

# Sunshine Starters Skills Chart - by Theme



Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>ANIMALS</b>								
<b>Can I Get On?</b>	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.
<b>Here I Am</b>	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.
<b>I'm Faster Than You</b>	59	narrative	Identify syllables in words and clap as they are spoken. eg fast/er	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.
<b>My Pet</b>	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.
<b>Pet Exercise</b>	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.
<b>What Do Animals Feel Like?</b>	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.
<b>Which Way is Up?</b>	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.
<b>Who is at the Gate?</b>	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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<b>Animal Tails</b>	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
<b>Barry, the Bee</b>	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.
<b>Chee and Chuck</b>	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.
<b>Frank, the Flea Cat</b>	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.
<b>Geckos</b>	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
<b>The Cat and the Snail</b>	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.
<b>Tiger in the Cupboard</b>	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).
<b>Flamingoes Everywhere</b>	130	narrative	Recognise and produce words that begin with the same sound: /fl/	fl fly, fluff, flip, flop, flap	had, pretty, the, there, three, was, were, when	bathroom, bedroom, everywhere, feathers, five, flamingoes, mother, pink, reading, smiled	Discuss the sequence of events and the humorous ending.	Model reading of text with expression, noting the punctuation. Students repeat after you.
<b>Hide-and-Seek</b>	297	play	Recognise and produce words that begin with the same sound: /pl/	pl plan, plot, plug, plum, plus	all, been, do, go, on, one, play, please	found, friend, game, grass, hide, monkey, rocks, seek, someone, today	Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about. What do you know about the game of hide-and-seeK?	Read the play as a Readers’ Theatre together before taking character parts in groups.

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>Tom, the School Cat</b>	434	narrative	Recognise that words can be broken into individual sounds and produce them.	-ash bash, crash, flash, smash, stash	into, jump, little, thank, their, they, went, your	afternoon, assembly, award, cheese, Friday, listening, Monday, Thursday, Tuesday, Wednesday	Re-tell the text using the pictures on each page as a guide. What mischief did Tom get up to? How was the school cat problem solved?	Model reading of text with expression, noting the sound words, punctuation and repetitive parts. Students repeat after you.
<b>Two Trevors</b>	188	narrative	Recognise and produce words that end with the same sound: /ate/	-ate date, gate, late, mate, rate	ate, away, new, old, play, ran, red, two	biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome	Making predictions. Help students 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 the humour.	Model reading of text with expression, noting the punctuation and change of characters. Students repeat after you.
<b>What's Your Fur For?</b>	196	nonfiction report	Recognise and produce words that have the same vowel sound: /i/	short i in, is, live, thick, with	black, for, live, other, some, what, with, your	cool, different, fur, hide, keep, reasons, scare, use, useful, warm	Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true) Make predictions about the text from the cover and title page photographs.	Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.
<b>Frank's Big Day</b>	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.)	
<b>Mutter, the Parrot</b>	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?	
<b>What Animals Can Do</b>	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.	
<b>Daisy Dog</b>	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.

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<b>Frank's Big Food Trip</b>	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.
<b>Jack, the Sniffer Dog</b>	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.
<b>My Farm Diary</b>	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.
<b>The Gibbon Family</b>	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.
<b>The Thing About Cats</b>	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.
<b>Why Cats Eat Rats</b>	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?

## ART AND CULTURE

<b>I Dance With a Monkey</b>	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.
<b>I Write With...</b>	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.
<b>We Like to Dance</b>	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.

