Decodable Readers Australia

Decodable Readers Australia
eBook for Educators
Guide for Educators

Who are Decodable Readers Australia?

Decodable Readers Australia is a unique company that offers a large range of products that support both the students and the teachers. Our readers allow children to master each set of phonics before progressing. We also embrace the five essential components of learning to read, incorporate minimal sight words, and engage children in Australian themed stories.

Our goal and passion is to improve literacy results around the world. At Decodable Readers Australia, we are dedicated to creating resources that best support beginner readers and backed by current research and evidence. We are firm believers that literacy not only has the ability to encourage children to love reading but ultimately, has the power to break the poverty cycle.

What are decodable books and why are they important?

For children to become successful readers they must be able to crack the alphabetic code through a systematic synthetic phonics approach. This approach has proven time and time again as the most effective way to teach reading and is backed by research. If children can’t decode the words on a page they will fail in their journey to access text.

Children must be explicitly taught knowledge of letters and sounds and the skills of sounding out and blending. But this is not enough to know how to read. The knowledge and skills must be practised over and over to achieve mastery. Without decodable readers, this practice cannot take place.

Decodable readers are the conduit between phonics and reading. Children need them to build the necessary skills so they become proficient readers and can access the limitless opportunities of skilled reading.

In each level, children are extensively supported as they master each stage of reading and will love getting to know the Aussie characters.

Each level offers an individual set of the 20 books. Our Early Readers offer an additional 10 books per level with a simpler text as a stepping-stone for more vulnerable learners.

Teaching reading systematically – how the level system works

Our decodable readers have been designed to incorporate the development of phonemic awareness, phonics, comprehension, vocabulary and fluency. With 8 levels and 30 books in each level, children are extensively supported as they master each stage of reading and will love getting to know the Aussie characters.

Each level offers an Early Reader set of 10 books as the stepping stone, an individual set of 20 books, classroom guided reading sets and big book sets of our main series.

Our Reading Success checklist will help you understand what products will best support your program.
We want to help you get set up for reading success! We have so many new resources and freebies, all integrated to enhance your reading instruction and get outstanding reading results.

First of all, if your school is new to evidence based teaching instruction for reading, here’s an 9 step checklist to see if you have everything you need to implement a successful program.

**STEP 1: TEACHER KNOWLEDGE**

Whether you have beginner teachers or teachers already on the Science of Reading journey, one of the most important resources you need is teacher knowledge. Here at Decodable Readers Australia, we provide a free Learning Lounge to assist teachers in their understanding of evidence based instructions that align with our resources.

### SCOPE AND SEQUENCE

**Includes:**
- Level 1, 2, 3, 4 and 5 sounds
- Level 1, 2 and 3 sounds
- Early Readers Fiction
- Decodable Readers
- Non-fiction Level 1 & 2
- Non-fiction Level 3
- Non-fiction Level 4
- Non-fiction Level 5
- Non-fiction Level 6
- Non-fiction Level 7
- Non-fiction Level 8
- Main Fiction Level 1
- Main Fiction Level 2
- Main Fiction Level 3
- Main Fiction Level 4
- Main Fiction Level 5 & 6
- Main Fiction Level 7 & 8
- Decodable Tales 1 & 2
- Decodable Tales Level 3
- Decodable Tales Level 4
- Decodable Tales Level 5
- Decodable Tales Level 6
- Decodable Tales Level 7
- Decodable Tales Level 8

**Introduces:**
- ai (trail)
- ay (play)
- ea (beach)
- ee (tree)
- ie (pie)
- igh (sight)
- oa (boat)
- ow (slow)
- ew (few)
- ue (cue)
- igh (sight)
- a_e, e_e, i_e, o_e, u_e, a (baby)
- ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue)
- a_e, e_e, i_e, o_e, u_e, a (baby), e (we), y (funny)
- ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue)
- a_e, e_e, i_e, o_e, u_e, a (baby), e (we), y (funny)
- ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue)

