



Decodable Books

180 books that children can read.

Perfect for use in the classroom or for home reading!

**READING
ROAD**

20 fully decodable hi-lo texts
for middle and upper primary
school pupils

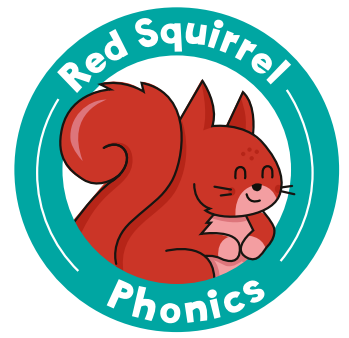
see pages 20-23

NEW



raintree

Red Squirrel Phonics Decodable Books

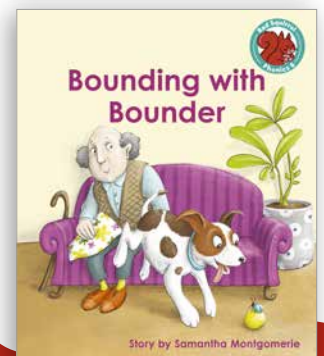
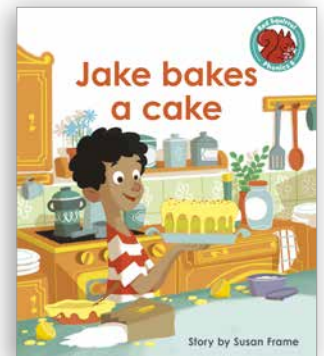
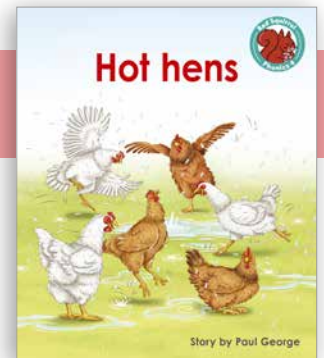


180 books that children **can** read

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 • £365.00

Add-on set of 110 titles + 3 teacher books • £570.00

Complete set of 180 titles + 5 teacher books • £935.00



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

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 practise 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



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!

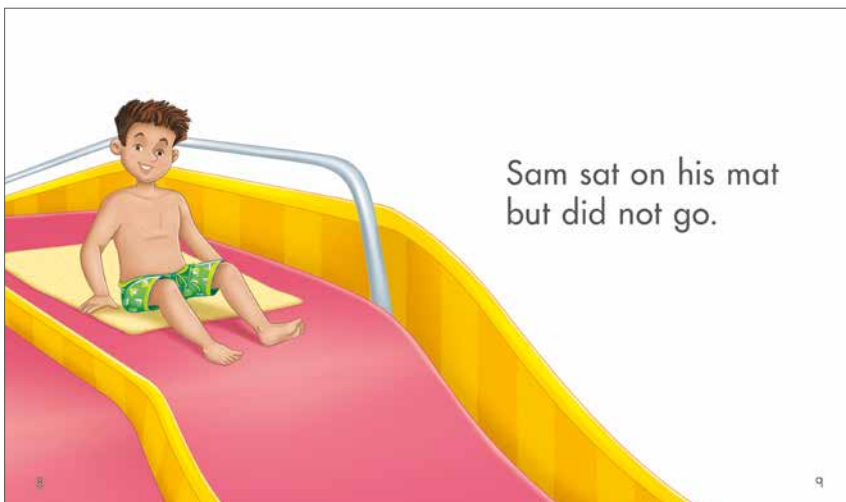
Clear, colourful illustrations to support the text and storyline

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



Sam, Dan and Pam
sit in the pit.

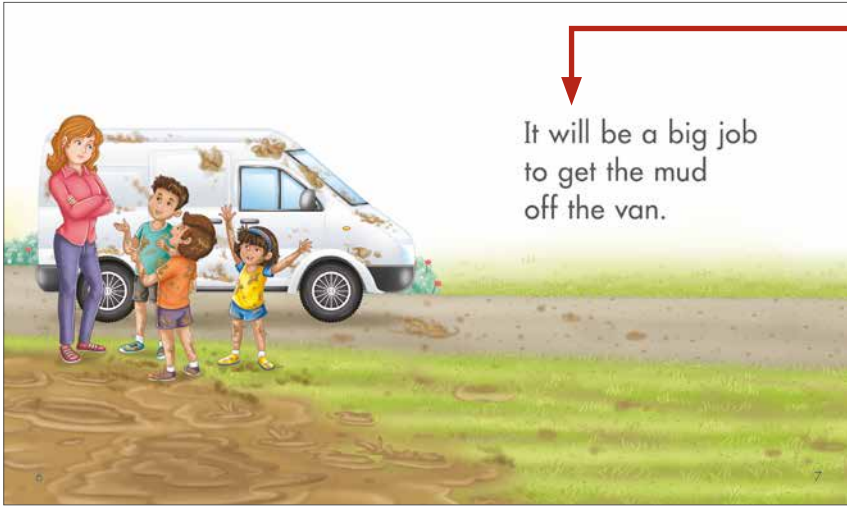
Some “tricky words” are introduced. These are high-frequency words that are not easy to decode at this stage.



Sam sat on his mat
but did not go.

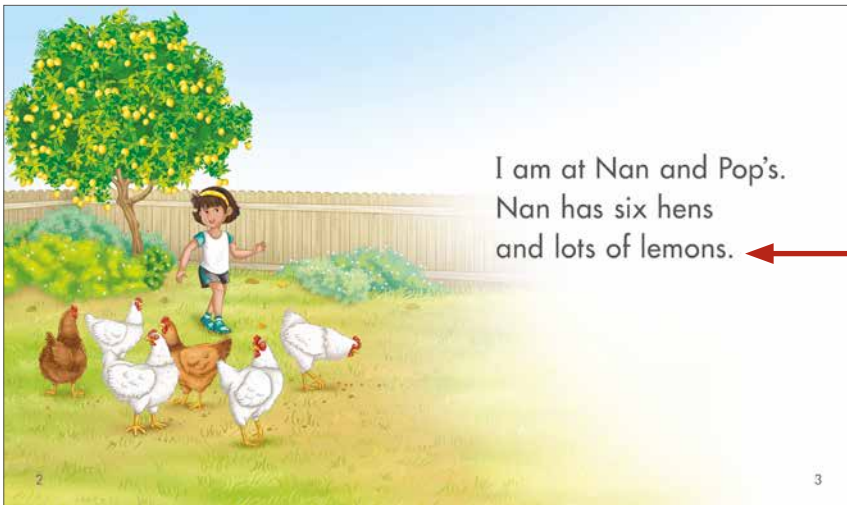
Decodable text featuring mostly CVC words in Levels 1–3.

