

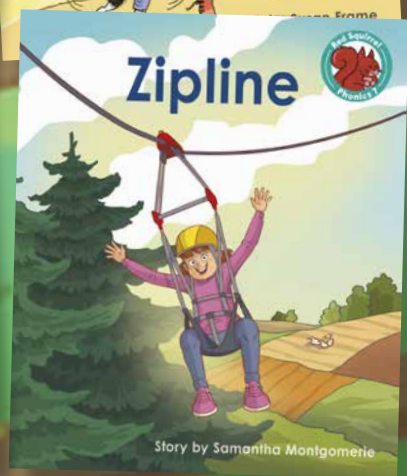
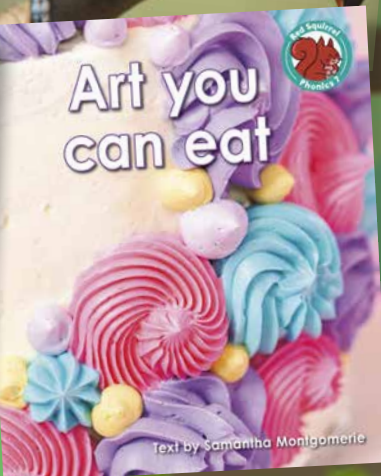


**40  
NEW  
TITLES**

# Decodable Books

**180 books that children can read.**

**Perfect for use in the classroom or for home reading!**



# Red Squirrel Phonics Decodable Books

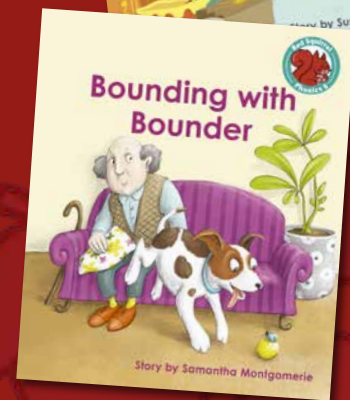


180 books that children **can** read

Red Squirrel Phonics helps teach children phonics skills in a sequential and systematic way, so that they can learn the sounds (phonemes), and the letters that represent them (graphemes) and then practise and apply this knowledge through reading a text that makes sense. This ensures that every beginning reader will experience success in their reading from their very first book!

It features:

- 180 enjoyable stories and non-fiction texts
- Decodable vocabulary with some high-frequency words
- Systematic progression for learning the sounds (phonemes) and the letters that represent them (graphemes)
- Comprehensive Teachers' Books that include guided reading lesson plans, activity sheets and assessment
- Levels 1 to 5 feature recurring characters from the same family along with their pets and friends
- Levels 6 and 7 introduce a wider range of characters and artwork styles perfect for readers beginning to grow in confidence
- Teaching notes included in each book



**Starter set of 70 titles + 2 teacher books • RSPSTARTER • £365**

**Add on set of 110 + 3 teacher books • RSPADDON • £570**

**Complete set of 180 titles + 5 teacher books • RSPCOMPLETE • £935**



Visit our website to see how Red Squirrel Phonics can be used to complement Letters and Sounds and other systematic synthetic phonics programmes.

## Real Stories

180 fun stories and non-fiction texts that children can read! The books at Levels 1 to 5 follow the adventures of Nat, Dan and Sam and their pets and friends. All young children can relate to the fun storylines and always enjoy the humorous endings.

## Words Children Can Read

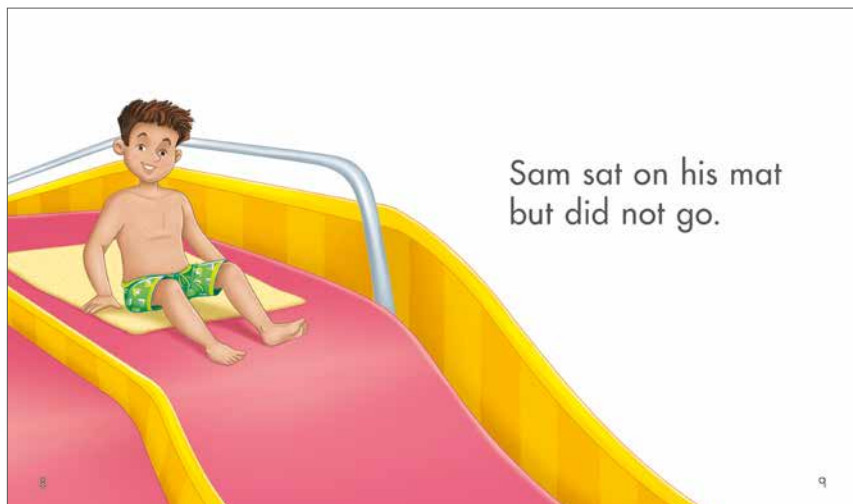
The Red Squirrel Phonics books allow students to practise their developing phonic knowledge by reading books that only include the sounds that they have learnt. Some tricky words (not easily decodable high-frequency words) are also learnt as these words are necessary for any story. The result is reading success for all children!

