that represent them (graphemes) and then apply this knowledge by reading enjoyable stories. This ensures that every beginning reader experiences success in reading from their very first book! While the process of reading is complex, the teaching of it does not need to be.

What are decodable texts?

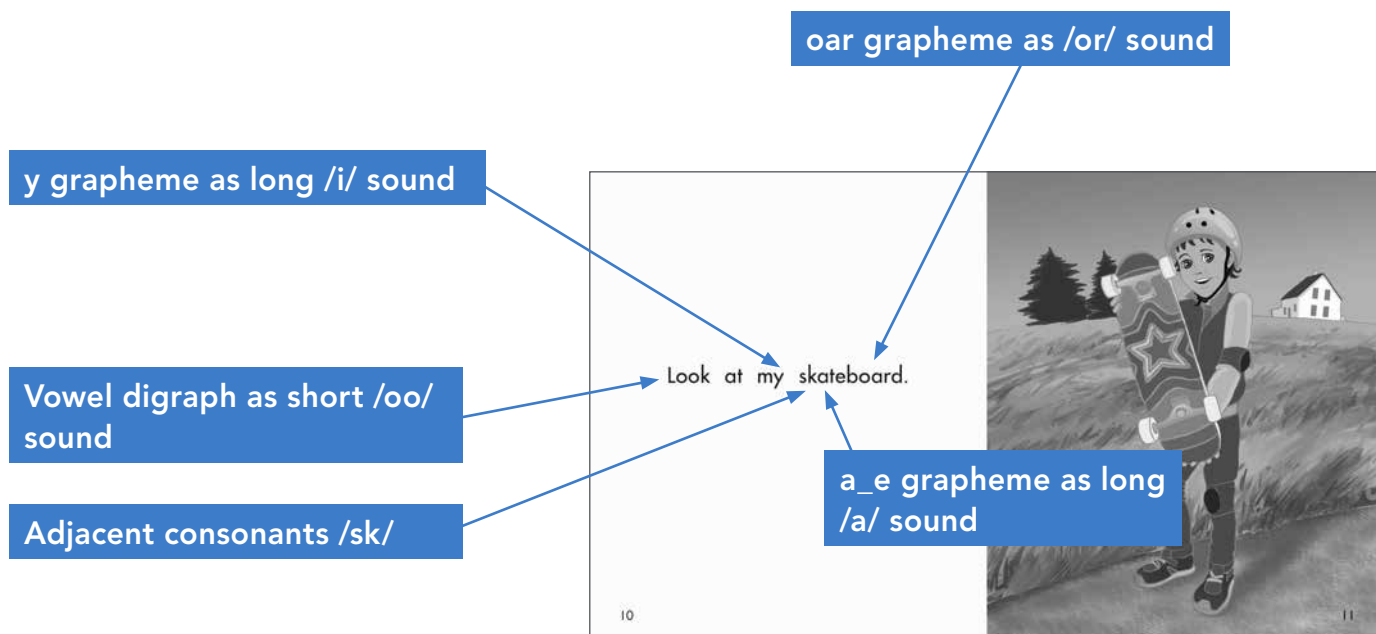
Decodable texts are designed to support a synthetic phonics method of teaching reading. In synthetic phonics, phonemes and graphemes are taught explicitly and systematically. In decodable books, the text is controlled by and limited to the phonemes and graphemes that have been taught to that point. For example, the first set of books may be based on children only needing to know the sounds for **s a t p i n m d**. Only words using these sounds are used in the text so children are able to practise their growing phonic knowledge by reading books containing only words that they can decode. The exception to this would be the use of some high-frequency words that may not be easily decodable at that point but are necessary for all stories. These words are referred to as common exception words or tricky words because they include a letter or combination of letters that represents a sound pattern children have not yet been taught. Some examples of these words early in the program are: *the, he, no, is, to*.

The vocabulary used in the first set of books based on a non-decodable approach is not controlled in this way. All 44 sounds of English and the letters that represent them can be used to a large extent. For example, the word *sky* could be used. *Sky* is a simple word in that it is only three letters, but it is not easily decodable unless you know that the letter *y* also makes the long *i* sound. Beginning readers may need to look for a picture clue, or to predict what the word may be from the context of the sentence or from the letters at the start of the word (or all of those). This is a challenge that not all children may be up to in the early stages of reading.

All words are decodable if the child knows the sounds for **s a t p i n m d**



Example of a Level 1 Decodable Text



Example of a Level 1 Non-decodable Text

Comparisons between decodable and non-decodable beginning texts

Decodable Texts	Non-decodable Texts
High-frequency words	High-frequency words
Tricky high-frequency words	Tricky high-frequency words
Careful introduction and reinforcement of high-frequency words	Careful introduction and reinforcement of high-frequency words
Illustrations matching the text	Illustrations matching the text
New vocabulary introduced	New vocabulary introduced
Enjoyable and sensical story line	Enjoyable and sensical story line
Placement of line-breaks is important	Placement of line-breaks is important
Simple sentence structures	Simple sentence structures
Decodable vocabulary only	Wider vocabulary used, not restricted to decodable only

There are more similarities than differences between decodable and non-decodable texts. The vocabulary control is the main difference. It is important to remember that all texts for beginning readers (whether decodable or not) have controlled vocabulary. You wouldn't see the word *psyche* in any beginning reader text! Why? Because a young child would not have an understanding of the meaning of this word and it is a difficult word to decode with several challenges such as the silent p, y as long /i/ sound, ch as /k/ sound and e as long /e/ sound. So both types of texts have vocabulary control, but it is the type of vocabulary control that differentiates decodable texts.

With decodable texts, children may still look to the picture for a clue and can still consider the context. The key difference is that they do not need to rely on these other strategies as they have the tools to sound out every part of the words in front of them.

Good decodable texts still carry a story. They still require pre-reading discussion and predicting. They still introduce new vocabulary. They still have a good picture-to-text match and they still require comprehension. What they don't rely on so much is the need for children to make guesses at unknown words because every word is decodable based on the phonemes that they have learnt to that point. As a result, there should also be less reliance on picture clues or the need for the text to be repetitive in structure.

Teaching a new phoneme/grapheme

Before reading the books in each set, children need to be taught the graphemes and phonemes they will meet. Once they know some sounds they will be able to start learning to sound them out and blend them to read words. Before starting the first set of books children need to know the sounds for **s a t p i n m d** and should be able to start blending some CVC words using these sounds.

Children working through the Sunshine Phonics Decodables program learn 23 phonemes (sounds) and the common graphemes (letter/s) that represent them in Sets 1–3 (of both Series). In Sets 4–5 (of both Series), children learn further phonemes and many new alternative graphemes. They also learn consonant and vowel digraphs (two letters, one sound) and trigraphs (three letters, one sound). Series 1, Sets 4–5 and Series 2, Sets 6–7 teach adjacent consonants with short and long vowels. Finally, in Series 1, Sets 6–7 and Series 2, Sets 8–11, children learn alternative graphemes for the phonemes they already know (plus one last phoneme, the /zh/ sound as in television).

How do you teach a new phoneme/grapheme?

Review previous learning

Re-visit the new phoneme/s and grapheme/s children learnt in the previous book/s from the current set, saying the sound when you hold up a flashcard or write it up.

Explain the learning intention for this lesson

Tell children that in this lesson they will be learning a new sound and the letter or letters that represent it. Or they may be learning alternative graphemes (letters) for phonemes they already know. This means learning a new spelling for a known sound, e.g. that /f/ can now be spelt ph.

Say the sound

Say the sound, e.g. /sh/, and ask children to repeat the sound after you. Say it several times. Say some words that start with the phoneme, e.g. ship, shiver. Have children repeat these words after you. If the sound appears in the middle of or at the end of words, say some of these words too with children repeating them after you, e.g. fish, dishes, rushed.

Show the focus grapheme/s (letter/s)

Use a picture/letter card with the focus grapheme, e.g. sh, and a matching illustration, e.g. a shell. Point to the grapheme and say the sound /sh/. Then point to the illustration and say the word *shell*. Ask children to do this with you as you point to the grapheme and then the illustration and repeat this several times. Use the same technique when teaching an alternative grapheme for a known phoneme (e.g. teaching ph as an alternative spelling for /f/).

Write the new grapheme

Write the grapheme showing children where to start each letter and verbalising the actions to complete the letter formation. Repeat, getting children to copy you, writing in the air. They then practise writing the new grapheme on small whiteboards or on paper.

Blend to read words

Practise sounding out and blending words that feature the focus sound/grapheme. Use word cards with sound buttons under each sound or write the words on a whiteboard with a dot under each sound and a dash under two or more letters that make the sound (digraphs and trigraphs). Model how to point to each sound as you say it. Then run your finger under all the sounds as you blend them to read the word. Encourage children to do this with you and then they can practise on their own or with a partner, either using word cards or writing these words themselves. Teachers may find the Word Banks in the Teachers' Books for each set of sounds helpful.

Teaching tricky words

What is a "common exception word" or "tricky word"?

This is any word that has a sound or letter-sound correspondence in it that children have not been taught at that point. These words are hard to sound out with the existing letter-sound correspondence knowledge that children have. What is a tricky word at one point will become not tricky once the relevant phonemes and their varying graphemes are taught. Some words remain tricky throughout the program.

In a decodable reading series, the first tricky words introduced are usually from the first 100 high-frequency words list. Some words from this list are decodable, e.g. at, in, but many are not. Being high-frequency words, children are very likely to meet them in the books they read and so will need to know them.

Let's look at an example. The word *was* is usually introduced very early in beginning reading texts because it is a high-frequency word that, as its name suggests, appears a lot in English texts. It is one of the glue words that helps to bind a sentence and story together. It is just a small word of only three letters, but from a decoding point of view, it offers challenges that make it tricky at the early stages of reading.

One of the grapheme-phoneme correspondences in the word *was* is not taught to children until Set 10 of our program. This is the grapheme *a*, which in this word makes the phoneme /o/. Once this grapheme-phoneme correspondence is taught, then the word is no longer tricky.

How do you teach a tricky word?

Traditionally, tricky words have been taught to children as a whole "by sight", using flashcards and repetition. The reality is that most tricky words only have tricky parts – children will be able to read the rest of the word. This means that these words can be analysed and decoded with children to better help them understand and remember them.

So let's say the word being introduced is *out*. Before Set 9, children have not yet learnt that the phoneme /ow/ can also be written with the grapheme *ou*. They do, however, know the common sound for /t/. So the tricky part of this word is the first sound represented by the grapheme *ou*. For this word, start by reading the word to children and getting them to repeat it. Then read the word phoneme by phoneme (sound buttons and dashes under the two or more letters making a single sound can help), pointing to the letters as you say the sounds. Then point to the parts of the word that children know and ask them to give you the sounds. Lastly, point out the tricky part and tell them the sound this letter or letters make. This way, children can draw on and apply the phonic knowledge that they have while also learning about the tricky part of the word so that they can read it. Re-visit the words you are teaching often and remind children that the words are tricky before they attempt to read them.

Series 1 Tricky Words

SET 1

I, is, the

SET 2

go, A, to, no, of, a, has, his, into

SET 3

too, she, he, be, for, her

SET 4

me, we, as, are, all, was, out, you, they, have, my

SET 5

so, oh, one, do, said, your, there

SET 6

like, some, come, here, when, called, were, what, people, asked, could, put

SET 7

Mr, Mrs, their

Series 2 Tricky Words

SET 1

and, I, is, the

SET 2

go, has, his, into, no, of, to

SET 3

for, he, her, she, too

SET 4

me, are, they, you, we, all, was, have, out, oh, my, be

SET 5

so, do, there, your, old, by

SET 6

here, like, some, come, put, pull, full, were, little, says, when, what, today, said, one

SET 7

our, love, push

SET 8

call, could, people, should, their, would

SET 9

again, any, ask, friend, many, school, thought, through, two, want, water, where, who, whole, work

SET 10

because, laugh, once, watch

SET 11

busy, eye, hour, improve, move, Mr, Mrs, parents, pretty, tomorrow

Getting Started

1. Review the Phonics Overview to understand the order in which phonemes and graphemes are introduced in the program.
2. Review the Scope and Sequence charts to get a more detailed overview of the skills introduced at each stage of the program.
3. If children are not starting the program at the beginning, then choose a set and assess them using Assessment 1 for that set as a pre-test. This will help you to place children at the correct stage of the program and to form small teaching groups based on individual needs. If children have been working through the program sequentially, pre-testing may not be necessary for placement purposes. If there is not 95% mastery at pre-test level, then there are gaps in the child's phonics knowledge which need to be addressed. Use the pre-test for the previous set(s) until you find the set which the child can read at 95% mastery. The child will benefit from starting the program at that point, revising and consolidating known skills and learning and mastering the knowledge gaps. As the program introduces new skills sequentially, no step can be skipped.
4. Start with the first book in the set you are using and teach the new phoneme/s and grapheme/s. Provide explicit teaching using the teaching notes for that book and use the follow up Activity Sheets to reinforce new learning.
5. As children learn new sounds, encourage them to blend the sounds to read words. There are Word Banks in the Teachers' Books that provide a list of words to blend for each set of books.
6. Teach new Tricky Words as they come up in the books. See page 5 for ideas.
7. Once a set of books has been read, children could be assessed using Assessment 2 for that set or this could be left until a later stage.
8. Now you are ready to start teaching the next set of new phonemes and graphemes starting with the first book of that set.