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.**



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



That night they get in the tent.

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



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

**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/.**

Sets 1 & 2 Phonics Overview

The first three levels introduce simple code.

- 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 Sets 1 and 2 • 20 BOOKS

s a t p i n m d

Level 2 Sets 1 and 2 • 20 BOOKS

g o b h e r f u l

Level 3 Sets 1 and 2 • 20 BOOKS

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

Levels 4 and 5 introduce complex code.

- 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 Sets 1 and 2a • 20 BOOKS

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

Level 5 Sets 1 and 2a, 2b and 2c • 20 BOOKS

ar or ur ow oi ear air ure er review

Level 5 Sets 1 and 2a • 10 BOOKS

ADJACENT CONSONANTS WITH SHORT VOWELS

Level 5 Set 1 and 2b • 10 BOOKS

ADJACENT CONSONANTS WITH LONG VOWELS

Teaching the 44 Phonemes of English

Levels 6 and 7 introduce extended code.

- Levels 6 and 7 Sets 2a and 2b introduce new graphemes for known phonemes.

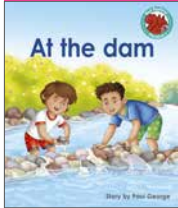
Level 6 Sets 1, 2a (NEW) and 2b (NEW) • 30 BOOKS

| 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 | | | | | | | |

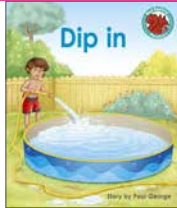
Level 7 Sets 1, 2a (NEW) and 2b (NEW) • 30 BOOKS

| 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 | |

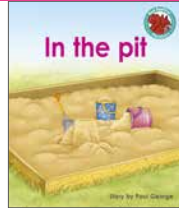
LEVEL 1 Set 1 – Reading Recovery Levels 1-2 • £45.00



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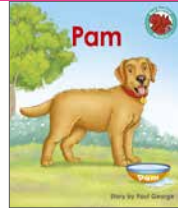
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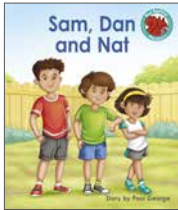
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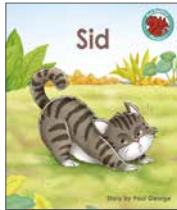
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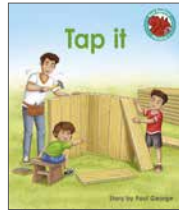
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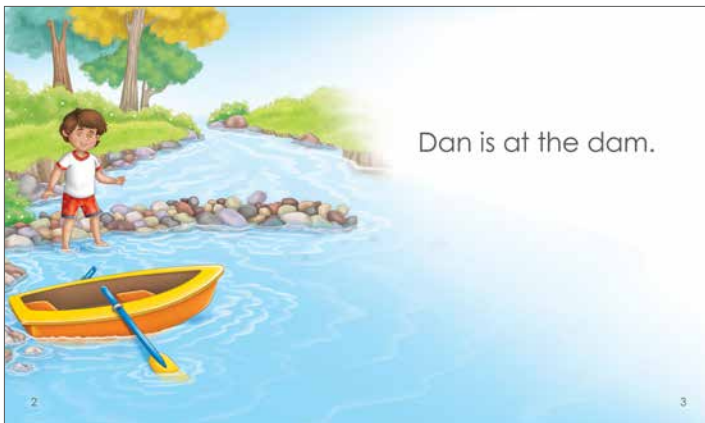


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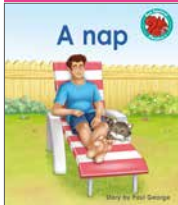
Phonemes:
satpinmd

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

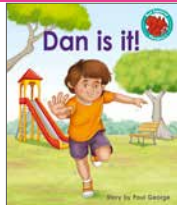
Tricky words:
I is the



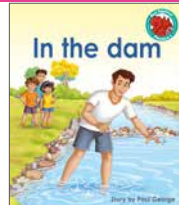
LEVEL 1 Set 2 – Reading Recovery Level 1-2 • £45.00



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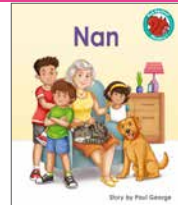
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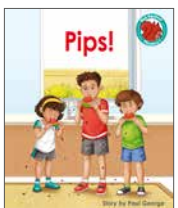
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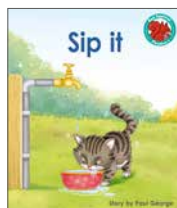
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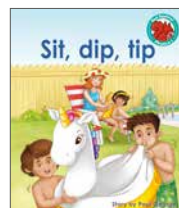
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9781398246201



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High-frequency words:
in it am at Dad a

Tricky words:
I is the and

**20 Books
at the Pink Level**



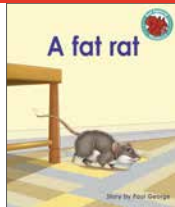
LEVEL 2 Set 1 – Reading Recovery Levels 3-5 • £45.00



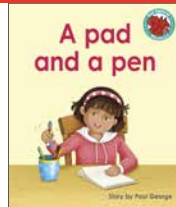
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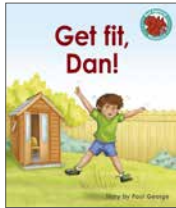
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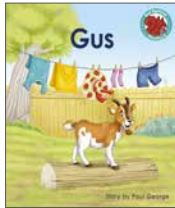
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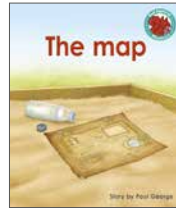
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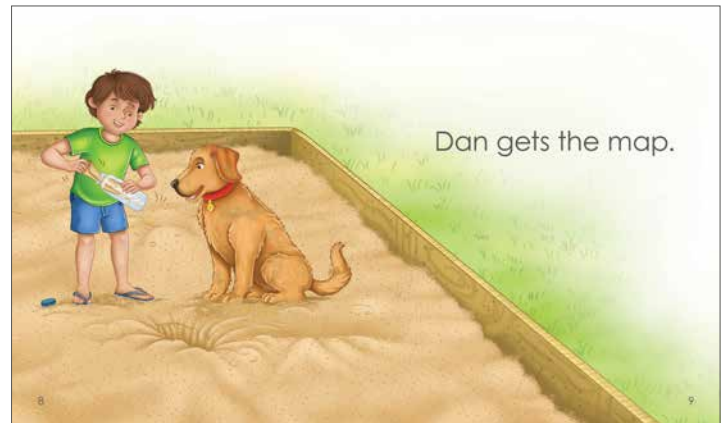


