



Sunshine Phonics

Scope and Sequence

Booklet

*A structured literacy approach for every
New Zealand school*



In this booklet:

- Introduction to Sunshine Phonics
- Sunshine Online Decodable Library – **NEW!**
- Scope and Sequence
- Term Planner
- Week-by-Week Teaching Plan
- Explicit Teaching Guidelines & Sample Lesson Plans
- Book-by-Book Teaching Points
- Sound Cards and Word Cards
- Free Assessment Kit
- Other Free Resources
- Reading Road (Intervention Texts) – Phonics Overview
- Next Steps Decodables (Chapter Books) – Phonics Overview
- Price List and Order Form

sunshine.co.nz



Introduction to Sunshine Phonics

Sunshine Phonics incorporates all elements needed to implement a dynamic, structured and cumulative literacy programme to teach children to read, write and spell in the first three years of school. Our resources are practical, affordable and aimed at making learning fun and engaging for all students.

The programme for Years 0–3 includes:

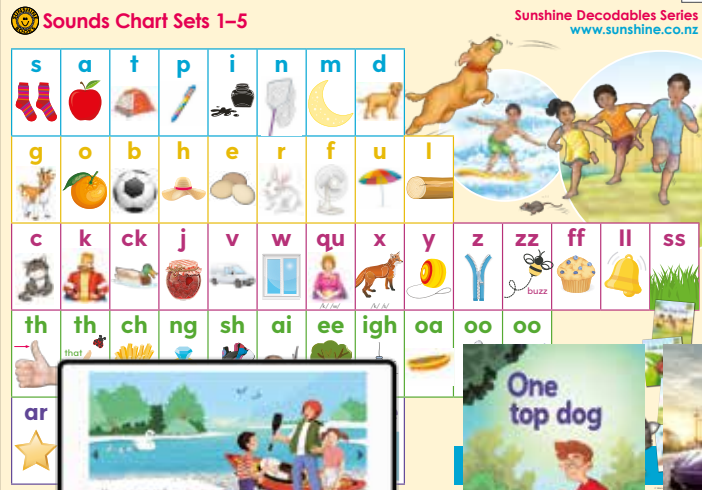
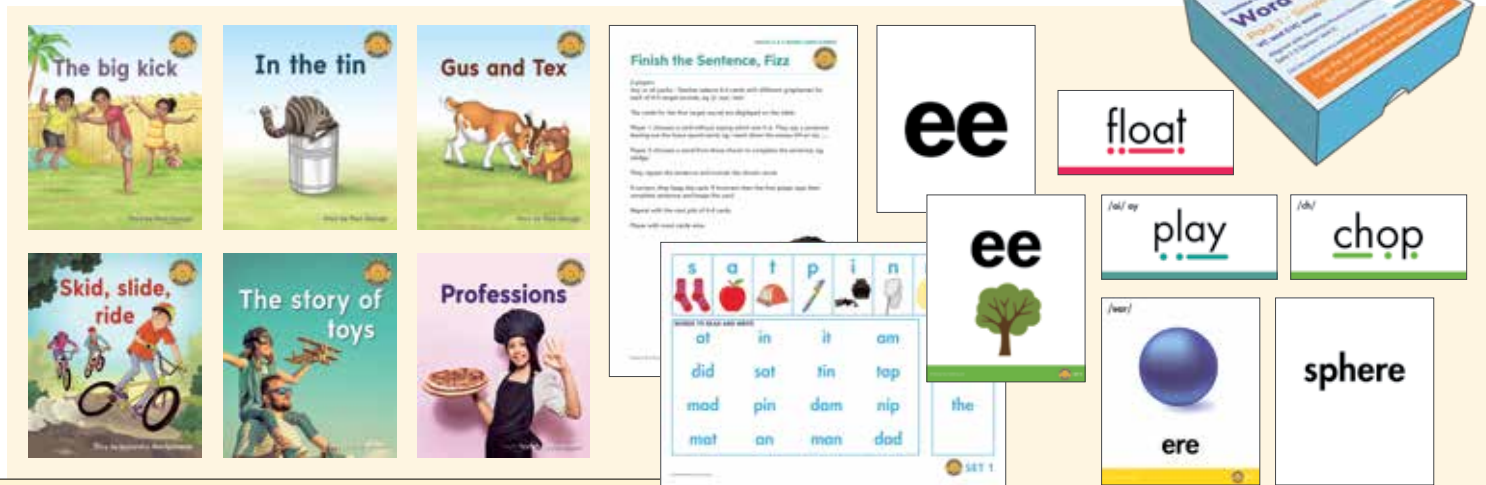
- 180 decodable books
- Print and digital texts
- Fiction and non-fiction titles
- Easy to follow Scope and Sequence
- Teachers' Books
- Sound Cards and Word Cards
- Free Assessment Kit and many other free resources



New! Sunshine Online Decodable Library

PLUS for older readers:

- 50 books in our Reading Road series for review and consolidation of skills
- 36 fiction chapter books in our Next Steps Decodables series for confident readers



Note: the Sunshine Online Decodable Library is our Australian version with Australian illustration and voice over.

Sunshine Online Decodable Library



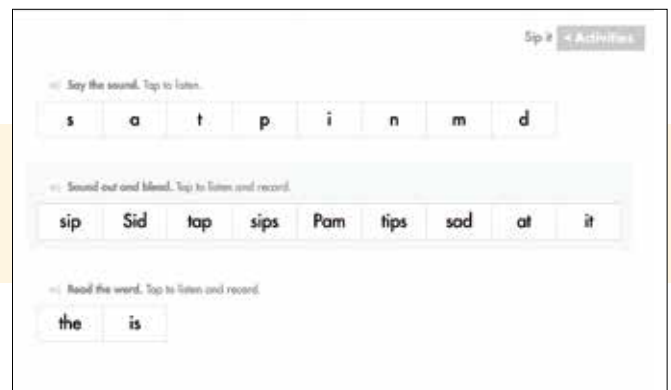
The **Sunshine Online Decodable Library** is a new digital programme that combines our two printed series of books for Years 0–3.

The **Decodable Library** supports a systematic, sequential, structured approach to teaching reading, writing and spelling.



Books in the library are unlocked in systematic order OR the teacher can assign particular books to students.

Before reading a book, students do a Listen and Say activity to practise saying sounds and words they will meet in the book.



Students read the text independently or they can listen to the text being read. Students then record themselves reading the text. They can review the recording, and repeat it as often as they wish to develop fluency.



To learn more about the Decodable Library go to sunshineonline.co.nz



Video User Guides

For detailed how-to information, watch our **Video User Guides** – scan the QR code or go to sunshineonline.co.nz/guides

Scope and Sequence – Series 1

The Sunshine Phonics Decodables print programme is comprised of Series 1 and Series 2 – both with their own sets of decodable books and Teachers’ Books. The Scope and Sequence for each series details the logical, cumulative sequence for teaching phonic skills, starting with simple code and moving through to complex and extended code. Cognitive load is reduced by introducing one grapheme-phoneme correspondence at a time when introducing complex code.

SERIES 1

SIMPLE CODE	SET 1 PHONEMES 10 BOOKS		s a t p i n m d								
	SET 2 PHONEMES 10 BOOKS		g o b h e r f u l								
	SET 3 PHONEMES 10 BOOKS		c k ck j v w qu x y z zz ff ll ss								
COMPLEX CODE	SET 4 10 BOOKS										
	PHONEMES	th/th	ch	ng	sh	ai	ee	igh	oa	oo	oo
COMPLEX CODE	SET 5 10 BOOKS										
	PHONEMES	ar	or	ur	ow	oi	ear	air	ure	-er	review
EXTENDED CODE	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 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
EXTENDED CODE	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 al (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)

Scope and Sequence - Series 2

Series 1 and Series 2 are parallel programmes that teach virtually identical grapheme-phoneme correspondences. They are designed to be used simultaneously, but each series can also be used independently. Series 1 comprises 70 books and Series 2 comprises 110 books. Sets 1 to 5 in both series introduce simple and complex code identically. In Series 2 we have added 20 consolidation books (Sets 6 and 7, focusing on adjacent consonants) and an additional 20 books to the teaching of extended code.

SERIES 2

SIMPLE CODE	SET 1 PHONEMES 10 BOOKS		s a t p i n m d								
	SET 2 PHONEMES 10 BOOKS		g o b h e r f u l								
	SET 3 PHONEMES 10 BOOKS		c k ck j v w qu x y z zz ff ll ss								
COMPLEX CODE	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										
FOCUS	Adjacent consonants with short vowels										
SET 7 10 BOOKS											
FOCUS	Adjacent consonants with long vowels										
EXTENDED CODE	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 e
	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	augh oar	si s	

TERM PLANNER

The Term Planner gives guidance on the pace at which to progress through the Sunshine Phonics Decodables programme.

Year 1

	Set	Phoneme/Sound level	Word level	Sentence level	Connected text	Assessment
Term 1	Set 1	s a t p i n m d	Segmenting and blending VC and CVC words. Set 1 Tricky Words (l is the A/a). Suffix -s.	Reading captions and sentences	Series 1 and Series 2, Set 1 decodable books [SODL Set 1]	Screening Test, Phonics, Reading Accuracy, Comprehension, Encoding
Term 2	Set 2	g o b h e r f u l	Segmenting and blending VC and CVC words. New Tricky Words (to his no of into has go).	Reading captions, sentences and questions	Series 1 and Series 2, Sets 1 and 2 decodable books [SODL Sets 1 and 2]	Phonics, Reading Accuracy, Comprehension, Encoding
Term 3	Set 3	c k c k j v w qu x y z z z ff ll ss	Segmenting and blending VC, CVC and two-syllable words. New Tricky Words (too she he for her be my we).	Reading captions, sentences and questions	Series 1 and Series 2, Sets 2 and 3 decodable books [SODL Sets 2 and 3]	Phonics, Reading Accuracy, Comprehension, Encoding
Term 4	Set 4	th/th ch ng nk sh	Segmenting and blending CVC, CCVC, CVCC words (adjacent consonants with short vowels). New Tricky Words (me as all was you they are have out oh). Suffixes -es, -ing.	Reading sentences and questions	Series 1 and Series 2, Sets 3 and 4 decodable books [SODL Sets 3 and 4]	Phonics, Reading Accuracy, Comprehension, Encoding

The Term Planner is a suggestion only. The pace at which teachers introduce new phonemes/graphemes will depend on the students and how quickly they master new learning. The pace should be differentiated to suit the learning needs of individual students. 'SODL' refers to the Sunshine Online Decodable Library.

