Sunshine Starters Skills Chart

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
LEVEL 12							
Five Foolish Friends	353	play	Recognise and produce words that begin with the same sound: st stand, stash, stick, still, sting	back, five, four, give, must, one, two, walk	bridge, count, fishing, friend, home, idea, lost, someone, water, yell	Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about.	Choral reading with students pointing to the words as they are read.
Monkey Finds a Phone	198	narrative	Recognise and produce words that begin with the same sound: wr /r/ wrap, wreck, write, wrong, wrote	all, ate, had, made, saw, went, with, yellow	bananas, castle, children, gold, idea, king, message, monkey, phone, slide	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. Were your predictions correct? What did monkey do with the phone?	Choral reading with children pointing to the words as they are read.
Red's Kennel	300	narrative	Identify syllables in words and clap as they are spoken, e.g. ken-nel, cannot, outside, possum, window	did, could, help, little, only, please, that, well	door, fur, garden, house, idea, kennel, nail, possum, wave, window	Identify the sequence of events: What happened first, next etc.	Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?
Mouse-deer and Tiger	353	fable	Recognise and produce words that begin with the same sound: th voiced that, them, then, there, they	after, am, around, came, come, going, just, let	day, drink, hungry, lunch, mouse-deer, mouth, paw, river, thirsty, tiger	Summarise: Tell someone the main events from the story.	Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story?
Hungry Harry	315	narrative	Identify and make rhyming words, e.g. cheese/please; beans/green	ate, for, green, have, here, no, said, yes	beans, cereal, cheese, face, hungry, next, nothing, nuts, plum, sausage	Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the title and front cover illustration.	Model fluent reading of a section of the text differentiating between questions and answers for students to repeat. Notice the repetitive parts.

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
Miss Twinkle, You Are a Star	163	narrative	Recognise and produce words that end with -ell bell, fell, spell, tell, well	around, came, off, our, she, walk, well, went	cartwheels, circus, different, flips, spell, splits, star, stilts, teacher, toes	Re-tell the text using the pictures on each page as a guide. Discuss how the teacher is different on each page.	Model fluent reading of a section of the text, emphasising the alliteration and descriptive words, for students to repeat. (e.g. stilts with stars)
What Animals Can Do	201	nonfiction recount	Recognise and produce words that begin with the same sound: kn /n/ knee, knew, knit, knot, know	do, into, know, our, see, they, what, who	blind, dog, everyone, herd, llama, police, sheep, wool, worm, work	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, rhyme, questions and repetitive parts. Students repeat.
Where Is the Sun?	125	nonfiction report	Recognise and produce words that have the same vowel sound: short u bus, but, dust, must, sun	away, from, if, other, there, we, where, your	clouds, daytime, Earth, moon, night, star, summer, sun, winter, world	Re-tell the text using the pictures on each page as a guide. Discuss where the sun is on each page.	Model reading a section of the text using expression and emphasis to convey information for students to repeat.
Lots of Feathers	123	nonfiction report	Recognise and produce words that end with -ing (present tense) flying, hiding, keeping, showing, using	and, fly, have, help, off, or, they, when	birds, dry, feathers, fluffy, keep, oily, tail, warm, ways, wings	Discuss possible reasons for the author writing this text, e.g. passion for birds; to share information; to stimulate interest.	Choral reading with students pointing to the words as they are read.
Getting Around	174	nonfiction report	Identify and make rhyming words tr trip, truck, track, train, tram	around, by, get, ride, run, so, their, up	bike, boat, bus, car, plane, scooter, skates, track, train, tram	Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the title and front cover illustration.	Model reading of text with expression, noting the punctuation, rhythm and rhyme. Students repeat.
Salt of the Earth	145	nonfiction report	Recognise and produce words that begin with the same sound sw sweat, sweep, sweet, swing, swim	can, good, make, not, out, put, some, when	animals, body, eggs, farmers, meat, popcorn, salt, sweat, taste, water	Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the title and front cover illustration.	Choral reading with students pointing to the words as they are read.