**Clear, colourful illustrations to support the text and storyline**

**Real stories featuring the same key characters – Dan, Nat and Sam**

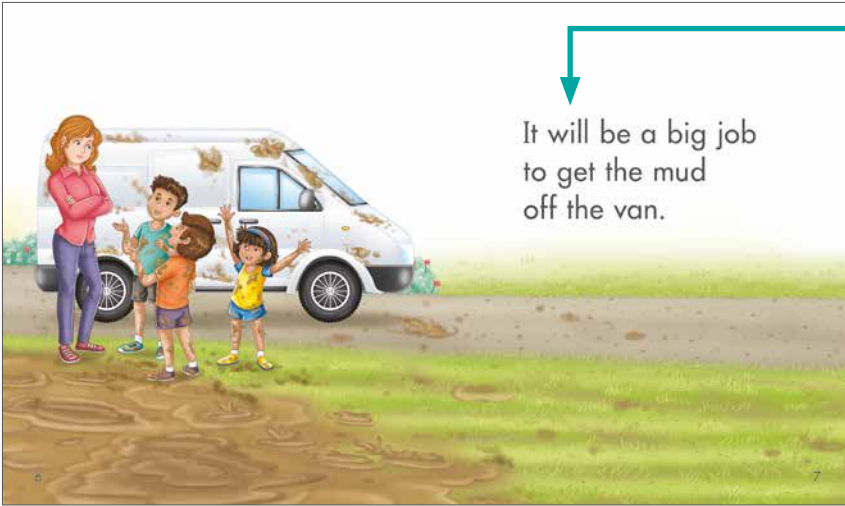


**Some “tricky words” are introduced. These are high-frequency words that are not easy to decode at this stage.**



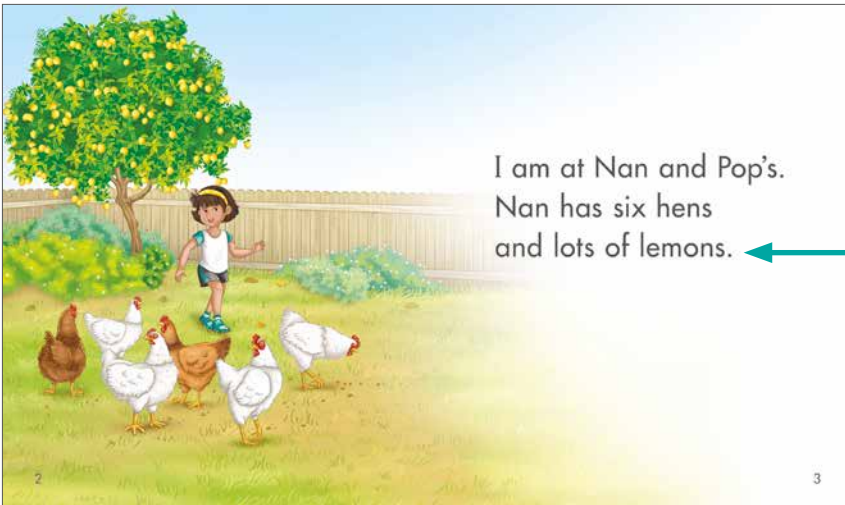
**Decodable text featuring mostly CVC words in Levels 1–3.**

**Large, well-spaced text**



It will be a big job  
to get the mud  
off the van.

**In Level 3, double  
letters are introduced.**



I am at Nan and Pop's.  
Nan has six hens  
and lots of lemons.

**In Level 3, two-syllable decodable  
words are introduced.**



That night they get in the tent.

**Consonant digraphs are  
introduced in Level 4.**



They have a light on in  
the tent. It is too bright.  
Nat yells, "Get that light off!"

**Adjacent consonants are  
introduced from Level 4.**

**Each book in Level 4  
Sets 1 and 2 and Level 5  
Sets 1 and 2a has a focus  
digraph or trigraph.  
In this book it is the  
trigraph /igh/.**

# TESTIMONIALS

**I am so delighted that we introduced Red Squirrel decodable texts this year in Primary 1. These books expose the children to a selection of letter sound correspondences that they have learned in the classroom.**

"They get to practice their skills through real reading experiences. Since using Red Squirrels, I have noticed that children are decoding more accurately. Pupils have more confidence. The stories capture the children's interest and there is always lots to talk about. We are so impressed with how well the children are progressing that we have invested in extra levels to use as reading interventions for older children. Thanks for making reading affordable for us! I happily recommend."

**– Karen Mc Ginn, Saint Macartan's Primary School**

**We unreservedly recommend this product to add to your reading repertoire!**

"As advisers for Kent primary schools, we feel happy and confident to promote Red Squirrel decodable books to our English Leaders. We particularly like the clarity of each page, the simplicity of the font and the presentation of clear pictures, which are easy to process and understand. Even the earliest books are based on a meaningful story, making them interesting to read and talk about. There's plenty of guidance inside the cover for the adult too. It's very easy to see at a glance which phonemes and graphemes are included, so that the book can be matched to what the child already knows. This scheme could be used alongside the Letters and Sounds phonics programme, as it complements (rather than copies) each phase from phase 2."

**– Penelope Bill, Specialist Improvement Adviser (English), Primary School Improvement, The Education People**

**The important point is that the series isn't just decodable texts. What makes them stand out is the quality of the stories.**

"Raintree's phonics programme does an excellent job of teaching children to decode, but the resources offer plenty more besides...What is most impressive is the clarity of the learning journey. The books are designed for success from the outset and Red Squirrel Phonics has pitched the challenge of each text perfectly."

**– Adam Riches, Teach Reading & Writing**

**Best of all, the Red Squirrel's series worked! Not only were my pupils strong, confident readers at the end of the year but they LOVED reading.**

"I taught reading using the Red Squirrel series this year and loved it. It's great to find a phonetic series with authentic story lines and fun characters. The illustrations are super cute as well and not too busy. The book levels are carefully sequenced phonetically with plenty of practice at the critical CVC stage. I like the slow, steady build-up of sight vocabulary, too – it freed up more brain space for decoding. As a teacher, the layout of the book is super helpful. The skills practice page on the inside cover is a great idea, providing a great warm-up before reading the text. The teaching notes at the back are very helpful – clear, concise, no fluff!"

**– Kaye Twomey, Presentation Primary School, Limerick City**



# Set 1 Phonics Overview

## Teaching the 44 Phonemes of English

### LEVEL 1 10 BOOKS

s	a	t	p	i	n	m	d
---	---	---	---	---	---	---	---

### LEVEL 2 10 BOOKS

g	o	b	h	e	r	f	u	l
---	---	---	---	---	---	---	---	---

### LEVEL 3 10 BOOKS

c	k	ck	j	qu	v	w	x	y	z	zz	ff	ll	ss
---	---	----	---	----	---	---	---	---	---	----	----	----	----

### LEVEL 4 10 BOOKS

th/th	ch	ng	sh	ai	ee	igh	oa	oo/ oo
-------	----	----	----	----	----	-----	----	-----------

### LEVEL 5 10 BOOKS

ar	or	ur	ow	oi	ear	air	ure	er
----	----	----	----	----	-----	-----	-----	----

### LEVEL 6 10 BOOKS

Phonemes	f w	ai	ee	igh	oa	oo	or	ur	ow	oi
Graphemes	ph	ay	ea	y	ow	ew	aw	ir	ou	oy
	wh	a-e	e-e	ie	o-e	ue	au	er		
		eigh	ie	i-e	oe	u-e	al	ear		
		ey	y	i	o	u	our			
		ei	ey			oul				
		a	e							

### LEVEL 7 10 BOOKS

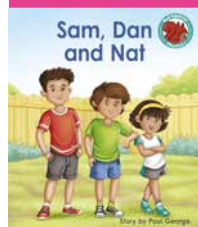
Phonemes	ear	air	j, s	c	u, e, r	ar, o, m	n, i	l, v, z	sh, ch	zh
Graphemes	ere	are	g	k	o	a	kn	le	ch	s(ion)
	eer	ear	dge	ck	ea	(w)a	gn	ve	t(ion)	
			c	qu	wr	mb	y	se	ss(ion, ure)	
			sc	x					s(ion, ure)	
				ch					c(ion, ious, ial)	
									tch	

The first three levels cover 23 phonemes of English.

