

Sunshine Starters Skills Chart

Pack 1 Levels 1–5

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
LEVEL 1								
Bedtime	24	narrative	Recognise that words can be broken into individual sounds and produce them.	c can, cat, cab, cap, cot	I, can, jump	skip, roll, flip, slide, hop, dive, flop	Making connections: Ask students what they usually do to get ready for bed. What are some of the things they do when they are “fooling around” instead?	Model fluent reading of a section of the text for students to repeat.
I Can Catch	35	narrative	Recognise and produce words that begin with the same sound: /c/	c can, cat, cab, cap, cot	I, the, can, a, an	catch, ball, cat, balloon, hat, umbrella, rain, cold	Re-tell the story using the pictures on each page as a guide.	Model fluent reading of a section of the text for students to repeat.
My, My, My	31	narrative	Recognise and produce words that begin with the same sound: /m/	m am, mat, man, map, mad	my, at, look	socks, shoes, pads, helmet, skateboard, dog, mother	Making connections: Ask students if they have ever skateboarded? What do they need to wear to protect themselves if they fall?	Choral reading with students pointing to the words as they are read.
I Look	39	nonfiction	Recognise and produce words that begin with the same sound: /a/	a at, an, as, cat, sat	I, a, at, me, look	cat, dog, bird, frog, flower, tree, pond	Reading strategies: Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.	Students practise reading the book on their own and then orally to the teacher.
I Walk to School	29	narrative	Recognise and produce words that have the same sound: /t/	t at, cat, sat, tan, tap	I, to	school, walk, squawk, ride, glide, slide, scoot, shoot, boom	Re-tell the story using the pictures on each page as a guide.	Students practise re-reading the book on their own and then orally to the teacher.
I Go By the Cat	31	narrative	Recognise and produce words that end with the same sound: /t/	t at, pat, mat, sat, cat	I, the, by, go	trees, dog, girl, boy, signs, cat	Discuss prepositions to determine position, eg under, over, by (next to, beside)	Choral reading with students pointing to the words as they are read.
I Write With...	40	narrative	Identify and make rhyming words.	f fan, fat, fad, fin, if	my, I, with	write, finger, toes, broom, clothes, breakfast, pens, balloons, friends	Reading strategies: Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.	Model fluent reading of a section of the text for students to repeat.
Under the Sea	40	nonfiction	Recognise and produce words that begin with the same sound: /s/	s sat, sap, sam, sad, sit	I, the, see, am, under, yellow, red, blue	sea, fish, purple, pink, sea star	Connect to prior knowledge: What animals do you know that live under the sea?	Students practise re-reading the text orally with a partner.

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Flowers	25	nonfiction	Identify syllables in words and clap as they are spoken, eg pur/ple	s sat, sap, sip, sit, sad	you, for, are, yellow, blue, red	flower, orange, green, pink, purple	Connect to prior knowledge: Can students name some flowers and the colours flowers can be?	Practise reading the story orally with a partner.
We Like to Dance	31	nonfiction	Identify syllables in words and clap as they are spoken.	d dad, dip, did, and, sad	I, to, like, we	dance, dancing, ballet, tap, folk, jazz, hip-hop, ballroom, break	Reading strategies: Connect to prior knowledge – What do you know about different types of dancing?	Students practise reading the book on their own and then orally to the teacher.
No!	19	narrative	Recognise and produce words that end with the same sound: /d/	d and, dad, mad, sad, did	said, yes, no	Dad, Mum	Re-tell the story using the pictures on each page as a guide.	Choral reading with students pointing to the words as they are read.
Balloons	40	narrative	Identify and make rhyming words.	g got, gum, gas, get, gap	the, up, down	frog, balloon, dog, mouse, house, carrot, parrot, yo-yo	Connect to prior knowledge: Can students name some shapes or colours that balloons could be?	Model reading the text with expression, noting the punctuation. Students repeat.
LEVEL 2								
Up and Down	37	narrative	Recognise and produce words that begin with the same sound: /g/	g got, get, gum, gas, gap	the, can, come, up, go, down, too, and	monkey, hippo, clown, cake	Discuss prepositions to determine position, eg. up, down.	Model fluent reading of a section of the text for students to repeat.
I Go Up	52	nonfiction	Identify syllables in words and clap as they are spoken, eg bal/loon	u up, us, cup, tub, pup	in, I, the, and, up, down, on, go	bus, escalator, helicopter, stairs, plane, balloon, roller coaster	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What have you been up in?	Students practise reading the book on their own and then orally to the teacher.
I See a Face	51	narrative	Recognise and produce words that begin with the same sound: /i/	i in, it, is, sit, pin	in, I, the, a, see	face, cloud, sea, rocks, tree, window, ice cream	Making connections: Ask students if they have ever looked up at clouds and felt they have seen particular shapes. What kinds of things do they see with their imagination? Ask students to pay close attention to the illustrations on each page to help read the story.	Model reading the text with expression, noting the punctuation. Students repeat your reading.
We Come Down	41	nonfiction	Recognise and produce words that begin with the same sound: /w/	w win, wet, wig, wit, way	on, in, the, we, come, down	skis, boards, sleds, toboggans, tubes, together, snow	Making connections: Ask students if they have ever been in snow. What do they need to wear to keep warm and/or to protect themselves if they fall?	Practise reading the book orally with a partner.