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Phonemes:
g o b h e r f u l

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

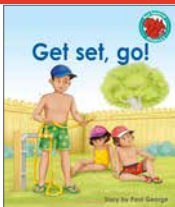
Tricky words:
go no to his into has of



Level 2 Set 2 – Reading Recovery Level 3-5 • £45.00



9781398246744



9781398246621



9781398246539



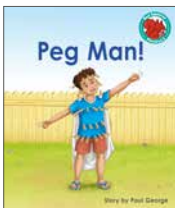
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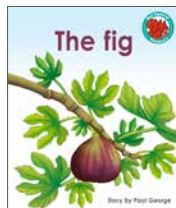
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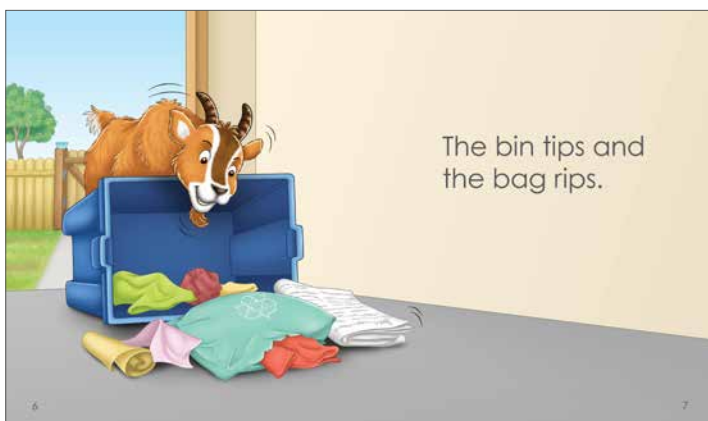


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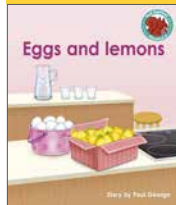
High-frequency words:
on get up big Mum him not
but

Tricky words:
to his no of into has go

**20 Books
at the Red Level**



LEVEL 3 Set 1 – Reading Recovery Levels 6-8 • £45.00



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9781398216556



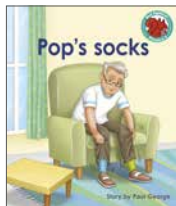
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9781398216839



9781398216983



9781398216990



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9781398217041

Phonemes:

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

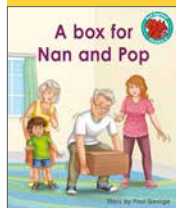
High-frequency words:

will off can

Tricky words:

too she he be my for her

Level 3 Set 2 – Reading Recovery Level 6-8 • £45.00



9781398246805



9781398246867



9781398247017



9781398247079



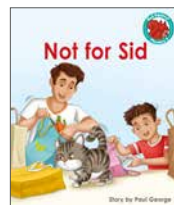
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9781398246959



9781398246836



9781398246980



9781398246928

High-frequency words:

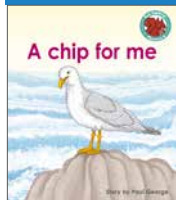
will off can back got as

Tricky words:

too she he for her

**20 Books
Per Yellow Level**

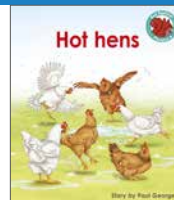
LEVEL 4 Set 1 – Reading Recovery Levels 9-11 • £45.00



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9781398216617



9781398216624



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

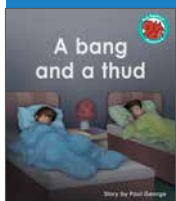
High-frequency words:

that this then them with
see went from just help

Tricky words:

we me as all was you they
are have out

Level 4 Set 2 – Reading Recovery Level 9-11 • £45.00



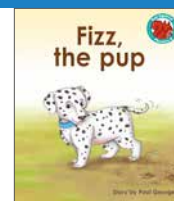
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9781398249394



9781398249455



9781398249479



9781398249417



9781398249431



9781398249424



9781398249400

High-frequency words:

that this them then with
see

Tricky words:

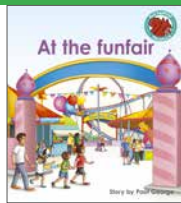
me are they you we all
was have out oh

**20 Books
at the Blue Level**

LEVEL 5 Set 1 – Reading Recovery Levels 12-14 • £45.00



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9781398216464



9781398216501



9781398216532

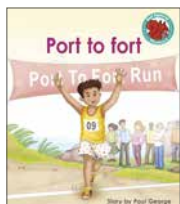


9781398216631

Phonemes: ar or ur ow oi
ear air ure er

High-frequency words:
down it's now

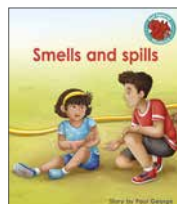
Tricky words:
so do oh there said your
one



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9781398216884



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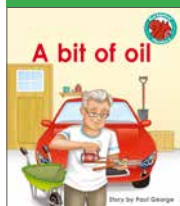


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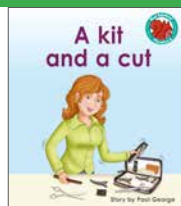


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Level 5 Set 2a – Reading Recovery Level 12-14 • £45.00



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9781398249547



9781398249493



9781398249578



9781398249516

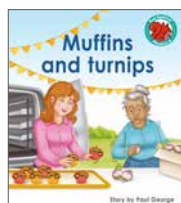
Phonemes: ar or ur ow oi
ear air ure er

High-frequency words:
down now

Tricky words:
so do there your old by



9781398249486



9781398249509



9781398249530

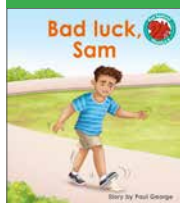


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Level 5 Set 2b – Reading Recovery Level 12-14 • £45.00



9781398249592



9781398249639



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9781398249615



9781398249622

Adjacent consonants with short vowels

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

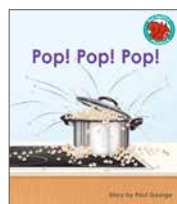
Tricky words:
here like some come put pull
full were little says when what
today said one