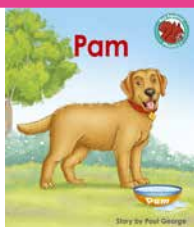
- There are 10 books in each level (30 total).
- Levels 1–3 introduce all consonants and short vowels.
- Levels 1–3 focus is on predominantly VC and CVC words and a few tricky words.

## LEVEL 1 - Reading Recovery Levels 1-2

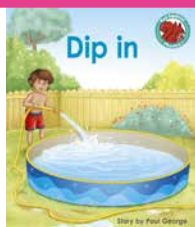
RSPLEV1SET1 £45.00



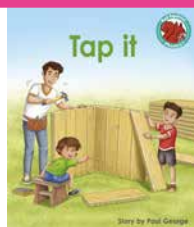
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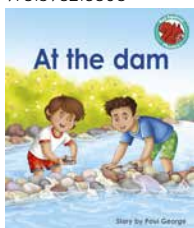
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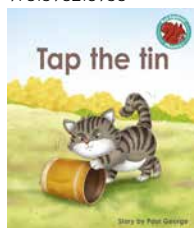
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9781398216945



9781398216730

**Phonemes:**  
s a t p i n m d

**High-frequency words:**  
in it at am and  
did Dad

**Tricky words:**  
I is the

## LEVEL 2 - Reading Recovery Levels 3-5

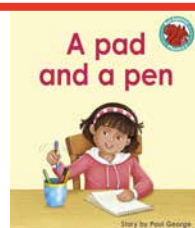
RSPLEV2SET1 £45.00



9781398216716



9781398216402



9781398216433



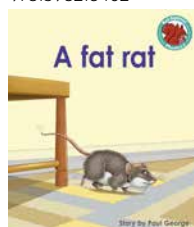
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9781398216570



9781398216563



9781398216426



9781398217027



9781398216761



9781398216396

**Phonemes:**  
g o b h e r f u l

**High-frequency words:**  
on get up big  
Mum got had not  
but

**Tricky words:**  
go no to his into  
has of

## LEVEL 3 - Reading Recovery Levels 6-8

RSPLEV3SET1 £45.00



9781398216709



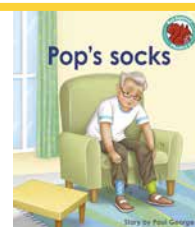
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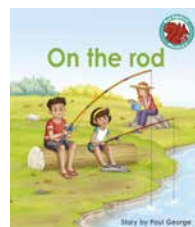
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9781398216556



9781398217034



9781398216778



9781398216525



9781398217041

**Phonemes:**  
c k ck j qu v w x  
y z zz ff ll ss

**High-frequency words:**  
will off can

**Tricky words:**  
too she he be my  
for her

The next four levels cover 21 phonemes of English.

- There are 10 books in each level (40 total).
- Levels 4–5 introduce consonant digraphs, vowel digraphs and trigraphs and adjacent consonants.
- Levels 6–7 introduce new graphemes for known phonemes.

## LEVEL 4 – Reading Recovery Levels 9–11

RSPLEV4SET1 £45.00



**Phonemes:** th/th ch ng  
sh ai ee igh oa oo/oo

**High-frequency words:**  
that this then them with  
see went from just help

**Tricky words:**  
we me as all was you  
they are have out

## LEVEL 5 – Reading Recovery Levels 12–14

RSPLEV5SET1 £45.00



**Phonemes:** ar or ur ow oi  
ear air ure er

**High-frequency words:**  
down it's now

**Tricky words:**  
so do oh there said your  
one

## LEVEL 6 – Reading Recovery Levels 15–16

RSPLEV6SET1 £45.00



**Alternative Graphemes**

**High-frequency words:**  
look saw make day very  
by don't children looked  
made

**Tricky words:**  
come what people put  
could some when like  
here called were asked

## LEVEL 7 – Reading Recovery Levels 17–18

RSPLEV7SET1 £45.00



**Alternative Graphemes**

**High-frequency words:**  
came house little about  
I'm

**Tricky words:**  
Mr Mrs their

# Set 2 Phonics Overview

## Teaching the 44 Phonemes of English

Level 1 Set 2	s a t p i n m d									
Level 2 Set 2	g o b h e r f u l									
Level 3 Set 2	c k ck j qu v w x y z zz ff ll ss									
Level 4 Set 2										
PHONEMES	th/th	ch	ng/nk	sh	ai	ee	igh	oa	oo	oo
Level 5 Set 2a										
PHONEMES	ar	or	ur	ow	oi	ear	air	ure	er	review
Level 5 Set 2b										
PHONEMES	ADJACENT CONSONANTS WITH SHORT VOWELS									
Level 5 Set 2c										
PHONEMES	ADJACENT CONSONANTS WITH LONG VOWELS									
Level 6 Set 2a										
PHONEMES	f w	ai	ai	ee	ee	ee	igh	igh	oa	oa
GRAPHEMES	ph wh	ay a-e ea	eigh ey aigh a	ea e-e	y ey	ie e	i-e ie	y i	ow o	o-e oe
Level 6 Set 2b										
PHONEMES	oo (moon)	oo (moon)	oo (yoo)	oo (look)	or	or	or	ur	ow	oi
GRAPHEMES	u-e ue ew	ui ou	ew ue u-e u	u oul	aw al	au oor	our ore	ir or ear er	ou	oy
Level 7 Set 2a										
PHONEMES	ear	air	j	s	c	u	e	r	ar	o
GRAPHEMES	ere eer	are ear ere	ge dge g	c ce sc se st	ch	o o-e ou	ea	wr	a al	(w)a
Level 7 Set 2b										
PHONEMES	m	n	i	l	v	z	sh	ch	or	zh
GRAPHEMES	mb	kn gn	y	le al	ve	se ze	ch	tch	augh	si su
							ti		oar	
							ssi			
							si			
							ci			

# SET 2 Levels 1-3

More great books to add to Set 1, Levels 1-3!