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Mud	40	narrative	Recognise and produce words that have the same medial sound: /u/	u mud, but, mum, mug, cup	is, on, my, in, there	mud, boots, toes, hands, clothes, back, hair, everywhere	Making connections: Ask students if they have ever played in mud. Was it fun? How did it feel?	Model fluent reading of a section of the text for students to repeat.
Where is it Hiding?	41	narrative	Recognise that words can be broken into individual sounds and produce them.	i it, in, sit, pit, pin	it, is, not, on, my, in, where, under	pillow, box, slippers, socks, head, pyjamas, bed, hiding	Reading strategies: Ask student, "What are some of the things that good readers do?" Model how to use picture, print and contextual cues.	Choral read with students pointing to the words as they are read.
One Big Milkshake	31	narrative	Recognise and produce words that begin with the same sound: /y/	y yum, yak, yes, yet, yam	I, one, big, two, make, three, four	banana, pears, plums, five, strawberries, six, hops, milkshake	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. Do you think that would be a fun way to make a milkshake?	Model reading the text with expression, noting the punctuation on page 16. Students repeat.
I Can Juggle	41	narrative	Recognise and produce words that begin with the same sound: /p/	p pat, pan, pad, pin, pit	I, of, can, and, three	juggle, frozen, peas, blocks, cheese, cakes, bears, bottles, pears, apples	Re-tell the story using the pictures on each page as a guide.	Model fluent reading of a section of the text for students to repeat.
This is His!	33	narrative	Recognise and produce words that begin with the same sound: /s/	s sat, sap, set, sad, sit	it, is, this, go, to, his	ball, bat, skateboard, cat, boot, toe, beanstalk, time	Re-tell the story using the pictures on each page as a guide.	Model fluent reading of a section of the text for students to repeat.
Little and Big	48	narrative	Identify and make rhyming words.	b bat, ban, bad, bid, bit	is, the, big, little, too	snake, hat, cake, truck, duck, house, mouse, shark, right	Reading strategies: Ask students, "What are some of the things that good readers do?" Model how to use picture, print and contextual cues.	Practise re-reading the story orally with a partner.
Made Out of Sand	57	nonfiction	Recognise and produce words that have the same medial sound: /o/	o hot, hop, top, not, got	can, of, a, make, out, you	cat, sand, horse, star, car, train, plane, castle	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. Were your predictions correct? What have you made out of sand?	Students practise reading the book on their own and then orally to the teacher.
I Dance With a Monkey	36	narrative	Recognise and produce words that begin with the same sound: /h/	h hat, ham, hop, had, hid	I, with, a, big, run	monkey, frog, kangaroo, dog, swim, hippo, climb, cat, chat, wombat	Re-tell the story using the pictures on each page as a guide.	Choral reading with students pointing to the words as they are read.