**WORD COUNT:**
- Level 1: 17 - 31
- Level 2: 38 - 54
- Level 3: 49 - 84
- Level 4: 94 - 133
- Level 5: 116 - 149
- Level 6: 125 - 171
- Level 7: 123 - 187
- Level 8: 134 - 227
- Main Fiction Level 1: 12 - 50
- Main Fiction Level 2: 75 - 142
- Main Fiction Level 3: 145 - 262
- Main Fiction Level 4: 174 - 508
- Main Fiction Level 5 & 6: 578 - 742
- Main Fiction Level 7 & 8: 684 - 982
- Decodable Tales 1 & 2: 19 - 37
- Decodable Tales Level 3: 42 - 67
- Decodable Tales Level 4: 49 - 152
- Decodable Tales Level 5: 187 - 321
- Decodable Tales Level 6: 305 - 412
- Decodable Tales Level 7: 437 - 518
- Decodable Tales Level 8: 493 - 578

It is imperative that you have a planned scope and sequences that is systematic, from simple to complex, and cumulative.
IMPLEMENTATION GUIDELINES

For schools and educators choosing to use Decodable Readers Australia, the following table provides a guideline for the sequential implementation of both the readers and the SPARKLE kit.

<table>
<thead>
<tr>
<th>Teaching Sequence</th>
<th>Staged Implementation of the Decodable Readers Australia Series</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1:</td>
<td>Explicitly teach each phoneme/grapheme in the Sound Set. Resources found in our SOR Toolkits. Recommend 3 - 4 phoneme/graphemes per week.</td>
<td>Goal: Automatically recognises each phoneme/grapheme in the Sound Set.</td>
</tr>
<tr>
<td>Stage 2:</td>
<td>Explicitly teach blending, segmenting &amp; manipulating using phoneme/graphemes in the Sound Set. Resources found in our SOR Toolkits.</td>
<td>Goal: Reads words comprised of phoneme/graphemes in the Sound Set (and those taught in previous Sound Sets) that use various spelling patterns.</td>
</tr>
<tr>
<td>Stage 3:</td>
<td>Modelled, guided and independent reading practice using readers in the Sound Set.</td>
<td>Goal: Reads words in continuous text with increased fluency.</td>
</tr>
<tr>
<td>Stage 4:</td>
<td>Developing rate of fluency through consistent practice using readers in the Sound Set.</td>
<td>Goal: Fluent reading of books within the Sound Set.</td>
</tr>
</tbody>
</table>