Series 1 Overview

SET 1 10 BOOKS

s a t p i n m d

SET 2 10 BOOKS

g o b h e r f u l

SET 3 10 BOOKS

c k ck j v w qu x y z zz ff ll ss

SET 4 10 BOOKS

th/th ch ng sh ai ee igh oa oo/oo

SET 5 10 BOOKS

ar or ur ow oi ear air ure -er

SET 6 10 BOOKS

Phonemes	f w	ai	ee	igh	oa	oo	or	ur	ow	oi
Graphemes	ph wh	ay a-e eigh ey ei a	ea e-e ie y ey e	y ie i-e i	ow o-e oe o	ew ue u-e u oul	aw au a al our	ir er ear	ou	oy

SET 7 10 BOOKS

Phonemes	ear	air	j, s	c	u, e, r	ar, o, m	n, i	l, v, z	sh, ch	zh
Graphemes	ere eer	are ear	g dge c sc	k ck qu x ch	o ea wr	a (w)a mb	kn gn y	le ve se	ch ti(on) ssi(on) si(on), s(ure) ci(on, ous, al) tch	si(on)

SERIES 1 SET 1 SUNSHINE DECODABLE TEXTS (10 titles)

s a t p i n m d

Title	Tricky Words	Teaching Point	VC Words	CVC Words	VCC	CV	CVCC
1. Sam, Dan and Nat		<ul style="list-style-type: none"> capital letters sound the same as lower case letters ending -s, <i>sips</i> 	it	Dan, Sam, Nat, sip, Sip	and		sips
2. Pam		<ul style="list-style-type: none"> capital letters sound the same as lower case letters ending -s, <i>pats, sits, sips, nips</i> speech bubble introduced 		Dan, Sam, Nat, Pam, pat, Sit, Pat	and		nips, pats, sits, sips
3. Dip in	is	<ul style="list-style-type: none"> use of capital letters for names, and at the start of a sentence full stop at the end of a sentence is = /i/ /z/ 	in	Dan, Sam, Nat, Pam, sit, tip, Dip, Tip	and		sits, dips
4. Tap it	is, I	<ul style="list-style-type: none"> use of commas to show pauses and to separate words full stops show the end of a sentence review use of speech bubbles 	in, it	Dan, Sam, Pam, Dad, tap, did, Tap	and		taps
5. Sid	is, the, I	<ul style="list-style-type: none"> how the addition of 's' at the end of a verb shows who does the action, <i>I pat, he pats</i> 	in, am	Sid, tin, sip, Nat			naps, pats, sits, sips, taps
6. Tip it	is, the	<ul style="list-style-type: none"> use of capital letters for names, and at the start of a sentence full stop at the end of a sentence lower case and capitals have the same sound 	it, at	Dan, Pam, tip, tap, Nat, pat, Tip	and		tips
7. At the dam	is, the, I, Is	<ul style="list-style-type: none"> use of the question mark review speech bubbles 	in, at, it, am, At	Dan, Sam, Nat, dam, Dad, sit	and		sits
8. In the pit	is, the	<ul style="list-style-type: none"> review use of capital letters review the addition of 's' to the end of words 	in, In	Sam, Dan, Sid, Pam, pit, mad, pat, sit	and		sits, naps
9. Tap the tin	is, the, The	<ul style="list-style-type: none"> use of the apostrophe 's to show possession 	It	Sid, Pam, tap, tin, Tap	and		taps, Sid's
10. Nat	is, I	<ul style="list-style-type: none"> review punctuation review use of speech bubbles 	am, it	Nat, Sid, dip, mad, sad, Dip			sips, tips, dips

Title	Tricky Words	Teaching Point	VC Words	CVC Words	VCC	CV	CVCC
11. Mud run	is, the, a, No, go, The, no	<ul style="list-style-type: none"> new tricky words <i>no, go</i> other sounds for the letter <i>o</i> review speech and thought bubbles 	on, in, It	Pam, Dan, rug, mud, Nat, dog, run, set, Mud, get, Run, Get	and	go, no	runs
12. A big hit!	a, the, to, is, A, I his, into	<ul style="list-style-type: none"> introduce <i>A/a</i> as a tricky word and <i>into</i> – a two-syllable word and a compound word other sounds for the letter <i>o</i> 	it, up, It, am, on, Up	big, hit, bin, get, log, bat, leg, Nat, Dan, Sam, Pam		to	gets, runs, hits
13. A pad and a pen	is, the, a, A, No	<ul style="list-style-type: none"> how the addition of 's' at the end of a verb shows who does the action, <i>I get, Nat gets</i> review the sounds of <i>A/a</i> review speech bubbles 	on	Sid, pen, pad, fat, rat, big, bus, red, hen, tap, Nat	and	no	taps, gets
14. Gus	is, the, No, The	<ul style="list-style-type: none"> s sounds sometimes like <i>/z/</i> <i>/o/</i> sound in word <i>no</i> review exclamation marks 	on, in, at,	Gus, hat, top, mud, log, Mum, sad, bad	and	no	tugs
15. Get fit, Dan!	to, is, the, Go, go	<ul style="list-style-type: none"> discuss use of speech bubbles review exclamation mark review <i>s</i> on the end of a verb, <i>runs, sips, hops</i> 	on, up, it	fit, log, top, hot, hut, but, Get, set, did, Dan, Hop, Run	and	go, to	runs, sips, hops
16. Fun in the sun	the, is, has, a, go, I, The	<ul style="list-style-type: none"> review use of commas and exclamation marks review the use of speech and thought bubbles 	in, up, on, it, It, Up	sun, fun, hot, big, pit, top, Mum, Dad, hat, did, dip, Rub, Fun, Dan, Sam, Nat	and	go	digs, gets, hits
17. A fat rat	the, of, to, a, is, into, A, The	<ul style="list-style-type: none"> review the tricky word <i>into</i> of sounds like <i>/v/</i> review question and exclamation marks 	on, in	fat, rat, rid, Sid, Mum, gap, get, net, mat, Did	and	to	lets, sits, runs
18. The map	The, the, is, a	<ul style="list-style-type: none"> review use of commas s sounds sometimes like <i>/z/</i> 	in, on, up	map, dig, mud, sad, not, log, pit, Dan, Pam, Dig			gets, digs
19. On the mat	the, to, a, No, go, his	<ul style="list-style-type: none"> revisit <i>no, go, to</i> and the sound the <i>o</i> makes past tense: <i>had, got, sat, ran</i> note the <i>/z/</i> sound in <i>his</i> 	on, On	mat, not, fun, had, hop, sat, got, ran, top, did, but, let, get, Dan, Sam	and	go, no	
20. A big bug	is, the, The, A, of	<ul style="list-style-type: none"> revisit tricky words <i>of, a</i> of sounds like <i>/v/</i> 	on, in, It	fan, big, bug, bin, pan, bun, mug, pot, rid, lid, get			sits, gets

Title	Tricky Words	Teaching Point	VC Words	CVC Words	VCC	CV	CVCC
21. Mud fun	is, the, too, to, a, to, be, of, into	<ul style="list-style-type: none"> discuss double letters and how they represent the same sound, <i>will, off</i> two-syllable words, <i>buck/et, in/to</i> 	in, it, on, It, off	fun, mud, Dan, Sam, Nat, van, Mum, rag, wax, hug, big, job, get, mad, will, Mud	and	to, be	wets, dips, rubs, hugs, suds, gets, Mum's, kids
22. The big kick	is, the, too, to, a, She, Is	<ul style="list-style-type: none"> discuss qu, /k/ + /w/ = /kw/, <i>quits, quick</i> discuss /c/ /k/ and /ck/, <i>kick</i> 	in, it, off	Dan, Nat, Mum, get, Pam, can, Sam, Dad, big, yes, bin, win, but, run, kick, miss, quick	and	to	runs, gets, kids, kicks, quits
23. Nan and Pop	is, the, a, for, She, has, No, Is, We	<ul style="list-style-type: none"> review tricky words, /z/ sound, <i>is, his</i> review qu, /k/ + /w/ = /kw/, <i>quick</i> review double letters/two syllable words, <i>muffins</i> 	in, it, us, It, off	Nan, Pop, bus, hug, has, big, bag, box, yes, yum, Pam, get, red, luck, quick	and	no, we	rips, digs, licks
24. The big box	is, the, a, go, to, be, The, A	<ul style="list-style-type: none"> review words with double consonants and how they represent one sound, <i>hill, will</i> sound out two-syllable words, <i>rock/et</i> review question marks using questions and answers 	in, it, up, It	Nat, Sam, Dan, big, box, fun, bus, hut, Yes, tip, bed, get, Mum, will, but, Can	and	go, be	kids, cuts, hills, tells
25. Pop's socks	he, the, a, too, is, for, no, He, of, into, has	<ul style="list-style-type: none"> review /c/ /k/ and /ck/ review two-syllable words, <i>lem/ons</i> review use of question marks and possessive apostrophe, <i>Pop's</i> 	on, it, up, at, It, odd	Pop, Can, fix, box, fox, red, hot, hen, has, duck, sock	and	he, no	socks, digs, tips, tugs, gets, picks, Pop's
26. Fun at the vet	is, the, too, to, a, she, go, The, has, She, He, A	<ul style="list-style-type: none"> proper noun Sid, add an apostrophe 's to show the possessive <i>Sid's</i> review qu, /k/ + /w/ = /kw/, <i>quick</i> discuss <i>too/to</i> 	in, on, at, up	Pam, vet, Sid, box, not, man, red, hen, fan, Mum, sit, Fun, has, quit, will, quick, vet, Vet	and	to, go	hops, runs, gets, pops, Sid's
27. The pet vets	is, the, too, a, He, She, The, has, for	<ul style="list-style-type: none"> discuss the words with the suffix -s to make the /s/ sound, <i>vets</i>: compare with those that make the /z/ sound, <i>runs</i> review two syllable/compound words, <i>cannot</i> 	in, it, at, on	Meg, vet, hut, Ted, bad, leg, bed, Pam, bag, Gus, rug, not, big, hot, fit, pet, sit, Nat, Sid, can, sick, Pet, Vet	and	he	naps, runs, tugs, vets, sits, pets
28. On the rod	the, a, is, Is, too, his, No, her, has	<ul style="list-style-type: none"> proper noun Nat review two-syllable words, <i>buck/et</i> review use of question and exclamation marks 	on, up, it, in, On, It	rod, tug, hat, Nat, Sam, sit, log, net, sun, cod, not, sad, tug, Tug	and		hops, gets, picks, Nat's, Sam's, Mum's
29. Eggs and lemons	his, into, is, of, a, I, go, the, has, for	<ul style="list-style-type: none"> review two-syllable word <i>lemon, lem/on</i>. review compound word <i>mix-up</i> 	at, up, it, in, am	Nan, has, six, box, Pop, jug, pot, big, Pop's, fill	and, eggs		lots, gets, hens, fills, tips, picks, Pop's
30. The picnic	the, a, The, She, too, no, He, is, to, he, Is, for, has	<ul style="list-style-type: none"> review two-syllable words, <i>pic/nic</i> review how double letters make one sound in each syllable but one sound at the end of a word, <i>rab/bit, fill</i> 	on, in, at	has, rug, jug, Meg, Mack, sit, six, but, bun, hut, get, not, Nat, log	and	no, to	hops, runs, cups, buns