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LEVEL 3								
Just Like Me	42	nonfiction	Recognise and produce words that begin with the same sound: /j/	j jam, jab, job, jet, jog	like, me, just	frogs, jumping, apes, swinging, cheetahs, monkeys, kangaroos, hopping, seals, children	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What animals are you like?	Model reading of the text with expression and noting the punctuation. Students repeat.
I Like My Dad	58	narrative	Recognise and produce words that begin with the same sound: /l/	l lot, let, lap, lip, lid	on, my, can, one, two, like, three, four	head, shirt, shorts, fingers, hand, boots, socks, five, six, seven	Re-tell the story using the pictures on each page as a guide.	Choral reading with students pointing to the words as they are read.
See Me Giggle	48	narrative	Recognise and produce words that begin with the same sound: /g/	g get, got, gas, gap, gum	I, see, me, when	giggle, dance, slide, sing, ride, hop, talk, google, wiggle, walk	Making connections: Ask students what makes them giggle?	Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.
Pet Exercise	48	narrative	Recognise and produce words that begin with the same sound: /r/	r run, rat, rap, rip, rug	I, my, a, but, has, for, run, ride	horse, walk, snake, slither, parrot, penguin, slide, crocodile, creep, sleep	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What animals were exercised?	Students practise reading the book on their own and then orally to the teacher.
Here I Am	42	narrative	Recognise and produce words that end with the same sound: /m/	m am, ham, yam, mum, yum	here, I, am, said, the, go	spider, snake, tiger, wolf, bear, crocodile, man	Re-tell the story using the pictures on each page as a guide.	Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.
Here is Hair	30	narrative	Recognise and produce words that begin with the same sound: /h/	h hat, ham, hop, had, hid	is, here, a, some, are	hair, mirror, chair, clippers, bear, scissors, everywhere, more	Reading strategies: Ask students, "What are some of the things that good readers do?" Model how to use picture, print and contextual cues.	Choral reading with students pointing to the words as they are read.
I Have My Mum's Hair	40	narrative	Recognise and produce words with the medial sound: /a/	a dad, mad, cat, hat, can	I, my, have, want, back	mum, hair, dad, skin, eyes, smile, frown, legs, boots	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end. Do you look like someone in your family?	Practise re-reading the story orally with a partner.

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Face Painting	48	nonfiction	Recognise that words can be broken into individual sounds and produce them.	b bat, ban, bid, bad, bit	is, my, like, a, by, me	face, painted, cat, dog, tiger, rabbit, butterfly, clown	Making connections: Ask students if they have ever had their face painted? What were you? Was it fun? How did it feel?	Practise re-reading the story orally with a partner.
At the Show	52	nonfiction	Identify and make rhyming words.	l lot, lad, lip, lid, lap	the, go, like, up, down, at, ride, and	show, sights, sounds, bumps, thumps, merry-go-rounds, slides, chopping races, clowns, faces	Connect to prior knowledge: Has anyone been to a show? Can students name some things they might see at a show?	Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.
The Fancy Dress Party	26	narrative	Recognise and produce words that end with the same sound: /g/	g dog, fog, log, dig, pig	I, all, he, she, like, me, they, we	dog, girl, children, each, fancy, dress, party, other	Discuss the meaning of pronouns – he, she, they, we, me.	Choral reading with students pointing to the words as they are read.
Can I Get On?	81	narrative	Recognise and produce words that begin with the same sound: /c/	c can, cat, cap, cup, cot	you, said, can, yes, no, are, get, too	giraffe, gorilla, bear, walrus, hippo, elephant, zebra, ant, heavy	Reading strategies: Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.	Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.
I’m Faster Than You	59	narrative	Identify syllables in words and clap as they are spoken. eg fast/cr	f fan, fat, fad, fin, fit	I, am, you, said, the, all, of	faster, gorilla, tortoise, hippo, elephant, giraffe, hare, cheetah, snail	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end. What animals move fast?	Model fluent reading of a section of the text for students to repeat.
LEVEL 4								
How the Teachers Come to School	53	narrative	Identify and make rhyming words.	p pat, pan, pad, pin, pit	on, in, no, a, to, come, the	school, bike, car, horse, train, skates, helicopter, submarine, teachers	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end. How does your teacher come to school?	Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.
Who is at the Gate?	63	narrative	Recognise and produce words that begin with the same sound: /v/	v van, vat, vet	it, is, who, at, has, me, come, an	gate, elephant, visit, kangaroo, baboon, crocodile	Discuss the meaning of the question word who and the question mark. Re-tell the story using pictures on each page as a guide.	Model reading of the text with expression, noting the punctuation. Students repeat.