TERM PLANNER

Year 2

	Set	Phoneme/Sound level	Word level	Sentence level	Connected text	Assessment
Term 1	Set 4 [cont'd]	ai ee igh oa short oo long oo	Segmenting and blending CVC, CCVC, CVCC words. Suffix -ed.	Reading sentences and questions	Series 1 and Series 2, Set 4 decodable books [SODL Set 4]	Phonics, Reading Accuracy, Comprehension, Encoding
Term 2	Set 5	ar or ur ow oi ear air ure er	Segmenting and blending CVC, CCVC, CVCC words. New Tricky Words (so do there said your old by one).	Reading sentences and questions	Series 1 and Series 2, Set 5 decodable books [SODL Set 5]	Phonics, Reading Accuracy, Comprehension, Encoding
Term 3	Series 2, Sets 6-7	Adjacent consonants with short and long vowels (consolidation and practice)	Segmenting and blending CCVC, CVCC and CCVCC words. New Tricky Words (here, like, come, some, put, pull, full, were, little, says, when, what, today, our, love, push).	Reading sentences and questions	Series 2, Sets 6-7 decodable books [SODL Set 6]	Phonics, Reading Accuracy, Comprehension, Encoding
Term 4	Series 2, Set 8; Series 1, Set 6	Alternative graphemes (see Scope and Sequence for specifics)	Segmenting and blending focus words and multi-syllable words. New Tricky Words (call, could, people, should, their, would).	-	Series 2, Set 8; Series 1, Set 6 decodable books [SODL Set 7]	Phonics, Reading Accuracy, Comprehension, Encoding

TERM PLANNER

Year 3

	Set	Phoneme/Sound level	Word level	Connected text	Assessment
Term 1	Series 2, Set 9; Series 1, Set 6 (cont'd)	Alternative graphemes (see Scope and Sequence for specifics)	Segmenting and blending focus words and multi-syllable words. New Tricky Words (water, want, any, many, again, who, whole, where, two, school, thought, through, friend, work).	Series 2, Set 9; Series 1, Set 6 decodable books [SODL Set 7]	Phonics, Reading Accuracy, Comprehension, Encoding
Term 2	Series 2, Set 10; Series 1, Set 7	Alternative graphemes (see Scope and Sequence for specifics)	Segmenting and blending focus words and multi-syllable words. New Tricky Words (because, laugh, once, watch, Mr, Mrs, their).	Series 2, Set 10; Series 1, Set 7 decodable books [SODL Set 8]	Phonics, Reading Accuracy, Comprehension, Encoding
Term 3	Series 2, Set 11; Series 1, Set 7 (cont'd)	Alternative graphemes (see Scope and Sequence for specifics)	Segmenting and blending focus words and multi-syllable words. New Tricky Words (busy, eye, hour, improve, move, parents, pretty, tomorrow).	Series 2, Set 11; Series 1, Set 7 decodable books [SODL Set 8]	Phonics, Reading Accuracy, Comprehension, Encoding
Term 4	Bridging chapter books and transitioning to authentic texts			For students who need more review and practice, use the Reading Road series. For confident students, use the Next Steps Decodables chapter books.	

WEEK-BY-WEEK TEACHING PLAN

Year 1, Term 1 (teaching Set 1 phonemes)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	Initial assessment of GPCs	/s/	/a/	/t/	/p/	/i/ /n/	/m/ /d/	Suffix -s	Revise	Assess
Reading	Tap it Sip it	Sid A nap	Tip it In the dam	At the dam Nan	In the pit In the tin	Tap the tin Tim and Dan	Nat The din	Mud run The fig	A big hit Hit it!	A pad and a pen Sid and the bug
	Home Reading Cards									
	Reading Set 1 books									

Year 1, Term 2 (teaching Set 2 phonemes)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	Revise	/g/ /o/	/b/ /h/	/e/ /r/	/f/ /u/	/l/	Revise	Revise	Revise	Assess
Reading	Tap it Sip it	Sid A nap	Tip it In the dam	At the dam Nan	In the pit In the tin	Tap the tin Tim and Dan	Nat The din	Mud run The fig	A big hit Hit it!	A pad and a pen Sid and the bug
	Reading Set 1 books									
	Reading Set 2 books									

Year 1, Term 3 (teaching Set 3 phonemes)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	/c/ /k/	/ck/ /j/	/v/ /w/	/qu/ /x/	/y/ /z/	/zz/ /ff/	/ll/ /ss/	Two-syllable words	Revise	Assess
Reading	Gus In the bin	Get fit, Dan! Get set, go!	Fun in the sun Lots of dots	A fat rat Sid's tin	The map Nan's hens	On the mat Dad's fun run	A big bug Peg Man!	Mud fun A box for Nan and Pop	The big kick Not for Sid	Nan and Pop A fuss on the bus
	Reading Set 2 books									
	Reading Set 3 books									

Year 1, Term 4 (teaching Set 4 phonemes)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	Suffixes -es -ing	Adjacent consonants with short vowels CCVC	Adjacent consonants with short vowels CVCC	/th/ /th/	/ch/	/ng/ /nk/	/sh/	Revise	Revise	Assess
Reading	The big box Hot dog	Pop's socks Zin and Tex	Fun at the vet Nan can fix it	A job for Thog Zin and Thog	Fizz, the pup A chip for me	The pink thing The king's snack	Nat's shop On the ship	The pet vets To the top	On the rod A picnic for pets Eggs and lemons	Get in the tub The picnic Dan gets a duck
	Reading Set 3 and Set 4 books									

This week-by-week teaching plan is based on the whole class starting school at the beginning of the year. New Zealand students start school on or close to their birthdays, so the plan will need to be adjusted depending on students' time at school. Two books are listed per week which is perfect for those who are progressing easily. It is important to note that for those students slower to progress one book scaffolded across the week would be more appropriate as they will need more explicit teaching from sound to word to sentence to text. This teaching plan includes Series 1 and Series 2 books and the order of books matches the Sunshine Online Decodable Library (SODL).

WEEK-BY-WEEK TEACHING PLAN

Year 2, Term 1 (teaching Set 4 phonemes)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	Revise	/ai/	/ee/	/igh/	/oa/	short /oo/ (as in look)	long /oo/ (as in moon)	Suffix -ed	Revise Set 4	Assess
Reading	/th/ /ch/ /ng/ /nk/ /sh/	Set sail Is rain fun?	Parrots Green feet	A bang and a thud In the night	Gus and Tex On the run	A book of cats and kittens Odd jobs	Keep fit Hot hens			
Reading Set 4 books and re-reading Set 3 books										

Year 2, Term 2 (teaching Set 5 phonemes)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	Revise Set 4	/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/ (schwa)
Reading	Markets Free food	Mix-up Port to fort	Muffins and turnips The rat is back	Miss Quinn's farm A bad start	A bit of oil The best dish	No fear, no tears Dad's beard	A kit and a cut At the funfair	Pure luck Smells and spills	This is my thing Short is good	
Reading Set 5 books and re-reading Set 4 books										

Year 2, Term 3 (teaching Series 2, Sets 6 and 7/SODL Set 6)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	Revise Set 5 Assess	Consolidation – adjacent consonants and short vowels CVCC, CCVC and CCVCC words (Series 2, Set 6)								
Reading	Matter In the park	On the wind Bad luck, Sam	The cat flap Maximum thrill	My spot Brunch for Mum Cook up!	Pop! Pop! Pop! Out at night Zip it!	From here to there At camp	Gardening fun Little bub	Nan's sports car Deserts	Stand up, Pam! Helping hands	Up in the trees The best pet
Reading Series 2, Sets 6 and 7/SODL Set 6 books, and re-reading Set 5 books										

Year 2, Term 4 (teaching Series 2, Set 8/Series 1, Set 6/SODL Set 7)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	ph /f/	ay a-e /ai/	eight ey aigh a /ai/	ea e-e /ee/	y ey /ee/	ie e /ee/	i-e ie /igh/	y i /igh/	ow o /oa/	o-e oe /oa/
Reading	Orphan elephants Phillippa and the dolphin	A snake's day	Ada, the caterer Jake bakes a cake	Beach	Tommy helps	Lemon skin thief From Granny to Evie	Skid, slide, ride	On the way to Ivy Myers Shy Arthur	Leo and Dad in the snow	Joe, Mum and the dog Leo and Joe
Reading Series 2, Set 8/Series 1, Set 6/SODL Set 7 books, and re-reading Series 2, Sets 6 and 7/SODL Set 6 books										

Year 3, Term 1 (teaching Series 2, Set 9/Series 1, Set 6/SODL Set 7)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	u-e /oo/ (moon)	ui /oo/ (moon)	ew ue /y-oo/	u ou /oo/ (look)	aw al a au /or/	our ore /or/	ir or ear er /ur/	ou /ow/	oy /oi/	Revise Assess
Reading	Up in the blue	Toucan in a suit	Statues old and new	Growing crops Andrew and Sue make a kite	Caving Audrey meets Auden and the Astronauts	At the court of the king Paul and Saul and the awful creepy-crawly	Bernard and Ernesta Bernard learns to ride	Bounding with Bounder Bounder and the bees	Roy's new toy boat The story of toys	
Reading Series 2, Set 9/Series 1, Set 6/SODL Set 7 books, and re-reading Series 2, Set 8/Series 1, Set 6/SODL Set 7 books										