SERIES 1 SET 4 SUNSHINE DECODABLE TEXTS (10 titles)

th/th ch ng sh ai ee igh oa oo/oo

Title	Tricky Words	High-frequency Words	Teaching Points	Focus Words	Multi-syllable Words	Adjacent Consonants
31. Zin and Thog	me, are, they, you	that, with, from, then, him	<ul style="list-style-type: none"> digraph th-, two sounds (<i>that, thin</i>) quest – meaning verb spill with addition of s verb miss with addition of -es they -ey makes /ai/ sound 	Thog, Thizz, thumps, thud, that, with, thick, then	planet, cannot, jetpack, rockets, picnic, liquid, misses	stop, best, left, spills, grins, quest, bumps, planet, jumps, steps, drops, thumps, cracks
32. A chip for me	me, we, all, as, you	just, with, them, then, help, that	<ul style="list-style-type: none"> digraph ch-, two letters make one sound (<i>chip, chicken, lunch</i>) as quick as a wink – meaning tricky words – too, you (long /oo/ sound) 	chip/s, chat, check/s, lunch, chicken, chops, chomp	chicken, buckets, backpack	crab, flap, snap, from, plop, sand, chomp, just, hunt, drops, grabs, lands
33. The king's snack	me, they, are, have	that, this, just	<ul style="list-style-type: none"> digraph -ng, two letters make one sound at the end of a word (<i>king, wing, fling</i>) fling – meaning long /ee/ <i>be, we, me</i> 	king, rings, long, wings, flings, bring	choc-chip, chicken, muffins	bring, snack, plan, still, crack, must, left, sniffs
34. On the ship	they, was, we	him, her, this, went then, with, that	<ul style="list-style-type: none"> digraph -sh, two letters make one sound (<i>ship, cash</i>) bash – meaning was – a has short /o/ sound 	ship, shall, mash, dish, fish, fresh, shops, cash, posh, bash, rush, dash	ping-pong, sunup, sunset, lessons, cabin, melon, fitness, visit, jacket	swim, swam, club, went, band, land, rest, next, soft, fresh, spent, drums
35. Is rain fun?	they, are, out	then, just, back, with	<ul style="list-style-type: none"> digraph -ai, two letters make one sound (<i>rain, pain</i>) bait – meaning review into (<i>-to, do</i>) out – introduce new tricky word /ou/ as in down 	rain/s, aim, bait, pain, wait, snails, sail, trail, hail, tail	bucket, zigzag, into, fishing	Trail, stop, spot, frog, grin, flap, swim, drip, drop, pond, just, flicks, splash, splash, jumps, plops, snails, hands, lots
36. Green feet	we, they, me	help, them, from, see, just, went, with, back	<ul style="list-style-type: none"> digraph -ee, long e sound, as (<i>green, feet</i>) bandit – meaning tricky word <i>they /ai/</i> 	meet, green, sheets, needs, see, three, feet, seems, tree, sleeping, keep	sleeping, finish, spilling, bandits, painting	green, plan, brush, stop, from, trail, paint, hunt, next, tree, slaps, sleeping, grins, bandits
37. In the night	they, have, you, out, all, we	them, that, then, help, just, see	<ul style="list-style-type: none"> grapheme -igh, three letters make one sound, long i sound (<i>night</i>) peeks – meaning tricky words – you (long /oo/ sound) 	night, might, tight, light, bright, right, sigh, fright/ens	frightens, mattress, dragon, unzips, sleeping, sniffing, munching, crunching, sitting, standing	bright, fright, flap, sleep, tent, just, hand, soft, next, dragon, sniffing, sleeping, standing, jumps, crunching
38. On the run	for, they, we, he, too, to	with, then, just, this, see, that	<ul style="list-style-type: none"> digraph oa, long o sound (<i>boat, goat</i>) roam – meaning review tricky words – <i>to/too</i> 	oats, goat, road, load, foam, roams, oak, toad, croaks, boat, floats, soaking	bucket, munches, along, into, soaking	truck, green, grab, next, pond, just, trots, stops, sticks, floats, splash, croaks, tree
39. Odd jobs	you, her, my, are	help, with, that, them, then, just, see	<ul style="list-style-type: none"> digraph oo, /oo/ (<i>book</i>) specs – meaning review tricky word <i>you</i> (long /oo/ sound) 	good, look, chook, foot, book, cook, wool, wood	parrots, carrots, handbag, cannot, muffin	flat, sweep, cloth, specs, bring, list, dust, just, thank, lost, hands,
40. Hot hens	are, have, we, they, her	from, then, them, help, with, this	<ul style="list-style-type: none"> digraph oo, /oo/ (<i>food, zoom</i>) coop – meaning tricky word <i>have</i> (<i>ve</i> makes /ve/, silent e) 	food, stool, cool, noon, coop, too, roof, zoom, scoops	thinking, sitting, chicken	stool, from, cluck, slip, flap, toast, rest, splash, scoops, drink, brings, plan

Title	Tricky Words	High-frequency Words	Teaching Points	Focus Words	Multi-syllable Words	Adjacent Consonants
41. Free food	said, one, do, so	with, back	<ul style="list-style-type: none"> digraph -ar (<i>park, card, farm</i>) snarled – meaning they -ey, makes ai (long /a/ sound) 	market, car, park, far, scar, farm, started, cart, tarts, jar, starting, dark, starving	visited, weekend, market, started, spotted, cooking, carrots, chicken, bucket, starting, starving	fresh, sweet, lost, roast, chomp, next, must
42. Port to fort	there, oh, do	see, then, just, down	<ul style="list-style-type: none"> digraph -or (<i>port, fort</i>) dart – meaning are – silent e 	morning, sports, shorts, port, fort, north, for, storm, sorts, snort, worn, corn, torn, thorn	morning, garden, flapping, standing, floating, thinking, winning, finish	track, storm, start, snort, track, stuck, stop, drop, pick, stars, groan, scarf, grab, still, vest, wind, gust, just, best
43. The rat is back	there	then, see, that, help, back	<ul style="list-style-type: none"> digraph -ur (<i>fur, blur</i>) lurking – meaning into – two syllables (o makes long /oo/) 	slurp, curls, purrs, blur, turnips, turns, fur, lurking, bursts, hurls	turnips, lurking, pedal, carton, soaking, cannot	slurp, from, sweet, plan, must, left, bump, milk
44. A bad start	there, do, so	that, see, now	<ul style="list-style-type: none"> ow (<i>frown, town</i>) yowl – meaning my – y has igh sound (long i) 	owl, frown, scowls, yowl/s, grow/s, howls, town, crowd, brown, cows, bows, how, now, wow, ow, clown	morning, ending, artist, painting, farmyard, dumplings, chopsticks, juggling, tennis, rackets	start, spill, frown, fright, crowd, clown, toast, milk, best, next
45. The best dish	said, oh	that, him, with, went, just, it's, this	<ul style="list-style-type: none"> oi (<i>foil, foil</i>) impress – meaning oh, no, go, so, -o (makes long /o/ oa sound) 	Toil, moist, joining, foil, oil	joining, impress, problem, until, carrots, eggplant, added, started, dipping, dishes, living, missing, fantastic, splendid, goodness, handed	sweet, clock, stuck, spoon, slid, green, grab, scoop, flash, chop, best, must, moist, roast, test, think, just, thank
46. Dad's beard	there, said, oh, your, so	that, now, help, then, it's, with, went	<ul style="list-style-type: none"> ear (<i>beard, year, fear</i>) smeared – meaning my – y has igh sound (long i) 	ears, beard, year, fear, dear, smeared, shears, hear, clear	fantastic, kisses, jacket, sandpit, grandad, morning	green, train, smeared, snack, grab, from, clear, stuck, grin, think, left, toast, next, best, help, went, sandpit, grandad, morning
47. At the funfair	there, do, so	now, down, then, that, see, just, back	<ul style="list-style-type: none"> air (<i>fair, chair, pair</i>) platform – meaning there -ere, makes /air/ sound 	fair, stairs, pair, chairs, air, hair	flashing, looking, popcorn, pockets, ticket, problem, packet, unwell, going, punches, funfair, platform	sweet, start, glad, stuck, stairs, grab, train, speed, just, lost, hand, next
48. Smells and spills	there, your, so, do	with, then, help, them	<ul style="list-style-type: none"> ure (<i>pure, cure</i>) fracture – meaning are – silent e 	mixture, pure, manure, mature, furniture, picture, cure, fracture	backyard, helping, seedlings, mixture, garden, manure, compost, mixes, organic, pumpkin, impressed, mature, picture, waiting, furniture, swelling, fracture	stuff, scoop, next, think
49. Short is good	your	this, with, now, that, it's, as	<ul style="list-style-type: none"> -er (<i>summer</i>) (at the end of a word /er/ makes the schwa sound) railing – meaning me, we – e sounds like long /ee/ 	Asher, shorter, harder, better, runner, longer, quicker, under, sister	Asher, shorter, sister, tennis, harder, better, runner, longer, quicker, wooden, railing, under, paddock, problem	track, cross, rest, just, land
50. In the park	there	now, with, down, that, then, his	<ul style="list-style-type: none"> review <i>ar or ur ow oi ear air ure -er</i> swoops – meaning have – silent e 	park, dear, Asher, for, air, now, her, fur, turns, Toil, bursts, market	Asher, against, cricket, cannot, sunhat, rabbit, munching, muffins, fantastic, market	spot, from, flat, thing, best, next, just, left, hand

Title	Tricky Words	High-frequency Words	Teaching Points	Focus Words	Multi-syllable Words
51. Philippa and the dolphin	called, come, what, could, were, people, there	when, looked,	<ul style="list-style-type: none"> phoneme f, grapheme ph (<i>Philippa, dolphin</i>) phoneme w, grapheme wh (<i>when, what</i>) snapshot – meaning there – ere = air 	Philippa, Ralph, dolphin, elephant, when	Philippa, dolphin, spotted, elephant, people, snapshot, jumping, turning, second, TV
52. Jake bakes a cake	put, here, some, what, like, have, called	made, make, looked, day	<ul style="list-style-type: none"> digraph ai, alternative graphemes ay, a-e, eight, ey, ei, a (<i>day, cake, eight, grey, reins</i>) graze – meaning have – ve = /v/ sound 	Jake, bakes, cake, make, made, later, paste, plate, taste, hay, mane, mistake, graze, Kate, gave, reins, shake, take, shape, shame, day, tray, hooray, Jay, Blaze, stay, say, lay, eight, neigh/ed, grey, they, escape	started, lemon, hooray, mistake, garden, escape, forgot, later, into
53. From Granny to Evie	called, what, here, come, like	when, every, day	<ul style="list-style-type: none"> digraph ee, alternative graphemes ea, e-e, ie, y, ey, e chief – meaning called – al = /or/ sound (<i>all, ball</i>) 	Evie, relief, every, extreme, heat, Mummy, Daddy, Pete, Steve, very, noisy, chief, reason, happy, valley, believe, seat, read, Penny, field, stream, sea, beach, evening, heat, eat, turkey, peach, really, even, treat, Granny, we, be	relief, TV, every, burning, thinking, extreme, Mummy, Daddy, noisy, reason, difficult, however, contacting, happy, valley, believe, garden, Penny, Dragon, field, evening, turkey, salad, really, even, Granny, Grandad
54. Shy Arthur	were, what,	like, by, made, looked	<ul style="list-style-type: none"> trigraph igh, alternative graphemes y, ie, i-e, i sly – meaning were – ere = /er/ sound 	shy, ride, while, liked, fry, smile/d, wide, pies, why, cried, fry, replied, sly, sky, fried, tied, Magpie, ride, spied, fire, lie, hide, bite, tried	Arthur, Arthur's, smiled, replied, magpie, family, fearless, moonlight, trotted, towering, never, better, clever, began, dragon, dragon's
55. Leo and Joe	here come, called, were, could	don't, like, by	<ul style="list-style-type: none"> digraph oa, alternative graphemes ow, o-e, oe, o telescope – meaning could – ould = short /oo/ sound as in book 	Joe, Leo, rode, home, banjo, drove, sleep-over, over, blowing, don't, marshmallows, joked, showed, Bingo, nose, bone, followed, throw, stones, flowing, yellow, sparrows, Kimbo, show, pony, dominoes, telescope	sleep-over, Leo, playing, Saturday, banjo, blowing, marshmallows, jelly, Bingo, patted, followed, flowing, river, yellow, sparrows, pony, Kimbo, spotted, again, dominoes, telescope, over
56. Andrew and Sue make a kite	some, here, were, what, do	could, make, made, children, put, like, looked	<ul style="list-style-type: none"> digraph oo, alternative graphemes ew, ue, u-e, u, oul tube – meaning do – the letter o = long /oo/ sound 	Andrew, Sue, would, computer, tube, glue, put, newspaper, drew, blue, threw, flew	Andrew, computer, newspaper, finished, children, into, again
57. Paul and Saul and the awful creepy-crawly	some, here, were, come	now, saw, came, put, day, like, when, called	<ul style="list-style-type: none"> digraph or, alternative graphemes aw, au, a, al, our laundry – meaning some, come – rhymes with <i>sum</i> (not home) 	Saul, Paul, awful, crawly, all, your, shawl, walk, mall, talk, four, alright, laundry, hallway, lawn, saw, jigsaw, astronauts, tall, squawk/ed, hawk, lawnmower, ball, wall, chalk/y, draw/ings, called, strawberry, straws, small, raw, prawn	awful, alright, laundry, hallway, jigsaw, astronauts, lawnmower, strawberry, reading, spotted, against, chalky, drawings, creepy-crawly, o'clock, finished, amazed, only, bookcase
58. Bernard and Ernesta	Come, some, asked, what, said	don't, make	<ul style="list-style-type: none"> digraph ur, alternative graphemes ir, er, ear herbs – meaning said – ai = /e/ sound 	Bernard, Ernesta, sister, thirteen, pear/s, divers, heard, learn, first, butter, herbs, servant, thirsty, sternly, girls, earn, her, jerked, T-shirt, dirty, third, better, early	Bernard, Ernesta, sister, thirteen, divers, butter, servant, avocado, hungry, really, thirsty, sternly, better, early, dirty, reading, yourself, cooking, morning, added, away, T-shirt
59. Bounding with Bounder	some, was, one	when, came, put, house, saw, looked	<ul style="list-style-type: none"> digraph ow, alternative grapheme ou squawking – meaning one – rhymes with <i>sun, fun</i> (pronounced wun) 	bounding, Bounder, our, mountain, wound, around, house, proud/ly, couch, bounded, out, shouted, crouched, count, round, found, mouth, sour, loud, sound, clouds, louder, mouse	bounding, Bounder, mountain, around, proudly, bounded, shouted, louder, corner, Grandpa, Grandpa's, waiting, Hello, garden, blueberries, tasted, squawking, offer, over, into, amazement, couldn't, again
60. Roy's new toy boat	there, oh, was, have	don't, came, very, when, looked, could	<ul style="list-style-type: none"> digraph oi, alternative grapheme oy oysters – meaning have – ve = /v/ 	Roy, toy, boy, annoyed, oysters, choy, joy	annoyed, oysters, ohoy, away, eating, travelling, very, happy, waded, across