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
Beaks	198	nonfiction question and answer	Recognise and produce words that begin with the same sound: /wh/ what, when, where, which, why	for, from, has, like, this, what, which, who	beak, bird, ducklings, fish, flowers, food, fruit, trees, seeds, water	Connect to prior knowledge: Ask students what they know about birds and their beaks. What are they used for?	Model fluent reading of a section of the text differentiating between questions and answers for students to repeat. Notice the repetitive parts.
LEVEL 13							
How to Grow a T-Shirt	201	nonfiction report	Recognise and produce words that end with the same ending: -ed (past tense) cleaned, knitted, printed, pulled, twisted	back, be, from, it, long, pretty, then, too	boll, bush, cotton, knitted, ripe, seed, spinning, stretch, T-shirt, woven	Re-tell the text using the pictures on each page as a guide. What is the sequence for making a T-shirt? Look at the back cover to help you.	Chose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.
We Need to Read	173	nonfiction recount	Recognise and produce words that have the same vowel sound: ou out, shout, about, cloud, loud	about, any, away, be, help, make, there, very	blind, braille, code, family, friends, glasses, letters, pets, toys, words	Discuss and model how to identify the main idea of the text.	Practise re-reading the story with a partner (orally), sharing information.
How Does Your Snack Grow?	148	nonfiction recount	Identify syllables in words and clap as they are spoken, e.g. hum-mus apples, bananas, chickpeas, popcorn, raisins	come, from, has, how, like, where, yellow, your	apple, banana, carrot, chickpeas, grapes, hummus, popcorn, raisins, snack, sunflower	Re-tell the text using the pictures on each page as a guide. Discuss how each snack is grown.	Model fluent reading of a section of the text, including how to read questions, for students to repeat.

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
Zodiac Animals	193	nonfiction report	Recognise and produce words that end with the same sound: long e cheeky, funny, happy, lucky, nosy	after, are, ask, call, every, has, new, would	dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year	Making text to self connections: Ask students if they know what year they were born in. Refer to page 16 to see the zodiac signs.	Practise re-reading the story with a partner (orally).
Juliet's Scarf	342	narrative	Recognise and produce words that begin with the same sound: sc scarf, scab, scale, scone, scoop	ask, before, big, first, get, going, now, very	elephant, giraffe, idea, knitting, monkey, neck, scarf, throat, trunk, warm	Re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to?	Practise re-reading the story with a partner (orally).
Smile!	272	narrative	Recognise and produce words that begin with the same sound: ph /f/ photo, phew, phone, photocopy, photograph	blue, don't, green, good, no, other, our, where	camera, class, children, front, middle, photo, short, smile, tall, teacher	Making predictions: Help students to use the title of book and cover illustration to make predictions about the story.	Choral reading with students pointing to the words as they are read.
Someone for Bear	288	narrative	Recognise and produce words that have the same vowel sound: -air fair, chair, hair, pair, stair	as, ask, came, my, old, so, think, two	bear, bring, class, clean, fair, fresh, Friday, kiss, sell, toys	Reading Strategies: Ask students, "What are some of the things good readers do?" Model how to use picture, print and contextual cues.	Students practise reading the book on their own and then to the teacher (orally).
Those Are Not My Beans	251	narrative	Identify and make rhyming words, e.g. store/four; seeds/needs cr crash, cream, creep, crunch, crust	four, one, them, two, was, who, yellow, yes	beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley	Discuss and model how to identify the main idea of the story.	Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
Mutter, the Parrot	284	narrative	Recognise and produce words that have the same vowel sound: -er / uh/ schwa butter, father, flutter, mother, mutter	him, his, on, over, some, them, want, with	butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast	Analyse the characters of Mum, Dad, Jan and the parrot. What can you say about each character?	Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?
Frank's Big Day	312	narrative	Recognise and produce words that end with -ent bent, dent, sent, tent, went	after, big, by, over, sleep, under, walk, was	couch, day, family, goldfish, hedge, spot, thought, tired, warm, window	Reading Strategies: Ask students "What are some of the things good readers do?" Model how to use picture, print and contextual cues.	Choral reading with students pointing to the words as they are read. (Model emphasising the repetitive parts and using intonation.)
A Berry Big Family	190	nonfiction persuasion	Plurals: recognise and produce words that end with the same sound /s/ berries, jams, leaves, pies, sauces	blue, but, eat, like, look, red, will, you	berries, fruit, jam, pie, sauce, sick, small, smoothie, sour, stone	Making predictions: Help students to use the title of the book and cover illustration to make predictions about the story. Notice the use of Berry in the title. After reading, check on predictions made at the beginning.	Practise re-reading the story with a partner (orally) - sharing information.
Making Bubbles	191	nonfiction instruction	Recognise and produce words that have the same vowel sound: oa long o boat, float, foam, soap, soapy	are, around, if, little, make, see, will, with	air, bath, beach, boils, bubbles, diver, fizzy, soup, water, waves	Is this book fiction or non-fiction? How do you know? (photos) What is the difference? (Non-fiction is true and informs.) Connect to prior knowledge: Have you ever played with bubbles? Where can you find bubbles?	Choral reading with students pointing to the words as they are read, sharing information.
LEVEL 14							
Katie's Cabbage Chaos	331	narrative	Recognise and produce words that begin with the same sound: tw tweet, twig, twin, twirl, twist	an, come, down, much, of, other, round, went	beetroot, cabbage, camera, coleslaw, sacks, seed, seedling, snails, thief, weeds	Discuss and model how to identify the main idea of the text.	Model fluent reading of a section of the text, emphasising the alliteration, assonance and attending to punctuation, for students to repeat. (e.g. twisted and twirled; rushing, gushing)