Year 3, Term 2 (teaching Series 2, Set 10/Series 1, Set 7/SODL Set 8)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	ere eer /ear/	are ear ere /air/	ge dge g /j/	c ce sc se st /s/	ch /c/	o o-e ou /u/	ea wr /e/ /r/	a al /ar/	a /o/	Revise
Reading	Dad's white-water ride Reindeer	The best trick Clare and Bear run away	Midge and Gran	Ginger Fudge Sniffer dogs and their amazing noses	"What's this?" says Nicholas Jock and Jack join the orchestra	Art you can eat	Life in the ice Snap, snap	Nothing can stop me A bath for a calf	Beep, beep goes Sheep	
Reading Series 2, Set 10/Series 1, Set 7/SODL Set 8 books and re-reading Series 2, Set 9/Series 1, Set 6/SODL Set 7 books										

Year 3, Term 3 (teaching Series 2, Set 11/Series 1, Set 7/SODL Set 8)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	mb /m/	kn gn /n/	y /i/	le al /l/	ve /v/	ch ti ssi si ci /sh/	tch /ch/	ough oar /or/	si s /zh/	Revise Assess
Reading	Zipline Miss Maggie's crumbs	Mr Knight's gnome garden A cat named Lynx	The fancy dress dance The life cycle of a turtle	Be brave, Olive	Cheese on toast Stop and wait	Professions	Ready, steady, fly Charlotte's delicious cake	Naughty Morley	The alien invasion Once upon a time in television	
Reading Series 2, Set 11/Series 1, Set 7/SODL Set 8 books, and re-reading Series 2, Set 10/Series 1, Set 7/SODL Set 8 books										

Year 3, Term 4 (transitioning chapter books (Next Steps Decodables) or further review and practice (Reading Road))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching	Revise	Comprehension, fluency, vocabulary, writing using your choice of Next Steps Decodables titles								
Chapter books to read	Series 2, Set 11/ Series 1, Set 7/ SODL Set 8	Bella and the Fillies Never Too Late The Bonza Beach Dig Bottle from the Sea	Pumpkin's Brand New Jeans The Fear Factor Bump, Bounce, Turn Quiz Masters	The House Move Detective Evie Saltspray Cross-country The Ice Cream Shop Window	Finding the Safe Saltspray Idol The Longest Eel in the World Game On!	Saltspray Monster The Mystery of Joanna's Gold Grom Comp Day Shootout!	The Pink Flamingo How Pumpkin got his Name Skateboards and Meatballs The Puppet Booth	Kitty Cat Rescue Stranded The Winner is... Lights, Camera, Action	Sunday Lunch Too Many Ice Creams Maddy's Meltdown The Bake-off	Who Cracked the Code? Mr. Gruffy The Biggest Catch Wild Weather
Intervention	Choose titles from Reading Road 1-5									

EXPLICIT TEACHING GUIDELINES

Sequence of Learning at Each Stage of the Programme

The Sunshine Phonics Decodables programme teaches phonics explicitly and systematically. Reading, spelling and writing of new grapheme-phoneme correspondences (GPCs) are all explicitly taught at the same time. See our Week-by-Week Teaching Plan for guidance on pace of teaching.

SOUND LEVEL ↓	Each set of the programme starts with explicit teaching at sound level - teaching the GPCs so that the students learn to automatically recognise and say each of the sounds and how to write them.
WORD LEVEL ↓	As knowledge of the sounds is mastered, explicit teaching of how to blend and segment those sounds to make words to read and spell is given. Focus tricky words for the set are also taught.
SENTENCE / TEXT LEVEL ↓	When students are able to successfully blend known sounds to make words, they start to read captions and sentences and then move to reading connected text using the decodable books. These are used in small-group explicit teaching sessions.
FLUENCY	Students can now apply their phonic knowledge to connected text and continue to develop their fluency through repeated practice.

Explicit Instruction Sequence in Daily Lessons

Each daily lesson includes revision of previous learning, explicit teaching of the new learning and opportunity to practise and apply that new learning in reading, spelling and writing. See our sample lesson plans on the next page for guidance.

REVISE ↓	Revisit and revise previously learned GPCs
TEACH ↓	Explicit instruction and teacher modelling of the new GPCs along with segmentation and blending of words
PRACTISE ↓	Guided practice in reading and spelling with the new GPCs
APPLY ↓	Independent practice of reading and writing using new GPCs
ASSESS	Formative assessment to inform teaching to meet student learning needs

SAMPLE LESSON PLANS (Yrs 0-3)

Year 0/1 – Sample Lesson Plan

Programme support documents

Scope and Sequence – details the order in which grapheme-phoneme correspondences (GPCs) are taught (free download, or see pages 4–5 of this Booklet)

Week-by-Week Teaching Plan – guidance on pace of teaching (free download, or see pages 9–11 of this Booklet)

Book-by-Book Teaching Points (free download, see pages 22–39 of this Booklet)

Classroom resources necessary for Year 0/1 teaching

Series 1, Sets 1-4 of Sunshine Phonics Decodables print programme

Series 2, Sets 1-4 of Sunshine Phonics Decodables print programme

Teachers' Books – containing guidance for small-group book reading lessons

Sunshine Online Decodable Library (free to NZ schools)

Sound Cards – to show grapheme-phoneme correspondences

Word Cards – for blending, reading and spelling practice

Sounds Chart – wall poster showing phonemes and graphemes (free download)

Desk Cards (free download)

Elkonin Boxes and Letter Tiles (free download)

Tricky Words Posters (free download)

Activity Sheets for each book (free download)

Assessment Kit (free download)

Other useful free resources (available from sunshine.co.nz)

Worksheets (Sets 1-3)

Home Reading Cards (Set 1)

Caption Cards (Sets 1-3)

Sentence Cards (Sets 1-4)

Speed Reading Word Cards (Sets 1-3)

Silly Quiz (Set 3)

Bingo Cards (Sets 1-3)

Word Card games

Character tearsheet

Before you start

- Review the Scope and Sequence to understand the order in which grapheme-phoneme correspondences (GPCs) are taught in the Sunshine Phonics Decodables programme.
- Check the Week-by-Week Teaching Plan to see what will be taught by you (and read by students) this week.
- Use the Sunshine Sounds Chart for students' reference.

- Use the Assessment Kit screening test to assess what knowledge students already have.
- Books cannot be read until students have been taught the GPCs they will meet in those books. For example, before reading any Set 1 books, students need to know the phonemes (sounds) and graphemes (written form) for **s a t p i n m d**. Once they know these GPCs they will be able to sound them out and blend them to read CVC and VC words (e.g. sat, at, pin).

Teaching a new sound

- Review any previous learning. Use the Sound Cards to re-visit GPCs already taught, with students saying the sound when you hold a card up.
- Explain the learning intention for this lesson. Tell students that they will be learning a new sound.
- Say the new phoneme (sound). When you say the sound, ensure you say the pure sound by not adding uh, e.g. /mmm/ not /muh/. The sound for m can be elongated for emphasis /mmmm/. If the sound cannot be elongated, then repeat it several times, e.g. /b/ /b/ /b/.
- When teaching a new sound remember that some sounds can be elongated easily retaining the pure sound while others need to be kept short.
- Sounds that can be elongated are:

/n/ /s/ /m/ /l/ /f/ /r/ /v/ /z/

- Sounds that need to be kept short are:

**/a/ /p/ /t/ /i/ /d/ /g/ /o/ /b/ /h/ /e/
/u/ /c/ /k/ /ck/ /j/ /qu/ /w/ /x/ /y/**

- Ask students to repeat the sound.
- Say some words that start with the phoneme, e.g. man, mum, me, monkey, mud. Have students repeat these words after you. Say students' names that start with the same phoneme. Ask students to repeat them after you.
- Show the appropriate Sound Card, with the focus GPC and matching illustration. Point to the grapheme and say the sound /mmmm/. Then point to the illustration and say the word on the card. Ask students to do this with you as you point to the grapheme and then the illustration and repeat this several times.
- Write the grapheme showing students where to start and verbalising the actions to complete the letter formation, e.g. for m, "Start at the top and go straight down, then up and around and up and around again". Repeat, having students copy you, writing in the air. Students then practise writing the new grapheme on small whiteboards or on paper.

Blending to read words

- Once students have learnt enough GPCs to start sounding out and blending VC and CVC words, then practise doing so.
- Use 'phoneme fingers' to identify the separate sounds in words.
- Use Elkonin boxes to identify the separate sounds in words and then blend these together.
- Use Word Cards with sound buttons under each sound or write the words on a whiteboard with a dot under each sound. Model how to point to each grapheme (letter) as you say them. Then run your finger under all the letters as you blend the sounds to read the word. Encourage students 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.

- Decode words from previous lessons.
- Use Speed Reading Word Cards for practice.

Preparing to read a book

- Teach Tricky Words for the set. Display the Tricky Words Poster on the wall for reference.
- Most tricky words only have tricky parts and other parts that students know. This means that parts of these words can be analysed and decoded with students to better help them understand and remember them. If the tricky word is 'go' and students know the common sound for g as in get and o as in got, then the only tricky part is the o which in this case represents the long /o/ sound. For this word, start by reading the word to students and getting them to repeat it. Then read the word phoneme by phoneme (sound buttons can help), pointing to the letters as you say the sounds. Point to the parts of the word that students know and ask them to give you the sounds. Lastly, point out the tricky part and tell students the sound this letter or letters make. This way, students 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. Revisit the words you are teaching often and remind students that the words are tricky before they attempt to read them.
- Once students have learned all the sounds **s a t p i n m d** they can begin reading Set 1 books (this will be in approx week 8). Introduce the characters of the books and their names using the character tearsheet.
- Begin teaching the sounds from Set 2 (**g o b h e r f u l**), while students read Set 1 books.
- Before teaching Set 4, teach the blending of adjacent consonants in CCVC and CVCC words.
- From Set 4, one new GPC is introduced at a time – therefore the matching books can be read as soon as the one new GPC has been taught.