*students will remain at this stage to develop fluency while moving to the next level for the explicit teaching of the next Sound Set.*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Term</th>
<th>Chronological Age</th>
<th>Decodable Readers Australia: Levelled Readers</th>
<th>Teaching Sequence (Stage)</th>
<th>Practise with Decodable Readers</th>
<th>Alignment to ACARA Learning Progressions</th>
<th>SPARKLE Evaluation Start of Term</th>
<th>SPARKLE Evaluation End of Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.K.</td>
<td>Term 1</td>
<td>4 yrs - 7m</td>
<td>Level 1</td>
<td>1</td>
<td>All of Term 1</td>
<td>PhA1 PhA2 PhA3 PhA4 PhA5 PKW1 PKW2</td>
<td>Level 1 Sound Screener</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 2</td>
<td>4 yrs - 10m</td>
<td>Level 2</td>
<td>1</td>
<td>Term 2</td>
<td>PhA4* PhA5* PKW3*</td>
<td>Level 1 Reading Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 3</td>
<td>5 yrs - 1m</td>
<td>Level 2</td>
<td>1</td>
<td>Start of Term 3</td>
<td>PhA4* PhA5* PKW3* PKW5 (part)</td>
<td>Level 2 Reading Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 4</td>
<td>5 yrs - 4m</td>
<td>Level 3</td>
<td>1</td>
<td>All of Term 4</td>
<td>PhA4* PhA5* PKW3 PKW6 &amp; 7 (part)</td>
<td>Level 3 Sound Screener</td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>Term 1</td>
<td>5 yrs - 7m</td>
<td>Level 4</td>
<td>2</td>
<td>All of Term 1</td>
<td>PhA4* PhA5* PKW5 (part) PKW6 PKW 7</td>
<td>Level 4 Reading Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 2</td>
<td>5 yrs - 10m</td>
<td>Level 5</td>
<td>2</td>
<td>All of Term 2</td>
<td>PhA4* PhA5* PKW5 (part) PKW6 PKW 7</td>
<td>Level 5 Sound Screener</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 3</td>
<td>6 yrs - 1m</td>
<td>Level 6</td>
<td>1</td>
<td>Start of Term 3</td>
<td>PhA4* PhA5* PKW5 PKW 7</td>
<td>Level 6 Sound Screener</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 4</td>
<td>6 yrs - 4m</td>
<td>Level 7</td>
<td>2</td>
<td>All of Term 4</td>
<td>PhA4* PhA5* PKW6 PKW 7</td>
<td>Level 7 Reading Evaluation</td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>Term 1</td>
<td>6 yrs - 7m</td>
<td>Level 7</td>
<td>3</td>
<td>All of Term 1</td>
<td>PhA4* PhA5* PKW6 PKW 7</td>
<td>Level 7 Reading Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 2</td>
<td>6 yrs - 10m</td>
<td>Level 8</td>
<td>4</td>
<td>Start of Term 2</td>
<td>PhA4* PhA5* PKW6 PKW7 PKW 8 (part)</td>
<td>Level 8 Reading Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 3</td>
<td>7 yrs - 1m</td>
<td>Level 8</td>
<td>3</td>
<td>All of Term 3</td>
<td>PhA4* PhA5* PKW6 PKW7 PKW 8 (part)</td>
<td>Level 8 Sound Screener</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 4</td>
<td>7 yrs - 4m</td>
<td>Age appropriate chapter books</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

For a student to make successful progress through the stages in this guide he/she must be engaged in a program that explicitly teaches systematic, synthetic phonics.

This table is a guideline only and provides a benchmark to assist with planning instruction. Individual developmental stages need to be taken into consideration as students will move through the stages and levels at varying rates.

For further information visit www.decodablereadersaustralia.com.au
STEP 3: PHONEMIC AWARENESS

Prior to the understanding of letter/sound correspondence knowledge, it is important that students have some short sharp lessons in Phonemic Awareness. This is the ability to work with individual speech sounds and being able to identify, produce, blend, segment and manipulate these sounds in words. There is no need for long prescribed lessons taking up teaching time just on this skill. Research shows that Phonemic Awareness is more productive alongside phonics, therefore a resource that allows you to be flexible and targeted in your delivery is required. Our ‘Tune Into The Sounds of Reading’ Kit is just the right resource that allows teachers to spend a valuable 5-7 minutes on necessary skills. It comes with a Phonemic Awareness screener to identify students and class needs.


Also, grab your free Phonemic Awareness screener and information guide here: https://www.decodablereadersaustralia.com.au/pages/resources
STEP 4: PHONICS RESOURCES

Every teacher requires the right resources to implement an effective systematic and synthetic phonics program. Unfortunately teachers purchase random mismatched items online and spend hours printing and laminating resources that sometimes don’t match the school’s structured approach or have been created by other teachers that are not informed about the Science of Reading.

Our new Sounds of Reading Toolkits are the ultimate phonics toolkits, equipped with step by step teaching guide covering all of the important learning progressions and resources teachers require when implementing a Systematic Synthetic Phonics approach.
This ultimate phonics toolkit has every tool that teachers require to implement a Systematic Synthetic Phonics approach, from explicit teaching guidelines and resources to multi-sensory practice and retrieval resources for students. This toolkit also covers the concepts/skills of Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Spelling.

