Sunshine Starters Skills Chart

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
LEVEL 6								
Boing	107	narrative	Recognise and produce words that have the same medial sound: /oi/	/oi/ boy, joy, toy, boing, join	did, jump, know, they, was, went, what, will	bed, boys, crack, Dad, fast, floor, head, high, low, sleep	Making connections: Ask students if they have ever played on or jumped on a bed? What happened?	Model fluent reading of a section of the text (emphasising the sound words and attending to punctuation) for students to repeat. (onomatopoeia)
Being Brave	115	narrative	Recognise and produce words that begin with the same sound: /br/	br brave, brim, brush, brown, bread	but, down, just, too, look, up, well, want	brave, climb, elephant, sail, scared, sea, steep, tall, track, tree	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.
Daisy's Rainbow Dress	95	narrative	Identify and make rhyming words	dr dress, drum, drip, drop, drag	has, her, now, will, where, red, blue, some	bed, bright, dress, fair, mum, nine, rainbow, tomorrow, wear, worry	Making predictions: Help students to use the title of the book 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 text with expression, noting the punctuation, rhyme and change of characters. Students repeat.
Mr Mustard's Mailbox	179	narrative	Recognise and produce words that begin with the same sound: /sh/	sh shed, ship, shop, shin, shut	every, fly, from, had, away, into, soon, saw	baby, bird, day, mailbox, nest, sign, straw, today, took, week	Reading Strategies: Ask students "What are some of the things good readers do?" Model how to use picture, print and contextual cues.	Model reading of text with expression, noting the punctuation. Students repeat.
The Cat and the Snail	216	play	Recognise and produce words that begin with the same sound: /sn/	sn snap, snip, snug, sniff, shack	going, her, of, out, ran, so, then, where	bird, cat, gate, home, park, race, shell, snail, tree, win	Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about.	Read the play as a readers theatre together before taking character parts in groups of five.
The Rainforest Ball	249	play	Recognise and produce words that have the same vowel sound: /o/	/o/ on on, pot, not, cot, lot	after, good, him, know, all, them, walk, were	drum, elephant, friend, frogs, goodnight, monkey, morning, rainforest, sloth, toucan	Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about.	Read the play as a reader's theatre together before taking character parts in groups of seven or 13.

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So Many Seeds	127	nutrition report	Recognise and produce words that begin with the same sound: /th/	th (voiced) they, them, this, there, that	are, eat, here, so, some, there, they, go	bottle, bowl, bread, garden, jar, nut, sandwich, sauce, seeds, soup	Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Nonfiction is true and informs). Connect to prior knowledge. "Have you ever eaten seeds? Name some seeds."	Choral reading with students pointing to the words as they are read. Notice the parts that repeat.
Patterns	172	maths	Identify syllables in words and clap as they are spoken, e.g. pat/tern	wh what, when, where, why, which	ate, come, no, put, some, they, what, yes	balls, colour, fruit, letters, numbers, pattern, row, shapes, size, words	Making text to self connections: Ask students if they know what a pattern is and to give examples.	Practise rereading the story with a partner (orally).
Matching	62	maths	Recognise and produce words that begin with the same sound: /kn/	Kn /n/ knot, knit, knob, knee, knife	can, I, put, some, what, with, you	babies, balls, bats, cups, cutters, forks, knives, lids, mothers, saucers	Making predictions: Help students to use the title of the book and cover illustration to make predictions about what will be matched. After reading, check on predictions made at the beginning.	Students practise reading the book on their own and then to the teacher (orally).
Animal Tails	79	nonfiction report	Recognise and produce words that begin with the same sound: /fl/	fl fly, fluff, flip, flop, flap	are, away, fly, for, get, here, this, what	animal, clever, fighting, flat, fluffy, long, spikey, strong, tail, warm	Re-tell the text using the pictures on each page as a guide. Discuss how each tail is used.	Practise rereading the story with a partner (orally) – sharing information
Homes	126	nonfiction	Recognise and produce words that begin with the same sound: /tr/	tr tree, tram, treat, trim, trap	go, how, live, of, out, they, three, what	cloth, home, mud, road, same, stone, tree, water, wood	Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photographs). Predict the type of homes that might be in the text.	Choral reading with students pointing to the words as they are read – sharing information
Riddles	95	jokes homonyms	Recognise that words can be broken into individual sounds and produce them.	Long e see, bee, treat, she, eat	but, eat, has, see, walk, what	clock, corn, ears, eyes, hands, legs, mouth, table, teeth, tongue	Discuss meaning of the question word what and question mark. Retell the riddles using pictures on each page as a guide.	Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.