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<b>Gran's Holiday</b>	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.
<b>Homes</b>	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
<b>Making Music</b>	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.
<b>Riddles</b>	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.
<b>Colour Magic</b>	173	nonfiction report	Recognise and produce words that have the same vowel sound: /ow/	-ow (how) cow, how, now, vow, wow	black, blue, call, one, or, then, they, yellow	blob, happen, mix, need, paint, paintbrushes, plate, print, stroke, words	Ask questions as you read. What do I do to make a new colour, e.g. purple. Sequence the steps.	Choral read the instructions with students pointing to the words as they are read – sharing information.
<b>Sounds Like Music</b>	185	nonfiction report	Recognise and produce words that have the same vowel sound: /e/	long e be, beat, me, see, we	are, be, from, on, our, some, their, this	across, heard, music, people, shell, sounds, these, use, whistle, wind	Reading Strategies: Ask students "What are some of the things good readers do?" Model how to use picture, print and contextual cues.	Practise rereading the story with a partner (orally) – sharing information.
<b>Write On!</b>	155	nonfiction report	Recognise and produce words that have the same ending sound: -ite	-ite bite, kite, site, quite, write	have, let, more, say, see, think, up, which	everywhere, own, poem, read, rhyme, share, story, true, words, write	Making connections: Ask students to predict what good writers do? Check their predictions at the end of the book. Link to what they do. Are they good writers?	Model reading a section of the text using expression and emphasis to convey information for students to repeat.
<b>Art Inside the Frame</b>	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.	

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<b>Art Outside the Frame</b>	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.	
<b>Museums Are Fun</b>	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.	
<b>We Need to Read</b>	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.	
<b>Zodiac Animals</b>	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).	
<b>Art is Us</b>	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.
<b>Dragon Dance</b>	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 swirl, twist, swish.)
<b>Standing Strong</b>	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



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<b>COMMUNITY</b>								
<b>At the Bus Stop</b>	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.
<b>I Have My Mum’s Hair</b>	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.
<b>I See a Face</b>	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.
<b>No!</b>	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.
<b>The Fancy Dress Party</b>	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.
<b>This is His!</b>	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.
<b>We Love to Swim</b>	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.

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<b>Where is Jill?</b>	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.
<b>Daisy's Rainbow Dress</b>	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.
<b>The Best Picnic Ever</b>	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.
<b>The Rainforest Ball</b>	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.
<b>Who Came to Stay?</b>	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.
<b>A Letter to Grandma</b>	227	narrative	Recognise and produce words that begin with the same sound: /kn/	kn (n) knee, knew, knit, knot, know	about, get, her, his, know, live, put, what	envelope, friend, Grandma, letter, means, museum, school, stamps, swimming, write	Discuss strategies (steps) for writing a letter. What is needed and in what order?	Choral reading with students pointing to the words as they are read – sharing information.
<b>Bobby's Birthday</b>	231	narrative	Recognise and produce words that begin with the same sound: /ch/	ch chap, chat, chess, chip, chop	are, come, first, for, look, thank, who, will	birthday, chocolate, fourth, heart, hope, presents, puppy, second, shaped, third	Re-tell the story using the pictures on each page as a guide. What was the first present, second, third, fourth, etc?	Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat after you.
<b>Boo and Brutus</b>	193	narrative	Recognise and produce words that have the same vowel sound: /u/	long u blue, boo, cute, new, you	but, find, he, him, me, new, not, ran	best, chickens, ditch, friend, gate, goats, grass, headbutt, snorted, tractor	Identify the sequence of events. Use the pictures to confirm.	Model fluent reading of text with expression, noting the punctuation and change of characters. Students repeat after you.



Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>Mark and the Dinosaurs</b>	213	narrative	Recognise that words can be broken into individual sounds and produce them, e.g. ask /a/ /s/ /k/.	sw- swan, sweep, sweet, swim, swing	again, ask, ate, had, his, them, there, were	chalk, concrete, dinosaurs, draw, friend, green, reptiles, swimming, tramping, wading	Identify the main idea of the story and the two characters in it. Discuss what the dinosaurs they drew are doing.	Practise re-reading the story with a partner (orally), making sure to change their voice for different characters.
<b>Artie and the Neighbourhood Party</b>	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.	
<b>Captain Patch Goes to Sea</b>	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.	
<b>Five Foolish Friends</b>	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.	
<b>Juliet's Scarf</b>	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).	
<b>Lin's Bags</b>	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?	
<b>Miss Twinkle, You Are a Star</b>	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)	

<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>Monkey Finds a Phone</b>	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.	
<b>Red's Kennel</b>	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?	
<b>Smile!</b>	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.	
<b>The Thunder Giants</b>	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)	
<b>The Town Fire Brigade</b>	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)	
<b>Different But the Same</b>	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?