Guidance for small-group reading lessons

- Discuss the title and front cover.
- Predict what the story is about and any connections to self. Briefly walk through the pictures.
- Focus on the inside front cover. Say the phonemes and blend the words. Read the tricky words.
- If students are struggling on a word, help them to blend it with their fingers. If they are not able to blend the word then they are not yet ready to read the book. They need more practice blending words using the letter sounds until they are confident.
- Explain unfamiliar words in the book (a vocab word is given at the back of each book and in the Teachers' Book).
- Have students read the book aloud. When students have finished reading a page then look at the picture and discuss.
- Ask the comprehension questions in the back of the book or in the Teachers' Book.
- Ask students to retell the story in their own words. If time does not permit this, ask them to do it at home.
- Reread the book, focusing on fluency.
- Model completing the Activity Sheet and send students to complete independently.
- Assign digital texts in the Sunshine Online Decodable Library for home reading.

Writing/Encoding

- Reading and writing go hand in hand. Reading is decoding the letter-sound relationship to pronounce written words (text to speech). Writing is encoding sounds heard to spell words by writing a symbol to represent the sound (speech to text).
- Along with the phoneme, model the shape of the letter that represents that sound. Have students copy it in the air. Model it again and have students copy it onto small whiteboards or paper (with help if necessary).
- Repeat until the students can write the letter on their own. Repeat for each phoneme as they are learnt.
- When enough letters are known, and students have learned how to blend the sounds of the letters, CVC and VC words can be dictated and written. (These must be words they know from the books, e.g. Dan, sat, mat, sip, at.)
- Progress to dictating captions (e.g. 'at the tap') and then sentences (e.g. 'I sip at the tap.') from the set they are working on. (Use free resources - Caption Cards and Sentence Cards.)
- It is important to stick with dictated words, captions and then dictated sentences until students have completely grasped the understanding of blending words, then they can start blending their own words successfully. It may seem slow in the beginning but these are the foundation blocks and once they understand the process, their writing develops quickly.
- It may take up to 10 weeks of writing dictated stories before students can write a simple recount.

Independent work

- Worksheets
- Bingo
- Speed Reading Word Cards
- Sentence Cards
- Caption Cards
- Word Cards and Word Card games
- Home Reading Cards
- Send Desk Cards home with students

Year 2 – Sample Lesson Plan

Programme support documents

Scope and Sequence – details the order in which grapheme-phoneme correspondences (GPCs) are taught (free download, or see pages 4–5 of this Booklet)

Week-by-Week Teaching Plan – guidance on pace of teaching (free download, or see pages 9–11 of this Booklet)

Book-by-Book Teaching Points (free download, see pages 22–39 of this Booklet)

Classroom resources necessary for Year 2 teaching

Series 1, Sets 4-6 of Sunshine Phonics Decodables print programme

Series 2, Sets 4-8 of Sunshine Phonics Decodables print programme

Teachers' Books – containing guidance for small-group book reading lessons

Sunshine Online Decodable Library (free to NZ schools)

Sound Cards – to show grapheme-phoneme correspondences

Word Cards – for blending, reading and spelling practice

Sounds Chart – wall poster showing phonemes and graphemes (free download)
Spelling Chart – wall poster showing all spellings for phonemes (free download)
Desk Cards (free download)
Elkonin Boxes and Letter Tiles (free download)
Tricky Words Posters (free download)
Activity Sheets for each book (free download)
Assessment Kit (free download)

Other useful free resources (available from sunshine.co.nz)

Sentence Cards (Sets 1-4)
Bingo Cards (Sets 1-5)
Word Card games

Before you start

- Review the Scope and Sequence to understand the order in which grapheme-phoneme correspondences (GPCs) are taught in the Sunshine Phonics Decodables programme.
- Check the Week-by-Week Teaching Plan to see what will be taught by you (and read by students) this week.
- Use the Sunshine Sounds Chart and Spelling Chart for students' reference.
- Note, before reading a book, students need to be taught the GPCs they will meet in that book. For example, before reading the first two books in Set 5, students must have been taught /ar/.

Teaching a new sound

- Review previous learning. Use the Sound Cards to re-visit GPCs already taught, with students saying the sound when you show the card.
- Explain the learning intention for this lesson. Tell students that they will be learning a new GPC.
- Explain that a digraph is two letters that make one sound, e.g. /ch/.
- Say the new phoneme (sound).
- Ask students to repeat the sound. Say some words that contain the sound, e.g. chip, chicken, much, chat. Have students repeat these words after you.
- Show the appropriate Sound Card, with the focus digraph and matching illustration. Point to the digraph and say the sound. Then point to the illustration and say the word on the card. Ask students to do this with you as you point to the digraph and then the illustration and repeat this several times.
- Write the grapheme showing students where to start and verbalising the actions to complete the letter formation. Repeat, having students copy you, writing in the air. Students then practise writing the new digraph on small whiteboards or on paper.
- Once Sets 4 and 5 have been taught, students review and practise adjacent consonants (consonant clusters) with short and long vowel sounds (Series 2, Sets 6 and 7). These sounds are not new to them but the books provide consolidation of blending consonant clusters.

Blending to read words

- Sound out and blend new words using new sounds (you can use the Word Cards/Word Banks for ideas).
- Use 'phoneme fingers' to identify the separate sounds in words.
- Use Elkonin boxes to identify the separate sounds in words and then blend these together.
- Use a Word Card with sound buttons under each sound. Model how to point to each sound as you say them. Then run your finger under all the letters as you blend the sounds to read the word. Encourage students to do this with you, then they can practise on their own or with a partner, using Word Cards, the Elkonin boxes or writing these words themselves.
- Decode words from previous lessons.

Teaching a new spelling

- After reading Series 2, Sets 6 and 7, students move on to learning alternative spellings for sounds they already know.
- Explain the learning intention for this lesson. Tell students that they will be learning a new way to spell a sound they already know, e.g. that /f/ can be spelt ph.
- Say the sound, e.g. /f/, and ask students to repeat the sound. Say it several times. Say some words that start with, or include, the same phoneme spelt with the new spelling (ph), e.g. phone, photo, dolphin, graph. Have students repeat these words.
- Show the Sound Card with the new grapheme, e.g. ph, and the matching illustration (dolphin). Point to the grapheme and say the sound /f/. Then point to the illustration and say the word dolphin. Ask students to do this with you as you point to the grapheme and then the illustration and repeat this several times.
- Write the new grapheme showing students (if necessary) where to start each letter and verbalising the actions to complete the letter formation. Repeat, having students copy you, writing in the air. They then practise writing the new grapheme on small whiteboards or on paper.
- Practise sounding out and blending words that feature the focus GPC. Use the Word Cards with buttons under each sound. Model how to point to each sound as you say it. Then run your finger under all the letters as you blend the sounds to read the word. Encourage students to do this with you, then they can practise on their own or with a partner, either using Word Cards or writing these words themselves.
- There are Word Banks for each set of spellings in the Teachers' Books.

Preparing to read a book

- Teach Tricky Words for the set. Display the Tricky Words Poster on the wall for reference.
- Once students have learned a new digraph/alternative spelling, they can read the matching books.
- Students can reread books from the previous Set and earlier in the Set as they are reading books with new digraphs/alternative spellings.

Guidance for small-group reading lessons

- Discuss the title and front cover.
- Predict what the story is about and any connections to self. Walk briefly through the pictures.
- Focus on the inside front cover. Sound out the phonemes and blend the focus words. Read the tricky words.
- Explain unfamiliar words in the book (a vocab word is given at the back of each book and in the Teachers' Book).

- Have students read the book aloud. When students have finished reading a page then look at the picture and discuss.
- Ask the comprehension questions in the back of the book or in the Teachers' Book.
- Ask students to retell the story in their own words. If time does not permit this, ask them to do it at home.
- Reread the book, focusing on fluency.
- Model completing the Activity Sheet and send students to complete independently.
- Assign digital texts in the Sunshine Online Decodable Library for home reading.

Writing/Encoding

- Reading and writing go hand in hand. Reading is decoding the letter-sound relationship to pronounce written words (text to speech). Writing is encoding sounds heard to spell words by writing a symbol to represent the sound (speech to text).
- Students may know how to form all the letters of the alphabet now (if not, see the procedure for year 1 for teaching letter formation), and are ready to write words, captions and sentences using the sounds and letters they know how to blend.
- Start by dictating words, captions and sentences. When dictating, have students repeat the word, caption or sentence after you before writing it. Have them say the words slowly to hear the blended sounds that they need to write. Then they read words again as they write them.
- Spot checks should be carried out to check letter formation is correct. (A mini lesson can be given if needed to correct a letter formation.)
- Gradually students will gain confidence and want to make up their own lists of words or write their own sentence/s from the story using the graphemes they know.