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
Don't Give Up	278	narrative	Recognise and produce words that end with the same sound: v five, give, hive, live, love	all, don't, give, good, help, new, play, thank	art, everything, friend, maths, reading, show, spelling, teacher, tennis, words	Make connections: Think about a time when something similar has happened to you.	Practise re-reading the story with a partner (orally).
Lin's Bags	296	narrative	Identify syllables in words and clap as they are spoken, e.g. skate-board pr prank, press, prick, print, prune	been, first, going, got, he, now, ran, them	bags, button, elevator, excited, friends, handbag, holiday, parents, tickets, time	Make connections: Students think about a time when something similar happened to them.	Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story?
The Texture Treasure Hunt	347	narrative	Recognise and produce words that have the same sound: gh /f/ cough, enough, laugh, rough, tough	before, find, jump, only, right, take, two, will	fluffy, hard, hunt, rough, slippery, smooth, soft, squishy, texture, treasure	Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the title and front cover illustration.	Model fluent reading of a section of the text, noticing the descriptive words, questions and answers and different characters, for students to repeat. (e.g. squishy)
The Family That Shared	377	traditional	Recognise and produce words that end with the same ending: -ice ice, mice, nice, rice, twice	any, much, right, saw, sleep, their, very, yes	beggar, family, happy, hungry, poor, rice, rich, sell, share, twice	Re-tell the text using the pictures on each page as a guide. Discuss how the families are different.	Model fluent reading of text with expression, noting the punctuation and questions. Students repeat.
The Town Fire Brigade	363	narrative	Recognise and produce words that begin with the same sound: br bricks, bridge, brigade, bring, brown	here, into, little, open, ran, said, she, were	bakery, fire, firefighters, hole, ladder, roof, school, siren, station, town	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 sound words, repetition and attending to punctuation, for students to repeat. (onomatopoeia)