- Covers 23 phonemes of English.
- Levels 1 to 3 introduce all consonants and short vowels.
- Levels focus is on predominantly VC and CVC words and a few tricky words.

## LEVEL 1 - Reading Recovery Level 1-2

RSPLEV1SET2 £45.00



**High-frequency words:**

in it am at  
Dad a

**Tricky words:**

I is the and

## Level 2 - Reading Recovery Level 3-5

RSPLEV2SET2 £45.00



**High-frequency words:**

on get up big  
Mum him not  
but

**Tricky words:**

to his no of  
into has go

## Level 3 - Reading Recovery Level 6-8

RSPLEV3SET2 £45.00



**High-frequency words:**

will off can  
back got as

**Tricky words:**

too she he for  
her

# SET 2 Levels 4-5

Further fiction and non-fiction texts to add to Set 1, Levels 4-5!

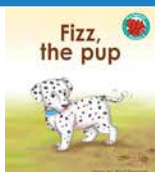
- Covers 20 phonemes of English.
- Level 4 Set 2 and Level 5 Set 2a introduce consonant digraphs, vowel digraphs and trigraphs.
- Level 5 Set 2b and Level 5 Set 2c introduce adjacent consonants with short and long vowels.

## Level 4 Set 2 - Reading Recovery Level 9-11

RSPLEV4SET2 £45.00



9781398249387



9781398249394



9781398249400



9781398249417



9781398249424



9781398249431



9781398249448



9781398249455



9781398249462



9781398249479

**High-frequency words:**  
that this them then with  
see

**Tricky words:**  
me are they you we all  
was have out oh

## Level 5 Set 2a - Reading Recovery Level 12-14

RSPLEV5SET2A £45.00



9781398249493



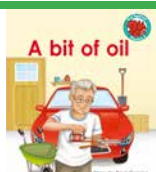
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9781398249509



9781398249516



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9781398249561



9781398249578

**High-frequency words:**  
down now

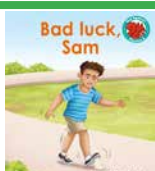
**Tricky words:**  
so do there your old by

## Level 5 Set 2b - Reading Recovery Level 12-14

RSPLEV5SETB £45.00



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9781398249592



9781398249608



9781398249615



9781398249622



9781398249639



9781398249646



9781398249653



9781398249660



9781398249677

**High-frequency words:**  
went from just help look  
day children looked

**Tricky words:**  
here like some come put  
pull full were little says when  
what today said one

## Level 5 Set 2c - Reading Recovery Level 12-14

RSPLEV5SET2C £45.00



9781398249691



9781398249684



9781398249707



9781398249714



9781398249721



9781398249738



9781398249745



9781398249752



9781398249769



9781398249776

**Tricky words:**  
our love push

# SET 2 Levels 6

**NEW**

**Further fiction and non-fiction texts to add to Set 1, Level 6!**

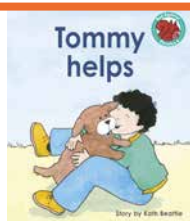
- **Covers 24 phonemes of English.**
- **Levels 6 Set 2a and 2b introduce new graphemes for known phonemes.**

## Level 6 Set 2a – Reading Recovery Level 15-16

**RSPLEV6SET2a £45.00**



9781398252271



9781398252356



9781398252219



9781398252325



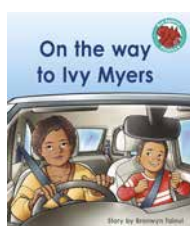
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**Tricky words:**

call, could,  
people, should,  
their, would



9781398252196



9781398252301



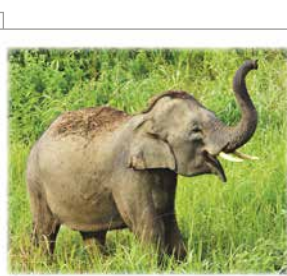
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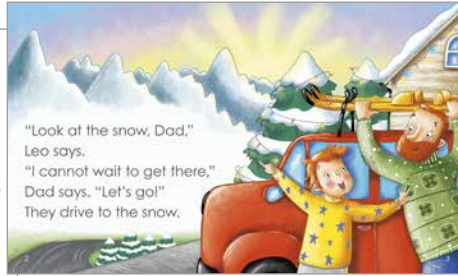
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This is a little elephant which has lost its mum and dad. It is an orphan. It will go to the elephant farm.



## Level 6 Set 2b – Reading Recovery Level 15-16

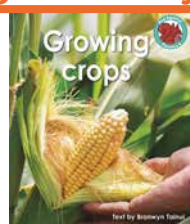
**RSPLEV6SET2b £45.00**



9781398252349



9781398252332



9781398252257



9781398252370



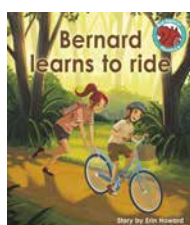
9781398252363

**Tricky words:**

ask, water,  
want, any,  
many, again,  
who, whole,  
where, two,  
school, thought,  
thought, friend,  
work



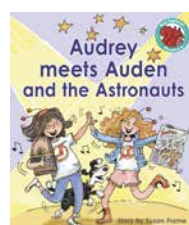
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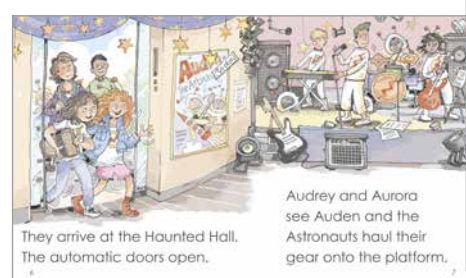
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# SET 2 Levels 7