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9781398249653

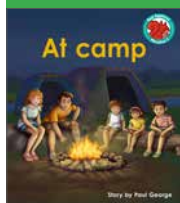


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Level 5 Set 2c – Reading Recovery Level 12-14 • £45.00



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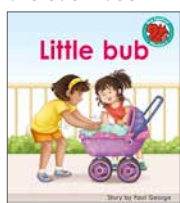
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9781398249752

Adjacent consonants with long vowels

Tricky words:
our love push



9781398249714



9781398249721



9781398249745



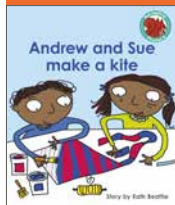
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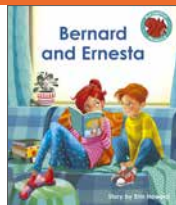
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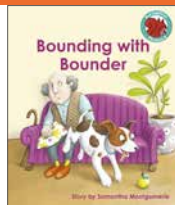
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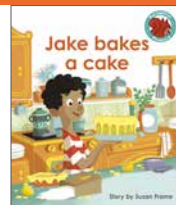
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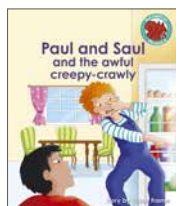
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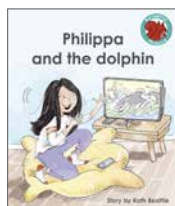
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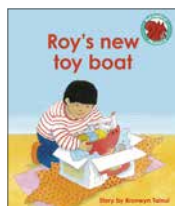
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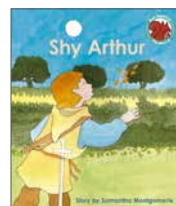
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Alternative Graphemes

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 6 Set 2a – Reading Recovery Level 15-16 • £45.00



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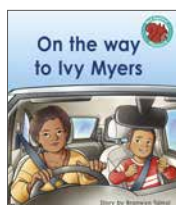
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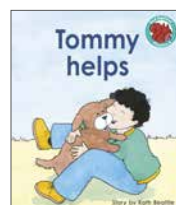
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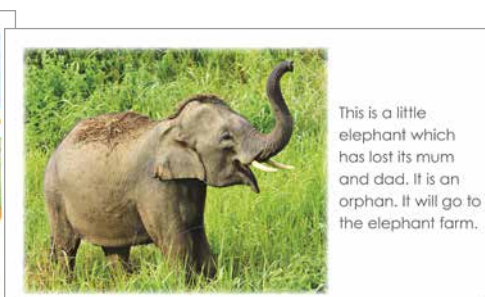


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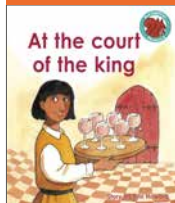
Alternative Graphemes

Tricky words:

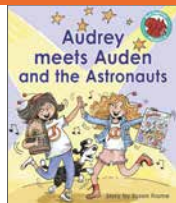
call, could, people,
should, their, would



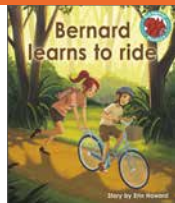
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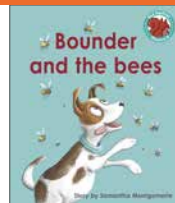
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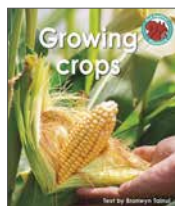
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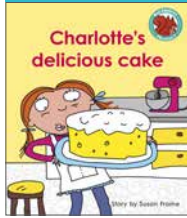
Alternative Graphemes

Tricky words:

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

**30 Books
at the Orange Level**

LEVEL 7 Set 1 – Reading Recovery Levels 17-18 • £45.00



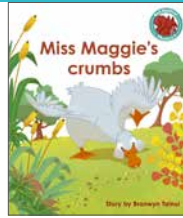
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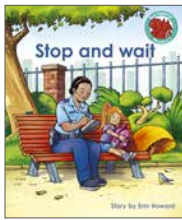
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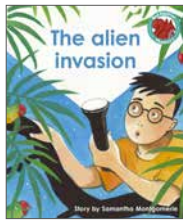
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9781398216853



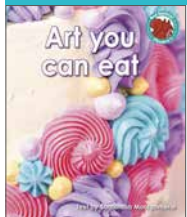
9781398217003

Alternative Graphemes

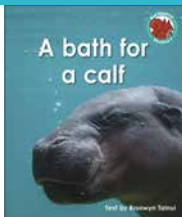
High-frequency words:
came house little about
I'm

Tricky words:
Mr Mrs their

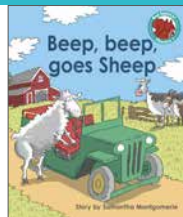
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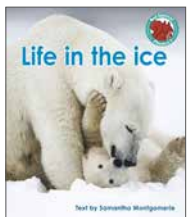
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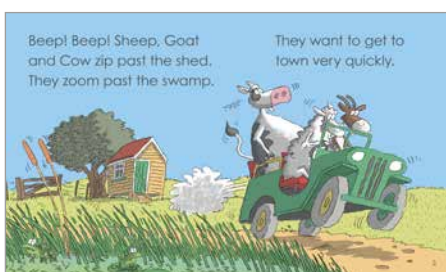
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Alternative Graphemes

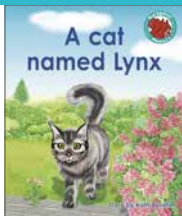
Tricky words:
because, laugh, once,
watch



Level 7 Set 2b – Reading Recovery Level 17-18 • £45.00



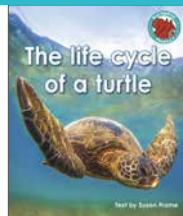
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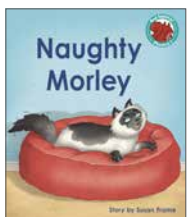
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9781398252561



9781398252493



9781398252509



9781398252516



9781398252523



9781398252530



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Alternative Graphemes

Tricky words:
busy, eye, hour, improve,
move, Mr, Mrs, parents,
pretty, tomorrow

**30 Books at the
Turquoise Level**

Teachers' Books

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

- Phonics overview for the appropriate levels
- Scope and sequence
- Explicit small group teaching notes
- Photocopiable activity pages for every book
- Word banks
- Assessments