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LEVEL 7								
All Dressed Up	101	narrative	Recognise and produce words that have the same vowel sound: /oo/	/oo/ took took, cook, book, look, hook	his, put, said, on, take, then, went	clothes, jacket, jeans, lunch, Mum, shoes, shorts, socks, summer, winter	Discuss the sequence of events and the humorous ending.	Choral reading with students pointing to the words as they are read.
Tiger in the Cupboard	166	narrative	Recognise and produce words that have the same vowel sound: /i/	/i/ is in, it, is, fish, dish	again, any, by, her, good, she, think, when	cave, claws, cupboard, hungry, princess, sheet, shut, sleep, sweet, tiger	Reading Strategies: Ask students, "What are some of the things good readers do?" Model how to use print cues, e.g. look for chunks in words – sc-rat-ches	Practise rereading the story with a partner (orally).
The New Boy at School	157	narrative	Identify and make rhyming words.	/a/can hat, that, bat, ran	could, had, his, know, new, play, then, want	boy, catch, face, gear, hat, head, school, sorry, well, wheelchair, wind	Connect to prior knowledge: How did you feel when you were new at school? Have you helped a new person settle in?	Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.
Barry, the Bee	171	narrative	Recognise and produce words that begin with the same sound: /kw/ qu	/kw/ qu queen, quit, quick, quiz, quack	again, could, fly, some, take, please, when, white	bee, cross, fence, gum, hive, hungry, nectar, queen, thorn, tree	Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.	Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat.
My Superheroes	84	nonfiction recount	Recognise and produce words that have the same short u vowel sound: /u/	/u/ up us, bus, but, cut, nut	find, for, help, live, our, put, that, they	brothers, family, fathers, firefighters, friends, mothers, neighbours, nurses, sisters, teachers	Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photos). Predict the superheroes that might be in the text.	Choral reading with students pointing to the words as they are read, sharing information.
Car Racing	138	nonfiction report	Recognise and produce words that have the same long i vowel sound: i-e	i-e like time, bike, line, hike	but, do, have, help, there, they, one, what	corners, engine, formula, midget, roads, sand, seat, short, special, winner	Reading Strategies: Ask students "What are some of the things good readers do?" Model how to use picture, print and contextual cues	Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat.

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Bird Feeders	205	procedure	Recognise and produce words that have the same vowel sound: /e/	/e/ get let, met, net, set	get, of, put, some, them, there, under, with	bottle, branch, card, net, plastic, shell, string, tray, tube, wire	Making predictions: Help students use the title of the book and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. Were they correct?	Practise rereading the story with a partner (orally), sharing information.
Gran's Holiday	104	recount	Identify syllables in words and clap as they are spoken: e.g. hol-i-day	fr from, frog, frill, frost, fresh	from, our, saw, she, this, was, went, when	bike, boat, bus, helicopter, holiday, lake, mountains, river, snow, train	Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Nonfiction is true and informs). Connect to prior knowledge. "Have your grandparents ever been on holiday? What did they do?"	Choral reading with students pointing to the words as they are read, sharing information and noticing the repetitive parts.
Colours	167	nonfiction	Recognise and produce words that begin with the same sound: /gr/	gr green, gran, grab, grit, grub	after, every, has, there, red, yellow, blue, two	colours, engine, grapes, green, indigo, orange, rainbow, seven, strawberry, violet	Making text to self connections: Ask students if they know what colours the flowers are on the title page. Ask them to give examples of colours of the clothing they are wearing.	Model reading a section of the text (emphasising the colour words and punctuation) for students to repeat.
Wind Dance	81	nonfiction explan-ation	Recognise and produce words that have the same vowel sound: /ow/	/ow/ how down, now, cow, town	and, at, down, in, it, look, me, my	boy, girl, hair, leaves, man, park, petals, street, washing, wind	Reading Strategies: Ask students, "What are some of the things good readers do?" Model how to use picture, print and contextual cues.	Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat, e.g. sways and swirls
Rain Music	109	narrative	Recognise and produce words that have the same vowel sound: /ay/	long a rain, pay, say, bay, pain	as, make, my, open, out, put, too, with	beat, boom, crash, pat, pit, rain, splash, splish, splosh, tap, tip	Making predictions: Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What is rain music?	Model fluent reading of a section of the text (emphasising the sound words and attending to punctuation) for students to repeat. (onomatopoeia)
My Magic Dreaming Place	128	narrative	Recognise and produce words that have the same vowel sound: /y/ my	Long i (my) try, dye, fry, cry	again, am, good, let, say, that, will, be	acrobat, driver, drummer, Friday, Monday, Thursday, today, Tuesday, Wednesday, weekend	Connect to prior knowledge: Ask children if they have dreams and what they are about.	Model reading of text with expression- noting the punctuation and repetitive parts. Students repeat.