Independent work

- Bingo
- Sentence Cards
- Word Cards and Word Card games
- Send Desk Cards home with students

Year 3 – Sample Lesson Plan

Programme support documents

Scope and Sequence – details the order in which grapheme-phoneme correspondences (GPCs) are taught (free download, or see pages 4–5 of this Booklet)

Week-by-Week Teaching Plan – guidance on pace of teaching (free download, or see pages 9–11 of this Booklet)

Book-by-Book Teaching Points (free download, see pages 22–39 of this Booklet)

Classroom resources necessary for Year 3 teaching

Series 1, Sets 6-7 of Sunshine Phonics Decodables print programme

Series 2, Sets 9-11 of Sunshine Phonics Decodables print programme

Reading Road (intervention texts)

Next Steps Decodables (bridging chapter books)

Teachers' Books – containing guidance for small-group book reading lessons
Sunshine Online Decodable Library (free to NZ schools)
Sound Cards – to show grapheme-phoneme correspondences
Word Cards – for blending, reading and spelling practice
Spelling Chart - wall poster showing all spellings for phonemes (free download)
Desk Cards (free download)
Tricky Words Posters (free download)
Activity Sheets for each book (free download)
Assessment Kit (free download)

Other useful free resources (available from sunshine.co.nz)

Word Card games
Teacher notes and student worksheets for all Reading Road titles
Teacher notes and student worksheets for all Next Steps Decodables titles

Before you start

- Review the Scope and Sequence to understand the order in which the alternative graphemes are taught in the Sunshine Phonics Decodables programme.
- Check the Week-by-Week Teaching Plan to see what will be taught by you (and read by students) this week.
- Use the Sunshine Spelling Chart for students' reference.
- Before reading a book, students need to be taught the alternative grapheme(s) they will meet in that book.

Teaching a new spelling

- Review previous learning. Use the Sound Cards to re-visit GPCs already taught.
- Explain the learning intention for this lesson. Tell students that they will be learning a new way to spell a sound they already know, e.g. that /ear/ can be spelt 'ere'.
- Say the sound, e.g. /ear/, and ask students to repeat the sound. Say it several times. Say some words that start with, or include, the same phoneme spelt with the new spelling, e.g. here, sphere. Have students repeat these words.
- Show the Sound Card with the new spelling, e.g. ere, and the matching illustration (sphere). Point to the grapheme and say the sound /ear/. Then point to the illustration and say the word sphere. Ask students to do this with you as you point to the grapheme and then the illustration and repeat this several times.
- Write the new grapheme showing students where to start each letter and verbalising the actions to complete the letter formation. Repeat, having students copy you, writing in the air. They then practise writing the new grapheme on small whiteboards or on paper.
- Practise sounding out and blending words that feature the focus GPC. Use the Word Cards with buttons under each sound. 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 students to do this with you and then they can practise on their own or with a partner, using Word Cards or writing these words themselves.
- There are Word Banks for each set of spellings in the Teachers' Books which may be helpful.
- Decode words from previous lessons.

Preparing to read a book

- Teach Tricky Words for the set. Display the Tricky Words Poster on the wall for reference.
- Once students have learned a new GPC, they can read the matching books.
- Students can reread books from the previous set and earlier in the set as they are reading books with new GPCs.

Guidance for small-group reading lessons

- Discuss the title and front cover.
- Predict what the story is about and any connections to self. Walk briefly through the pictures.
- Focus on the inside front cover. Read (or blend) the words and read the tricky words.
- Explain unfamiliar words in the book (a vocab word is given at the back of each book and in the Teachers' Book).
- Have students read the book aloud. When students have finished reading a page then look at the picture and discuss.
- Ask the comprehension questions in the back of the book or in the Teachers' Book.
- Ask students to retell the story in their own words. If time does not permit this, ask them to do it at home.
- Reread the book, focusing on fluency.
- Model completing the Activity Sheet and send students to complete independently.
- Assign digital texts in the Sunshine Online Decodable Library for home reading.
- When students have completed the core Sunshine Phonics Decodables programme, confident readers who have learnt the alphabetic code successfully can read Next Steps Decodables chapter books to help them gain confidence in reading longer texts. Students that need more practice, review and consolidation can read books in the Reading Road series to build confidence and competence (Reading Road 1 books only require knowledge up to Set 5 of the core programme to be able to be read).

Writing/Encoding

- Students will know how to form all the letters of the alphabet, and will be learning to write the alternative spellings for the sounds they already know.
- Dictation is a good way to introduce writing the new alternative graphemes, starting with words, then captions and sentences from the stories containing the focus GPC.
- Once students can write a few dictated sentences at a time, they will be working towards writing recounts and original stories using the GPCs they know.
- Students can begin to write in other genres (e.g. advert, persuasive, report, email) etc as time progresses. Next Steps Decodables chapter books contain a variety of genres for reference.

Independent work

- Word Cards and Word Card games
- Send Desk Cards home with students
- Reading Road student worksheets
- Next Steps Decodables student worksheets

BOOK-BY-BOOK TEACHING POINTS

SERIES 1 SET 1 SUNSHINE PHONICS (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, sips 	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, pats, sits, sips, nips 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 to show possession ('s) 	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 <i>'s</i> 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"> <i>s</i> 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 <i>s</i> sometimes sounds 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 of, a of sounds like <i>/v/</i> 	on, in, It	fan, big, bug, bin, pan, bun, mug, pot, rid, lid, get			sits, gets

BOOK-BY-BOOK TEACHING POINTS

SERIES 1

SET 3 SUNSHINE PHONICS (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. Mud fun	is, the, too, 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 <i>Nat</i> 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

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words	Adjacent Consonants
31. Zin and Thog	me, are, they, you	<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	<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 – <i>too, you</i> (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	<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	<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	<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 <i>down</i> 	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	<ul style="list-style-type: none"> digraph -ee, long e sound (<i>green, feet</i>) bandit – meaning tricky word <i>they /ai/</i> 	meet, green, sheets, need, 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	<ul style="list-style-type: none"> trigraph igh, three letters make one sound, long /i/ sound (<i>night</i>) peeks – meaning tricky words – <i>you</i> (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	<ul style="list-style-type: none"> digraph oa, long o sound (<i>boat, goat</i>) roam – meaning review tricky words – <i>to/oo</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	<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	<ul style="list-style-type: none"> digraph oo, /oo/ (<i>food, zoom</i>) coop – meaning tricky word <i>have</i> (<i>ve</i> makes /v/) 	food, stool, cool, noon, coop, too, roof, zoom, scoops	thinking, sifting, chicken	stool, from, cluck, slip, flap, toast, rest, splash, scoops, drink, brings, plan

BOOK-BY-BOOK TEACHING POINTS

SERIES 1

SET 5 SUNSHINE PHONICS (10 titles)

ar or ur ow oi ear air ure -er

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words	Adjacent Consonants
41. Free food	said, one, do, so	<ul style="list-style-type: none"> digraph ar (<i>park, card, farm</i>) snarled – meaning they -ey makes /oi/ (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, starving, starving	fresh, sweet, lost, roast, chomp, next, must
42. Port to fort	there, oh, do	<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	<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	<ul style="list-style-type: none"> digraph 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	<ul style="list-style-type: none"> digraph oi (<i>toil, foil</i>) impress – meaning oh, no, go, so, -o (makes long o 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	<ul style="list-style-type: none"> trigraph ear (<i>beard, year, fear</i>) smear – 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	<ul style="list-style-type: none"> trigraph 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	<ul style="list-style-type: none"> trigraph 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	<ul style="list-style-type: none"> phoneme /ur/ as er (<i>perhaps</i>) and as schwa (<i>summer</i>) 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	<ul style="list-style-type: none"> review ar or ur ow oi ear air ure -er swoops – meaning have – ve makes /v/ 	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	Teaching Points	Focus Words	Multi-syllable Words
51. Philippa and the dolphin	called, come, what, could, were, people, there	<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	<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	<ul style="list-style-type: none"> digraph ee, alternative graphemes ea, e-e, ie, y, ey, e chief – meaning called – a = /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,	<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, try, 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	<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, puffed, followed, flowing, river, yellow, sparrows, pony, Kimbo, spotted, again, dominoes, telescope, over
56. Andrew and Sue make a kite	some, here, were, what, do	<ul style="list-style-type: none"> digraph oo, alternative graphemes ew, ue, u-e, u, oul tube – meaning do – 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	<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, laundry, hallway, lawn, saw, jigsaw, astronauts, tall, squawk/ed, hawk, lawnmower, ball, wall, chalk/y, draw/ings, called, strawberry, straws, small, raw, prawn	awful, 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	<ul style="list-style-type: none"> digraph ur, alternative graphemes ir, er, ear herbs – meaning said – ai = /e/ sound 	Bernard, Ernesta, sister, thirteen, pearl/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	<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, after, over, into, amazement, couldn’t, again
60. Roy’s new toy boat	there, oh, was, have	<ul style="list-style-type: none"> digraph oi, alternative grapheme oy oysters – meaning have – ve = /v/ 	Roy, toy, boy, annoyed, oysters, ahoy, joy	annoyed, oysters, ahoy, away, eating, travelling, very, happy, waded, across

BOOK-BY-BOOK TEACHING POINTS

SERIES 1

SET 7 SUNSHINE PHONICS (10 titles)

ear air j s c u e r ar o m n i l v z sh ch zh

Title	Tricky Words	Teaching Points	Focus Words	Multi-syllable Words
61. Reindeer	there, some, have, to	<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, antlers, 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	<ul style="list-style-type: none"> trigraph air, alternative graphemes are, ear stare – meaning people – eo = /ee/ sound; le = // sound 	stared, wear	Heta, Heta's, Lily, Lily's, people, nodded
63. Ginger Fudge	where, come, some, was, there, said, what	<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	<ul style="list-style-type: none"> phoneme c, alternative graphemes k, ck, qu, x, ch orchestra – meaning into /oo/ 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	<ul style="list-style-type: none"> phonemes u, e, r, alternative graphemes o, ea, wr twisted – meaning everyone – tricky part one (wun) 	nothing, coming, 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	<ul style="list-style-type: none"> digraph ar, phonemes o, m, alternative graphemes a, (w)a, mb calf – meaning everywhere – tricky part ere 	/ar/ a – afternoon, father, grassy, path, after, 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	<ul style="list-style-type: none"> phonemes n, i, alt, alternative graphemes kn, gn, y gnome – meaning said – ai = /e/ sound 	/n/ kn – know, knight, knob, knot, knee, knelt; /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	<ul style="list-style-type: none"> phonemes l, v, z, alternative graphemes le, ve, se tumbled – meaning were – ere = /ur/ sound 	// le – tumbled, middle, wriggle, huddled, constable, handle, sensible, settled, bottle, apple, little, giggled, nibble, apple, little, giggled, nibble, wiggle, gobbie, bangle, chucked, style, purple, 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, gobbie, bangle, chucked, 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	<ul style="list-style-type: none"> digraphs sh, ch, alternative graphemes ch, ti(on), ss(i)on), s(i)on, 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(i)on) – mission; /sh/ s(i)ure) – sure; /sh/ ci(on) – suspicion; /sh/ ci(ous) – delicious, suspicious; /sh/ ci(al) – special; /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, itchy/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	<ul style="list-style-type: none"> phoneme zh spelt 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