Title	Tricky Words	High-frequency Words	Teaching Points	Focus Words	Multi-syllable Words
61. Reindeer	there, some, have, to	here, about	<ul style="list-style-type: none"> trigraph ear, alternative graphemes ere, eer mere – meaning there – as in air 	reindeer, deer, here, atmosphere, sheer, mere/ly	reindeer, atmosphere, Arctic, animals, living, Tundra, very, every, anflers, mountain, even, colder, travel/ling, winter, under, better, speedy, across, quickly, being, helpful, merely, about, drivers
62. The best trick	people, the, have, said, there, to	called	<ul style="list-style-type: none"> trigraph air, alternative graphemes are, ear stare – meaning people – eo = /ee/ sound; le = /l/ sound 	stared, wear	Heta, Heta's, Lily, Lily's, people, nodded
63. Ginger Fudge	where, come, some, was, there, said, what	called, came, when, be, go	<ul style="list-style-type: none"> phonemes j s, alternative graphemes g, dge, c, sc descend – meaning said – ai = /e/ sound 	Fudge, Gem, cellar, bridge, ledge, podgy, hedge, descend, Cindy, gently, danger, scent, scene, nudged, icy, bulge, success, ginger	Ginger, ginger, cellar, podgy, Cindy, gently, danger, icy, success, finish/ed, science, almost, isn't, outside, only, going, window, under, started, descend, didn't, awake, danger, morning, everything, cooking, pancakes, careful, meow, away, inside, snowy, shifted
64. Jock and Jack join the orchestra	Mr, into, were, said	called, day, when,	<ul style="list-style-type: none"> phoneme c, alternative graphemes k, ck, qu, x, ch orchestra – meaning into /oe/ to, do, who 	school, orchestra, zucchini, echoed, kept, crackers, wink, clink, block, milk, quick, quiet, next	orchestra, zucchini, echoed, hooray, playing, only, practice, shakers, crackers, every, music, funny, wooden, places, arrived, concert, backpack, quiet, making, silent, around
65. Nothing can stop me	Mrs, their, everyone, what, was	come, don't, by, looked, all, could, asked	<ul style="list-style-type: none"> phonemes u, e, r, alternative graphemes o, ea, wr twirled – meaning everyone – tricky part one (wun) 	nothing, coming, come, mother, worry, something, worried, stomach, brother, others, ready, feathers, head, spread, thread, breakfast, breath, Wright, written, wrong	nothing, coming, mother, worry, something, worried, stomach, brother, others, breakfast, every, written, forest, ready, everyone, parrot, feathers, rainbow, getting, finished, started, practised, wasn't, survive, waiting, onto, followed, around
66. Miss Maggie's crumbs	everywhere, friends, one, said, you, have, put, come	it's, come, was, don't	<ul style="list-style-type: none"> digraph ar, phonemes o, m, alternative graphemes a, (w)a, mb call – meaning everywhere – tricky part ere 	/or/ a – afternoon, father, grassy, path, offer, rather, branch, bath; /ar/ al – calf, half; /o/ (w)a – wander, want/ed, wasps, was, swans, wash; /m/ mb: crumbs, dumb, lamb, breadcrumbs	afternoon, father, grassy, after, rather, wander, wanted, breadcrumbs, Maggie's, Lara, going, without, after, patted, everywhere, worry
67. The fancy-dress dance	said, the, too, our, there, were	come, what, was, children	<ul style="list-style-type: none"> phonemes n, i, alt, graphemes kn, gn, y gnome – meaning said – ai = /e/ sound 	/n/ kn – know, knight, knob, knot, knee, knell; /n/ gn – gnome, sign; /i/ y – lyn, Flynn, gym	fancy-dress, party, tonight, replied, Rosa, athlete, helmet, knee-high, donkey, children, rumba, hip-hopped, yummy, Hairy, fairy
68. Stop and wait	were, people, there, are	I'm, what, now, asked, was, like, very	<ul style="list-style-type: none"> phonemes l, v, z, alternative graphemes le, ve, se tumbled – meaning were – ere = /ur/ sound 	/l/ le – tumbled, middle, wriggle, huddled, constable, handle, sensible, settled, bottle, apple, little, giggled, nibble, wiggle, gobble, bang, chuckled, style, purple, wriggle, single, freckle, miracle, terrible; /v/ ve – shoved, I've, give; /z/ se – paused, please, noise, surprise, cheese, blouse	tumbled, middle, wriggle, huddled, constable, handle, sensible, settled, bottle, apple, little, giggled, nibble, gobble, bang, chuckled, style, purple, wiggle, single, freckle, miracle, terrible; surprise, cinema, people, ended, onto, pavement, shouted, Mummy, corner, officer, problem, handle, nearby, advice, mother, opened, backpack, duty, possible, seven, carried, replied, pointed, ginger, pony, ribbon, finished, easy, arrived, hello, worries, madam
69. Charlotte's delicious cake	their, said, do, oh	house, looked, like, very	<ul style="list-style-type: none"> digraphs sh, ch, alternative graphemes ch, ti(on), ss(on), si(on, s)ure), ci(on, ous, al), tch suspicion – meaning said – ai = /e/ sound 	/sh/ ch – Charlotte, Chandry, Michelle, chef, parachute; /sh/ ti(on) – addition, subtraction, reflection, inspection, lotion, solution; /sh/ ss(on) – mission; /sh/ si(on) – suspicion; /sh/ s(ure) – sure; /sh/ ci(on) – delicious; /sh/ ci(ous) – suspicious; /ch/ tch – Patch, kitchen, catch, itch/y/es, scratch/ing, switch	Charlotte, Chandry, Michelle, Michelle's, parachute, addition, subtraction, reflection, inspection, lotion, solution, mission, delicious, suspicion, suspicious; special; kitchen, itch/y/es, scratching, invited, fantastic, arrived, sister, making, outside, before, cooking, mixer, topping, table, inside, mirror, faces, everywhere, itchy-bite, something, happened, missing, over
70. The alien invasion	their, you, do, said	was, don't, what, about, would	<ul style="list-style-type: none"> digraph zh si(on) confusion – meaning their – tricky part air = /air/ sound 	invasion, television, explosion, confusion, decision, vision	invasion, television, explosion, confusion, decision, vision, Friday, watching, spaceship, landed, alien/s, wandered, garden, broken, trying, wondering, suddenly, outside, didn't, glowing, brightly, better, until, going, really, rooftop, away, into, feathers, only

Series 2 Overview

SET 1 10 BOOKS		s a t p i n m d									
SET 2 10 BOOKS		g o b h e r f u l									
SET 3 10 BOOKS		c k ck j v w qu x y z zz ff ll ss									
SET 4 10 BOOKS											
PHONEMES	th/th	ch	ng/nk	sh	ai	ee	igh	oa	oo	oo	
SET 5 10 BOOKS											
PHONEMES	ar	or	ur	ow	oi	ear	air	ure	-er	review	
SET 6 10 BOOKS											
PHONEMES	ADJACENT CONSONANTS WITH SHORT VOWELS										
SET 7 10 BOOKS											
PHONEMES	ADJACENT CONSONANTS WITH LONG VOWELS										
SET 8 10 BOOKS											
PHONEMES	f w	ai	ai	ee	ee	ee	igh	igh	oa	oa	
GRAPHEMES	ph wh	ay a-e ea	eigh ey aigh a	ea e-e	y ey	ie e	i-e ie	y i	ow o	o-e oe	
SET 9 10 BOOKS											
PHONEMES	oo (moon)	oo (moon)	oo (yoo)	oo (look)	or	or	or	ur	ow	oi	
GRAPHEMES	u-e ue ew	ui ou	ew ue u-e u	u oul	aw a al	au oor	our ore	ir or ear er	ou	oy	
SET 10 10 BOOKS											
PHONEMES	ear	air	j	s	c	u	e	r	ar	o	
GRAPHEMES	ere eer	are ear ere	ge dge g	c ce sc se st	ch	o o-e ou	ea	wr	a al	(w)a	
SET 11 10 BOOKS											
PHONEMES	m	n	i	l	v	z	sh	ch	or	zh	
GRAPHEMES	mb	kn gn	y	le al	ve	se ze	ch ti ssi si ci	tch	ough oar	si s	

SERIES 2 SET 1 SUNSHINE DECODABLE TEXTS (10 titles)

s a t p i n m d

Title	Tricky Words	Teaching Point	VC Words	CVC Words	VCC	CVCC
1. Sit, dip, tip	I, and	<ul style="list-style-type: none"> how speech bubbles show words that characters say 	am, in	Dan, Sam, Nat, Sit, sit, dip, tip	and	sits, dips, tips
2. Pips!	the	<ul style="list-style-type: none"> recognise how exclamation marks are used 		tap, tin, pan, mat, Sid, Pam		Pips, pips
3. Dan is it!	is	<ul style="list-style-type: none"> recognise how exclamation marks and question marks are used 	it, is	Dan, Sam, Dad, Nat		taps
4. Sip it	the, is	<ul style="list-style-type: none"> recognise commas and how they pause at a comma when reading 	at, it, is	Pam, tap, Sid, Sip, tip, Tip, sad, sip		sips, tips
5. A nap	and	<ul style="list-style-type: none"> recognise commas and how they pause at a comma when reading introduce A/a as a word 		Sid, Dad, nap, Pam, Tap, tap	and	naps, pats, taps
6. In the dam	the, The, is	<ul style="list-style-type: none"> read sentences with exclamation marks using appropriate expression 	in, at, is, it, It, In	Dan, Nat, dam, Dad, map, Sam		taps, sits, sips
7. Nan	I	<ul style="list-style-type: none"> read sentences with question marks using appropriate expression 	am, Am	nan, Nan		Dan's, Sam's, Nat's, Pam's, Sid's
8. In the tin	the, The, is	<ul style="list-style-type: none"> read sentences with exclamation marks using appropriate expression 	in, In, It, at, is	Sid, Pam, tin, dim, mad		taps, tips
9. Tim and Dan	the, I, and, is	<ul style="list-style-type: none"> read sentences with ellipses and use appropriate expression 	It, am, in, is	Tim, Dan, Sit, dam, sit	and	sits
10. The din	the, is	<ul style="list-style-type: none"> recognise commas and how they pause at a comma when reading review A/a as a word 	is, It	din, Sid, Dan, tin, Nat, pad, Sam, pan, tap, mad, Tap		naps, taps