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>Learning Experience</b>	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.
<b>Mr Bright, Turn Off the Lights!</b>	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.
<b>Nervous Nellie</b>	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.
<b>Shooting for the Stars</b>	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)
<b>Why Poppy Needs Another Holiday</b>	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.
<b>FOOD AND NUTRITION</b>								
<b>Making Cakes</b>	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.
<b>My Salad Garden</b>	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.
<b>So Many Seeds</b>	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.

<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>A Berry Big Family</b>	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.	
<b>How Does Your Snack Grow?</b>	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.	
<b>Ruby is a Beekeeper</b>	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.	
<b>Salt of the Earth</b>	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.	
<b>A Robot Sandwich</b>	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).
<b>Gluten-Free Benji</b>	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.

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>Ready, Steady, Cook!</b>	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.

## MATHS CONCEPTS

<b>Balloons</b>	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.
<b>Flowers</b>	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.
<b>I Can Juggle</b>	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.
<b>I Like My Dad</b>	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.
<b>Little and Big</b>	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.
<b>Munch! Munch! Munch!</b>	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.
<b>One Big Milkshake</b>	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.

<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>Under the Sea</b>	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.
<b>Up and Down</b>	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.
<b>Where is it Hiding?</b>	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.
<b>Colours</b>	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.
<b>Matching</b>	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).
<b>Patterns</b>	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).
<b>Ben’s Quiz Game</b>	198	question and answer	Recognise and produce words that begin with the same sound: /st/	st stay, stem, step, stick, stop	could, our, them, think, were, with, yes, you	game, heavier, homework, ice cream, quiz, same, stones, strawberries, tonne, weigh	Making text to self connections: Ask students if they have played a quiz and what they know about weight.	Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.
<b>It’s About Time</b>	260	nonfiction report	Recognise and produce words that have the same sound: /zh/ bieve, 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.	

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>What We Do When...</b>	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.	
<b>Playing with Surveys</b>	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.

## OUR BODIES

<b>Bedtime</b>	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.
<b>Face Painting</b>	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.
<b>Here is Hair</b>	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.
<b>How Would You Like Me to Dress?</b>	119	narrative	Identify and make rhyming words.	dr dress, drip, drop, drum, drag	you, with, are, like, me, that, what, say	dress, 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.
<b>If I Had Wings</b>	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.
<b>Just Like Me</b>	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.

<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>Mud</b>	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.
<b>See Me Giggle</b>	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.
<b>All Dressed Up</b>	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.
<b>Being Brave</b>	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.
<b>Senses</b>	163	nonfiction explanation	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.
<b>Let's Get Fit!</b>	95	nonfiction report	Identify syllables in words and clap as they are spoken, e.g. gar/den	-et get, let, net, pet, wet	and, get, let, play, run, she, walk, we	baby, crawl, dance, flowers, football, fun, garden, grass, stretch, swing	Re-tell the text using the pictures on each page as a guide. Discuss how each person gets fit.	Students practise reading the book on their own and then to the teacher (orally).
<b>Good Habits</b>	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?"
<b>Hairy Facts</b>	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.
<b>Our Amazing Skin</b>	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.



Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>SCIENCE &amp; NATURE</b>								
<b>I Like the Smell</b>	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.
<b>I Look</b>	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.
<b>Made Out of Sand</b>	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.
<b>Springtime</b>	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.
<b>How Seeds Spread</b>	146	nonfiction explanation	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.
<b>Rain Music</b>	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)
<b>Wind Dance</b>	81	nonfiction explanation	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
<b>A Trickle of Water</b>	127	nonfiction report	Recognise and produce words that begin with the same sound: /tr/	tr tram, trap, tree, trim, trip	big, can, come, down, make, other, soon, under	bridge, city, flow, high, mountains, ship, small, stream, through, trickle	Re-tell the text using the pictures on each page as a guide. Start with what makes the trickle of water.	Practise rereading the story with a partner (orally) – sharing information
<b>Can You See Me?</b>	223	nonfiction report	Recognise and produce words that have the same ending sound: /k/	-ck back, black, kick, pack, pick	back, call, help, live, over, round, take, there	coral, crab, crawl, creatures, diver, hermit, hide, reef, sea, star	Re-tell the text using the photos on each page as a guide. Where were the creatures hiding?	Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>Forest Walk</b>	121	nonfiction recount	Recognise and produce words that begin with the same sound: /bl/	bl black, blame, blob, blue, block	again, away, back, blue, brown, by, walk, will	birds, bugs, drive, floats, flutter, friends, muddy, rocks, stream, water	Connect to prior knowledge: Have you ever been on a forest walk? What did you see or hear?	Model fluent reading of a section of the text (emphasising the sound words, and attending to punctuation) for students to repeat.
<b>How Much Rain?</b>	248	nonfiction instruction	Recognise and produce words that have the same vowel sound: /a/	long a away, late, make, rain, take	any, ask, be, every, may, much, take, where	chart, gauge, graph, measure, rain, rainfall, start, stick, stones, weather	Discuss strategies (steps) for making a rain gauge. What is needed and in what order?	Practise reading the text with a partner (orally) – sharing information.
<b>I Love Trees</b>	51	narrative	Recognise and produce words that begin with the same sound: /br/	br brave, breathe, brim, brown, brush	eat, for, give, I, in, make, to, want	animals, breathe, food, grow, hug, many, people, sap, tree, wood	Is this book fiction or non-fiction? How do you know? What is the difference? (Non-fiction is true and may have photos). Predict the uses of trees that might be in the text.	Choral reading with students pointing to the words as they are read, sharing information.
<b>Light Show Under the Sea</b>	123	nonfiction	Recognise and produce words that have the same ending sound:	-ight light, might, night, right, tight	away, by, has, like, little, look, two, under	dragon, fish, jellyfish, light, sea, show, squid, star, wink	Making predictions: Help students use the title of the book and cover illustration to make predictions about the story. After reading, check on accuracy of their predictions made at the beginning.	Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat.
<b>Listen! Here Comes Night</b>	119	nonfiction report	Recognise and produce words that begin with the same sound: /th/	th (voiced) that, them, then, they, this	come, fly, going, good, here, she, that, you	garden, hear, laugh, listen, night, owl, puppy, sing, tomorrow, yell	Re-tell the text using the pictures on each page as a guide. What can we see or hear at night?	Model fluent reading of a section of the text (emphasising the sound words – onomatopoeia, alliteration and attending to punctuation) for students to repeat.
<b>Beaks</b>	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.	
<b>Forces</b>	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.	
<b>Lots of Feathers</b>	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.	

<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>Making Bubbles</b>	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.	
<b>Texture Treasure Hunt</b>	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)	
<b>Where Is the Sun?</b>	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.	
<b>Wonderful World</b>	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.	
<b>Fins Are Fantastic</b>	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.
<b>Leaf Life</b>	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.
<b>Let's Go to the Sahara</b>	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.

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>Saving for a Rainy Day</b>	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.

## SPORTS, HOBBIES & ACTIVITIES

<b>At the Show</b>	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.
<b>Cricket Now and Then</b>	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.
<b>Gymnastics</b>	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.
<b>I Can Catch</b>	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.
<b>I Go By the Cat</b>	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.
<b>I Walk to School</b>	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.
<b>My, My, My</b>	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.
<b>The Basketball Game</b>	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.