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

BOOK-BY-BOOK TEACHING POINTS

SERIES 2 SET 2 SUNSHINE PHONICS (10 titles)

g o b h e r f u l

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 <i>of, to</i> 	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 <i>go, has</i> 	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

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"> 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"> 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

BOOK-BY-BOOK TEACHING POINTS

SERIES 2 SET 4 SUNSHINE PHONICS (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, 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; nk as in 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"> igh 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, boat, woo-hoo, pool, food, too, hoops	tennis, lessons, hip-hop

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"> digraph 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"> digraph or as in <i>corn</i> 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"> digraph ur as in <i>turn</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"> digraph ow as in <i>now</i> syllables – <i>napping</i> coop – meaning by – y makes /igh/ sound 	town, cows, owl, down, how, now	missing, napping, sifting, happen
45. A bit of oil	of, and, are, the, out, all, to, he, go, we, so, old	<ul style="list-style-type: none"> digraph oi as in <i>foil</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"> trigraph ear as in <i>near</i> 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"> trigraph air as in <i>hair</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 as in <i>pure</i> 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"> schwa -er syllables – <i>surfer</i> 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"> review ar, ur, ow, air, -er 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

BOOK-BY-BOOK TEACHING POINTS

SERIES 2 SET 6 SUNSHINE PHONICS (10 titles)

Adjacent consonants with short vowels

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 /ai/ sound 	<p>wind, helping, standing, pond, clinging, string, gust, lifts, drifts, flaps, lands, twig, stuck, jumps, nest, drops, swept, flops, attempt, grab</p>	<p>running, looking, surfing, sudden, robin, clinging, higher, helping, going, attempt, standing</p>
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 	<p>milk, left, drops, spills, bends, shorts, split, brushes, next, brush, snaps, stuck, trots, stop, just, stress, lifts, trips, stick, lands, trash, end</p>	<p>morning, carton, having, jacket, Asher, misses, missing, brushes</p>
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 consonants – plan turnip – meaning going – o makes /oa/ sound 	<p>flap, from, plan, spends, click, clack, jumps, black, Fluff, snacking, crackers, smells, himself, next</p>	<p>morning, setting, finished, turnip, goodness, wishes, munching, going, visits, snacking, crackers, himself, looking</p>
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 	<p>thrill/s, and, splash, splash, spot, drop, next, jump, drift, swim, drags, steps, dragging, splashes, twists, end, best, test, spill</p>	<p>maximum, running, summer, unwell, picnic, killer, tipping, surfing, kingdom, river, bucket, level</p>
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 	<p>spot, and, pram, grin, cross, jumped, next, resting, step, quilt, biggest, softest, flopped, best</p>	<p>coffee, entered, bedroom, napping, better, chilling, hammock, morning, biggest, softest</p>
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: hectic – meaning was – a makes /o/ sound 	<p>brunch, slept, dropped, cracked, splattered, slipped, crumpets, drink, blender, spilled, grabbed, slammed, smell, black, problem, best, kept, fresh, mint</p>	<p>cooking, concocting, added, carrot, button, liquid, forgotten, burning, hectic, splattered, problem, blender</p>
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 	<p>brunch, fresh, mint, drink, hands, scrubbed, adult, help, plums, step, blender, lumps, crumpets, bring, crack, second, next</p>	<p>(mid-)morning, cooking, summer, liquid, butter, solid, dishes, melon, adult, blender, crumpets</p>
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 	<p>drops, rest, sticks, expanding, and, lifts, grabs, spills, help, snack</p>	<p>popcorn, bottom, packet, popping, bigger, expanding</p>
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 	<p>just, help, fact, spend, and, strong, insects, frogs, grab, hunt, brush, from, travel</p>	<p>living, hearing, fingers, wombats, looking, going, digging, rabbits, lizards, mimicking, getting, talons, possum(s), common, brushtail, garden, ringtail, woodlands, farmlands, insects, foxes</p>
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 	<p>stop, from, and, tents, tracks, split, stops, hundred, invented, went, children, best, problem, still, belts, next, fact</p>	<p>jacket, tipping, backpack, zipper, fabrics, interlocked, bottom, longer, buttons, chatting, invented, hundred, problem</p>

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/ 	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/ 	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, being), 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 gulped – 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

BOOK-BY-BOOK TEACHING POINTS

SERIES 2 SET 8 SUNSHINE PHONICS (10 titles)

f w ai ee igh oa

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, grapheme ph (elephant, orphan) phoneme w, grapheme 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, Hoppy, lucky, mummy, Noddy, noisy, puppy, sandy, sleepy, sorry, study, Tommy, tricky, trolley, 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, some(thing), the, their, to, was, you, you	<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, some(thing), 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 – a 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

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

BOOK-BY-BOOK TEACHING POINTS

SERIES 2

SET 10 SUNSHINE PHONICS (10 titles)

ear air j s c u e r ar o

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 /wʊ/ 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, 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 (waller) wander – meaning watch – ich 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)

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, knelt, 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, Olive!	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, lotions, mansions, mission, multiplication, non-fiction, 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, ignores, 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

Tricky Words

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

Teaching Materials

Sound Cards

Our double-sided sound cards are perfect for introducing new grapheme-phoneme correspondences to children and then for repeated review and practice, leading towards automatic recall. There are four packs in total, each pack matches a different stage of the Sunshine Phonics Decodables programme.



Pack 1 – Simple Code (31 cards)



Pack 2 – Complex Code (21 cards)



Pack 3 – Extended Code A (47 cards)



Pack 4 – Extended Code B (41 cards)

Word Cards

These double-sided word cards provide children with valuable practice in segmenting and blending sounds to read words. Each card has a decodable word on one side, while the other side shows the word with sound buttons and dashes to support children in identifying the individual phonemes.

Perfect for small-group teaching, word speed reading and games.



Pack 1 - Simple Code 160 cards



Pack 2 - Complex Code 120 cards



Pack 3 - Consolidation 120 cards



Pack 4 - Extended Code A 200 cards



Pack 5 - Extended Code B 200 cards



Download our **free**
games to play with
these cards!



Free Assessment Kit

We have a huge range of free materials to strengthen your classroom practice and support you in the implementation of the Sunshine Phonics Decodables programme.

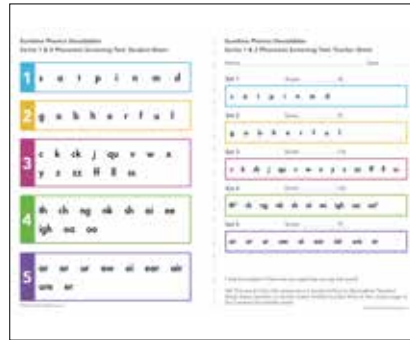
We recognise that assessment is a key part of tracking children's competence and progress in their reading journey. Assessment can take many forms and our free **Assessment Kit** has a range of tools that can be downloaded and used as required – teachers can pick and choose only those skills they want to assess, or they can use the whole Kit. These tools provide valuable data to inform teaching and show children's skills and knowledge gaps at a particular point in time.



Our Assessment Kit comprises the following five parts:

1. Screening Tests

For easy placement of students



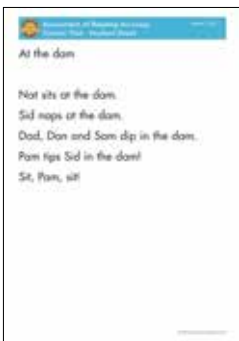
2. Phonics Assessment

Understanding of the focus phonemes and graphemes and ability to segment and blend to read words



3. Assessment of Reading Accuracy (ARA)

Using unseen texts to analyse reading accuracy and fluency



4. Comprehension Assessment

Understanding of the unseen texts



5. Encoding Assessment

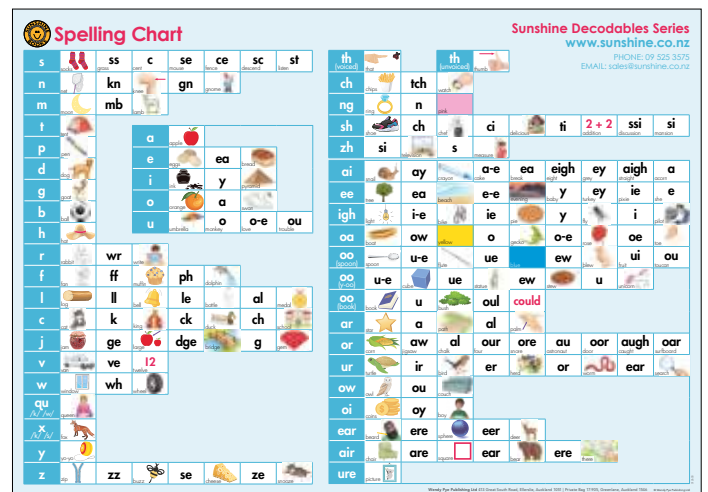
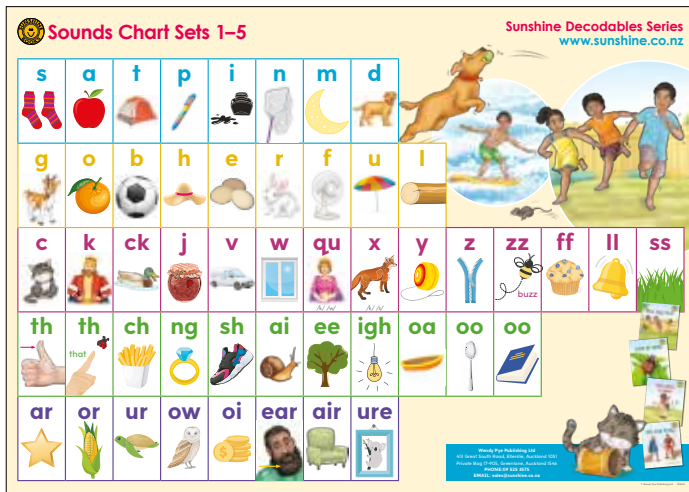
Spelling and writing of dictated words and sentences