Title	Tricky Words	Teaching Point	VC Words	CVC Words	VCC	CV	CVCC
11. The fig	to, of	<ul style="list-style-type: none"> remember the sequence of events in the story; introduce tricky words of, to 	on, up, is	Gus, fig, log, bin, top		to	runs, hits, tips, gets, hops
12. Hit it!	to, has, Go	<ul style="list-style-type: none"> recognise exclamation marks and read using appropriate expression introduce tricky words go, has 	it, up, It, Up	Nat, Dan, Pam, net, get, Meg, Tim, big, hit, not	and	to, go	gets, runs, hits
13. Sid and the bug	his, into, to	<ul style="list-style-type: none"> read words with apostrophes to indicate possession 	on, in, up, is	bug, bed, big, mat, bin, gap, Sid, fed	and	to	taps, hops, sits, runs, fits, Sid's
14. In the bin	go, to, into	<ul style="list-style-type: none"> read longer sentences with fluency and expression 	it, in, at	bin, Mum, bag, Gus, red, top, bit, lot		to, go	tips, runs, hits, rips, tugs, rags
15. Get set, go!	go, to, his	<ul style="list-style-type: none"> recognise speech bubbles and understand they contain words the characters say 	is	sun, hot, Sam, tap, get, set, Nat, Dan, run, log, hit, leg, hut, hip, big, fun, Mum	and	go, to	gets
16. Lots of dots	of, has, his, no	<ul style="list-style-type: none"> sum up what the book is about identify the different things in the story and what they have in common 	of, on	top, red, bag, dot, ten, bug, Dan, bun, Sam, Tim, pup, big, but		no	lots, dots, Nat's, Meg's, hops
17. Sid's tin	into, his	<ul style="list-style-type: none"> understand Sid's feelings and how they change during the story 	in, up, on, is, it	tin, fat, rat, sun, Sid, log, but, not	and		Sid's, sits, hops, runs, pops, taps, tips, hugs
18. Nan's hens	of	<ul style="list-style-type: none"> briefly retell the story in sequence, using picture prompts if necessary 	of, is, at, in, up, on, it	Pop, bin, ten, run, hen, pot, mug, rug, hop, bed			Nan's, hens, naps, tips, digs, lots, hugs
19. Dad's fun run	to, into, of, his, no	<ul style="list-style-type: none"> read with expression, taking account of punctuation, especially full stops and exclamation marks 	of, on, at, it, is	fun, run, get, fit, Dad, bug, lip, mud, leg, log, bus, not		no, to	Dad's, runs, hums, hops, taps, lots, hits, gets
20. Peg Man!	of, no, has, to	<ul style="list-style-type: none"> sum up the main points of the story and retell it simply to a partner review the sound s makes in <i>has, is /z/</i> 	is, of, up, am, on	peg, man, Dad, Sam, him, hat, fan		no, to	pegs, tops, gets, lots, Mum's, runs

SERIES 2 SET 3 SUNSHINE DECODABLE TEXTS (10 titles)

c k ck j v w qu x y z zz ff ll ss

Title	Tricky Words	Teaching Point	VC Words	CVC Words	VCC	CV	CVCC
21. A box for Nan and Pop	for, she	<ul style="list-style-type: none"> make a sensible prediction about what might be in the box identify and read tricky words <i>for, and, go, to, she, the, no</i> 	up, at, in, it, is	Mum, will, get, did, not, has, box, pack, jam, cat, kiss, rock	and	to, go, no	packs, socks, picks
22. Not for Sid	for	<ul style="list-style-type: none"> children talk about what the characters are doing and why discuss words with two syllables discuss tricky word <i>for</i> 	in, it, up, at, is, of	van, job, box, cat, can, cod, not, Dad, big, but, has, back, quit	and	no	licks, picks
23. A fuss on the bus	her	<ul style="list-style-type: none"> children retell the main parts of the story review tricky words <i>she, her</i> sound out and blend words with two syllables (<i>rocket, bucket</i>) 	on, it, up, is, off	Dad, big, get, has, job, Miss, buzz, mess, fill, Quinn, quick		to	
24. Hot dog	she, her, for	<ul style="list-style-type: none"> remember the sequence of events in the story review words with two syllables 	at, in, up, is, as	big, back, hill, yes, quick, quack	and	to	jogs, yaps, ducks, rocks, tucks, licks
25. Zin and Tex	for, her, she, he	<ul style="list-style-type: none"> check children can understand the context behind the story of Nat manipulating Zin 	in, up, it, on, off, is	get, will, can, did, his, Tex, back, job, Zin, fix, quick	and	he	gets, zips
26. Nan can fix it	her, she, too, he	<ul style="list-style-type: none"> remember the sequence of events in the story practise reading two-syllable words discuss the tricky word <i>go</i> 	up, at, it, in, of	can, will, not, but, get, his, has, zip, fix, fox, sock, jam, bell, wig		go, he, to, no	gets, picks
27. To the top	too, he, she	<ul style="list-style-type: none"> explain how the characters are feeling in the story practise reading the tricky words 	up, in, on, it, is	big, get, but, did, not, his, jog, hill, rock, yes, quit		to, go, he	gets, kids, puffs, cuts, huffs
28. A picnic for pets	her, too, she, he	<ul style="list-style-type: none"> retell the main points of the story review high-frequency words <i>is, has, his</i> 	is, at, in, up, on	big, did, not, has, his, Mack, back, Fizz, buzz, mess, well		to, go, he	licks, yaps
29. Get in the tub	she, her, he, too	<ul style="list-style-type: none"> can children explain the cause and effect (what happens and why) review tricky words 	on, it, in, up, is, of	will, get, has, his, mess, neck, back, quick	and	to, he, no	gets, fills
30. Dan gets a duck	he, for, her	<ul style="list-style-type: none"> can children explain how characters are feeling and why identify and read tricky words 	up, on, it, is,	get, will, big, got, but, has, his		he, no, to	gets

SERIES 2 SET 4 SUNSHINE DECODABLE TEXTS (10 titles)

th/th ch ng/nk sh ai ee igh oa oo/oo

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words
31. A job for Thog	for, he, to, too, into, the, I, she, of, you , her, no, we , all , and	<ul style="list-style-type: none"> th as in <i>thin</i>, <i>that</i> hidden – meaning you – ou makes long /oo/ sound 	Thog, that, this, thin, moths, with, thud, thick, then	hidden, cannot, jetpack, rockets, zigzags
32. Fizz, the pup	the, I, my , he, of, and, you , me , we , all , too	<ul style="list-style-type: none"> ch as in <i>chicken</i> chop – meaning me – e makes long /ee/ sound 	such, chess, chop, chops, chicken, chips, chin	tickets, boxes, laptops
33. The pink thing	the, of, she, and, her, me , be , into, go, for, all	<ul style="list-style-type: none"> ng as in <i>fangs</i>; nk as in <i>pink</i> tan – meaning all – a sounds like /or/ 	pink, thing, junk, thinks, wings, fangs, ink, winks	puppet, rocket, velvet, ribbons, sudden, upset
34. Nat's shop	are , her, for, too, the, I, me , you , we , they , was , oh , and, she, of, all	<ul style="list-style-type: none"> sh as in <i>shop</i> shocking – meaning are – long vowel sound /ar/ with silent e 	shop, shells, ships, rush, shocking, sash, fish, posh	jacket, pocket, velvet
35. Set sail	are , go, the, and, we , they , of, he, me , into, to, out	<ul style="list-style-type: none"> ai as in <i>rain</i> dam – meaning we – e makes long /ee/ sound 	sail(s), rain(ing), pain, wait, nails, fail	raining, cannot
36. Parrots	too, I, my , of, are , and, they , the, her, be , you , for, all , to	<ul style="list-style-type: none"> ee as in <i>cheeks</i> feed – meaning you – ou makes long /oo/ sound 	see, cheeks, seeds, feed, keen, feet, need, meet	parrot(s)
37. A bang and a thud	and, too, they , into, the, she, to, out , are , all , of, be	<ul style="list-style-type: none"> ight as in <i>night</i> sudden – meaning be – e makes long /ee/ sound 	night, fight, might, right, light, sighs, sight	sudden, lemons, carrots, sitting, eggshells
38. Gus and Tex	the, of, no, she, and, to, he, her, we , they , go, you , are , all	<ul style="list-style-type: none"> oa as in <i>goat</i> missing – meaning are – long vowel sound /ar/ with silent e 	boat, coat, soaking, goat, oats, moans	sudden, finishes, upset, bucket, sunset, missing, cannot, napping
39. A book of cats and kittens	of, and, for, you , my , to, they , are , be , too, her, the, all	<ul style="list-style-type: none"> oo as in <i>look</i> pads – meaning her – makes /ur/ sound 	book, look, good, wool, foot, nooks	kitten(s), laptops
40. Keep fit	to, be , and, go, you , of, I, we , have , for, too, the, are , me , they , my , into	<ul style="list-style-type: none"> oo as in <i>moon</i> shoot hoops – meaning we – makes long /ee/ sound 	zoom, shoot, boot, woo-hoo, pool, food, too, hoops	tennis, lessons, hip-hop

SERIES 2 SET 5 SUNSHINE DECODABLE TEXTS (10 titles)

ar or ur ow oi ear air ure -er

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words
41. Markets	and, have, there , be, the, you, of, was, to	<ul style="list-style-type: none"> ar as in <i>tarts</i> yarn – meaning was – a makes /o/ sound 	market/s, carts, park, dark, carpets, yarn, art, farm, jars, tarts	market, carpets, dishes
42. Mix-up	out, the, and, I, he, be, all, are, go, they, of, me, my, to, was, oh	<ul style="list-style-type: none"> syllables – <i>sorting</i> epic – meaning my – y makes /igh/ sound 	morning, sorting, shorts, or, fort, torn, horn, worn, corn, sorted, for, forget	mix-up, morning, sorted, forget
43. Muffins and turnips	and, to, the, she, go, into, of, by , he, no, are, I, out, you, my, your	<ul style="list-style-type: none"> ar, or, ur as in <i>part, north, burn</i> urn – meaning out – ou makes /ow/ sound 	turnips, curls, purring, fur, urn, turn	muffin(s), cannot, market, cooking, coffee, missing, napkin, purring, turnips
44. Miss Quinn's farm	and, I, are, to, she, out, of, into, the, we, be, you, no, my, by , all	<ul style="list-style-type: none"> syllables – <i>napping</i> coop – meaning by – y makes /igh/ sound 	town, cows, owl, down, how, now	missing, napping, sitting, happen
45. A bit of oil	of, and, are, the, out, all, to, he, go, we, so, old	<ul style="list-style-type: none"> oi – <i>foil, boil</i> chain – meaning go – o makes long /oa/ sound 	oil, soil, boil, foil	salad, cooling, cannot, lemon, digging, finishes, cooking, chicken
46. No fear, no tears	no, I, to, the, we, go, and, have, she, me, are, all, of, you, do , no	<ul style="list-style-type: none"> syllables – <i>yelling</i> gain – meaning of – f makes /v/ sound 	fear, tears, rear, hear, near, year	morning, running, yelling, finish
47. A kit and a cut	and, to, the, she, I, have, go, my, of, you, me, no, be, all	<ul style="list-style-type: none"> air, ear – <i>hair, fear</i> parts – meaning have – ve makes /v/ sound 	haircut, hair, pair, fair, chair	cutting, finishes
48. Pure luck	me, I, he, the, to, we, have, my, of, was, be, into, no, are, and	<ul style="list-style-type: none"> trigraph ure mature – meaning was – a makes /o/ sound 	pure, cure, manure, mature	bugging, garden, finishes
49. This is my thing	my, I, me, into, all, of, and, are, you, to, the, be, out, we, by , go, was	<ul style="list-style-type: none"> syllables – <i>surfer</i> -er (surfer) (at the end of a word /er/ makes the schwa sound) target – meaning you – ou makes long /oo/ sound 	runner, sister, surfer, camper, river, summer, dinner, farmer, singer, rocker, boxer	running, topics, cartoons, farming, fishing, cooking, target
50. Matter	all, are, you, and, be, the, into, they, have, to, me	<ul style="list-style-type: none"> graphemes er, ee, oo, air solid – meaning they – ey makes long /ai/ sound 	matter, rubber, hotter, air, chair, car, oil, down, turn	matter(s), rubber, cannot, wooden, solid, liquid, hotter, muffin, balloon