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>We Can Do Karate</b>	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.
<b>What Can I Do?</b>	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.
<b>Boing</b>	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)
<b>Fergus Finbone and the Runaway Pants</b>	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?
<b>Hobbies</b>	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.
<b>My Magic Dreaming Place</b>	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.
<b>Amelia Rose Loves to Read</b>	193	narrative	Identify and make rhyming words.	-all ball, call, fall, hall, tall	all, before, but, go, him, my, ride, stop	book, dance, fun, horse, learn, love, read, should, story, time	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, rhyme and change of characters. Students repeat after you.
<b>Nutty Knitting</b>	137	nonfiction instruction	Identify syllables in words (especially with double consonants) and clap as they are spoken, e.g. nut/ty, knit/ting	oo book, cook, hook, took, wool	be, funny, how, made, make, more, some, when	colours, different, knitting, needles, patterns, stitches, twist, wool, yarn, years	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 seen knitting?"	Choral reading with students pointing to the words as they are read – sharing information

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>The Famous Writer</b>	152	narrative	Identify and make rhyming words.	wr (r) wrap, wrist, write, wrong, wrote	came, had, her, off, once, said, then, well	famous, letter, nothing, paper, pencil, poems, stories, words, write, writer	Re-tell the story using the pictures on each page as a guide. What things did the writer try to help her write?	Model fluent reading of a section of the text (emphasising the rhyming words) for students to repeat.
<b>The Magician's Hat</b>	236	narrative	Identify syllables in words and clap as they are spoken, e.g. mag/ic	-ump bump, dump, jump, lump, pump	about, black, his, if, jump, off, out, white	flowers, hat, homework, magic, rabbit, scarf, teacher, tricks, uncle, wand	Connect to prior knowledge: Ask students what they know about magic, magicians and the magic word Abracadabra! Practise saying it.	Model reading of text with expression, noting the punctuation and repetition of Abracadabra. Students repeat after you.
<b>Katie's Cabbage Chaos</b>	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)	
<b>Those Are Not My Beans</b>	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.	
<b>Cooper, the Super Juggler</b>	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.
<b>Play Ball!</b>	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.

## TECHNOLOGY

<b>How the Teachers Come to School</b>	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.
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<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>I Go Up</b>	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.
<b>Surf Rescue</b>	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.
<b>We Come Down</b>	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.
<b>What am I?</b>	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.
<b>Bird Feeders</b>	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.
<b>Car Racing</b>	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.
<b>Horseshoes</b>	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
<b>Bridges</b>	99	nonfiction	Recognise and produce words that have the same vowel sound: /o/	short o dog, log, of, off, on	go, has, let, like, made, off, on, up	beautiful, bridge, cross, cycling, harbour, log, plane, river, road, valley	Connect to prior knowledge: Ask students what they know about bridges.	Choral reading with students pointing to the words as they are read – sharing information.

<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>Robots Can Help Us</b>	156	nonfiction	Recognise and produce words that have the same vowel sound: /ar/	ar car, dark, farm, hard, park	again, been, can, help, play, stop, too, where	cold, computers, hot, moon, robots, send, space, use, win, work	Reading Strategies: Ask students “What are some of the things good readers do?” Model how to use picture, print and contextual cues. Ask yourself does it sound right, look right and make sense? Discuss and summarise the uses of robots.	Practise rereading the story with a partner (orally) – sharing information
<b>Signs</b>	120	nonfiction recount	Recognise that words can be broken into individual sounds and produce them.	-aw all, raw, saw, talk, walk	did, here, only, put, said, saw, three, walk	animals, apples, books, feed, free, library, read, signs, sister, special	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 cover and title page illustrations.	Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat after you.
<b>Arches</b>	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.	
<b>Farmer Rob’s Robot</b>	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.	
<b>Fighting Fires</b>	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.)	
<b>Forts</b>	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.	



<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>Getting Around</b>	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.	
<b>How to Grow a T-Shirt</b>	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.	
<b>Printing Books</b>	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.	
<b>Extreme Vehicles</b>	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.
<b>In Charge of Trumpet Cleaning</b>	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.
<b>Inventions</b>	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
<b>Taking Pictures</b>	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.