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
It's About Time	260	nonfiction report	Recognise and produce words that have the same sound: /zh/ biege, leisure, measure, pleasure, treasure	about, before, green, know, my, not, once, red	dance, lunch, time, measure, music, sea, spend, springtime, tea, treasure	Making predictions: Help students to use the title of the book and the cover illustration to make predictions about the story.	Model reading of text with expression, noting the punctuation and rhyme. Students repeat.
Forces	156	nonfiction report	Recognise and produce words that have the same vowel sound: ur turn, burn, fur, hurt, surf	come, jump, ride, them, this, with, would, you	bike, force, gravity, kick, move, pull, push, see-saw, pilot, plane	Is this book fiction or non-fiction? How do you know? What is the difference? (Nonfiction is true, and may have photographs.) Walk through the pages to confirm.	Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.
Museums Are Fun	229	nonfiction recount	Recognise and produce words that end with the same sound: /ng/ king, living, ring, sing, thing	ask, but, from, old, over, some, walk, what	art, bird, bread, desk, history, museum, nature, oven, school, village	Connect to prior knowledge: Has anyone been to a museum? What did you see? Tell us about your visit.	Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.
What We Do When…	261	nonfiction recount	Identify and make rhyming words oo afternoon, boot, noon, soon, too	after, don't, for, going, more, or, that, then	afternoon, day, dinner, holiday, hour, long, morning, night, noon, weekend	Re-tell the text using the pictures on each page as a guide. Discuss the time and what is done on each page.	Model reading of the text with expression, noting the punctuation and rhyme. Students repeat.
Arches	207	nonfiction report	Recognise and produce words that end with the same sound: /ch/ arch, bunch, lunch, march, much	about, from, just, made, more, one, over, them	arch, bricks, building, concrete, dam, doorway, metal, stone, strong, windows	Making predictions: Help students to use the title of the book and the cover illustration to make predictions about the text. After reading, check on predictions made at the beginning.	Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
Forts	137	nonfiction report	Recognise and produce words that have the same vowel sound: or fort, born, corn, or, force	but, came, like, live, their, them, were, when	animals, cannons, door, enemies, fort, gaps, people, safe, town, tunnels	Making connections: Have you ever played in or on a playground fort or made a fort? What kind of game did you play? What are forts used for?	Model reading a section of the text using expression and emphasis to convey information for students to repeat.
LEVEL 15							
Captain Patch Goes to Sea	423	narrative	Identify and make rhyming words, e.g. crew/stew; drop/stop ew crew, dew, few, new, stew	away, call, could, every, had, just, may, saw	bath, chest, crew, diamonds, gold, island, months, shark, sick, year	Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.	Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.
Farmer Rob's Robot	349	narrative	Recognise and produce words that begin with the same sound: qu /kw/ quack, queen, quick, quiet, quilt	away, not, over, stop, went, were, what, will	button, farmer, golf, kitchen, paint, quilt, robot, rooster, seeds, shed	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 text with expression, noting the punctuation, change of characters and repetitive parts. Students repeat.
The Nice, Nicer, Nicest Bears	403	retelling	Identify syllables in words and clap as they are spoken: e.g. por-ridge -ick brick, lick, pick, sick, stick	any, good, help, more, ran, so, take, three	bear, best, breakfast, high, hungry, idea, nice, porridge, soft, tasty	Summarise: Students tell someone the main events from the story.	Model fluent reading of a section of the story, emphasising the comparison words, for students to repeat. (e.g. nice, nicer, nicest)
It's Good to Share	315	narrative	Recognise and produce words that begin with the same sound: fr freeze, fridge, fright, front, frown	back, eat, good, much, old, out, some, very	apples, carrots, gate, lemons, lettuces, sign, strawberries, street, table, tomatoes	Discuss possible reasons for the author to write this text, e.g. passion for gardening; to share information; to stimulate interest.	Model fluent reading of a section of the text for students to repeat.