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words
51. On the wind	the, are, there, of, her, by, old, to, into, going, out, she, do, have, you, my, like , says , today , put , when , come , he, all	<ul style="list-style-type: none"> fluent reading on sight – drop, jump, flap wind surfing – meaning today – o makes long /oo/ sound; ay makes long /a/ sound 	wind, helping, standing, pond, clinging, string, gust, lifts, drifts, flaps, lands, twig, stuck, jumps, nest, drops, swept, flops, attempt, grab	running, looking, surfing, sudden, robin, clinging, higher, helping, going, attempt, standing
52. Bad luck, Sam	one, there, no, the, of, he, to, me, go, you, pulls , I, all, put , what , some , full , here , says , was	<ul style="list-style-type: none"> adjacent consonants – drink, drops, spills shoot hoops – meaning one – o makes /wu:/; ne makes /n/ sound 	milk, left, drops, spills, bends, shorts, split, brushes, next, brush, snaps, stuck, trots, stop, just, stress, lifts, trips, stick, lands, trash, end	morning, carton, having, jacket, Asher, misses/missing, brushes
53. The cat flap	the, to, go, out, she, of, he, you, have, going, all, I, like , come , for, says , your	<ul style="list-style-type: none"> adjacent consonant – plan turnip – meaning going – o makes /oa/ sound 	flap, from, plan, spends, click, clack, jumps, black, Fluff, snacking, crackers, smells, himself, next	morning, setting, finished, turnip, goodness, wishes, unching, going, visits, snacking, crackers, himself, looking
54. Maximum thrill	we, are, the, I, there, of, so, do, to, go, me, out, he, my, was, no, come , some , I'm, when	<ul style="list-style-type: none"> reading words with adjacent consonants fluently – best, twist maximum – meaning come – o-e makes /u/ sound 	thrill/s, and, splash, splash, spot, drop, next, jump, drift, swim, drags, steps, dragging, splashes, twists, end, best, test, spill	maximum, running, summer, unwell, picnic, killer, tipping, surfing, kingdom, river, bucket, level
55. My spot	my, out, of, to, he, was, she, you, are, there, no, into, the, said	<ul style="list-style-type: none"> reading words with adjacent consonants fluently – cross, spot quilt – meaning my – y makes /igh/ sound 	spot, and, pram, grin, cross, jumped, next, resting, step, quilt, biggest, softest, flopped, best	coffee, entered, bedroom, napping, better, chilling, hammock, morning, biggest, softest
56. Brunch for Mum	so, the, into, to, I, I'll, was, of, he, out, there, they, do, you, were , one , some , said , little , put , she, no	<ul style="list-style-type: none"> words ending in -ed, /d/ sound, splattered concocting – meaning; hctic – meaning was – a makes /o/ sound 	brunch, slept, dropped, cracked, splattered, slipped, crumpets, drink, blender, spilled, grabbed, slammed, smell, black, problem, best, kept, fresh, mint	cooking, concocting, added, carrot, button, liquid, forgotten, burning, hectic, splattered, problem, blender
57. Cook up!	the, you, to, do, be, of, have, into, there, are, no, they, all, like , some , here , little	<ul style="list-style-type: none"> words ending in -ed, /d/ sound, scrubbed poached – meaning have – ve makes /v/ sound 	brunch, fresh, mini, drink, hands, scrubbed, adult, help, plums, step, blender, lumps, crumpets, bring, crack, second, next	(mid-)morning, cooking, summer, liquid, butter, solid, dishes, melon, adult, blender, crumpets
58. Pop! Pop! Pop!	going, to, she, of, into, the, he, there, out, oh, I, me, all, we, have, go, some , comes , says , one , so	<ul style="list-style-type: none"> syllables – expanding expanding – meaning some, come – o-e makes /u/ sound 	drops, rest, sticks, expanding, and, lifts, grabs, spills, help, snack	popcorn, bottom, packet, popping, bigger, expanding
59. Out at night	out, they, the, you, of, to, have, are, going, some , come , like , here	<ul style="list-style-type: none"> syllables – mimicking mimicking – meaning going – o makes /oa/ sound 	just, help, fact, spend, and, strong, insects, frogs, grab, hunt, brush, from, travel	living, hearing, fingers, wombats, looking, going, digging, rabbits, lizards, mimicking, getting, talons, possum(s), common, brushtail, garden, ringtail, woodlands, farmlands, insects, foxes
60. Zip it!	do, you, out, of, the, there, are, be, all, they, we, have, was, to, like , one , said , come , no	<ul style="list-style-type: none"> syllables – invented interlocked – meaning there – ere makes /air/ sound 	stop, from, and, tents, tracks, split, stops, hundred, invented, went, children, best, problem, still, belts, next, fact	jacket, tipping, backpack, zipper, fabrics, interlocked, bottom, longer, buttons, chatting, invented, hundred, problem

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words
61. From here to there	here, to, there, do, by, you, go(ing), of, are, my, we, the, pulled, I, like, have, into, so, all, me, she, our, loves	<ul style="list-style-type: none"> fluent reading on sight – flight, train, coast, trees lagoon – meaning our – ou makes /ow/ sound 	flight, speed, train, streets, floating, coast, trees, scooters, sports	hot-air, balloon, different, transport, former, travel, oxcart, jetting, quickest, paddling, river, lagoon, canals, downhill, camel, power, gallop, summer, desert, Finland, Japan
62. At camp	we, the, by, I, putting, said, to, you, some, no, have, they, do, into, your, so, here, go, there, was, of, oh, one, all, our	<ul style="list-style-type: none"> ed at the end of a word, /d/ sound – groaned, pumped airbed – meaning you – ou makes long /oo/ sound 	started, sleeping, groaned, tree, floating, pointed, three	river, airbeds, forgot, laptop, hanging, jumping, burgers, dinner, forget
63. Gardening fun	was, he, said, what, the, full, I, have, my, some, you, oh, all, are, out, go, of, to, little, were, we, here, do, said, they, your, our, love	<ul style="list-style-type: none"> fluent reading on sight – spring, left, spilled, pumpkin moist – meaning what – wh makes /w/ and a makes /o/ sound 	groaned, sunflower, moist, green, started, creeping, container	garden(ing), visiting, plastic, container, scatter(ing), lifted, packets, sorting, pumpkin(s), radish(es), beetroot(s), seedlings, bigger, until
64. Little bub	to, likes, when, the, they, I, my, be, all, with, out, she, said, oh, you, have, do, me, little, into, he, today, put, of, pulled, so, was, your, love	<ul style="list-style-type: none"> fluent reading on sight of words with /ee/ – sweet, peeked, sleeping bub – meaning love – o makes /u/ and ve makes /v/ sound 	sleep, street, sleeping, sweet, crowd, burst, speechless	blanket, cannot, added, without, morning, spotted, handed, cherub, darling
65. Nan's sports car	was, she, we, all, out, to, have, I, said, you, of, the, he, into, my, here, put, some, your, what, go, do, when, were, like, pushed	<ul style="list-style-type: none"> sound out and blend words – stood, groaned cooling – meaning my – y makes /igh/ sound 	sports, painted, bright, stood, groaned, three, street, speed, started	waiting, problem, getting, lifted, himself, cooling, button, lightning, letting, limit
66. Deserts	you, here, were, the, what, little, of, have, we, are, be(ing), some, there, one, like, all, into, they, go, when, do, I, (with)out, so, to, our	<ul style="list-style-type: none"> fluent reading on sight – bursting, bright, moisture, steep adapted – meaning there – ere makes /air/ sound 	freezing, moisture, brown, bursting, bright, steep	landed, dessert, planet, seven, continents, biggest, Antarctic, Arctic, desert, living, interesting, adapted, lizard, cactus, bighorn, longer, cottontail, rabbit
67. Stand up, Pam!	to, so, were, the, go, she, out, all, of, into, was, said, come, there's, what, like, you, little, do, I, your, here, with, are, loved	<ul style="list-style-type: none"> ed at the end of a word, /d/ sound – frowned gulp(ed) – meaning all – a makes /or/ sound 	stood, drool, started, stool, frowned, speed, fright, free	waiting, offered, wagging, sudden, seeing, attempted, helping, matter, packet, started
68. Helping hands	was, the, we, were, of, so, pulled, into, said, oh, they, are, he, some, here, there, little, put, to, we, all, out, be, she, you, have, do, old, our	<ul style="list-style-type: none"> ed at the end of a word, /d/ sound – grabbed suds – meaning little – le makes /l/ sound 	flowers, bloom, bright, green, broom, sweeping, started	morning, garden, bucket, loaded, added, liquid, splashing, perhaps, finished, interesting, shower, better, shampoo, custard, flowers
69. Up in the trees	the, are, you, of, some, have, to, being, so, they, your, out, be, we, like, push	<ul style="list-style-type: none"> fluent reading on sight – speed, tree habitat – meaning being – e makes long /ee/ sound 	trees, sleeping, speed, green, brown, strain, crown, burst, creeping	happens, habitat, different, living, inhabit, shelter, adapted, gibbon(s), fingers, critters, caterpillars, eggshell, perfect, zipping, sleeping, creeping
70. The best pet	the, are, she, me, some, there, of, oh, I, do, you, little, one, by, they, into, all, he, says	<ul style="list-style-type: none"> fluent reading on sight – steep, free, brown snarls – meaning one – o makes /w/ and /u/ and ne makes /n/ sound 	green, sleep, brown, snarls, growls, speeds, spoiling, creeps, free	running, contest, ribbon(s), entered, discuss, munching, carrot, flapping, number, longest, rabbit, softest, crunches, herself, ruckus, spoiling

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words
71. Orphan elephants	all, are, be, go, have, like, little, ones, the, their , they, to	<ul style="list-style-type: none"> phoneme f, graphemes ph (elephant, orphan) phoneme w, graphemes wh (which, when) orphan – meaning their – eir makes /air/ sound 	elephant(s), orphan(s), when, which	adults, along, bigger, cannot, driven, elephant, feeding, forest, freshen, keeper(s), morning, orphan, solid, sunscreen, tender
72. A snake's day	be, come, do, full, go, into, like, little, of, out, some, the, their , they, to, was, you	<ul style="list-style-type: none"> phoneme ai, graphemes ay, a-e, ea (may, snake, steak) delay – meaning little – le makes /l/ sound 	amaze, away, cave, day(s), daylight, delay, escape, games, great, lay, makes, may, play, safe, snake(s), stay, steak, way	across, amaze, away, cannot, daylight, delay, ending, escape, into, lizard, patterns, slither(s), sunlight, zigzag
73. Ada, the caterer	all, are, by, have, here, like, loves, of, out, people , put, she, some, the, there, to, today	<ul style="list-style-type: none"> phoneme ai, graphemes eight, ey, aigh, a (freight, they, straight, Ada) freight – meaning people – eo makes /ee/ sound and le makes /l/ sound 	Ada, apricots, bacon, bagels, baking, caterer, eight, freight, grey, straight, they, weighs	Ada, apart, apricots, bagels, baking, caterer, coffee, flowers, gardens, hooray, market, muffins, people, scarlet, today, unload
74. Beach	all, are, be, full, go, have, I, into, my, one, our, out, people , puts, says, she, should , some, something, the, there, to, we, what	<ul style="list-style-type: none"> phoneme ee, graphemes ea, e-e (eat, Pete) heap – meaning our – ou makes /ow/ sound 	beach, complete, creatures, each, eat, extreme, heap(s), means, neat, Pete, read, sea, seat, theme, these, treat	amazing, bucket, complete, creatures, extreme, into, looking, making, models, people, something, tower(s)
75. Tommy helps	are, by, have, he, I'll, of, out, says, she, so, some, the, to, today, we, you	<ul style="list-style-type: none"> phoneme ee, graphemes y, ey (Tommy, turkey) barley – meaning some – o makes /u/ sound, e is silent 	barley, bunny, daddy, donkey, floppy, happy, Happy, lucky, mummy, Noddy, noisy, puppy, sandy, sleepy, sorry, study, Tommy, Tricky, trolley, tummy, turkey, very, yummy	barley, bunny, carrot, daddy, donkey, floppy, happy, helper, Hoppy, later, lucky, mummy, Noddy, noisy, puppy, sandy, sleepy, sorry, study, today, Tommy, Tricky, trolley, tummy, turkey, yummy
76. Lemon skin thief	are, come, could , do, go, have, here, my, no, out, says, so, some, the, there, to, what, would	<ul style="list-style-type: none"> phoneme ee, graphemes ie, e (thief, be) pest – meaning could, would – oul makes /oo/ sound as in good 	be, chief, field, he, hurries, Pixie, she, Shields, thief, we	eaten, eating, hanging, hurries, internet, lemon(s), Pixie, possum(s), rabbit, teacher
77. Skid, slide, ride	all, by, come, could , do, go, have, no, of, says, the, there, to, what, you	<ul style="list-style-type: none"> phoneme igh, graphemes i-e, ie (ride, cries) rise – meaning there – ere makes /air/ sound 	beside, bike, cries, disliked, flies, lime, Mike, Miles, quite, ride, rise, side, slide, smile(s), spies, time, tries, while, wide	across, Anna, beside, Bumpy, disliked
78. On the way to Ivy Myers	are, comes, do, go(ing), have, no, one, out, people , put, puts, says, something), the, their , to, was, you, your	<ul style="list-style-type: none"> phoneme igh, graphemes y, i (Mylo, icon) idol – meaning your – our makes /or/ sound 	by, cry, deny, dry, find, fly, I, icon, idol, Ivy, my, Myers, Mylo, reply, silent, sky, spy, try, violin, why	begins, cannot, deny, flower, funny, going, icon, idol, Ivy, Myers, Mylo, parking, people, replies, reply, silent, something, violin
79. Leo and Dad in the snow	into, of, oh, out, pulls, put, says, some, the, their , there, to, what, you	<ul style="list-style-type: none"> phoneme oa, graphemes ow, o (snow, Leo) hollow – meaning what – a makes /o/ sound 	arrow, both, elbow, follow, glow, go, grow, hollow, Leo, over, show, slow, snow, snowman, so, throws, tow, window	arrow, away, cannot, elbow, follow, hollow, into, Leo, over, quickly, snowman, tricky, upright, window
80. Joe, Mum and the dog	all, called , could , have, into, one, our, out, people , push, put, said, something), the, their , there, to, was, were, what, you, your	<ul style="list-style-type: none"> phoneme oa, graphemes o-e, oe (rode, Joe) vote – meaning called – al makes /or/ sound 	bone, choke, cones, drove, froze, frozen, globe, heroes, home, hope, hose, Joe, joked, Moe, nose, phone, potatoes, rode, slope, smoke, stone, stove, tornadoes, volcanoes, vote	cooking, dinner, frozen, heroes, into, letting, magma, mango, okay, people, potatoes, something, spotted, tornado, tornadoes, volcanoes, yogurt, yummy