## VALUES

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>My Turn</b>	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.
<b>The Smile</b>	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.
<b>Mr Mustard's Mailbox</b>	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.
<b>My Superheroes</b>	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.
<b>Socks Gets a Boy</b>	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?
<b>The New Boy at School</b>	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.
<b>Eco Superheroes</b>	108	nonfiction persuasion	Identify and make rhyming words, e.g. plan/can	long o eco, go, grow, show, so	big, is, much, now, of, put, so, the	compost, healthy, love, pollution, puppets, recycle, superheroes, waste, water, world	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, sharing information and noticing the rhythm and rhyme.
<b>Good Manners Week</b>	333	narrative	Identify and make rhyming words	th (voiceless) thank, thick, thin, think, thud	as, just, may, right, soon, thank, think, well	bees, birds, classroom, excuse, hard, kind, lesson, manners, week, welcome	Connect to prior knowledge: Ask students what they think good manners and bad manners are.	Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.

<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>Greedy Fox</b>	267	fable	Recognise and produce words that begin with the same sound: /fr/	fr frame, free, fresh, from, frost	again, ask, ate, from, good, have, made, please	coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase	Making predictions. Help students 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 the meaning of greedy.	Model reading of text with expression, noting the punctuation and change of characters. Students repeat after you.
<b>Jo Tries Out for the Team</b>	300	narrative	Recognise and produce words that begin with the same sound: /sh/	sh shed, shin, ship, shop, shut	after, am, at, eat, good, it, let, too	baker, best, cake, feels, really, sad, school, shoots, something, team	Connect to prior knowledge: Have you ever tried out for a team? What are you good at?	Model reading of text with expression, noting the punctuation and change of characters. Students repeat after you.
<b>Mr Crocodile Goes to the Beach</b>	235	narrative	Recognise and produce words that have the same vowel sound: /u/	short u bus, but, cut, up, us	down, help, like, not, over, run, that, want	beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper	Making predictions: Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on accuracy of their predictions made at the beginning.	Model reading of text with expression, noting the punctuation and emphasising repetitive parts. Students repeat after you.
<b>Mrs Clucky's Chickens</b>	235	play	Identify syllables in words and clap as they are spoken, e.g. pat/ters	cl click, climb, clip, clop, cluck	could, have, more, my, that, this, walk, who	eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm	Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about from the cover.	Read the play together as a Readers' Theatre before taking character parts in groups. Notice the repetitive parts.
<b>Staying Still</b>	143	nonfiction report	Identify syllables in words and clap as they are spoken, e.g.g but/ter/fly	-ill fill, hill, pill, still, will	about, and, do, how, out, see, think, your	bee, butterfly, feel, fun, listen, love, skip, stay, still, us	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 – but, butter, fly.	Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.
<b>Where is Mike?</b>	308	narrative	Recognise and produce words that have the same sound: /i/	long i find, like, line, mine, time	came, find, from, must, now, open, saw, under	bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers	Identify the problem and solution in the story. Use the pictures to confirm.	Model fluent reading of text with expression, noting the punctuation and change of characters. Students repeat after you.
<b>Don't Give Up</b>	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).	

Title	Words	Text Type	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>Hungry Harry</b>	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.	
<b>It's Good to Share</b>	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.	
<b>Mousedeer and Tiger</b>	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?	
<b>Someone for Bear</b>	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).	
<b>The Family That Shared</b>	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.	
<b>The Nice, Nicer, Nicest Bears</b>	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)	
<b>Lily and the Lost Stitch</b>	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.

<b>Title</b>	<b>Words</b>	<b>Text Type</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Vocabulary: High-frequency Words</b>	<b>Vocabulary: Content Words</b>	<b>Comprehension</b>	<b>Fluency</b>
<b>Miss Pickles and the Duck</b>	505	narrative	birds, kindness, transportation	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.
<b>What Does Happiness Look Like?</b>	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.