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
Artie and the Neighbourhood Party	355	narrative	Identify and make rhyming words, e.g. Artie/party, shine/nine -ear bear, dear, ear, hear, near	every, here, his, say, soon, there, well, your	balloons, concert, family, house, invitation, lawn, neighbours, party, Saturday, street	Discuss the possible reasons for the author writing this text.	Model reading of text with expression, noting the punctuation, rhyming words and questions. Students repeat.
The Thunder Giants	436	narrative	Recognise and produce words that start with the same sound: /j/ soft g gentle, germ, giant, giraffe, gym	around, as, did, don't, her, saw, their, who	children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry	Analyse the characters of Max, Billy and Samira. What can you say about each?	Model fluent reading of a section of the text, emphasising the alliteration, for students to repeat. (e.g. rumbled and rolled)
Art Outside the Frame	143	nonfiction report	Identify syllables in words and clap as they are spoken, e.g. sculp-ture s/-es adds, looks, makes, shapes, uses	all, let, made, not, some, their, when, with	art, artist, carve, clay, frame, mould, sculpture, stone, wheel, wood	Making predictions: Help students to use the title of book and the cover illustration to make predictions about the text.	Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.
Ruby is a Beekeeper	213	nonfiction report	Recognise and produce words that have the same sound: x /ks/ box, fox, index, wax, x-ray	call, eat, get, her, made, new, take, want	beekeeper, bees, hives, honey, hood, smoke, sting, suit, swarm, wood	Discuss the possible reasons for the author writing this text, e.g. passion for bees; to share information; to stimulate interest.	Model reading a section of the text using expression and emphasis to convey information for students to repeat.
Art Inside the Frame	144	nonfiction report	Recognise and produce words that have the same vowel sound: ai long a brain, chain, pain, paint, rain	around, how, make, new, right, that, their, what	artist, bridge, flowers, fruit, painting, people, place, think, tree, world	Making connections: Read the fact on the back cover. Think about a time when something similar has happened to you? Have you ever mixed paints like an artist?	Practise re-reading the text with a partner (orally), sharing information.

Title	Words	Text Type	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
Printing Books	297	nonfiction report	Recognise and produce words that have the same vowel sound: oo book cook, look, took, wood	around, by, first, how, now, then, was, would	clay, computer, copy, ink, letters, paper, press, print, wood, words	Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.	Model reading a section of the text using expression and emphasis to convey information for students to repeat.
Fighting Fires	244	nonfiction report	Recognise and produce words that have the same vowel sound: igh long i fight, high, light, night, right	all, can, down, get, help, know, out, their	air, alarm, drone, fire, firefighters, flames, fuel, heat, siren, smoke	Discuss and model how to summarise the text.	Model reading a section of the text using expression and emphasis to convey information for students to repeat. (Note the bold print on page 16.)
Wonderful World	193	nonfiction persuasive	Identify and make superlatives ending in -est biggest, greatest, highest, largest, longest	big, down, green, look, there, this, up, what	billions, coral, millions, north, pole, reef, rainforest, south, waterfall, world	Discuss and model how to identify the main idea of the text.	Model fluent reading of a section of the text including how to read questions for students to repeat.

Sunshine Starters Skills Chart

Title	Words	Text Type	Theme	Vocabulary: High-frequency words	Phonics	Vocabulary: Content Words	Comprehension	Fluency
LEVEL 16								
Different But the Same	448	fiction, report	people, humanity, school	way, our, well, small, green, more, long, eyes	rhyming words	brown, different, same, curly, wavy, respect, skin, freckles, colour, feelings	Discuss the possible reason for the author writing this text, i.e. showing how we all have similarities as well as differences.	Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat. Ask, what can be learnt from this story?
Frank's Big Food Trip	389	narrative, humour	pets, cats	looking, asked, just, food, something, different, gave, could	/ar/, e.g. far	hungry, milk, dessert, bowl, biscuits, full, yogurt, fish, mince, strolled	Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the story.	Choose a page to choral read with the students, for example, page 14. Model emphasising the repetitive parts and using intonation.
Lily and the Lost Stitch	340	narrative	being different, our bodies, crafts	help, little, around, stopped, where, from, home, every	soft g (sounds like /j/)	littlest, biggest, large, family, lost, stitch, wool, giant, knitting, parcel	Model asking questions about the text to help the reader reinforce the idea of reading with a purpose; eg, Why was the giant crying? How did Lily get thanked for her kindness?	Model reading a page of the text with pace and expression. Note the punctuation. Students repeat.
Miss Pickles and the Duck	505	narrative	birds, kindness, trans-portation	house, about, back, better, next, were, there, once	/oo/ as in good	duck, farm, middle, nowhere, pilot, helicopter, supermarket, ducklings, roof, cage	Reading strategies: Ask students "What are some of the things good readers do?" Model how to use picture, print and contextual cues.	Students practise reading parts of the book aloud on their own and then to the teacher.
Nervous Nellie	608	narrative	shyness, public speaking	told, great, looked, find, school, think, still, away	/er/ as in nerves	assembly, breath, nervous, nerves, bounced, flicking, freak, relax, confident, frightened	Discuss possible reasons for the author writing this text.	Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.
Why Poppy Needs Another Holiday	562	narrative, recount	family, humour, holidays	why, say/s, other, first, never, keep, didn't, another	long a sound (a_e)	holiday, aunt/s, Mercedes, Ferrari, carrot, museum, swimming, baking, flowers, busy	Analyse the characters of the aunts and Poppy. Ask, "What can you say about each character?"	Model reading part of the text, noting the punctuation and change of characters. Make your voice sound different for the different people. Students repeat.

Title	Words	Text Type	Theme	Vocabulary: High-frequency words	Phonics	Vocabulary: Content Words	Comprehension	Fluency
Fins Are Fantastic	490	nonfiction, report	nature, marine life	place, live, help, many, stop, over, think, long	long u (u_e)	ocean, fins, shark, whale, fantastic, wide, deep, turn, dolphin, move	Discuss and model how to identify the main idea of the text.	Model fluent reading of a section of the text for students to repeat.
Jack, the Sniffer Dog	296	nonfiction, recount	environment, pest control, dogs	boat, tree, looking, under, other, park, pulled, find	possessives	island, prow, anchor, behind, burrow, scent, trap, shore, sniffer, hear	Discuss possible reasons for the author writing this text.	Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.
Leaf Life	468	nonfiction, report	nature, science	where, air, sun, plants, around, grow, before, even	soft g sound /j/	leaf, life, leaves, drinks, medicine, dried, clothing, ground, change, colour	Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.	Practise re-reading parts of the text with a partner (orally) – sharing information.
Our Amazing Skin	538	nonfiction, report	our bodies, biology	three, work, our, why, lived, dark, grow, right	comparatives ending in -er	skin, layer, world, raincoat, changes, clean, organ, melanin, happy, blood	Making predictions: Help students to use the title of the book and the cover and title page photographs to make predictions about the text. After reading, check on predictions made at the beginning. Were they correct?	Choose a heading from the contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.
Ready, Steady, Cook!	473	nonfiction, report	food, nutrition, cooking, culture	need, food, some, can't, people, different, same, thing/s	long o vowel sound oa	energy, cooking, heat, eat, raw, recipe, bread, always, baking, bubbles	Is this book fiction or non-fiction? How do you know? What is the difference? (Nonfiction is true and informs.) It may have photographs. Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.	Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.
The Thing About Cats	324	nonfiction, persuasive, report	pets, cats	they, home, well, called, better, round, more, good	voiced /th/ sound – they	skill, tail, jump, balance, stalk, blink, paws, walk, smell, feel	Connect to prior knowledge: Has anyone owned a cat or visited someone with a cat? What's one thing you can say about cats?	Choral reading with students pointing to the words as they are read – sharing information.
LEVEL 17								
A Robot Sandwich	653	narrative, instruction	robots, learning, coding, school	everyone, which, asked, work, did, all, what, they	soft c sound (ice) /s/	sandwich, teacher, robot, instructions, recipe, describe, followed, slice/s, bread, spread	Discuss the possible reason for the author writing this text, for example, learning to write clear instructions.	Choose a page to choral read with the students, for example, page 15 (model emphasising the repetitive parts and using intonation).

Title	Words	Text Type	Theme	Vocabulary: High-frequency words	Phonics	Vocabulary: Content Words	Comprehension	Fluency
Cooper, the Super Juggler	449	narrative	skills, juggling, circus, ambition	people, when, good, going, three, right, how, want	oo sound	juggling, juggler, throw, hand, catch, learn, practice, circus, dreams, left	Discuss and model how to identify the main idea of the story.	Model fluent reading of a section of the text, noting the punctuation and making the different characters sound different. Students repeat.
Daisy Dog	455	narrative	pets, humour, affection	ran, soon, children, this, that, dog, must, some	rhyming words	garden, hole, hammer, bone, shed, gate, found, summer, ground, sound	Re-tell the story using the pictures on each page as a guide. Discuss how Daisy knew where the tool was and the meaning of clunky and clanky.	Model reading the text with expression, noting punctuation, rhythm and rhyme. Students repeat.
Dragon Dance	547	narrative	ceremonies, Chinese New Year, dragons, school	magic, river, red, dragon, head, animal, night, want	vowel sound /i_e/ (long i) as in like	snake, festival, lanterns, front, behind, middle, luck, dance, brave, strong	Discuss and model how to identify the main idea of the text.	Choral read parts of the story with students pointing to the words as they are read. (Model emphasising interesting words like twirl, swirl, twist, swish.)
Learning Experience	552	narrative, play	school, learning, co-operation	we're, two, well, take, much, thing/s, bad, I've	identify syllables	game, yesterday, ready, learn/ing, class, office, test, group, solve, problem/s	Discuss strategies for reading a play: Which words set the scene or explain actions? Which parts do characters read? Which parts does a narrator read? Predict what the play might be about.	Read the play as a Readers' Theatre together before taking character parts in groups.
My Farm Diary	478	nonfiction, recount	farms, holidays, family, diary	don't, their, took, know, inside, that's, after, even	words with /or/	shearers, wool, quad-bike, lamb, prawns, rooster, rained, sleepover	Make connections: Think about a time when something similar has happened to you. Have you ever been on a sleepover?	Model fluent reading of a section of the text for students to repeat.
Art is Us	468	nonfiction, report	art, culture, history	us, lived, use/d, these, been, inside, would, called	words ending in vowel sound -ure	learn, important, art, decorate, past, paintings, cave, information, handwriting, stories	Reading strategies: Ask students: "What are some of the things that good readers do?" Model how to use picture, print and contextual cues.	Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary. Students repeat.
Good Habits	486	nonfiction, persuasive, rhyming	our bodies, hygiene, kindness	each, there, good, must, play, same, every, because	rhyming words	January, December, habits, remember, exercise, sleep, vegetables, fruit, shower, today	Making connections: Read the back cover. Share which of these good habits you do. Ask students: "What other good habits do you do?"	Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat. Ask students: "What can be learnt from this story?"

Title	Words	Text Type	Theme	Vocabulary: High-frequency words	Phonics	Vocabulary: Content Words	Comprehension	Fluency
Hairy Facts	465	nonfiction, information	our bodies, fashion, hair, differences	head, about, round, keep, know, than, tell, who	vowel sound: -air	hair, born, bald, strong, warm, curly, straight, blonde, redhead, black	Making connections: Read the back cover. Discuss your hair colour, your friends' hair colour and your family's hair colour. Who has the same colour as you?	Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.
Let's Go to the Sahara	335	nonfiction, report	deserts, Africa, culture	any, than, place, hot, very, sleep, plants, water	identify syllables	world, desert, Arctic, Antarctic, sandy, freezing, sunhat, daytime, burrows, camel	Ask students: "Is this book fiction or non-fiction? How do you know?" (photos) "What is the difference?" (Non-fiction is true and informs) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.	Choose a heading from the contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.
Play Ball!	436	nonfcition, report	sports, technology	away, how, or, has, been, small, fast, only	compound words	catch, hit, throw, tennis, hockey, baseball, basketball, football, polo, soccer	Making connections: Ask students: "Have you ever played with a ball? What kind of game did you play?" Look at the cover. "What games are being played here?"	Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.
The Gibbon Family	432	nonfiction, report	apes, animals, environment	after, eat, two, tree, through, way, feet, morning	long e vowel sound ee	tail, ape, arm, gibbon, gorilla, monkey, clever, rainforest, save, move	Re-tell the text using the photos on each page. Ask a question, for example, "Is a gibbon an ape or a monkey? How do you know? What can be learnt from this text?"	Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.
Level 18								
In Charge of Trumpet Cleaning	499	narrative, report	musical instruments, family, vocation	cold, hot, key, laughed, lots, may, something, these	/ow/ sound, as in cow	dust, spit, notes, dirty, instruments, trumpet, cleaning, charge, tubes, brushes	Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.	Model fluent reading of a section of the text for students to repeat.
Mr Bright, Turn Off the Lights!	659	narrative	lighthouses, storms, kindness, community	along, under, night, sleep, off, please, couldn't, because	vowel sound /igh/ (long i) as in light	light, turn, complain, Mayor, flick, bright, dark, lighthouse, perfect, storm	Re-tell the text using the pictures on each page. Discuss what the different characters said about Mr Bright's lights and how it made them and him feel. What can be learnt from this story?	Model reading part of the text, noting the punctuation, interesting words and change of characters, for example, page 20. Make your voice sound different for the different characters. Students repeat.

