

Sunshine Starters Skills Chart

Pack 5 Levels 16–18

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_c)	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.

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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).

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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 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?"

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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	nonfiction, 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.

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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.