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Making Cakes	92	narrative	Recognise and produce words that end with the same sound: /p/	p cup, pup, tap, gap, cap	I, said, the, he, she, yellow, red, blue	baker, cake, hat, green, plane, boot, pink, brown, birthday, firefighter	Making connections: Ask students if they have ever helped with baking? What did they make? Discuss colour words.	Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.
My Turn	38	narrative	Identify syllables in words and clap as they are spoken, eg hip/po.	y yum, yes, yet, yam, yak	my, said, yes, and, our, their	turn, hippo, elephant, it's	Discuss the meaning of possessive pronouns – my, our, your, their.	Model fluent reading of the text with expression, noting the punctuation and change of characters. Students repeat.
Which Way is Up?	56	narrative	Recognise and produce words that begin with the same sound: /n/	n nag, nap, nip, not, nut	said, little, that, big, there, so, not, want	way, cockatoo, kangaroo, far, long	Reading strategies: Ask students: "What are some of the things that good readers do?" Model how to use picture, print and contextual cues.	Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.
What Do Animals Feel Like?	61	nonfiction	Recognise and produce words that have the same medial sound: /e/	e pet, get, wet, jet, vet	a, an, what, do, like	animal, furry, kitten, slimy, eel, crocodile, porcupine, jellyfish, elephant, chick	Making connections: Ask students if they have ever touched an animal? How did it feel? Discuss the animal on the cover and how it would feel.	Students practise reading the book on their own and then orally to the teacher.
We Love to Swim	43	nonfiction	Recognise and produce words that begin with the same sound: /v/	v van, vat, vet	my, I, to, we, too	love, swim, brother, underwater, mother, dive, dog	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What kind of swimming did they do?	Practise re-reading the story orally with a partner.
Gymnastics	52	nonfiction	Recognise and produce words that begin with the same sound: /r/	r rat, rap, run, rug, rip	I, the, all, can, with, do, we, too	gymnastics, ball, rings, hoop, ribbon, rope, smile	Connect to prior knowledge: Has anyone been to gymnastics? Have you seen it on TV? What happens at gymnastics?	Choral reading with students pointing to the words as they are read.
What am I?	41	nonfiction	Identify syllables in words and clap as they are spoken, eg sha/dow.	ck, k back, sack, kick, neck, pack	is, on, my, I, am, what, this, have	hands, feet, body, back, face, shadow, diver	Discuss the meaning of this/these (singular/plural determiners).	Students practise reading the book on their own and then orally to the teacher.
We Can Do Karate	37	nonfiction	Recognise and produce words that begin with the same sound: /k/	k kit, kid, kin, kiss, kick	I, we, can, a, do	karate, kick, block, punch, love	Connect to prior knowledge: Has anyone been to karate? What do you know about karate?	Choral reading with students pointing to the words as they are read.
Surf Rescue	43	nonfiction	Recognise and produce words that end with the same sound: /f/	f if off, puff, huff, tiff	are, at, the, they, what, for, have	ssurf, rescue, safe, beach, flags, signs, boards, boats, buggies, tools	Connect to prior knowledge: What do you know about Surf Rescue? Have you seen them at a beach? How do they help?	Practise re-reading the story orally with a partner.