**NEW**

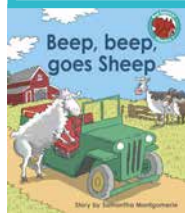
**Further fiction and non-fiction texts to add to Set 1, Level 7!**

• **Covers 24 phonemes of English.**

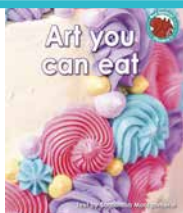
• **Levels 7 Set 2a and 2b introduce new graphemes for known phonemes.**

## Level 7 Set 2a - Reading Recovery Level 17-18

**RSPLEV7SET2a £45.00**



9781398252431



9781398252417



9781398252387



9781398252547



9781398252479

**Tricky words:**

because, laugh,  
once, watch



9781398252455



9781398252462



9781398252554



9781398252486



9781398252394

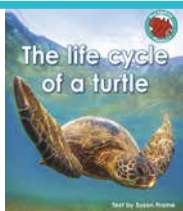


## Level 7 Set 2b - Reading Recovery Level 17-18

**RSPLEV7SET2b £45.00**



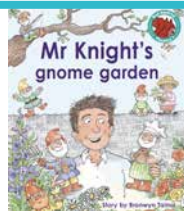
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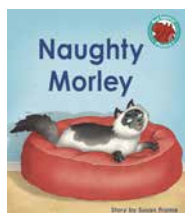
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9781398252424

**Tricky words:**

busy, eye, hour,  
improve, move, Mr,  
Mrs, parents, pretty,  
tomorrow



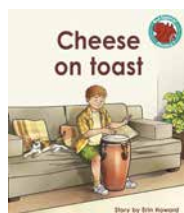
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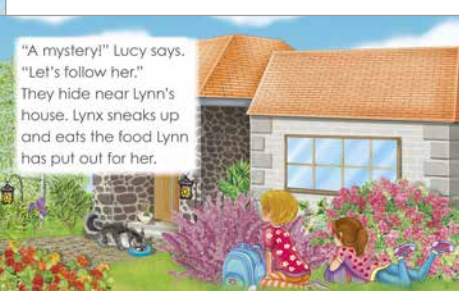
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9781398252448



9781398252523



**In addition to the summary of teaching points provided in each book, we also offer five comprehensive Teachers' Books. Each Teachers' Book includes:**

- The image displays six book covers for the 'RED SQUIRREL PHONICS DECODABLE SERIES' Teachers' Books, organized into two rows and three columns.

**Top Row:**

  - Left (Set 1):** Blue background. Title: **Teachers' Book**. Levels 1-3. Illustration: Three children (two boys, one girl) and a dog standing in a yard.
  - Middle (Set 2):** Purple background. Title: **Teachers' Book**. Levels 4-7. Illustration: A girl with red hair holding a small goat, with other children and animals in the background.
  - Right (Set 1):** Orange background. Title: **Teachers' Book**. Levels 1-3, Set 2. Illustration: Three children running and playing in a yard with a dog.

**Bottom Row:**

  - Left (Set 1):** Orange background. Title: **Teachers' Book**. Levels 4-5, Set 2. Illustration: A man and a girl playing with a goat, with a dog and a kite in the background.
  - Middle (Set 2):** Green background. Title: **Teachers' Book**. Levels 4-7, Set 2. Illustration: A girl holding a small dog, with other children and animals in the background.
  - Right (Set 1):** Green background. Title: **Teachers' Book**. Levels 4-7, Set 2. Illustration: A girl sitting on a red sofa with a dog, with other children and animals in the background.

The Scope and Sequence Chart sequentially and systematically introduces grapheme-phoneme correspondences starting with simple code moving to complex code and then to extended code. It provides the basis for explicit teaching using the Red Squirrel Phonics books in the first two years of school.

RED SQUIRREL LEVEL 6, SET 2a DECODABLE TEXTS (10 titles)			
Title	Tricky Words	Teaching Points	Multi-syllable Words
71. Orphan elephants	all, are, be, go, have, like, little, ones, the, <b>their</b> , they, to	<ul style="list-style-type: none"> <li>phoneme t: grapheme th [elephant, orphan]</li> <li>phoneme v: grapheme wh [which, when]</li> <li>orphan – meaning</li> <li>their – air makes /aɪ/ sound</li> </ul>	elephant(t), orphan(s), when, which adults, along, bigger, cannot, driven, elephant, feeding, forest, freshen, keeper(t), morning, orphan, total, sunscreen, tender
72. A snake's day	be, come, do, full, go, into, like, little, off, to, out, some, the, <b>their</b> , they, to, was, you	<ul style="list-style-type: none"> <li>phoneme n: graphemes ay- s-e-e (may, snake, steak)</li> <li>delay – meaning</li> <li>little – le makes /l/ sound</li> </ul>	amaze, away, cave, day(s), daylight, delay, escape, games, great, lay, makes, may, play, safe, snake(s), stay, steak, way
73. Ada, the caterer	all, are, try, have, here, like, loves, of, <b>our</b> , people, put, she, some, the, there, to, today	<ul style="list-style-type: none"> <li>phoneme al: graphemes igh, ey, digh, a (freight, they, thought, Ada)</li> <li>height – meaning</li> <li>people – no makes /ee/ sound and le makes /l/ sound</li> </ul>	Ada, apricot, bacon, bagels, baking, caterer, eight, freight, grey, straight, they, weight
74. Beach	all, are, be, full, go, have, t, into, my, one, out, <b>our</b> , people, puts, she, <b>should</b> , some, something, the, there, to, we, what	<ul style="list-style-type: none"> <li>phoneme ee: graphemes ea, e-e (eat, Pete)</li> <li>head – meaning</li> <li>our – oo makes /ow/ sound</li> </ul>	Ada, apricot, bacon, bagels, baking, caterer, coffee, flowers, garden, honey, mud, muffins, people, scarlet, today, unload
75. Tommy helps	are, try, have, the, T, of, out, says, she, so, some, the, to, today, we, you	<ul style="list-style-type: none"> <li>phoneme ee: graphemes y, ey (Tommy, turkey)</li> <li>helpy – meaning</li> <li>some – o makes /u/ sound, e is silent</li> </ul>	Ada, apricot, bacon, bagels, baking, caterer, eight, freight, grey, straight, they, weight
76. Lemon skin treat	are, come, <b>could</b> , do, go, have, here, my, no, out, says, so, some, the, there, to, what, <b>would</b>	<ul style="list-style-type: none"> <li>phoneme ee: graphemes ie, e (threat, treat)</li> <li>pest – meaning</li> <li>could – would – out makes /oo/ sound as in good</li> </ul>	beach, complete, creatures, each, eat, extreme, heap(s), means, read, Pete, read, sea, seal, these, these, treat
			barley, bunny, daddy, donkey, floppy, happy, Hoppy, lucky, mummy, Noddy, noddy, puppy, sandy, sleepy, sorry, study, Tommy, Tricky, trolley, yummy, turkey, very, yummy
			barley, bunny, carrot, daddy, donkey, floppy, happy, helper, Hoppy, lucky, mummy, Noddy, noddy, puppy, sandy, sleepy, sorry, study, today, Tricky, trolley, funny, turkey, yummy
			be, chief, field, he, hurries, Pile, she, Shields, third, we
			barley, bunny, carrot, daddy, donkey, floppy, happy, helper, Hoppy, lucky, mummy, Noddy, noddy, puppy, sandy, sleepy, sorry, study, today, Tricky, trolley, funny, turkey, yummy
			eat(en), eating, hanging, hurries, internet, lemon(s), Pile, rabbit, teacher