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LEVEL 8								
Frank, the Flea Cat	264	narrative	Recognise and produce words that end with the same sound: /st/	st must, best, rest, test, nest	again, any, had, his, into, must, ran, round	biscuits, bowl, branch, fish, flea, ice cream, purr, treatment, tree, yawn	Retell the story using the pictures on each page as a guide. What was funny in this story?	Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending and humour.
Who Came to Stay?	185	narrative	Recognise and produce words that begin with the same sound: /st/	st stop, stick, stem, step, stay	ask, play, then, walk, who, little, came, away	baby, bed, brother, fun, house, mother, stay, talk, wave, while	Retell the text using the pictures on each page as a guide. What made the girl change her mind about her baby brother?	Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.
Fergus Finbone and the Runaway Pants	311	narrative	Recognise and produce words that begin with the same sound: /sl/	sl slow, slid, slam, slug, sleep	after, again, every, just, open, them, were, when	block, chase, finish, line, pair, pants, race, runner, shopkeeper, track	Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.	Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learned from this story?
Chee and Chuck	234	narrative	Identify and make rhyming words.	ch chee, chuck, chip, chop, chess	as, away, brown, had, has, then, when, from	ceiling, chase, floor, gecko, insects, light, prey, termites, toes, tongue	Reading Strategies: Ask students, "What are some of the things good readers do?" Model how to use print cues, e.g. look for chunks in words – term-ites	Model reading a section of the text with expression, noting the punctuation and rhyme. Students repeat.
Socks Gets a Boy	176	narrative	Recognise and produce words that begin with the same sound: /th/ (voiceless)	th thank, thin, think, thud, thing, thick	as, ask, by, know, his, how, thank, think	ball, boy, buddy, cage, dog, home, hug, shelter, sign, socks	Making predictions: Help students to use the title of book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. Who was doing the choosing?	Model fluent reading of the story with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?
Horseshoes	98	nonfiction report	Recognise and produce words that have the same vowel sound: a-e	long a, a-e make, cake, lake, rake, take	every, has, how, new, say, that, they, when	feet, fingernail, hoof, horses, horseshoe, lucky, nail, protect, shoes, worker	Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photos). Identify the main idea of the text.	Choral reading with students pointing to the words as they are read, sharing information

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Senses	163	nonfiction explana-tion	Recognise and produce words that have the same vowel sound: /aw/	/aw/ call, all, saw, fall, raw	every, have, help, like, live, now, our, with	ears, eyes, hands, hear, nose, senses, smell, taste, tongue, touch	Retell the text using the pictures on each page as a guide. Discuss how each sense is used.	Practise rereading the text with a partner (orally), sharing information.
How Seeds Spread	146	nonfiction explana-tion	Recognise and produce words that have the same vowel sound: /u/	long u new, you, cute, huge, blue	have, how, into, new, open, some, that, they	air, animals, fire, fruit, fur, plants, seeds, water, wind, wings	Reading strategies: Ask students, "What are some of the things good readers do?" Model how to use picture, print and contextual cues	Model reading a section of the text using expression and emphasis to convey information for students to repeat.
Geckos	128	report	Recognise and produce words that begin with the same sound: /sm/	sm small, smile, smack, smash, smell	from, have, how, live, new, an, them, walk	baby, eggs, eyes, feet, gecko, insects, lizards, tail, toes, tongue	Connect to prior knowledge: Ask students what they know about geckos.	Choral reading with students pointing to the words as they are read – sharing information
The Best Picnic Ever	207	narrative	Recognise and produce words that begin with the same sound: /pl/	pl plot, plan, plus, plum, plug	by, had, how, play, stop, then, think, when	beach, brother, Dad, drink, drive, Mum, picnic, playground, sandwiches, sea	Connect to prior knowledge: Have you ever been on a picnic? What usually happens at a picnic?	Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.
Hobbies	323	nonfiction recount	Identify syllables in words and clap as they are spoken: e.g. hob-bies	sw swim, swing, swan, sweep, sweet	are, fly, good, have, play, ride, what, you	animals, computer, drawing, games, hobbies, karate, plants, skateboarding, swimming, words	Making text to self connections: Ask students what a hobby is, then they tell if they have a hobby and what it is.	Model fluent reading of a section of the text including how to read questions for students to repeat.
Making Music	92	nonfiction report	Recognise and produce words that have the same long vowel sound /o/	long o, o-e note, low, row, vote, coat	an, allw, can, has, make, of, play, they	brass, clarinet, instrument, music, orchestra, sounds, string, trumpet, tuba, violin	Retell the text using the pictures on each page as a guide. Discuss the different instruments, their size and sound.	Practise rereading the text with a partner (orally), sharing information.