Scope and Sequence Chart

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 |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 71. Orphan elephants | all, are, be, go, have, like, little, one, the, their, they, to | <ul style="list-style-type: none"> phoneme f, grapheme ph (elephant, orphan) phoneme w, grapheme wh (which, when) orphan - meaning their - air makes /air/ sound |
| 72. A snake's day | be, come, do, full, go, into, like, little, of, out, some, the, there, they, to, was, you | <ul style="list-style-type: none"> phoneme ai, graphemes ay, a-e, ea (may, snake, steak) delay - meaning little - le makes /l/ sound |
| 73. Ada, the caterer | all, are, by, have, here, like, loves, of, out, people, put, she, some, the, there, to, today | <ul style="list-style-type: none"> phoneme ai, graphemes eight, ey, digh, o (height, they, straight, Ada) freight - meaning people - eo makes /ee/ sound and le makes /l/ sound |
| 74. Beach | all, are, be, full, go, have, I, into, my, one, out, our, people, puts, says, she, should, something, the, there, to, we, what | <ul style="list-style-type: none"> phoneme ee, graphemes ea, e-e (eat, Pele) heap - meaning our - ou makes /oo/ sound |
| 75. Tommy helps | are, by, have, he, I'll, of, out, says, she, so, some, the, to, today, we, you | <ul style="list-style-type: none"> phonemes ee, graphemes y, ey (Tommy, turkey) barley - meaning some - s makes /s/ sound, e is silent |
| 76. Lemon skin thief | are, come, could, do, go, have, here, my, no, out, says, so, some, the, there, to, what, would | <ul style="list-style-type: none"> phoneme ee, graphemes ie, e (thief, be) pest - meaning could, would - ou makes /oo/ sound as in good |

LEVEL 6, SET 2a phonemes: f w ai ee igh oa

| Focus Words | Multi-syllable Words |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| elephant(s), orphan(s), when, which | adults, along, bigger, cannot, driven, elephant, feeding, forest, hushen, keeper(s), morning, orphan, solid, sunscreen, tender |
| amaze, away, cave, day(s), daylight, delay, escape, games, great, lay, makes, may, play, safe, snake(s), stay, steak, way | across, amaze, away, cannot, daylight, delay, ending, escape, info, lizard, patterns, slither(s), sunlight, zigzag |
| Ada, apricots, bacon, bagels, baking, caterer, eight, freight, grey, straight, they, weighs | Ada, apart, apricots, bagels, baking, caterer, coffee, flowers, gardens, hooray, market, muffins, people, scarf, today, unload |
| beach, complete, creatures, each, eat, extreme, heap(s), means, neat, Pele, read, seat, theme, these, treat | amazing, bucket, complete, creatures, extreme, info, looking, making, models, people, something, tower(s) |
| barley, bunny, daddy, donkey, floppy, happy, Hoppy, lucky, mummy, Noddy, noisy, puppy, sandy, sleepy, sorry, study, today, Tommy, trolley, turkey, very, yummy | barley, bunny, carrot, daddy, donkey, floppy, happy, helper, Hoppy, later, lucky, mummy, Noddy, noisy, puppy, sandy, sleepy, sorry, study, today, Tommy, trolley, turkey, yummy |
| be, chief, field, he, hurries, Pixie, she, Shetch, thief, we | eaten, eating, hanging, hurries, Internet, lemon(s), Pixie, rabbit, teacher |

Word Banks

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.

Word banks

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/ /p/ /h/ /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/ /p/ /h/ /i/ /n/.

Bank of words using Level 6, Set 2a sounds (79 words)

The words in blue are high-frequency words.

Alternative graphemes

| Phonemes | f | w | ai | |
|------------|---------|----------|---------|--------|
| Graphemes | ph | wh | ay | a-e |
| dolphin/s | what | away | woke | 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.

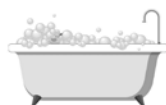
Activity Page

Two pages of follow up activities are provided for each book to reinforce and practise 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

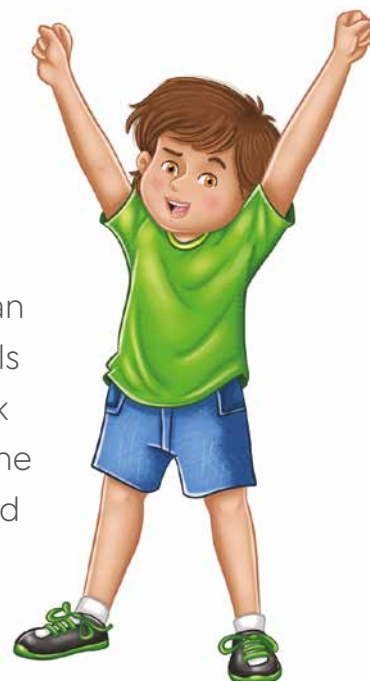
Assessment Kit

NEW!

The Red Squirrel Phonics Assessment Kit is:

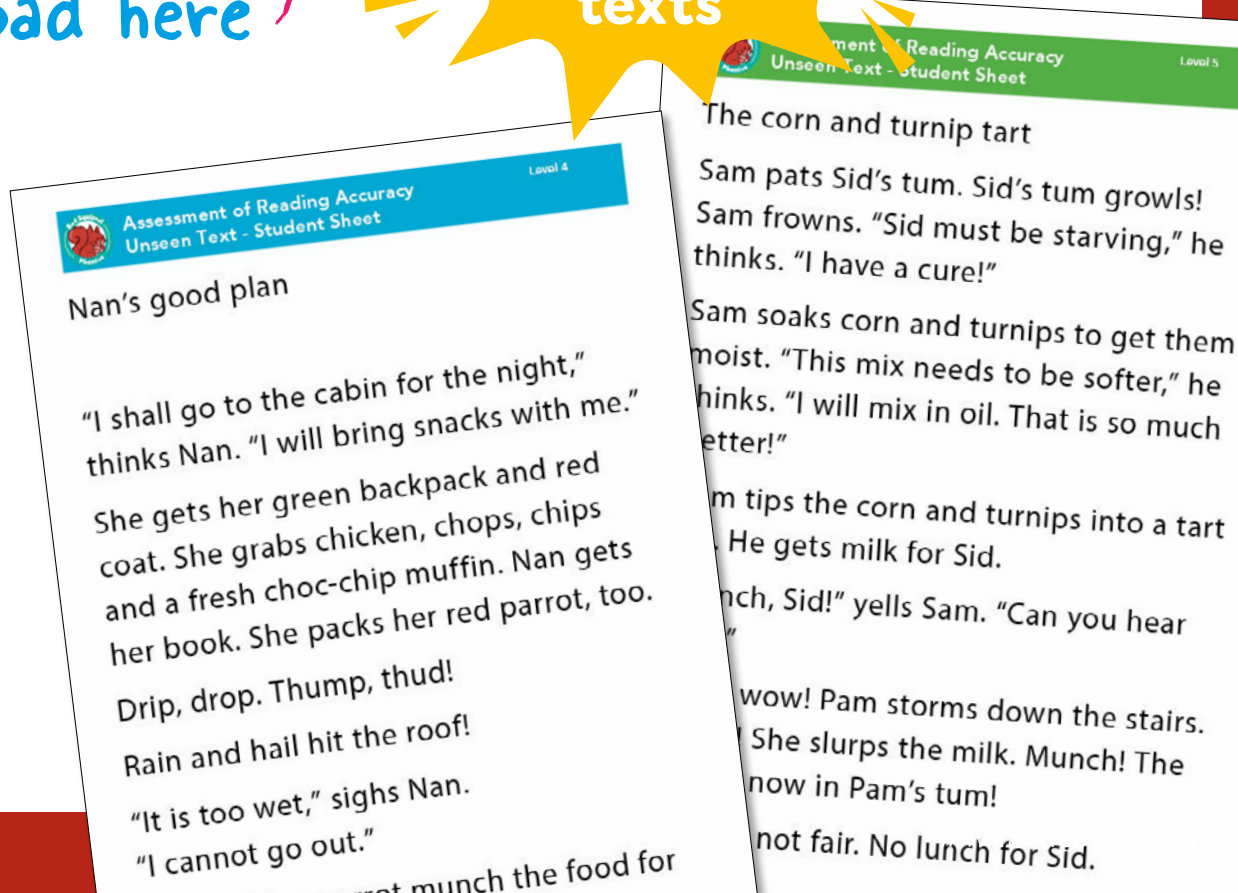
FREE TO DOWNLOAD!