Title	Words	Text Type	Theme	Vocabulary: High-frequency words	Phonics	Vocabulary: Content Words	Comprehension	Fluency
Playing with Surveys	630	narrative, recount	school, data, surveys, playground equipment	box, each, hard, let's, most, play, room, use	identify and produce words with -ion	survey, playground, internet, question, information, popular, equipment, graph	Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Discuss the order of instructions for a survey.	Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary. Students repeat.
Shooting for the Stars	490	narrative	disability, school, performance	end, best, ever, said, out, before, need, their	identify syllables	show, space, aliens, spaceship, stars, shooting, pilot, dance, planet	Re-tell the text using the pictures on each page. Discuss what the different characters said about choosing Mia to be the spaceship pilot and how it made her feel. What can be learnt from this story?	Model fluent reading of a section of the text using intonation for students to repeat. On pages 8 and 22, notice how you say the alliterative words (twisted and twirled)
What Does Happiness Look Like?	387	narrative	school, opinions, mindfulness	would, who, tell, really, new, was, friends, things	identify and make rhyming words	happiness, reads, clothes, money, beach, ice-creams, football, proud, bike, happy	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, rhythm and rhyme. Students repeat.
Why Cats Eat Rats	386	narrative, folk tale	fables, zodiac animals	cat, dragon, jumped, horse, rabbit, fast, animals, water	voiceless th, as in thin	tiger, ox, monkey, rat, snake, sheep, rooster, swimming, happy, angry	Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the story.	Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story? Discuss the ending. Is it satisfying?
Extreme Vehicles	503	nonfiction, report	transportation, adaptation, vehicles, weather	with, that, across, could, snow, air, next, through	y ending (long e)	extreme, buggy (ies), wheelchairs, difficult, vehicles, wheel, track, swamp, giant, stuck	Discuss the possible reason for the author writing this text.	Model reading a section of the text using expression and emphasis to convey information for students to repeat.
Gluten-Free Benji	579	nonfiction, recount	diet, food, allergies, gluten-free, family, our bodies	school, didn't, eat, everyone, still, couldn't best, hard	identify syllables	gluten, free, cheese, fruit, rice, vegetables symbols, sure, noodles, eggs	Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the text. After reading, check on predictions made at the beginning. Were they correct?	Model fluent reading of a section of the text for students to repeat. Use intonation to make it sound as though Benji is talking.

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Inventions	633	nonfiction, report	history, technology, experiments, inventors	old, when, new, first, another, thought, book, liked	vowel sound oi (oy)	invention, ideas, chocolate, inventor, strong, easy, customer, cornflakes, register, frisbee	Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.	Model fluent reading of a section of the text using expression to differentiate between old and new for students to repeat
Saving for a Rainy Day	421	nonfiction, report	animals, food, habitat	much, bear, keep, any, only, most, mother, animals	words with vowel sound -ur	saving, rainy, father, extra, store, collect, honey, nectar, summer, winter	Make connections: Think about a time when something similar has happened to you. Have you ever saved or collected something to keep for a later time?	Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary. Students repeat.
Standing Strong	634	nonfiction, history	famous people, courage, politics	people, better, take, want, wanted, white, many, same	identify syllables	standing, strong, differently, changed, stood, improve, world, ideas, equal, actions	Is this book fiction or non-fiction? How do you know? (photos) What is the difference? (Non-fiction is true and informs.) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.	Choose a heading from the contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner
Taking Pictures	454	nonfiction, report	photography, technology, history	first, dark, began, ever, found, room, really, through	ph /f/ sound	cameras, taking, pictures, digital, computer, light, photo, colour, movies, phone	Re-tell the text using the pictures (photos) on each page. Ask questions. What can be learnt from this text?	Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.