SERIES 2 SET 9 SUNSHINE DECODABLE TEXTS (10 titles)

oo or ur ow oi

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words
81. Up in the blue	again , are, could, do, here, into, of, out, people, said, some, the, there, to, was, water , would, you, your	<ul style="list-style-type: none"> phoneme oo as in moon, graphemes u-e, ue, ew (June, true, crew) pilot – meaning again – ai makes /e/ sound 	Andrew, blue, chew, clue, crew, drew, flew, June, rules, Sue, true	again, Andrew, below, into, landing, people, pilot, water
82. Toucan in a suit	any , called, have, here, little, of, our, the, to	<ul style="list-style-type: none"> phoneme oo as in moon, graphemes ui, ou (fruit, toucan) suit – meaning any – a makes /e/ sound 	barracouta(s), cougar, fruit, group, grouper, Lou, suit, toucan(s), you	alone, any, baby, barracouta(s), battery, bigger, cougar, grouper, jumping, little, planet, toucan(s), very, yellow
83. Statues old and new	are, do, have, of, one, said, some, the, there, thought , to, today, was, were, work , would	<ul style="list-style-type: none"> phoneme oo as in yoo, graphemes ew, ue, u-e, u (few, argue, cute, unicorn) dispute – meaning thought – ough makes /or/ sound 	cute, dispute, new, renewed, rescue(d), statue(s), unicorn, use(d), value	ago, armies, artists, away, believed, dispute, enemies, frighten, Gundam, inside, Japan, renew, renewed, rescued, statues, today, unicorn, value
84. Growing crops	do, have, into, many , one, people, some, the, their, to, today, whole	<ul style="list-style-type: none"> phoneme oo as in look, graphemes u, oul (put, could) separate – meaning many – a makes /e/ sound 	bulls, could, full, helpful, puddings, push, pushes, put, should, would	bigger, buffalo, combine, compost, farmers, golden, growing, harvesters, helpful, higher, into, longer, many, morning, people, puddings, pushes, separate, sunlight, sweetcorn, today
85. Caving	are, have, into, one, people, some, the, their, there, through , to, water(falls)	<ul style="list-style-type: none"> phoneme or, graphemes aw, a, al (draw, all, talk) jaw-dropping – meaning through – ough makes /oo/ sound as in moon 	all, crawl, draw, drawn, jaw-dropping, small, talk, tall, walls	amazing, covers, caving, glowing, hearing, inside, into, jaw-dropping, listening, openings, people, rushing, stunning, thrilling, tunnels, waterfalls
86. Audrey meets Auden and the Astronauts	are, asks , come, do(ing), friend , have, here, (on)to, says, school , the, to, your	<ul style="list-style-type: none"> phoneme or, graphemes au, oor (laundry, floor) automatic – meaning school – ch makes /c/ sound; friend – ie makes /e/ sound 	Astronauts, auburn, Auden, Audrey, Aurora, autoharp, automatic, door, floor, haul, Haunted, laundry	Astronauts, auburn, Auden, Audrey, Aurora, autoharp, automatic, doing, Haunted, hooray, laundry, onto, platform
87. At the court of the king	come, of, one, out, said, the, their, there, thought , to, two , want , was, water , were, what, where	<ul style="list-style-type: none"> phoneme or, graphemes our, ore (four, shore) tournament – meaning water – a makes /or/ sound 	Balfour, chores, court, four, fourteen, Harcourt, more, poured, pouring, scores, Seymour, shore, snore, sore, tournament, your	alight, Balfour, fourteen, going, happy, Harcourt, Harry, helmets, horses, keeping, morning, opponent, over, plenty, pouring, riders, Seymour, tournament, water, winner
88. Bernard learns to ride	again , are, said, the, to, was, where	<ul style="list-style-type: none"> phoneme ur, graphemes ir, or, ear, er (first, work, learnt, herb) squirmed – meaning where – ere makes /air/ sound 	Bernard, bird, dirty, earth, Ernesta, ferns, firm, firmly, first, heard, jerky, learn(s), perfect, shirt, squirmed, sternly, third, thirsty, whirled, word	again, along, away, behind, Bernard, better, bother, dirty, Ernesta, firmly, jerky, myself, Okay, panted, perfect, sneakers, speedy, sternly, thirsty
89. Bounder and the bees	come, of, one, our, said, the, to, was, what	<ul style="list-style-type: none"> phoneme ow, grapheme ou (around) hullabaloo – meaning what – a makes /o/ sound 	around, Bounder, clouds, ground, louder, proud, shouted, sound	around, behind, blanket, Bounder, buzzing, flowers, Grandad, hullabaloo, louder, making, morning, o'clock, rising, shouted, teaching
90. The story of toys	have, many , of, people, the, their, to, today, were, what, who	<ul style="list-style-type: none"> phoneme oi, grapheme oy (toy) employed – meaning who – wh makes /h/ sound, o makes /oo/ sound as in moon 	boys, employed, enjoy, enjoyed, toy, toys	ago, children, different, electronic, employed, enjoy, enjoyed, everything, football, houses, jigsaws, online, playing, Roosevelt, rounders, spinning, teddies, Teddy, thousands, today, yo-yos

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words
91. Dad's white-water ride	are, have, of, once , says, the, there, through, to, today, was, water, where	<ul style="list-style-type: none"> phoneme ear, graphemes ere, eer (mere, veer) sheer – meaning once – o makes /wu/ sound, ce makes /s/ sound 	adhere, careers, cheer(s), deer, here, mere, peer, severe, sheer, steering, steers, veer	adhere, along, away, bushes, careers, foaming, going, gravel, looking, loudly, picnic, river, severe, smiling, steering, swimming, taking, today, vanishes, water
92. Clare and Bear	doing, friend, have, laugh , oh, our, says, some, someone, the, to, what	<ul style="list-style-type: none"> phoneme air, graphemes are, ear, ere (care, pear, everywhere) snare – meaning laugh – au makes /ar/ sound, gh makes /f/ sound 	bare, bear, care, Clare, everywhere, pear, scare, share, snare, spare, square, there	doing, eaten, everywhere, fantastic, footsteps, garden, giggling, Hello, morning, nearby, someone, under, Windermere
93. Midge and Gran run away	are, asks, have, of, one, says, some, the, to, two, was, water	<ul style="list-style-type: none"> phoneme j, graphemes ge, dge, g (urge, nudge, gently) nudge – meaning two – wo makes /oo/ sound as in moon 	bridge(s), dodge, edge, fudge, gently, giant, ginger, hedge, large, Midge, nudges, ridge, urges	along, asleep, away, backpack, coconut, fantastic, frozen, gently, giant, ginger, going, holiday, mango, never, nudges, number, over, remaining, urges, yogurts
94. Sniffer dogs and their amazing noses	are, have, into, of, people, some, the, their, to	<ul style="list-style-type: none"> phoneme s, graphemes c, ce, sc, se, st (cellar, race, scent, dense, thistle) scent – meaning have – ve makes /v/ sound 	brace, cancer, cellar, city, dense, face, force, listens, loose, mice, place(s), race, scent(s), descends, thistles, voice	airport, amazing, better, bushes, cancer, cellar, descends, deserts, doctors, farmer, follow, harmful, hidden, into, listens, mushroom(s), people, ruins, sickness, sniffer, thistles
95. “What’s this?” says Nicholas	comes, have, love, says, something, the, to, today, what	<ul style="list-style-type: none"> phoneme c, grapheme ch (Nicholas) architect – meaning says – ay makes /e/ sound 	anchor, architect, chameleon, chamomile, chemist, Chris, Christmas, mechanic, monarch, Nicholas, orchestra, school, technology	anchor, architect, better, butterfly, cannot, chameleon, chamomile, chemist, chickenpox, Christmas, computer, email, fixing, Grannie, laptop, mechanic, monarch, Nicholas, orchestra, something, starting, technology, today
96. Art you can eat	are, because , do, have, of, the, their, to, two	<ul style="list-style-type: none"> phoneme u, graphemes o, o-e, ou (another, done, touch) tint – meaning because – au makes /o/ sound 	above, another, done, months, nothing, others, some, touch, touching	another, artists, because, cannot, details, different, drawing, event, flowers, gently, hundreds, icing, inside, nothing, others, patterns, pillars, piping, planning, powders, spraying, stunning, touching, tower, until, without
97. Life in the ice	are, have, into, of, the, to	<ul style="list-style-type: none"> phoneme e, grapheme ea (head) blubber – meaning are – are makes /ar/ sound 	breath, head, heavy, meant, pleasant, ready, spread(s), steady, sweater, threat	Arctic, around, bitter, blizzard, blubber, chilly, covers, energy, fluffy, freezing, frozen, getting, heavy, however, into, layer, living, longer, pleasant, quickly, ready, slightly, steady, sweater, swimming, treeless, tundra, walrus, wilderness, winter
98. Snap, snap	asked, have, little, of, ones, the, to, wanted, was, were, what	<ul style="list-style-type: none"> phoneme r, grapheme wr (wrong) X-ray – meaning asked – a makes /ar/ sound 	wrapped, wraps, wreck, wrists, write, writing, wrong	another, better, bigger, broken, covers, doctor, feeling, Granny, inside, letters, little, myself, nurses, playing, pushing, quickly, something, typing, wanted, wheelchair, writing, X-ray
99. A bath for a calf	are, do, have, many, of, one, the, to	<ul style="list-style-type: none"> phoneme ar, graphemes a, al (father, calf) vast – meaning many – a makes /e/ sound 	after, afternoon, basking, bath(s), calf, calm, can't, class, fast, father(s), grass, half, last, plants, rather, vast	across, afternoon, another, babies, basking, elephant, enjoys, father(s), grandmother, herself, hippo, mother(s), never, probably, rather, river, sometimes
100. Beep, beep, goes Sheep	laughs , says, the, to, watch	<ul style="list-style-type: none"> phoneme o, grapheme (w)a (wallet) wander – meaning watch – tch makes /ch/ sound 	swallows, swamp, swan, swaps, wallet, Walt, wander, want, was, washed, what	extra, fancy, Farmer, feathers, high-heeled, milkshake, quickly, swallows, wallet, wander(s)