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 Decodables 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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Retell</p> <p>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?)</p> <ol style="list-style-type: none">Where does the story take place? (at the zoo)What happens at the beginning of the story? (Pearl is getting ready to go to the zoo. It's her birthday.)Who are the characters? (Pearl, her four neighbours, Ralph the elephant)What happens in the story? Is there a problem? (Ralph ate the birthday cake) <p>Quiz</p> <ol style="list-style-type: none">How old is Pearl? (13)What kind of animal is Ralph? (elephant)What is a banjo? (a musical instrument)How do the children feel at the end of the story? (annoyed that there is no cake left) | |

Results:

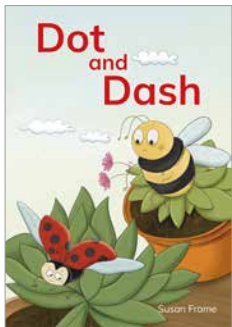
| | |
|----------------------|-------------------------------|
| Story Retell: | Reading Comprehension: |
| 1/4 Needs help | 1/4 Needs help |
| 2/4 Developing | 2/4 Developing |
| 3/4 Developing well | 3/4 Developing well |
| 4/4 Good recall | 4/4 Good understanding |

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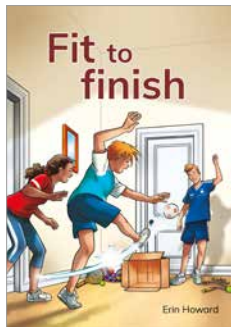
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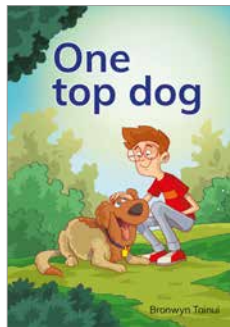
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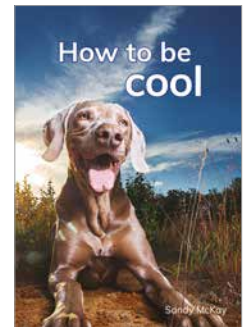
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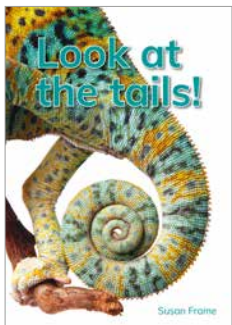
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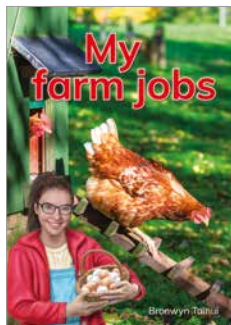
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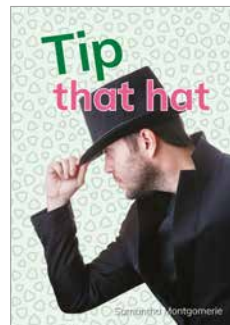
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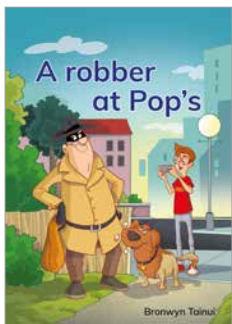
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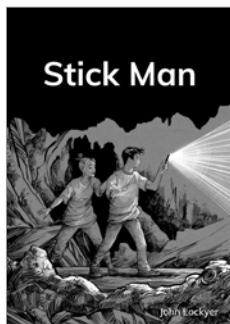
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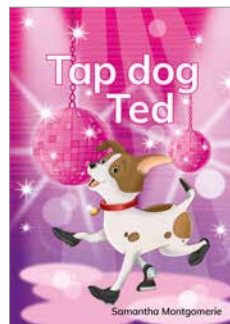
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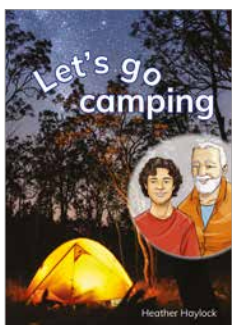
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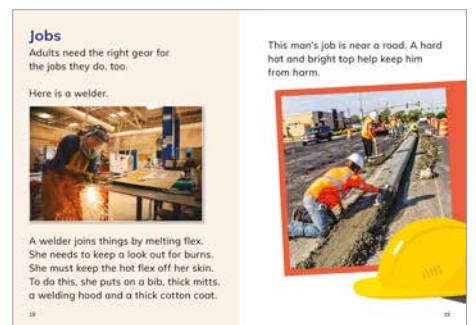
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Reading Road Phonics Overview

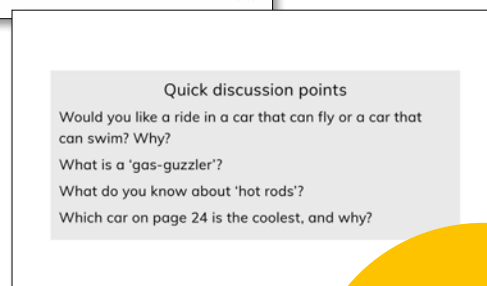
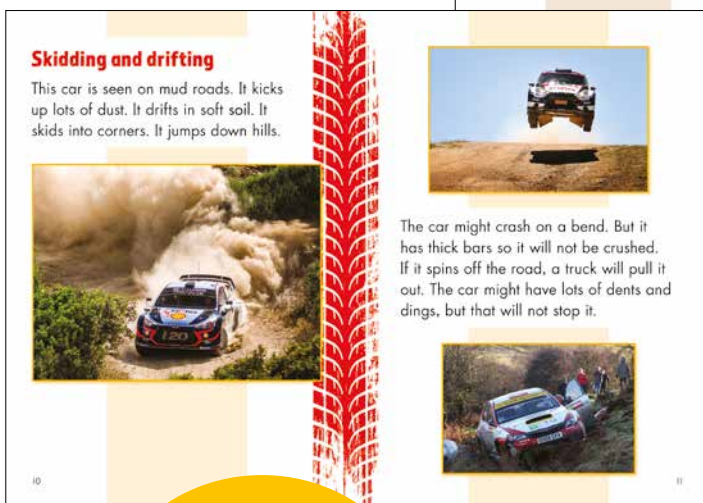
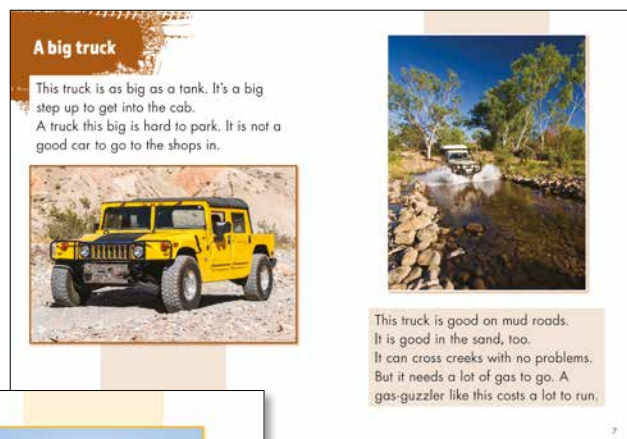
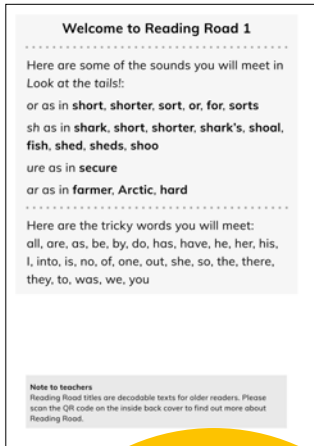
Reading Road 1

Includes simple and complex code (follows on from Red Squirrel Phonics 1 & 2, Set 5): consonants, consonant digraphs, vowel digraphs and trigraphs:

s a t p i n m d g o b h e r f u l c k c k j v w q u x y z z z f f l l s s
t h c h n g n k s h a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r

Reading Road Level 2

All phonics from Reading Road Level 1, plus adjacent consonants with short and long vowel sounds (follows on from Red Squirrel Phonics Level 5 Set 2b and 2c).



Reading Road 1 & 2 texts contain only simple and complex code, ideal for students who continue to need decoding practice.

Information provided is age-appropriate and engaging.


Discussion points are included on the inside back cover of each book.

The books have a 'look and feel' suitable for older readers.


Printed on off-white paper to aid dyslexic readers

Teachers' Books

There are comprehensive teaching notes available for each book and these are free to download from our website.



Reading Road 1
Teachers' notes



One top dog
Bronwyn Tainui

Focus phonics

ow as in bow, wow, down, now, how
u as in Ruff, puff, runner, huff, fun, mum's, runs, but, run, up, luck, mud, muck, us, murt
igh as in light, might, fight, sigh, tight, right

Tricky words

all, are, as, be, do, go, has, have, he, his, I, is, me, my, no, of, oh, old, one, out, so, the, there, they, to, was, we, you, your

Book summary

A graphic novel style story. Nick and his grandad, Pop, train Pop's dog Ruff to enter a dog show. Ruff is reluctant to train and doesn't perform any of the tricks at the show. Nick films it all for the family to watch at the end.

Learning intention

Phonics: To decode words with the vowel sound /ow/ that feature in the story and extend to other known words with the same phoneme. Discuss and decode words in the story with the short /u/ sound, as well as words with long /igh/ sound.

Comprehension:


- Explain the meaning of words in context
- Make inferences from the text

Fluency:


- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover. Read the title together. Compare the illustration to the title page and discuss the difference. Ask: What do you think a 'top dog' might be? Do you think this a fiction or non-fiction story? (fiction) Read and discuss the blurb. Ask: Have you ever tried to train a dog or a puppy? Flip through the book to get a sense of the story and the style. Discuss the graphic novel style and how it is slightly different to read. Ask: Who has read a graphic novel before? What is it similar to? (a comic) Look at p 2 and discuss where to start reading. (read the text at the top first and then the speech bubbles from the top down, then move to the top of p 3) Next turn to p 5 and look at the picture of Ruff at the bottom. Ask: What do you notice? (Ruff has a thought bubble this time) Tell students they should read the words in the thought bubble just as they would a speech bubble, but remember these are Ruff's thoughts, not heard by anyone else.



Reading Road 2
Teachers' notes



Cool cars
John Lockyer

Focus phonics

ee as in speed, sleek, creeks, needs, green, beep, been, see, seem, keeps, speeds, keep, seen, feel, need, screech, bleep
or as in airfoil, pointed, soil
ch as in chums, check, screech, checked

Tricky words

all, are, as, be, comes, do, go, has, have, into, is, like, little, loved, my, no, of, old, one, out, pull, push, put, so, some, the, there, they, to, today, was, what, when, you, your

Book summary

A discussion of a wide variety of cool cars, including hot rods, sports cars, racing cars, green cars, a flying car and a swimming car.

Learning intention

Phonics: To focus on words with the long /ee/ vowel sound (and combined with adjacent consonants). Also to discuss words in the text with the /oi/ vowel digraph plus the /ch/ consonant digraph.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas

Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate


Before reading

Story discussion: Look at the cover and read the title together. Ask: What might the title mean? Could it be about cars that keep you cool in summer? Or is it about cars that look cool to ride in? Flip through the book to get a sense of the contents. Invite students to share any prior knowledge about cool cars, and to make predictions about what kind of information might be given in this non-fiction text. Keep a note of predictions and return to them later.


Quick phonics warm-up: Quickly read the words listed in the phonics focus on the inside front cover for the long /ee/ vowel sound. Sort the list to show the words that have adjacent consonants as well: speed, sleek, creeks, green, speeds, screech, bleep. Read these words and say what the adjacent consonants are in each. (Aim for this not to last longer than a couple of minutes.)

The teaching focus for each title includes:

- Phonics
- Comprehension
- Fluency
- Vocabulary
- Morphology
- Etymology



Reading Road 1
Teachers' notes



My farm jobs
Bronwyn Tainui

Focus phonics

oa as in roads, coating, oats, roam, coats, Coach
ch as in check, Coach
oi as in oil, soil

Tricky words

all, are, as, be, by, do, go, has, have, he, her, his, I, into, is, me, my, no, of, one, out, she, so, the, there, they, to, we

Book summary

There are many jobs to do on a farm. We follow a girl as she goes around her family farm doing her jobs. She checks on the cows, sheep, pigs, alpacas, ducks and hens. Then she exercises her dog and feeds her cat. Life is busy on a farm.

Learning intention

Phonics: Work on the words listed in the inside front cover with the vowel digraphs /oa/ and /oi/ and the consonant digraph /ch/.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Make predictions that fit with information given in the text

Fluency:

- Read at a natural speaking pace with minimal sounding out

Before reading

Story discussion: Look at the cover and read the title together. Discuss what is happening in the picture. Ask: Who wrote this text? Have you read any other books of Bronwyn's? What were they? Has anyone been to a farm? What did you see there? Do you think this is a fiction or a non-fiction book and why? What sort of things do you think you will see in this book? What kind of information might be given? Flip through the book together to get a sense of the contents. Keep a note of predictions and return to them later. Read the blurb on the outside back cover together.

Quick phonics warm-up: Read the words words on the inside front cover with the vowel digraphs /oa/ and /oi/ and the consonant digraph /ch/. Flip through the book looking for these words. Make rhyming words with the /oi/ digraph ending in /i/, e.g. toil, soil, foil, coil, soil, oil. Discuss their meaning.

Vocabulary check:

coating p 8 a layer of oil on the ducks' feathers to waterproof them
shed p 22 to lose hair, fur or wool

Reading Road 1 My farm jobs - Teachers' notes

Morphology: piglet p 15. The suffix -let means small or lesser as in booklet - a little book. Piglet means a small or baby pig.

Etymology: singing p 14. The root word of singing is sing which means to make music using your voice. Sing originates from the middle English word singen and old English singan meaning to chant or sing especially with joy.

Tricky word practice: we, he, she: the tricky part of these words is e that sounds like /ee/.

During reading

Read the story: Reading could follow one of the following approaches:

- Start by reading the text with students, then invite them to take over, reading aloud at their own pace. Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *alpacas* on p 2 - al/pac/as. Ask: How many syllables does this word have? Find other words with 1 or 2 syllables, e.g. farm p 3, being p 3. Talk about the word *summer* on p 4 and how the er at the end makes a schwa sound (not stressed) like a light /u/ sound. Find other words that end in the schwa er in the book, e.g. farmer, thinner, dinner, river.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage aloud.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially in words with the vowel digraphs /oa/ and /oi/ and the consonant digraph /ch/.

Comprehension support: Pause occasionally to talk about the book and encourage students to find and retrieve key details from the text. Explain meanings of words in context. Ask: What does *mixed-up* on p 12 mean? (a mix of food for the pigs) What does *shear* on p 22 mean? (to clip or cut fur)

After reading

Apply learning: Discuss the text. Ask: Would you like to work on a farm? What would be your favourite job? Which animals do you like best?

Comprehension: Refer to the predictions made at the beginning. Ask: Were you correct with your predictions? What was different? Look at the word *that's* on p 8. What is it short for? (that is) It's called a contraction. The apostrophe goes where the missing letter i was. We use contractions a lot when we talk.

Discuss the questions on the inside back cover.

Then ask: Why do pigs like mud? (to keep them cool)

What happens to a cat's coat when it sheds fur? (it gets thinner)

What animals like a coop to sleep in? (ducks, hens)

Find the words *sheep's tails* on p 4. What does the apostrophe mean? (the tails belong to the sheep) Find other examples of the possessive apostrophe in the book and say what belongs to who? For example, *alpaca's*, *ducks'*, *cow's*, *hens'*. Notice the difference if the apostrophe is before or after the s.

Student Worksheets

There are four free downloadable student worksheets available per title. They cover phonics, comprehension and other curriculum topics.

One top dog

Worksheet 1: Phonics

Name: _____ Date: _____

1. Look at the text to find a word that rhymes with these words. Write the word.

bow _____

might _____

huff _____

luck _____

2. There are lots of words with /igh/ in the story. Read the words:

light, might, tight, fight, right, sigh

3. Make some more /igh/ words by changing the first sound. Write the words:

| | | |
|-------|--------------|--|
| light | Swap l for s | |
| might | Swap m for n | |
| sigh | Swap s for h | |

1

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Cool cars

Worksheet 1: Phonics

Name: _____ Date: _____

1. The long vowel sound /ee/ can be represented by the letters ee, as in the word 'speed'.


Read the following words out loud:

speed, screech, sleek, creeks, need, feel, green, beep, bleep, been, keep

Write these words in a list below and read them to a friend.

1

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The worksheets support student learning in these areas:

- Phonics
- Comprehension
- Creative writing
- History/Research
- Science/Technology
- Maths
- And other curriculum topics

On your feet

Worksheet 3: Maths - continued

Name: _____ Date: _____

2. Ask students in your classroom what kind of footwear they wear to school. Complete the tally chart. This will show you which is the most popular footwear.

| | | | |
|---------|-------|---------------|-------|
| sandals | boots | running shoes | other |
| | | | |

3. Create a bar graph to display your data.

Number of people

20

18

16

14

12

10

8

6

4

2

0

Sandals

Boots

Running shoes

Other

Type of footwear

5

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A robber at Pop's

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

3. Create a storyboard of drawings to represent the sequence of events in the story, *A robber at Pop's*.

| | | | |
|------------|---------|---------|----------|
| Characters | Setting | Problem | Solution |
| | | | |

Use your drawings above to help you to retell the story in your own words.

Who was the story about?

Where did the story take place?

The problem in the story is

It is a problem because

The problem is solved when

In the end,

5

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