Other Free Resources

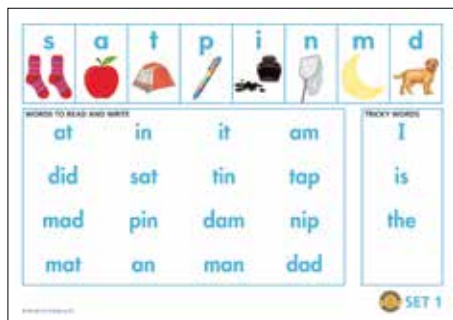
Sounds and Spelling Wall Charts

Decorate your classroom with our free posters. Our Sounds Chart covers simple and complex code. The Spelling Chart shows GPCs for simple code through to extended code.



Desk Cards

We have Desk Cards for each stage of the programme covering all phonemes and graphemes. Desk Cards are perfect as a reference to support independent learning. They could be taken home, too.



Phonemes: s a t p i n m d



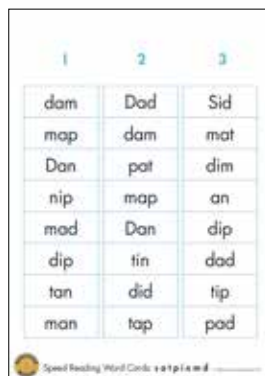
Phonemes: th ch ng/nk sh ai ee igh oa oo oo



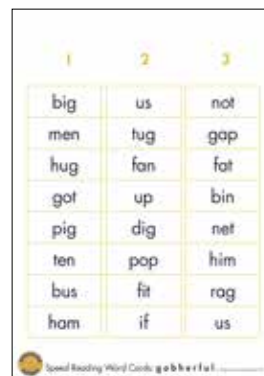
Phonemes: ar or ur ow oi ear air ure er

Speed Reading Word Cards

Speed Reading Word Cards encourage students to rehearse and practise reading words to acquire automaticity and mastery which develops reading fluency. They provide opportunities for independent and paired word reading practice.



Set 1 Speed Reading Word Cards



Set 2 Speed Reading Word Cards



Set 3 Speed Reading Word Cards



And so much more! Visit the **Free Resources** section of our website.

Reading Road

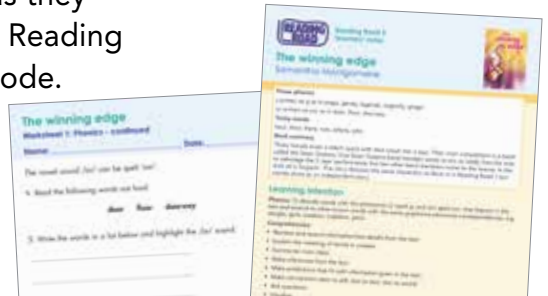
The **Reading Road** series supports older primary school students to practise and consolidate their phonics knowledge through reading age-appropriate engaging texts. There are 50 titles arranged into five packs. They can be used as intervention texts, being high interest and low reading level.



Reading Road titles provide students with reading confidence as they discover they can decode and read these longer books. To read Reading Road 1 titles, students only need to know simple and complex code.

FREE TO DOWNLOAD

Comprehensive Teacher Notes for small groups and Student Worksheets are available



Phonics Overview

Reading Road 1

Includes simple and complex code (follows on from Sunshine Phonics Decodables Series 1 & 2, Set 5): consonants, consonant digraphs, vowel digraphs and trigraphs:

s a t p i n m d g o b h e r f u l c k c k j v w q u x y z z z f f l l s s
t h c h n g n k s h a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r

Reading Road 2

All phonics from Reading Road 1, plus adjacent consonants with short and long vowel sounds (follows on from Sunshine Phonics Decodables Series 1, Set 5, and Series 2, Set 7).

Reading Road 3: Adds alternative spellings

Phoneme	Grapheme
f	ph
w	wh
ai	ay a-e a
ee	ea e-e y e
igh	i-e ie y i
oa	ow o o-e
oo (moon)	u-e ew
oo (yoo)	u
or	aw ore al a
ur	ir er
ow	ou
oi	oy

Reading Road 4: Adds alternative spellings

Phoneme	Grapheme
ear	eer
air	are ear
j	dge
s	se c
c	ch
u	o-e o
r	wr
e	ea
ar	a
o	a
m	mb
n	kn gn
ch	tch
l	le al

Reading Road 5: Adds alternative spellings

Phoneme	Grapheme
ai	ea ey eigh
ee	ie ey
oa	oe
oo (moon)	ue ui ou
oo (look)	oul u
y-oo	ew ue u-e
or	oar our oor au
ur	or ear
s	ce
j	g ge
v	ve

Some tricky words are also included.



Find out more here



Next Steps Decodables

The **Next Steps Decodables** series consists of 36 fully decodable chapter books for students who have completed the Sunshine Phonics Decodables programme. These stories will help students master the alphabetic code and give them confidence to move on to reading authentic texts.



Phonics Overview

Books in the series contain the grapheme-phoneme correspondences shown in the chart below. These spellings are all taught in Sunshine Phonics Decodables.

Sounds & Spelling Chart for Next Steps Decodables									
s	ss	c	se	ce	sc	st	th	th	
n	kn	gn					ch	tch	
m	mb						ng	n	
t			a				sh	ch	ci
p			e	ea			zh	si	ti
d			i	y			ai	ay	a-e
g			o	a			ee	ea	e-e
b			u	o	o-e	ou	igh	i-e	ie
h							oa	ow	o
r	wr						oo	u-e	ue
f	ff	ph					oo	u-e	ue
l	ll	le	al				oo	u	oul
c	k	ck	ch				ar	a	al
j	ge	dge	g				or	aw	al
v	ve						ur	ir	er
w	wh						ow	ou	or
qu							oi	oy	ear
x							ear	ere	eer
y							air	are	ear
z	zz	se	ze				ure	ere	



FREE TO DOWNLOAD
Teacher Notes and
Student Worksheets

Bella and the Fillies

Bella and Carla help out at the riding school in the holidays. But when a beautiful stallion, the filly, goes home to her farm, Bella, her help, but she's getting out - will she be able to bring the filly home?

Reading strategy

<ul style="list-style-type: none"> Identifying the word families in the text and using phonics knowledge to try and read the text. Thinking about the meaning of the words. Identifying the words that are used to describe the characters. Identifying the words that are used to describe the events. 	<ul style="list-style-type: none"> Identifying the sequence of events. Thinking about the meaning of the words. Identifying the words that are used to describe the characters. Identifying the words that are used to describe the events.
---	---

Day 1: Before reading

- Introduce the reading strategy and talk about how to identify unfamiliar words in the text.
- Ask students to make predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes. Students share their predictions with a partner, then the group. Ask: "What makes you think that?"
- Discuss how the strategy will be used to identify the sequence of events in the story.

During reading

- Introduce the reading strategy and talk about how to identify unfamiliar words in the text.
- Identifying the word families in the text and using phonics knowledge to try and read the text.
- Thinking about the meaning of the words.
- Identifying the words that are used to describe the characters.
- Identifying the words that are used to describe the events.

After reading

- Ask students to make predictions about what will happen in the beginning, middle and end of the story. Ask them to record their predictions on sticky notes. Students share their predictions with a partner, then the group. Ask: "What makes you think that?"
- Discuss how the strategy will be used to identify the sequence of events in the story.

Identify unfamiliar words in each chapter and make students to identify words.