SERIES 2 SET 11 SUNSHINE DECODABLE TEXTS (10 titles)

m n i l v z sh ch or zh

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words
101. Zipline	are, do, have, into, move , our, says, the, to	<ul style="list-style-type: none"> phoneme m, grapheme mb (lamb, thumb) limbs – meaning move – o makes /oo/sound as in moon, ve makes /v/ sound 	climb(s), crumbs, lambs, limbs, numb, thumbs	across, along, beside, Emma, harness, into, jelly, treetops, walking, yipee, zipline, zipping
102. Mr Knight's gnome garden	friend, have, laughed, Mr , of, one, our, people, said, the, to, together), were	<ul style="list-style-type: none"> phoneme n, graphemes kn, gn (knee, sign) gnarled – meaning Mr, Mrs – pronounced Mister, Missiz 	design, gnarled, gnash, gnaw, gnome(s), Knapp, knead, knee, knell, knew, Knight, knit, knob, knock, know, sign	behind, beside, design, dreaming, even, flowers, forget, garden, going, hundred(s), making, Mr, people, together, visit
103. A cat named Lynx	again, are, have, little, oh, says, the, to	<ul style="list-style-type: none"> phoneme i, grapheme y (lynx) Olympic pool – meaning again – ai makes /e/ sound 	gym, Lynn, Lynx, lynxes, lyrics, mystery, Olympic, pyramid	again, follow, going, kittens, little, Lucy, lynxes, lyrics, missing, mystery, Olympic, pyramid, singing, sunroom, under
104. The life cycle of a turtle	any, have, of, one, the, their, to, water	<ul style="list-style-type: none"> phoneme l, graphemes le, al (turtle, animal) needle in a haystack – meaning their – air makes /air/ sound 	animal, crackle, crickle, cycle, gobble, huddle, little, middle, miracle, natal, needle, settle, several, single, struggle, turtle(s)	animal, another, crackle, crickle, cycle, flippers, gobble, haystack, huddle, little, middle, miracle, mother, natal, needle, nibble, sandy, scramble, seaweed, settle, several, single, struggle, turtle(s)
105. Be brave, Oliver!	again, do, eyes , move , oh, says, the, through, to, tomorrow	<ul style="list-style-type: none"> phoneme v, grapheme ve (Olive) serve – meaning eye – eye makes /igh/ sound 	above, believe, curve, Dove, forgive, give, have, leave, live, Olive, serve, sleeve, twelve	above, again, away, believe, forgive, herself, high-five, misses, never, number, okay, Olive, other, ready, tennis, tomorrow, twenty-five
106. Cheese on toast	are, because, busy , do, oh, pretty , says, the, to	<ul style="list-style-type: none"> phoneme z, graphemes se, ze (cheese, snooze) browse – meaning busy – u makes /i/ sound; pretty – e makes /i/ sound 	blouse, browse, cheese, choose, noise, pause, please, praise, snooze, squeeze, tease	because, Brendon, busy, laptop, maybe, meow, only, pretty, working
107. Professions	are, oh, parents , says, the, their, to	<ul style="list-style-type: none"> phoneme sh, graphemes ch, ti, ssi, si, ci (chef, fiction, profession, mansion, delicious) excursion – meaning parents – ar makes /air/ sound 	addition, Charleen, chef, construction, delicious, discussion, equations, excursion, fiction, fraction, lotion, lotions, mansions, mission, multiplication, non-fiction, passionfruit, Portia, potions, precious, profession(s), subtraction, suspension	about, addition, bridges, Charleen, choosing, construct, construction, delicious, digger, discussion, equations, excursion, fiction, fraction, having, lotions, mansions, miner, mission, multiplication, non-fiction, parents, passionfruit, Portia, potions, precious, profession(s), subtraction, suspension, teachers, wonder
108. Ready, steady, fly	are, eyes , improve , parents , the, their, through, to	<ul style="list-style-type: none"> phoneme ch, grapheme tch (watch, kitchen) glide – meaning improve – o makes /oo/ sound as in moon 	catch, clutch, fetch, hatch, hatchling(s), stretch, watch	becomes, cannot, feathers, fledgling, fluffy, hatchlings, improve, nestling, newborn, opened, parents, ready, steady, swallow(s), thrushes, tumble
109. Naughty Morley	are, many, Mr , Mrs , of, oh, (on)to, says, the, through, to, tomorrow	<ul style="list-style-type: none"> phoneme or, graphemes augh, oar (caught, roar) adore – meaning Mr, Mrs – pronounced Mister, Missiz 	board, coarse, hoarse, naughtiness, naughty, roar, soars, surfboard, uproar, Vaughn, Waugh	adore, asleep, before, counter, eating, explore, galore, ignore, many, meows, Morley, Mr, Mrs, naughtiness, naughty, never, onto, passes, seashore, surfboard, tomorrow, tummy, uproar, walking
110. Once upon a time in television	any, do, friends, hour , of, once, one, people, the, their, to, today, together), were	<ul style="list-style-type: none"> phoneme zh, graphemes si, s (television, pleasure) illusions – meaning hour – hou makes /ow/ sound, r makes /er/ sound 	decision, explosion, illusions, invasion, occasion, pleasure, television, usually	about, began, cartoons, children, colour, comedy, cooking, decision, evening, exercise, explosion, illusions, invasion, listened, magic, occasion, people, pictures, pleasure, somewhere, stories, television, today, together, tornado, upon, usually, watching

Meet the characters

While the Sunshine Phonics books are decodable texts, they are also real stories! The stories in Series 1 Sets 1–5 and Series 2 Sets 1–7 follow the adventures of Sam, Dan and Nat, their family, their pets and friends. Young children can relate to the fun storylines and always enjoy the humorous endings.



Sam



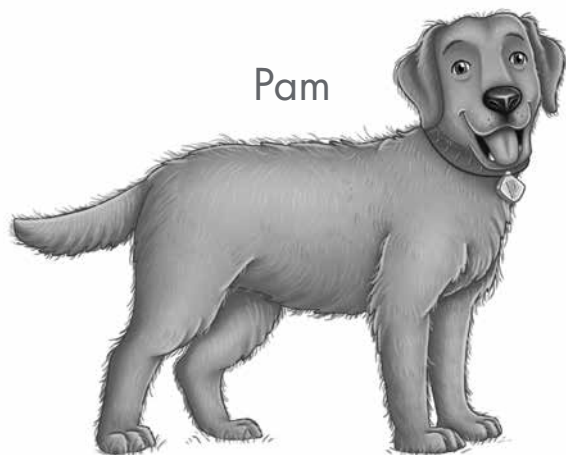
Dan



Nat



Meg



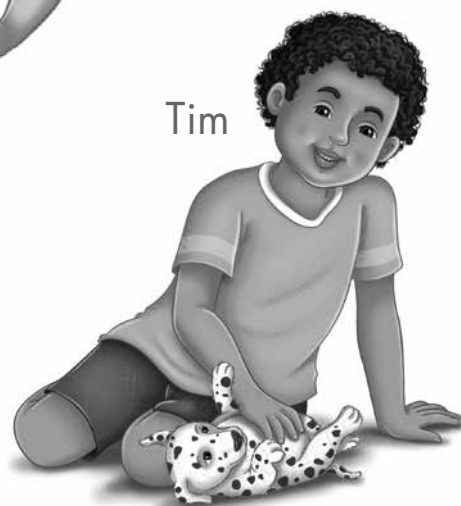
Pam



Asher



Gus



Tim



Mum



Dad



Pop



Nan



Sid



Mack



Teaching Support

Inside Front Cover

The inside front cover of each book provides the **Before Reading** focus for the children. Here they will review the sounds they have learnt and practise blending those sounds to make the words that they will meet in the story. Tricky Words are also reviewed.

Example of a Set 2 book

Before Reading

Sounds to say

g o b h e r f u l

Practise blending the sounds

top	fit	hot	sips
hops	log	hut	set
Hop	Run	did	and
but	on	up	Get

Tricky Words

to is the go Go

At the end of each book, teachers will find a summary of teaching points applicable to the level of the book. This may include:

- focus/review phonemes/graphemes
- words to blend
- vocabulary check
- pre-reading and after reading discussion
- comprehension
- fluency

Example of a Set 8 book

SET 8: Story 77

Skid, slide, ride

Before Reading

Synopsis: Mike's bike did a big slide when he rode up The Bumpy Track with Dad. Now his friends want him to ride the track with them. Will Mike be able to do it?

Review Phonemes and Graphemes: /t/ ph; /w/ wh; /ai/ ay, a-e, ea, eigh, ey, aigh, a; /ee/ ea, e-e, y, ey, ie, e

Focus Phoneme: /igh/ **Focus Graphemes:** i-e, ie

Story discussion: Look at the cover, and read the title together. Talk about bikes – do any of the children ride bikes? Ask: *What kind of book do you think this will be, fiction or non-fiction? Why do you think that? What do you think might happen in this book?*

Link to prior learning: Remind children that the sound /igh/ as in 'night' can also be spelled 'i-e' and 'ie'. Turn to pages 2–3 and ask children to find a word with each spelling of the /igh/ sound (ride, beside, Miles, Mike, cries, tries, smile).

Vocabulary check: rise: an upward slope or a little hill.

Decoding practice: Display the words 'bike', 'tries', 'flies' and 'ride'. Can children circle the letter string that makes the /igh/ sound, and read each word?

Tricky word practice: Display the word 'there'. Explain that although this word contains the letter string 'ere', like in 'here', it is pronounced to rhyme with 'air' in this word. Practise reading and writing this word.

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In addition to the summary of teaching points provided in each book, we also offer **five comprehensive Teachers' Books**. Each Teachers' Book includes:

- Phonics Overview for the appropriate series
- Scope and Sequence
- Explicit Small Group Teaching Notes
- Photocopiable Activity Pages for every book
- Word Banks
- Assessments

Series 1



Sets 1–3



Sets 4–7



Series 2



Sets 1–3



Sets 4–7



Sets 8–11

Suggested Sequence when Teaching Series 1 and Series 2 Combined

Each series of Sunshine Decodables can be taught independently. If teaching both Series 1 and Series 2 concurrently, the following sequence is suggested as the most effective order in which to teach the Sets.

Phonemes: s a t p i n m d	
Series 1	Set 1 10 Books
Series 2	Set 1 10 Books
Phonemes: g o b h e r f u l	
Series 1	Set 2 10 Books
Series 2	Set 2 10 Books
Phonemes: c k ck j qu v w x y z zz ff ll ss	
Series 1	Set 3 10 Books
Series 2	Set 3 10 Books
Phonemes: th/th ch ng/nk sh ai ee igh oa oo/oo	
Series 2	Set 4 10 Books
Series 1	Set 4 10 Books
Phonemes: ar or ur ow oi ear air ure er	
Series 2	Set 5 10 Books
Series 1	Set 5 10 Books
Consolidation: Adjacent Consonants with Short Vowels	
Series 2	Set 6 10 Books
Consolidation: Adjacent Consonants with Long Vowels	
Series 2	Set 7 10 Books
Alternative Graphemes 1	
Series 2	Set 8 10 Books
Series 2	Set 9 10 Books
Series 1	Set 6 10 Books
Alternative Graphemes 2	
Series 2	Set 10 10 Books
Series 2	Set 11 10 Books
Series 1	Set 7 10 Books

DECODABLES ORDER FORM 2022

SERIES	DESCRIPTION	PRICE	QTY	TOTAL
SERIES 1				
SERIES 1: SETS 1-3				
Series 1 Single Pack Sets 1-3	1 x 30 titles	\$180		
Series 1 Multipack Sets 1-3	5 x 30 titles	\$780 SAVE 20%		
Series 1 Teachers' Book Sets 1-3		\$65		
SERIES 1: SETS 4-7				
Series 1 Single Pack Sets 4-7	1 x 40 titles	\$280		
Series 1 Multipack Sets 4-7	5 x 40 titles	\$1200 SAVE 20%		
Series 1 Teachers' Book Sets 4-7		\$65		
SERIES 2 NEW!				
SERIES 2: SETS 1-3				
Series 2 Single Pack Sets 1-3	1 x 30 titles	\$180		
Series 2 Multipack Sets 1-3	5 x 30 titles	\$780 SAVE 20%		
Series 2 Teachers' Book Sets 1-3		\$65		
SERIES 2: SETS 4-7				
Series 2 Single Pack Sets 4-7	1 x 40 titles	\$280		
Series 2 Multipack Sets 4-7	5 x 40 titles	\$1200 SAVE 20%		
Series 2 Teachers' Book Sets 4-7		\$65		
SERIES 2: SETS 8-11				
Series 2 Single Pack Sets 8-11	1 x 40 titles	\$300		
Series 2 Multipack Sets 8-11	5 x 40 titles	\$1300 SAVE 20%		
Series 2 Teachers' Book Sets 8-11		\$65		
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