The word banks provide a reference for the words that can be created at each stage of the programme using the sounds that students know at that point.

Because children already know the phonemes and graphemes in these words, they can be encouraged to sound them out and blend them for reading, e.g. /d/ /o/ /l/ /ph/ /i/ /n/ = dolphin. When spelling these words, encourage children to say the whole word first and then attempt to sound out each sound (blend then segment), e.g. dolphin = /d/ /o/ /l/ /ph/ /i/ /n/.

The words in blue are high-frequency words.

Phonemes	f	w	ai		
Graphemes	ph	wh	ay	a-e	
	dolphin/s	what	away	wake	came
	elephant/s	wheel	bay	bake	amaze
	graph	when	clay	blaze	ate
	orphan/s	which	crayon	brave	blame
	phantom	whip	day	cake	cave
	phonics	whisk	daylight	cane	date
		whisker	days	cape	escape
		whisper	hay	fake	fade
			hooray	gave	game/s
			lay	graze	gate
			may	lake	grapes
			pay	make	late
			play	mane	later
			pray	mistake	made

# Teachers' Books

## Teaching Notes

Explicit small-group lesson plans with a focus on phonics, vocabulary, comprehension and fluency

### A job for Thog

#### Level 4, Set 2: Story 31

Zin and Thog are having a race to see who can get to the hidden hut first.



Level 4, Set 2 phonemes: th/th ch ng/nk sh ai ee igh oa oo/oo

#### Learning Intention

**Phonics:** Recap the phonemes c k ck j qu v x y z zz ff ll ss, and read words using these and the new grapheme/phoneme th (both pronunciations – as in thin and as in then). Check that children can sound out and blend these sounds to read a range of words, including words with two syllables.

**Comprehension:** Make sure that children understand and can talk about the story and explain what is happening. Check that they can read with appropriate pace and expression to show understanding, especially when characters are talking.

**Tricky words:** I, the, to, into, of, too, she, he, for, you, no, all, we

**Decodable words using review graphemes and phonemes:** job, will, win, Zin, off, rock/s, luck, jetpack, rocket/s, back, zigzag/s, hill, miss, yak/s, duck/s, quick, zap/s

**Decodable words using the new grapheme/phoneme:** Thog, that, this, thin, moths, with, thud, thick, then

#### Before Reading

**Story discussion:** Look at the cover, and read the title together. Ask: What kind of name is Thog? Who do you think he is? What do you think will happen in this story?

**Link to prior learning:** Display the grapheme th. Say: These two letters are a digraph – that means they make one sound together. The sound is a little bit different in different words. Write or display the words that and thin. Say the words together. Can children hear the difference between the two th sounds?

**Vocabulary check:** hidden – something secret or kept out of sight. Say: If you are looking for something and you can't find it, it might be hidden!

**Decoding practice:** Write these words on cards: this, thump, that, with, thick, then, maths, them, thanks. Challenge the children to read them, and then sort them into two piles, one for th as in that and the other for th as in thin.

**Tricky word practice:** Display the word you and ask children to circle the tricky part of the word (ou, which makes a long /oo/ sound). Practise writing and reading this word.

#### During Reading

**Read the story:** Ask children to read the story aloud at their own pace, sounding out and blending any words that they cannot read on sight. On pages 2 and 3, check that children can read the dialogue fluently and with expression. On pages 14 and 15 ask: How did Thog and Zin get into the hut?

**Phonics support:** Remind children to sound out and blend the letters as necessary to read any less familiar words, and praise them for reading more familiar words on sight without sounding out. If children get stuck on a word, model how to sound out and blend the sounds in the word. Encourage them to help each other with decoding if they get stuck on a word, and praise good examples of sounding out and blending, especially in two-syllable words.

**Comprehension support:** Pause occasionally to talk about the story and encourage children to make predictions, e.g. on page 4, say: What is the thin log really? Do you think it's safe to try and walk on it? What might happen to Thog? Revisit their predictions on page 6 to see if they were right.

#### After Reading

**Apply learning:** Ask: Why does Thog fall off the log on page 6?

##### Comprehension

- Whose toy is Zin? Whose is Thog?
- How does Thog get out of the pit of moths?
- Can you sum up what happens in this story in just one or two sentences?

##### Fluency

- Pick a page that most of the group read quite easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.
- Ask children to read the speech bubbles on pages 9, 11 and 12 with lots of expression. Can they make it sound like the characters are really talking?

#### Follow-up Activities

**Activity 1 – Phonics:** Children read the words and match the correct word to each picture. They choose the correct graphemes to fill the gaps in the words.

**Extension:** Challenge children to look in the book and see how many words they can find that start with th. (e.g. Thog, thin)

**Activity 2 – Comprehension:** Children add numbers to sequence the pictures, and then use them to help retell the story orally.