Find out more here

Price List & Order Form

TITLE	ISBN	RRP	QTY
SUNSHINE PHONICS DECODABLES			
COMPLETE PROGRAMME			
COMPLETE SINGLE PACK 1 x 180 titles, 5x Teachers' Books, 1x Sound Cards complete set, 1x Word Cards complete set	9781991044815	\$1,572.50 \$1,735.00	
COMPLETE MULTIPACK 5 x 180 titles, 5x Teachers' Books, 2x Sound Cards complete sets, 2x Word Cards complete sets	9781991044822	\$5,670.00 \$5,995.00	
SERIES 1			
SERIES 1 SETS 1-3			
Series 1 Set 1 Single Pack 1 x 10 titles	9781990021152	\$65.00	
Series 1 Set 2 Single Pack 1 x 10 titles	9781990021169	\$65.00	
Series 1 Set 3 Single Pack 1 x 10 titles	9781990021176	\$65.00	
Series 1 Single Pack Sets 1-3 1 x 30 titles	9781990021138	\$180.00	
Series 1 Multipack Sets 1-3 5 x 30 titles	9781990021145	\$780.00 SAVE 20%	
Series 1 Teachers' Book Sets 1-3	9781990021503	\$65.00	
SERIES 1 SETS 4-7			
Series 1 Set 4 Single Pack 1 x 10 titles	9781990030222	\$75.00	
Series 1 Set 5 Single Pack 1 x 10 titles	9781990030239	\$75.00	
Series 1 Set 6 Single Pack 1 x 10 titles	9781990030161	\$75.00	
Series 1 Set 7 Single Pack 1 x 10 titles	9781990030178	\$75.00	
Series 1 Single Pack Sets 4-7 1 x 40 titles	9781990030208	\$280.00	
Series 1 Multipack Sets 4-7 5 x 40 titles	9781990030215	\$1,200.00 SAVE 20%	
Series 1 Teachers' Book Sets 4-7	9781990021510	\$65.00	
SERIES 2			
SERIES 2 SETS 1-3			
Series 2 Set 1 Single Pack 1 x 10 titles	9781991020345	\$65.00	
Series 2 Set 2 Single Pack 1 x 10 titles	9781991020451	\$65.00	
Series 2 Set 3 Single Pack 1 x 10 titles	9781991020567	\$65.00	

TITLE	ISBN	RRP	QTY
Series 2 Single Pack Sets 1-3 1 x 30 titles	9781991020574	\$180.00	
Series 2 Multipack Sets 1-3 5 x 30 titles	9781991020581	\$780.00 SAVE 20%	
Series 2 Teachers' Book Sets 1-3	9781991020598	\$65.00	
SERIES 2 SETS 4-7			
Series 2 Set 4 Single Pack 1 x 10 titles	9781991106308	\$75.00	
Series 2 Set 5 Single Pack 1 x 10 titles	9781991106414	\$75.00	
Series 2 Set 6 Single Pack 1 x 10 titles	9781991106537	\$75.00	
Series 2 Set 7 Single Pack 1 x 10 titles	9781991106643	\$75.00	
Series 2 Single Pack Sets 4-7 1 x 40 titles	9781991106674	\$280.00	
Series 2 Multipack Sets 4-7 5 x 40 titles	9781991106681	\$1,200.00 SAVE 20%	
Series 2 Teachers' Book Sets 4-7	9781991106667	\$65.00	
SERIES 2 SETS 8-11			
Series 2 Set 8 Single Pack 1 x 10 titles	9781991044099	\$85.00	
Series 2 Set 9 Single Pack 1 x 10 titles	9781991044105	\$85.00	
Series 2 Set 10 Single Pack 1 x 10 titles	9781991044112	\$85.00	
Series 2 Set 11 Single Pack 1 x 10 titles	9781991044129	\$85.00	
Series 2 Single Pack Sets 8-11 1 x 40 titles	9781991044136	\$315.00	
Series 2 Multipack Sets 8-11 5 x 40 titles	9781991044143	\$1,360.00 SAVE 20%	
Series 2 Teachers' Book Sets 8-11	9781991044150	\$65.00	
SOUND CARDS & WORD CARDS			
Sound Cards Pack 1 (31 cards)	9781991044594	\$25.00	
Sound Cards Pack 2 (21 cards)	9781991044600	\$25.00	
Sound Cards Pack 3 (47 cards)	9781991044617	\$35.00	
Sound Cards Pack 4 (41 cards)	9781991044624	\$35.00	
Sound Cards Complete Pack (Packs 1-4)	9781991044662	\$110.00	
Word Cards Pack 1 (160 cards)	9781991044549	\$19.00	

All prices include GST and are subject to change without notice. Please add a \$12.50 shipping charge to your order.

TITLE	ISBN	RRP	QTY	TITLE	ISBN	RRP	QTY
Word Cards Pack 2 (120 cards)	9781991044556	\$15.00		Out of orbit	9781991095688	\$8.50	
Word Cards Pack 3 (120 cards)	9781991044563	\$15.00		Pie in the sky	9781991095695	\$8.50	
Word Cards Pack 4 (200 cards)	9781991044570	\$20.00		Blockbusters!	9781991095701	\$8.50	
Word Cards Pack 5 (200 cards)	9781991044587	\$20.00		Kick. Fly. Draw. Drum.	9781991095718	\$8.50	
Word Cards Complete Pack (Packs 1–5)	9781991044679	\$82.00		Landmarks	9781991095725	\$8.50	
Complete Sound & Word Cards	9781991044723	\$175.00 SAVE 15%		Make it!	9781991095732	\$8.50	
READING ROAD				READING ROAD 4			
READING ROAD 1				READING ROAD 4			
Dot and Dash	9781991044839	\$8.50		A problem called Scamp	9781991095756	\$8.50	
Fit to finish	9781991044846	\$8.50		In the loop	9781991095763	\$8.50	
One top dog	9781991044853	\$8.50		Living room beach	9781991095770	\$8.50	
Rock it!	9781991044860	\$8.50		Spies	9781991095787	\$8.50	
The dark thing	9781991044877	\$8.50		Zed	9781991095794	\$8.50	
How to be cool	9781991044884	\$8.50		Eagle eyes	9781991095800	\$8.50	
Look at the tails!	9781991044891	\$8.50		Human body fact file	9781991095817	\$8.50	
My farm jobs	9781991044907	\$8.50		Secrets of the sea	9781991095824	\$8.50	
On your feet	9781991044914	\$8.50		What's that pong? Incredible plants	9781991095831	\$8.50	
Tip that hat	9781991044921	\$8.50		When the Romans ruled	9781991095848	\$8.50	
Reading Road 1 Single Pack (1 x 10 titles)	9781991095039	\$85.00		Reading Road 4 Single Pack (1 x 10 titles)	9781991095244	\$85.00	
READING ROAD 2				READING ROAD 5			
A robber at Pop's	9781991044938	\$8.50		A shadow in the surf	9781991095855	\$8.50	
Hair!	9781991044945	\$8.50		Lost in the woods	9781991095862	\$8.50	
Stick Man	9781991044952	\$8.50		River's roar	9781991095879	\$8.50	
Tap dog Ted	9781991044969	\$8.50		The winning edge	9781991095886	\$8.50	
Ticking-clock quicksand	9781991044976	\$8.50		Wombat Valley	9781991095893	\$8.50	
Cool cars	9781991044983	\$8.50		Brave battle friends	9781991095909	\$8.50	
Let's go camping	9781991044990	\$8.50		Food flukes	9781991095916	\$8.50	
Look out!	9781991095008	\$8.50		Helicopters that help	9781991095923	\$8.50	
Sleeping spots	9781991095015	\$8.50		Robots	9781991095930	\$8.50	
Teeth	9781991095022	\$8.50		Shipwreck! Shipwreck!	9781991095947	\$8.50	
Reading Road 2 Single Pack (1 x 10 titles)	9781991095053	\$85.00		Reading Road 5 Single Pack (1 x 10 titles)	9781991095251	\$85.00	
READING ROAD 3				Reading Road 1–5 Single Pack (1 x 50 titles)			
Ducks in a row	9781991095657	\$8.50		Reading Road 1–5 Multipack (5 x 50 titles)	9781991095985	\$1,700.00 SAVE 20%	
Go, Eve, go!	9781991095664	\$8.50					
On Fog Hill	9781991095671	\$8.50					

All prices include GST and are subject to change without notice. Please add a \$12.50 shipping charge to your order.

TITLE	ISBN	RRP	QTY
NEXT STEPS DECODABLES			
Bella and the Fillies	9781991095275	\$8.50	
Bottle From the Sea	9781991095282	\$8.50	
Bump, Bounce, Turn	9781991095299	\$8.50	
Detective Evie	9781991095305	\$8.50	
Finding the Safe	9781991095312	\$8.50	
Game On!	9781991095329	\$8.50	
Grom Comp Day	9781991095336	\$8.50	
How Pumpkin Got His Name	9781991095343	\$8.50	
Kitty Cat Rescue	9781991095350	\$8.50	
Lights, Camera, Action	9781991095367	\$8.50	
Maddy's Meltdown	9781991095374	\$8.50	
Mr Gruffy	9781991095398	\$8.50	
Never Too Late	9781991095404	\$8.50	
Pumpkin's Brand New Jeans	9781991095411	\$8.50	
Quiz Masters	9781991095428	\$8.50	
Saltspray Cross-Country	9781991095435	\$8.50	
Saltspray Idol	9781991095442	\$8.50	
Saltspray Monster	9781991095459	\$8.50	
Shootout!	9781991095466	\$8.50	
Skateboards and Meatballs	9781991095473	\$8.50	

TITLE	ISBN	RRP	QTY
Stranded	9781991095480	\$8.50	
Sunday Lunch	9781991095497	\$8.50	
The Bake-Off	9781991095503	\$8.50	
The Biggest Catch	9781991095510	\$8.50	
The Bonza Beach Dig	9781991095527	\$8.50	
The Fear Factor	9781991095534	\$8.50	
The House Move	9781991095381	\$8.50	
The Ice Cream Shop Window	9781991095541	\$8.50	
The Longest Eel in the World	9781991095558	\$8.50	
The Mystery of Joanna's Gold	9781991095565	\$8.50	
The Pink Flamingo	9781991095572	\$8.50	
The Puppet Booth	9781991095589	\$8.50	
The Winner Is...	9781991095596	\$8.50	
Too Many Ice Creams	9781991095602	\$8.50	
Who Cracked the Code?	9781991095619	\$8.50	
Wild Weather	9781991095626	\$8.50	
Next Steps Decodables Single Pack 1 x 36 titles	9781991095633	\$306.00	
Next Steps Decodables Multipack 5 x 36 titles	9781991095640	\$1,224.00 SAVE 20%	
SHIPPING		\$12.50	
TOTAL			

HOW TO ORDER:

SCAN & EMAIL YOUR ORDER TO: sales@sunshine.co.nz

OR ORDER ONLINE AT: www.sunshine.co.nz

School _____
Name _____
Position _____
Address _____
Postcode _____
Email _____
School Order Number (if required) _____

All prices include GST and are subject to change without notice. Please add a \$12.50 shipping charge to your order.