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Munch! Munch! Munch!	52	narrative	Identify and make rhyming words.	f fat, fin, fan, fog, fit	in, one, big, have, are, little, three, four	bananas, hanging, gorilla, carrots, rabbit, five, children, crocodile, lunch, crunch	Discuss the meaning of the number words. Relate them to pictures in the story.	Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.
LEVEL 5								
What Can I Do?	82	narrative	Identify and make rhyming words.	wh what, when, where, whip, why	have, with, what, for, them, blue, eat, can	green, dinner, soup, tie, pie, shoe, stew, socks, feet, rocks	Discuss the author's use of alliteration and assonance and how it helps to make the story fun to read.	Model fluent reading of a section of the text differentiating between questions and answers and emphasising the rhyming words for students to repeat.
Where is Jill?	63	narrative	Recognise and produce words that end with the same sound: /l/	l, ll Jill, will, till, hill, fill	is, on, in, the, where, up, here	hiding, hill, sack, shed, tree, barley, corn, page	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.	Model fluent reading of a section of the text differentiating between questions and answers and emphasising the rhyming words for students to repeat.
The Basketball Game	53	nonfiction	Identify syllables in words and clap as they are spoken, eg play/er.	gr grit, grip, gran, grin, gram	the, a, get, for, it, is, red, white,	green, player, shoots, goal, blocks, shot, catches, it's, basketball, game	Connect to prior knowledge: What do you know about basketball? Have you ever played it? Have you seen it played on TV?	Students practise reading the book on their own and then orally to the teacher.
If I Had Wings	77	narrative	Recognise and produce words that begin with the same sound: /w/	w win, wet, wig, wax, wit	on, in, I, you, the, to, up, me	wings, sky, ground, tree, tracks, balloons, flippers, pool, wheels, school	Reading strategies: Ask students: "What are some of the things that good readers do?" Model how to use picture, print and contextual cues.	Model reading of the text with expression, noting the punctuation. Students repeat.
Cricket Now and Then	64	nonfiction	Recognise and produce words that begin with the same sound: /th/	th then, that, the, this, them	on, and, up, they, red, white, now, play	players, caps, heads, hats, helmets, clothes, pads, cricket, people, dress	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.	Students practise re-reading the story orally with a partner.
The Smile	103	narrative	Identify and make rhyming words.	sh shop, ship, shot, shut, shed	my, for, he, she, that, with, it, the	smile, shared, plant, aunt, mother, brother, pet, vet, cat	Discuss meaning of pronouns – he, she, her, his.	Model fluent reading of a section of the text emphasising the rhyming words for students to repeat.
I Like the Smell	104	nonfiction	Identify and make rhyming words.	i-e like, bike, hike, bite, ride	in, I, the, of, and, like, too	cookies, onions, barbecue, bread, candle, smoke, grass, forests, summer, socks	Making connections: Ask students if there is any special smell that they like.	Choral reading with students pointing to the words as they are read.

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My Pet	64	narrative	Recognise and produce words that begin with the same sound: /ch/	ch chip, chop, chap, chat, chess	is, on, my, big, a, she	house, small, mouse, fast, hare, soft, chair, man, tall, tree	Re-tell the story using the pictures on each page as a guide.	Students practise reading the book on their own and then orally to the teacher.
My Salad Garden	83	nonfiction	Identify syllables in words and clap as they are spoken, eg gar/den.	st stop, step, stuck, stack, stem	want, must, will, came, from, red, help, be	gardener, salad, garden, plant, lettuces, rows, cucumbers, seeds, tomatoes, water	Making connections: Ask students if they have ever helped with a garden? What did they grow? How did they help?	Practise re-reading the text orally with a partner.
At the Bus Stop	189	narrative	Recognise and produce words with the same sound: /z/	z, zz buzz, fizz, zip, zap, jazz	she, who, was, make, by, with, this, say	mother, builder, clown, lady, doctor, hand, gorilla, hippo, baker, teacher	Reading strategies: Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.	Model fluent reading of a section of the text emphasising the rhyming words for students to repeat. Discuss the ending and humour.
Springtime	103	nonfiction	Recognise and produce words with the same sound: /ng/	ng ring, sing, king, wing, long	are, there, will, be, out, find, they, get	spring, animals, horses, winter, rain, plants, leaves, blossoms, fruit, butterflies	Making connections: Ask students if they know what happens in spring?	Students practise re-reading the story orally with a partner and sharing information.
How Would You Like Me to Dress Today?	119	narrative	Identify and make rhyming words.	dr dress, drip, drop, drum, drag	you, with, are, like, me, that, what, say	ddress, skirt, shirt, pants, ants, coat, goat, boots, scarf, giraffe	Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.	Model reading of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat.