

# NEW SUNSHINE PHONICS Decodable Books

New Australian Series with **real stories** using words that children **can** read!



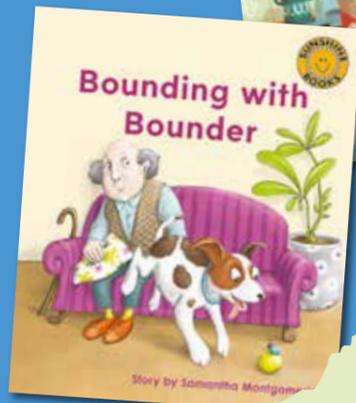
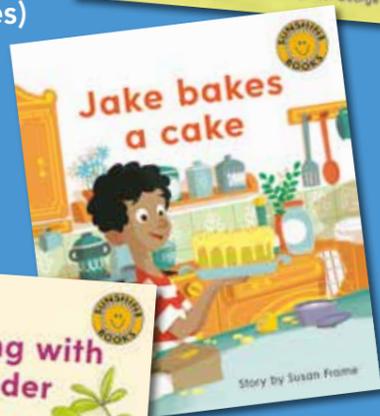
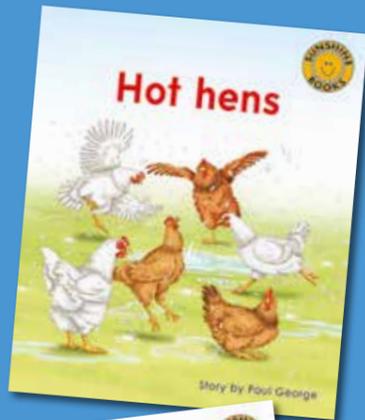
# Sunshine Phonics Decodable Books

New Australian series with **real stories** using words that children **can** read.

The program teaches 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!

The program features:

- Decodable vocabulary with some high-frequency words
- Enjoyable stories
- Systematic progression for learning the sounds (phonemes) and the letters that represent them (graphemes)
- Full-colour illustrations to support meaning
- Comprehensive Teachers' Books that include guided reading lesson plans, activity sheets and assessment
- The first 50 books feature characters from the same family along with their pets and friends.



## Key Series Author – Paul George

We need to ensure that all children experience success as they begin the exciting journey of learning to read. The right teaching and the right resources can make all the difference.

# Sunshine Decodables – Phonics Overview

Teaching the 44 Phonemes of English

## SET 1 10 BOOKS

s a t p i n m d

## SET 2 10 BOOKS

g o b h e r f u l

## SET 3 10 BOOKS

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

## SET 4 10 BOOKS

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

## SET 5 10 BOOKS

ar or ur ow oi ear air ure er

## SET 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							

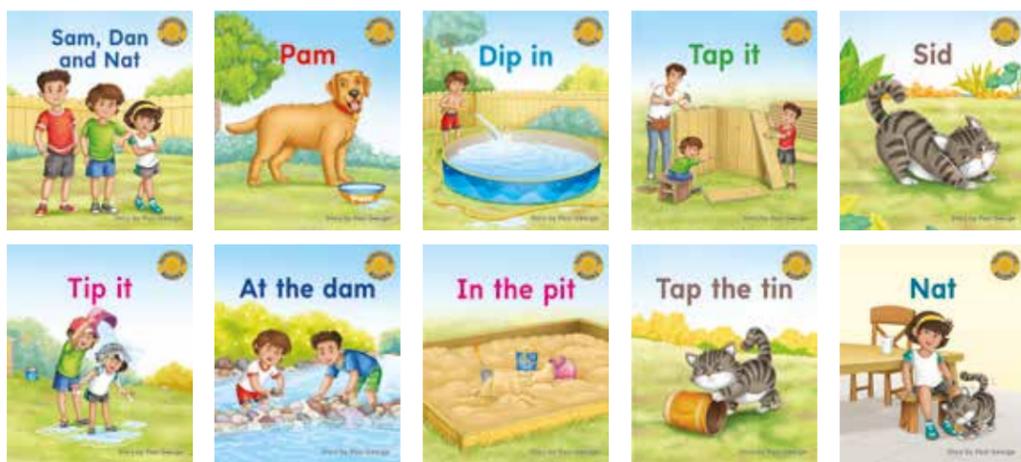
## SET 7 10 BOOKS

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 sets of the program cover 23 phonemes of English.

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

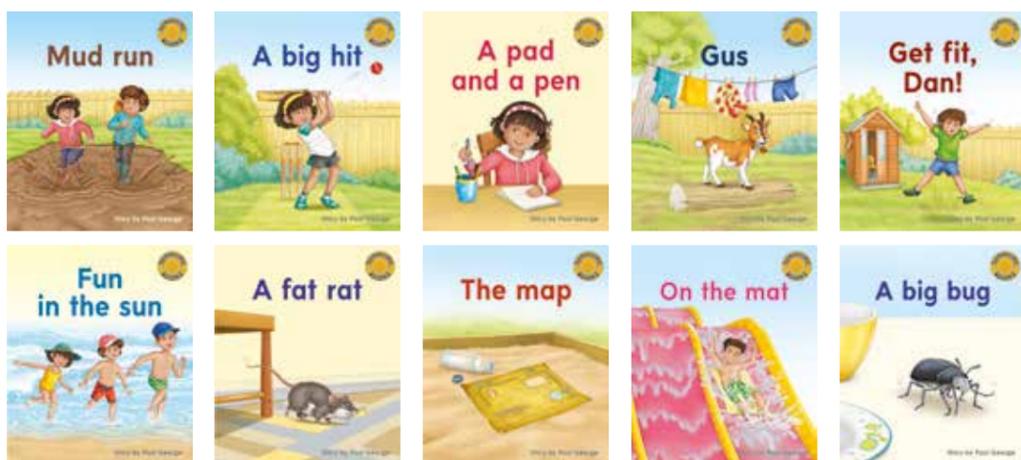
### SET 1 Phonemes: s a t p i n m d



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

**Tricky Words:**  
I is the

### SET 2 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 A/a his into has of

### SET 3 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

Sets 1–3 Single Pack \$180

Sets 1–3 Guided Reading Pack \$780

The next four sets of the program cover 21 phonemes of English.

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

### SET 4 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

### SET 5 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

### SET 6 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

### SET 7 Alternative Graphemes



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

**Tricky Words:**  
Mr, Mrs, their

# Sunshine Phonics Decodable Books

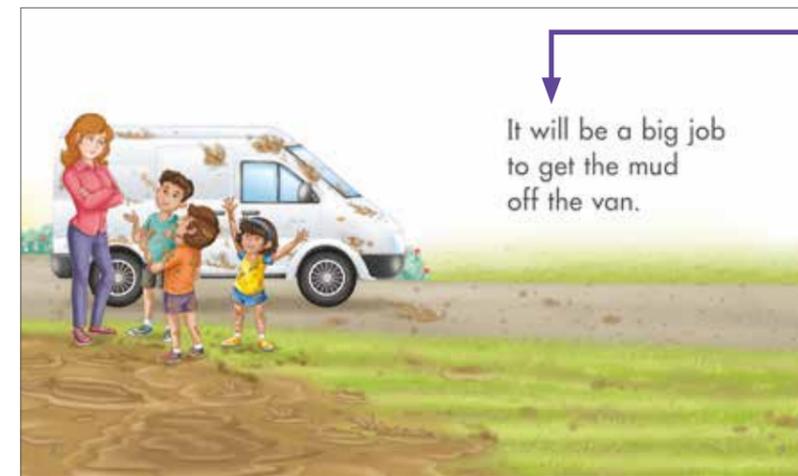
New Australian Series with **real stories** using words that children can read!

## Real Stories

While the Sunshine Phonics books are decodable texts, they are also **real stories!** The stories 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.

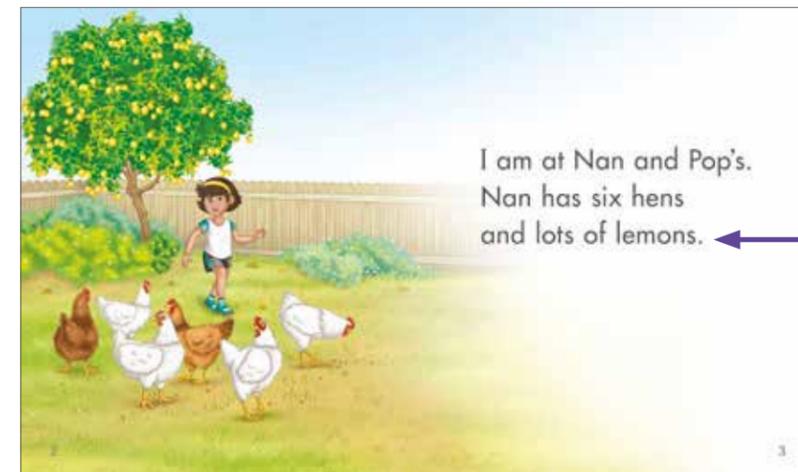
## Words Children Can Read

The Sunshine 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!



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

In Set 3, double letters are introduced.

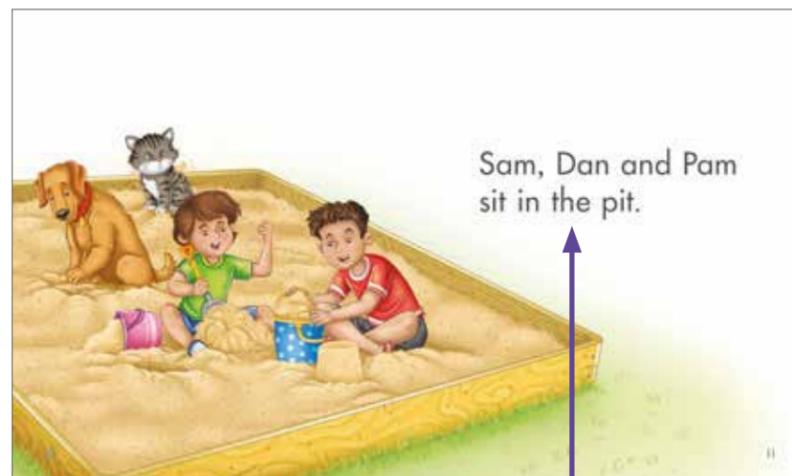


I am at Nan and Pop's. Nan has six hens and lots of lemons.

In Set 3, two-syllable decodable words are introduced.



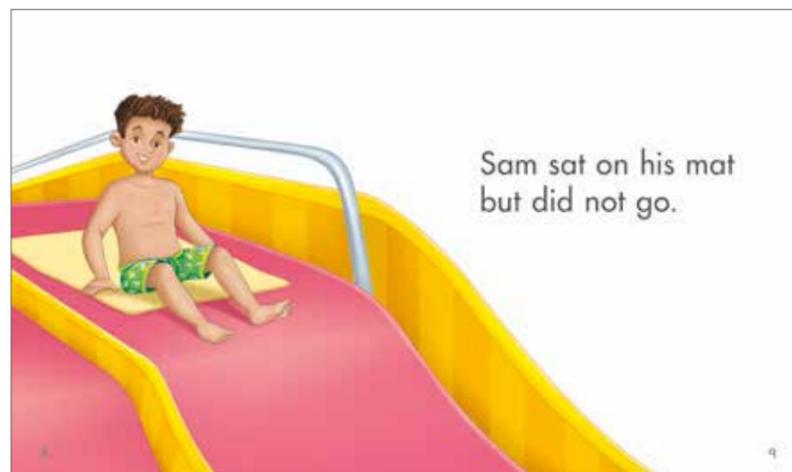
Clear, colourful illustrations to support the text and storyline



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.

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

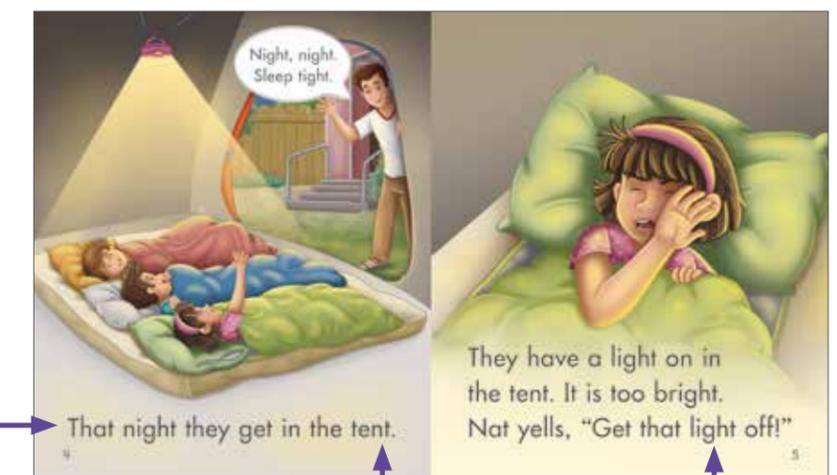


Sam sat on his mat but did not go.

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

Large, well-spaced text

Consonant digraphs are introduced in Set 4.



That night they get in the tent.

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

Adjacent consonants are introduced from Set 4.

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

# Sunshine Phonics Decodable Books

## TEACHING SUPPORT

### Before Reading

Sounds to say

g o b h e r f u l

Practise blending the sounds

top	fit	hot	sips
hops	log	hut	set
Hop	Run	did	and
but	on	up	Get

Tricky Words

to is the go Go

### Inside Front Cover

The inside front cover of each book provides the **Before Reading** focus for the children. Here they will review the sounds they have learnt and practise blending those sounds to make the words that they will meet in the story.

Tricky Words are also reviewed as children will need to know these by sight at the early stages.



Get fit, Dan!

SET 2: Story 15

### Before Reading

Say the sounds: g o b h e r f u l

Ensure children use the pure sounds for the consonants without the added "u" sound.

**Practise blending the sounds:** top fit hot runs log hut set sips hops Hop Run Dan

**High-Frequency Words:** get Get but up it and on did  
**Tricky Words:** the is go Go to

**Vocabulary Check:** fit – What does it mean to “be fit” or “to get fit”? What does “Get set, go” mean? When is this used? Sometimes it’s, “Ready, get set, go”. top – What different meanings does this word have? Discuss the meaning of “top” in different contexts, e.g. I am wearing a red top. She took the top off the bottle.

**Story Discussion:** Look at the cover. Who is this story about? What does the title tell us about this story? What kind of things could Dan do to get fit?

**Teaching Points:** Discuss the use of speech and thought bubbles in this story to show the talking (speech) or thoughts of a character. Ask children to find examples in the book. Introduce the purpose of an exclamation mark to show emphasis. Review s on the end of a verb, e.g. hop/hops.

### After Reading

**Comprehension:**

- What are some of the things Dan did to get fit?
- How was Sam helping Dan?
- What was Sam holding in his hand? What does a stopwatch do?
- Can you think of other things you can do to help keep yourself fit?

**Fluency:** Speed read the words again from the inside front cover.



### Teaching Notes

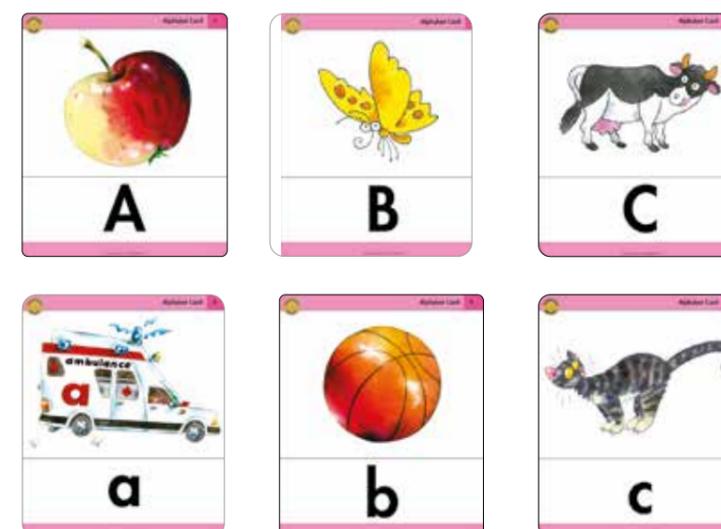
At the end of each book, teachers will find a summary of teaching points for **Before Reading** and **After Reading**. This includes:

- the list of focus phonemes
- words to blend
- vocabulary
- pre-reading discussion
- comprehension
- fluency



### Other Support Materials

The Sunshine Alphabet Flash Cards are ideal for use when introducing new phonemes and graphemes. There are 26 double-sided laminated cards. On one side is the lower-case letter and illustration and on the other side is the capital letter and illustration.



### Sets 1-3 Guided Reading Pack

**\$780**

That's only \$5.20 per book!

### Sets 4-7 Guided Reading Pack

**\$1200**

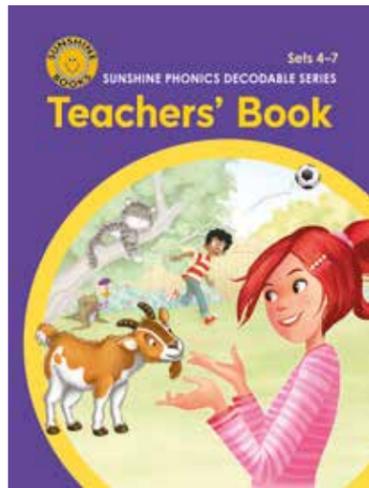
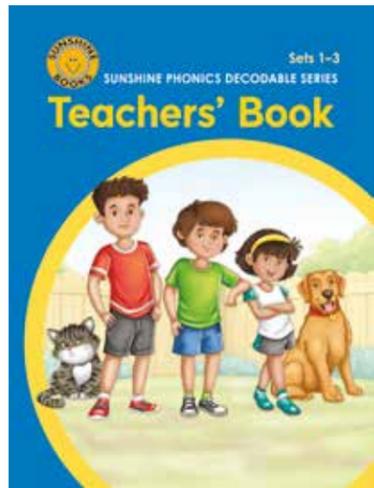
That's only \$6.00 per book!

### Scope and Sequence

A Scope and Sequence Chart is available to download from our website. This provides a clear overview of the program with the teaching focus for each book along with the words used in each book.

Title	Tricky Words	Teaching Point	VC Words	CVC Words	VCC	CV	CVCC
1. Sam, Dan and Nat		<ul style="list-style-type: none"> <li>• capital letters sound the same as lower case letters</li> <li>• ending -s, sips</li> </ul>	it	Dan, Sam, Nat, sips, Sip	and		sips
2. Pam		<ul style="list-style-type: none"> <li>• capital letters sound the same as lower case letters</li> <li>• ending -s, pots, sips, sips</li> <li>• speech bubble introduced</li> </ul>		Dan, Sam, Nat, Pam, pot, SA, Pat	and		sips, pots, sips, sips
3. Dip in	is	<ul style="list-style-type: none"> <li>• use of capital letters for names, and at the start of a sentence</li> <li>• full stop at the end of a sentence</li> <li>• is = /I /i/</li> </ul>	in	Dan, Sam, Nat, Pam, sips, Nps, Dps, Tip	and		sips, dips
4. Top it	is, I	<ul style="list-style-type: none"> <li>• use of commas to show pauses and to separate words</li> <li>• full stops show the end of a sentence</li> <li>• review use of speech bubbles</li> </ul>	is, it	Dan, Sam, Pam, Dad, sips, did, Top	and		sips
5. Sid	is, the, I	<ul style="list-style-type: none"> <li>• how the addition of 's' at the end of a verb shows who does the action, I put, the pots</li> </ul>	is, am	Sid, tin, sips, Nat			sips, pots, sips, sips
6. Tip it	is, the	<ul style="list-style-type: none"> <li>• use of capital letters for names, and at the start of a sentence</li> <li>• full stop at the end of a sentence</li> <li>• lower case and capitals have the same sound</li> </ul>	it, at	Dan, Pam, Nps, tip, Nat, pot, Tip	and		sips
7. At the dam	is, the, I, is	<ul style="list-style-type: none"> <li>• use of the question mark</li> <li>• review speech bubbles</li> </ul>	in, at, it, am, At	Dan, Sam, Nat, dam, Dad, it	and		sips
8. In the pit	is, the	<ul style="list-style-type: none"> <li>• review use of capital letters</li> <li>• review the addition of 's' to the end of words</li> </ul>	is, in	Sam, Dan, Sid, Pam, pot, mod, pot, sit	and		sips, sips
9. Tap the tin	is, the, The	<ul style="list-style-type: none"> <li>• use of the apostrophe 's to show possession</li> </ul>	is	Sid, Pam, sips, tin, Sid's, Tap	and		sips
10. Hat	is, I	<ul style="list-style-type: none"> <li>• review punctuation</li> <li>• review use of speech bubbles</li> </ul>	am, it	Nat, Sid, sips, mod, sad, Dip			sips, sips, dips

# Teachers' Books



In addition to the summary of teaching points provided in each book, we also offer two comprehensive Teachers' Books.

Each Teacher's Book includes:

- Phonics Overview for the whole program
- Scope and Sequence
- Explicit Guided Reading Teaching Notes
- Photocopiable Activity Pages for every book
- Word Banks
- Assessment

**The picnic**  
SET 3: Story 30

Not, Meg and Mack, the rabbit, are having a picnic. There are juice for the girls but nothing for Mack so he heads off to get a carrot from the garden and has his own picnic.

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

**Learning Intention**  
Phonics: Recap the graphemes and phonemes g o b h e r f a l and read words using these and the new graphemes and phonemes x ck j x ff. Check that children can sound out and blend these words to read a range of words, including words with two syllables.  
Comprehension: Make sure that children understand and can talk about the story and make predictions. Check that they can read with appropriate pace and expression to show understanding, taking account of punctuation, including question marks.  
High-frequency words: off, at, and, not, but.  
Tricky words: she, too, no, he, has, for, is.  
Decodable words using new graphemes and phonemes: picnic, jug, cup, Mack, sit, off.

**Before Reading**  
Story discussion: Look at the cover, and read the title together. Ask: What has Not got for her picnic? Do you think she is going to have the picnic by herself, or with someone else? (Point out, if necessary, that there are two cups.) What kinds of things might happen on a picnic?  
Link to prior learning: Turn to the Before Reading page inside the front cover. Encourage children to read the graphemes and say the sounds as quickly as they can, and reinforce any that they are not sure of. Ensure they use pure sounds for the consonants without any added sound, e.g. c, not ch. Practice blending the sounds to read the words on the Before Reading page.  
Vocabulary check: Points – a meal or snack outdoors. Share children's experiences of having picnics or snacks in the open air.  
Decoding practice: Display the words picnic and Mack, and ask children to circle the letters that make the /i/ sound in each word (i in picnic, ck in Mack). Ask: Do you know another way of spelling this sound? (The letter o on its own also makes the /i/ sound.) Display these words, kip, tap, rock, can, kick, stick. Can children sound out and blend each word and identify the grapheme that makes the /i/ sound?  
Tricky word practice: Display the words she and he. Ask: Can you tell me the tricky part of the word? (Use that it's the s, which has an s sound. Practice writing and reading these words.)

**During Reading**  
Read the story: Ask children to read the story aloud at their own pace, running a finger under the words as they read. On page 7, check that children can read the longer sentence fluently and with understanding. Ask: Who did I get a bun? Why?  
Phonics support: Remind children to sound out and blend the letters as necessary to read the words but encourage them to read words with familiar letters and sounds fluently on sight if they can, 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: Focus occasionally on talk about the story and encourage children to make predictions, e.g. on page 9, say: What do you think Mack is going to do? What will the girls do next? Turn the page to see if they were right.

**After Reading**  
Apply learning: Ask: What do you think will happen next after the end of the story? Will the girls let Mack eat his carrot, or stop him? Why do you think that?  
Comprehension:  
• Who else came to Not's picnic?  
• What else can you spot on page 12 that helps you work out where Mack is?  
• How do you think the girls feel at the end of the story? How might Mack feel?  
Fluency:  
• Ask children to speed read the words on the inside front cover.  
• Ask children to re-read page 13. Check that they can read the question with appropriate intonation.

**Follow-up Activities**  
Activity 1 – Phonics: Children practise tracing the graphemes f and a, and identifying both capitals and lower case letters in print. They match lower case and capital letters ff and Zz.  
Extension: Give children letter cards or magnetic letters f, s, l, g, t. Can they make the words zip and fit?  
Activity 2 – Comprehension: Children circle objects they would take on a picnic. They make a cover for their favourite book drawing a picture and writing the name.

Teaching notes

**Activity 1** SET 3: Story 30 The picnic

Say the phonemes and trace the graphemes.

f z

Circle the double letters ff.

v ff x V ff y j l ff

Circle the letters that say the sound /z/.

x z c k Z qu K z f y k Z

Draw lines to match the capital and lowercase letters.

f z Z F

**Activity 2** SET 3: Story 30 The picnic

Circle things you would take to a picnic.

Make a cover for your favourite book, draw a picture and write the name.

Activity sheets

**ASSESSMENT 1** TEACHER SHEET

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

**SET 1**

New Phonemes and Graphemes: **p m a d o i s t**

Segment and Blend to Read: a-m/am i-it a-lan d-d/did m-an/man s-ip/sip

Segment and Blend to Read Nonword Words: m-i-p/mip s-a-n/san d-i-d/dit t-a-m/tam

NOTES:

**SET 2**

New Phonemes and Graphemes: **g b i r o f u h**

Segment and Blend to Read: o-n/on b-i-g/big r-a-rob l-e-d/led f-i-t/fit h-u-t/hut

Segment and Blend to Read Nonword Words: g-e-f/gef t-u-b/tub h-e-t/het r-i-t/rit b-o-n/bon

NOTES:

Assessment (Teacher sheet)

**ASSESSMENT 1** TEACHER SHEET

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

**SET 3**

New Phonemes and Graphemes: **z j c s o y H v ck x qu k z ll w**

Segment and Blend to Read: y-e-t/yet z-i-p/zip w-i-l/will q-u-i/quilt o-f/off k-i-ck/kick

Segment and Blend to Read Nonword Words: v-e-c/vet y-a-g/yag o-u-j/oj j-u-x/ju w-e-s/west l-i-p-p-e/lip-pet

NOTES:

**TRICKY WORDS**

Assess these words at the completion of reading each set of books or once all three sets have been read – not as a pre-test.

Set 1: Read without sounding out. i is the

Set 2: go his A to of has no a into

Set 3: too she he for be her

NOTES:

**ASSESSMENT 1** STUDENT SHEET

SET 1

Say the sound.

p	m	a	d
n	i	s	t

Sound out and blend.

am	it	an
did	man	sip

Sound out and blend.

mip	san	dit	tam
-----	-----	-----	-----

Assessment (Student sheet)

**ASSESSMENT 1** STUDENT SHEET

SET 2

Say the sound.

b	g	e	l	r
o	f	u	h	

Sound out and blend.

on	big	rob
led	fit	hut

Sound out and blend.

gef	lub	het	rit	bon
-----	-----	-----	-----	-----

Word Banks

**Bank of words using Set 1 and Set 2 sounds (87 words)**

These words use Set 1 and Set 2 phonemes and graphemes. Because children already know these sounds, they can be encouraged to sound them out and blend them for reading, e.g. /i/ /u/ /h/ = fun. 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. fun = /f/ /u/ /n/.

The words in blue are decodable high-frequency words.

g o b h e r f u l

run	rid	fun	got	bun
bag	pot	net	rap	mat
mud	hit	hop	fit	not
top	bat	big	lid	tug
set	leg	hen	bug	hip
dog	bin	pad	fan	nut
rug	log	on	hot	men
get	red	ten	had	fat
bus	Gus	bad	dig	rub
fig	rat	pen	hut	lip
mug	mum	up	ran	hug
rot	ram	peg	him	if
pop	sun	bed	pet	rip
but	us	lot	rod	hat

# ORDER FORM - DELIVERY END NOVEMBER

SETS 1-3	DESCRIPTION	PRICE	QTY	TOTAL
Single Pack Sets 1-3	1 x 30 titles	\$180		
Guided Reading Pack Sets 1-3	5 x 30 titles	\$780 <b>SAVE 20%</b>		
Teachers' Book Sets 1-3		\$65		
Alphabet Flash Cards	1 x 26 cards	\$15		
<b>SETS 4-7</b>				
Single Pack Sets 4-7	1 x 40 titles	\$280		
Guided Reading Pack Sets 4-7	5 x 40 titles	\$1200 <b>SAVE 20%</b>		
Teachers' Book Sets 4-7		\$65		
<b>COMPLETE PROGRAM SETS 1-7</b>				
Single Pack Sets 1-7	1 x 70 titles	\$460		
Guided Reading Pack Sets 1-7	5 x 70 titles	\$1980		
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Teachers' Book Sets 4-7		\$65		
Alphabet Flash Cards	1 x 26 cards	\$15		
<input type="checkbox"/> CHARGE FORWARD OPTION - Tick here if you would like to receive your order this term, but not pay until February 2021.			Freight	\$14.30
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