## Activity Page

Two pages of follow up activities are provided for each book to reinforce and practice new learning

### Activity 1

Level 4, Set 2: Story 31  
A job for Thog

Draw a line to connect the words to the pictures.



moths

Thog

bath

Choose the correct grapheme from the grapheme bank to finish the word.

\_\_aps

du\_\_s

\_\_ud

ro\_\_ets

\_\_ick

\_\_ig\_\_ags

Grapheme bank

th z ck

### Activity 2

Level 4, Set 2: Story 31  
A job for Thog

Put the pictures from the book in the correct order of the story. Use the pictures to retell the story.



# Teachers' Books – Phonics Assessment

The assessment pages in the Teachers' Books enable teachers to assess students' phonics knowledge – can they recognise and say the sounds, are they able to segment and then blend those sounds to make words, can they blend the sounds in nonsense words and can they read the tricky words for that stage of the programme? These assessments can be used for initial screening and placement within the programme and also for post-teaching assessment to determine mastery.

## ASSESSMENT 1 LEVEL 4, SET 2

### TEACHER SHEET

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Consonant Digraphs	Segment and Blend	Segment and Blend Nonsense Words
th (voiced)	th-e-m / them	th-a-k / thak*
th (unvoiced)	th-i-n / thin	
ch	ch-e-ck / check	ch-u-p / chup
ng	n-i-ng / ring	z-a-ng / zang
nk	p-i-nk / pink	v-a-nk / vank
sh	sh-o-p / shop	b-o-sh / bosh

#### Vowel Digraphs and Trigraphs

ai	p-ai-n / pain	c-ai-f / caif
ee	p-ee-p / peep	n-ee-k / neek
igh	m-igh-t / might	j-igh-t / jight
oa	c-oa-t / coat	w-oa-f / woaf
oo (as in book)	b-oo-k / book	g-oo-t / goot*
oo (as in food)	m-oo-n / moon	

\* Ask child if there are other ways you could say this word. Accept either pronunciation as correct.

#### Tricky Words

me	was	have
they	are	oh
all	you	
out	we	

#### Notes

## ASSESSMENT 1 LEVEL 4, SET 2

### STUDENT SHEET

#### Say the sound.

th/th	ch	ng	nk	sh
ai	ee	igh	oa	oo/oo

#### Sound out and blend.

them	thin	check	ring	pink	shop
pain	peep	might	coat	book	moon

#### Sound out and blend.

thak	chup	zang	vank	bosh
caif	neek	jight	woaf	goot

## ASSESSMENT 1 TRICKY WORDS

### STUDENT SHEET

#### LEVEL 4, SET 2

##### Read without sounding out.

me	they	all	out	was
are	you	we	have	oh

## ASSESSMENT 2 TRICKY WORDS

### STUDENT SHEET

#### LEVEL 4, SET 2

##### Read without sounding out.

we	oh	you	have	all
was	me	out	are	they

## ASSESSMENT 1 LEVEL 5, SET 2a

### TEACHER SHEET

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Vowel Digraphs and Trigraphs	Segment and Blend	Segment and Blend Nonsense Words
or	h-or-n / horn	t-or-m / torm
er	b-e-tt-er / better	sh-a-pp-er / shapper
ow	c-ow / cow	p-ow-k / powk
oi	b-oi-l / boil	b-oi-t / boit
ur	ch-ur-n / churn	b-ur-f / burf
ar	p-ar-t / part	s-ar-k / sark
air	f-air-s / fairs	j-air / jair
ear	g-ear / gear	k-ear / kear
ure	p-ure / pure	g-ure / gure

#### Tricky Words

old	there			
do	so			
your	by			

#### Notes

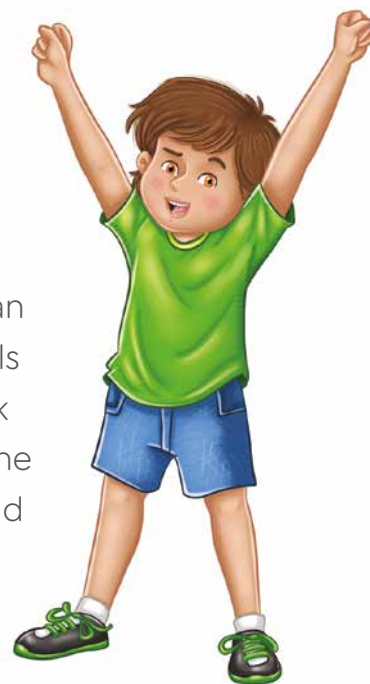
# Assessment Kit

# NEW!

The Red Squirrel Phonics Assessment Kit is:

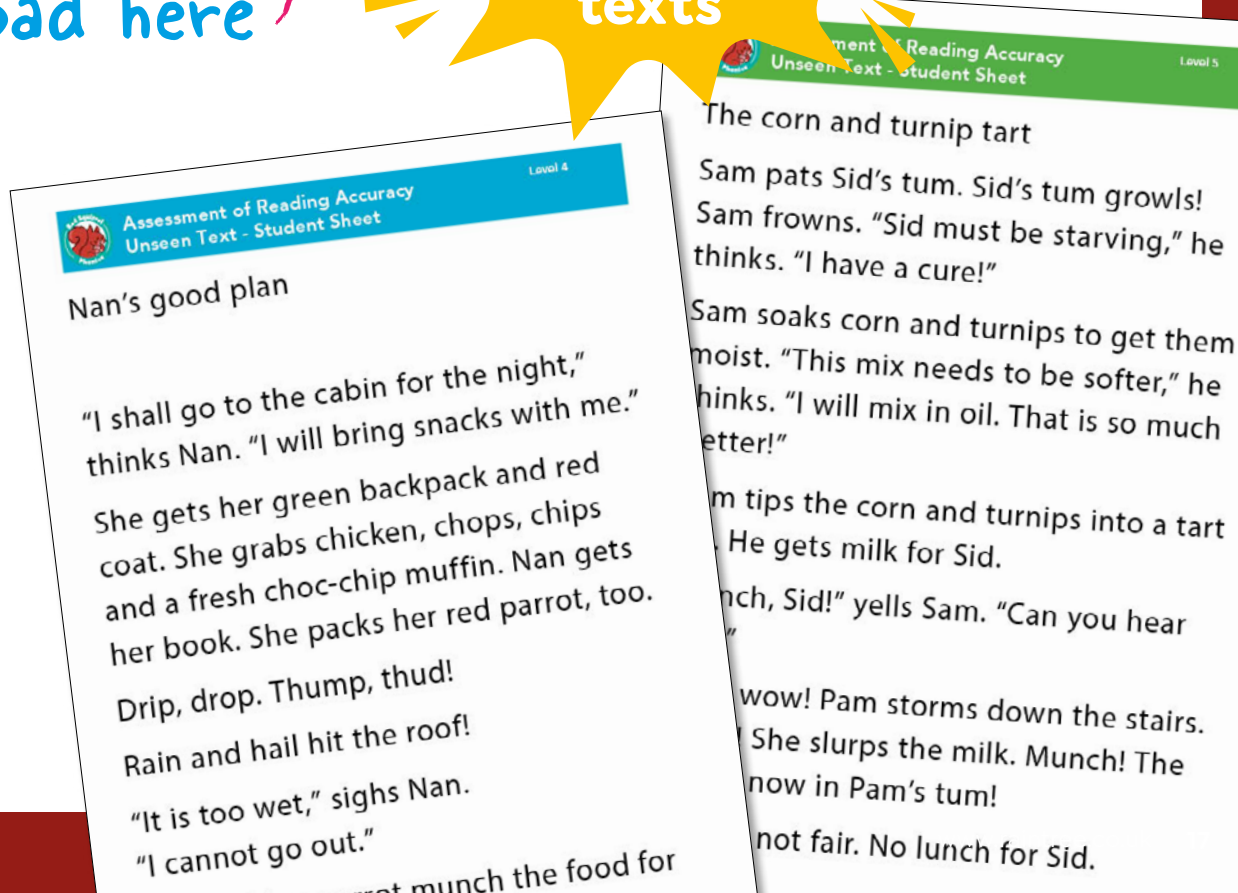
## FREE TO DOWNLOAD!

We recognise that Assessment is a key part of tracking children's competence and progress in their reading journey. Assessment can take many forms and our new **Assessment Kit** has a range of tools that can be downloaded and used as required – teachers can pick and choose only those skills they want to assess, or they can use the whole Kit. These tools provide valuable data to inform teaching and show children's skills at a particular point in time.



Download here

18  
new  
unseen  
texts





# Our Assessment Kit

## 1. Screening Test (Student Sheet and Teacher Sheet)

Red Squirrel Phonics Decodables  
Sets 1 & 2 Phonemes Screening Test: Student Sheet

1 s a t p i n m d

2 g o b h e r f u l

3 c k ck j qu v w x  
y z zz ff ll ss

4 th ch ng nk sh ai ee  
igh oa oo

5 ar or ur ow oi ear air  
ure er

Red Squirrel Phonics Decodables  
Sets 1 & 2 Phonemes Screening Test: Teacher Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Level 1 Score: \_\_\_\_\_ /8

s a t p i n m d

Level 2 Score: \_\_\_\_\_ /9

g o b h e r f u l

Level 3 Score: \_\_\_\_\_ /14

c k ck j qu v w x y z zz ff ll ss

Level 4 Score: \_\_\_\_\_ /10

th\* ch ng nk sh ai ee igh oa oo\*

Level 5 Score: \_\_\_\_\_ /9

ar or ur ow oi ear air ure er

\* Ask the student if there are two ways they can say this sound.

ND: This extract from the assessment in Red Squirrel Phonics Decodables Teachers' Books allows teachers to quickly screen children to place them at the correct stage in the Red Squirrel Phonics series.

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Phonics Assessment  
Teacher Sheet

Level 5  
Assessment 2

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Vowel Digraphs and Trigraphs	Segment and Blend	Segment and Blend Nonsense Words
ar	s-t-ar-t / start	sh-ar-b / sharb
er	r-u-nn-er / runner	z-l-n-t-er / zinter
air	ch-air / chair	n-air / nair
oi	p-oi-n-t / point	p-l-oi-k / ploik
ear	c-l-ear / clear	z-ear / zear
ur	h-ur-t / hurt	c-ur-g / curg
ow	d-ow-n / down	d-ow-g / dowg
or	s-p-or-t / sport	b-l-or-t / blort
ure	s-ure / sure	b-ure / bure

Tricky Words

so	your
one	do
there	said
oh	

Notes

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## 2. Phonics Assessment

(Student Sheet and Teacher Sheet)



# comprises the following parts:

### 3. Assessment of Reading Accuracy (ARA) (Student Sheet and Teacher Sheet)

**Assessment of Reading Accuracy**  
Unseen Text - Student Sheet

Level 1

At the dam

Nat sits at the dam.

Sid naps at the dam.


Dad, Dan and Sam dip in the dam.

Pam tips Sid in the dam!

Sit, Pam, sit!

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### 4. Comprehension Assessment (Teacher Sheet)

**Comprehension Assessment**  
Teacher Sheet

Level 6

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

If the student completes reading the unseen text for this Level, their comprehension skills can be assessed using this sheet.

Title: Pearl's birthday gift	Comments
<b>Retell</b> Say "Tell me about the story". (If needed, use the questions as prompts. Give praise for any four accurate points retold, eg who? what? where?)  1. Where does the story take place? (at the zoo) 2. What happens at the beginning of the story? (Pearl is getting ready to go to the zoo. It's her birthday.) 3. Who are the characters? (Pearl, her four neighbours, Ralph the elephant) 4. What happens in the story? Is there a problem? (Ralph ate the birthday cake)  <b>Quiz</b> 1. How old is Pearl? (13) 2. What kind of animal is Ralph? (elephant) 3. What is a banjo? (a musical instrument) 4. How do the children feel at the end of the story? (annoyed that there is no cake left)	

**Results:**

<b>Story Retell:</b>	<b>Reading Comprehension:</b>
1/4 Needs help	1/4 Needs help
2/4 Developing	2/4 Developing
3/4 Developing well	3/4 Developing well
4/4 Good recall	4/4 Good understanding

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Download the **FREE** Assessment Kit here:  
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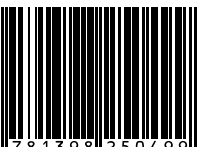


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