A Classroom Kit Contains:
1 x Step by step teaching guide
6 x Chatterbox Cards
Phonemic Awareness Drills
1 x Set of Level 3 Teacher Phonics Cards
40 x Word Blending Cards
6 x Phonic Phones
6 x SOR Swatters
6 x Spy Torches
40 x double sided Spy Cards
6 x Blending Boards
36 x Sound Counters
6 x Fluency Lists (6 copies of each list)
20 x Word Warm Up Cards
20 x Vocabulary Cards
6 x Magnifying Glasses
1 x Reading Racetrack mat (3m x 1m)
1 x Teacher Carry Bag
6 x Student Carry Bags

STEP 5: DECODABLE READERS

A crucial step in the successful instruction of teaching reading is providing reading material that matches the instructional approach. Decodable readers provide the all important practice of introduced letters and sounds. Students require cumulative practice in decoding (in the same systematic approach) to become fluent readers.

Our much loved main fiction series is available in discounted bundle sets and provide the cumulative practice students require.

Check out our shop and explore the options:

Or download samples of our Main Fiction series here:
NON-FICTION DECODABLE READERS

This non-fiction series is a mixture of scientific facts and recounts about real world events, procedures and other informative information. All of our titles build knowledge and prompt rich discussions on relevant topics! The non-fiction texts have a lesser word count than our Primary Readers (main fiction series) but higher than our Early Readers.

Check out our shop and explore the options:

Or download samples of our Non-fiction series here:
DECODABLE TALES

This new series of decodable readers is a collection of stories to widen student’s imaginations and engage them in a range of wonderful narratives. The Decodable Tales books have a lesser word count than our Main Fiction Series but higher than our Early Readers. It is on par with our Nonfiction Series.

Check out our shop and explore the options:

Or download samples of our Decodable Tales series here:
STEP 6: DIFFERENTIATION

Anywhere from 5 to 20% of your students are vulnerable learners that could have learning difficulties. It is important to provide them with appropriate readers that can assist their learning journey. Our new series of decodable books, Early Readers, assists students to successfully practice decoding with text that is more accessible. So what’s different about this series?

- Lower word count
- Words with just 3-4 sounds (predominately single syllables)
- Larger font (1-2 sentences per page)
- Level 4-8 have phonics focus texts. The texts contains multiple words with the focus sound/spelling, diagraphs and vowels.
- 10 books per level (80 books)

Check out our shop and explore the options:

Or download samples of our Early Reader fiction series here:
Early Readers Fiction
WORD COUNT - 17 - 31
Early Readers have a low word count (for vulnerable learners or students in foundation), words with just 3-4 sounds and a larger font.

Non-fiction
WORD COUNT - 21 - 31
This nonfiction series is a mixture of scientific facts and recounts about real world events, procedures and other informative information.

Decodable Tales
WORD COUNT - 19 - 37
This series of decodable readers is a collection of stories to widen student’s imaginations and engage them in a range of wonderful narratives.

Main Fiction
WORD COUNT - 12 - 50
This series engage children in Australian themed stories using fun Aussie characters. Pre and post reading activities, and vocab word to learn.
### Early Readers Fiction
**WORD COUNT - 38 - 54**

Early Readers have a low word count (for vulnerable learners or students in foundation), words with just 3-4 sounds and a larger font.

- Dan Can
- A Pet
- Nip's Nap
- Trip and Nat
- Dom the Dog
- Pat in a Net
- Cups and Mugs
- The Red Net
- Pam's Sack
- Nat's Pet

### Non-fiction
**WORD COUNT - 58 - 116**

This nonfiction series is a mixture of scientific facts and recounts about real world events, procedures and other informative information.

- A Snack
- A Trick
- Mud, Mud, Mud
- Camp
- Adopt a Pet

### Decodable Tales
**WORD COUNT - 42 - 67**

This series of decodable readers is a collection of stories to widen student’s imaginations and engage them in a range of wonderful narratives.

- Socks
- Meg
- Red Cups
- Map
- Tricks

### Main Fiction
**WORD COUNT - 75 - 142**

This series engage children in Australian themed stories using fun Aussie characters. Pre and post reading activities, and vocab word to learn.

- Run, Run, Run
- Eric's Socks
- Stuck in the Sand
- Rick Spins
- Pam Naps
- Gum
- The Stick
- Nat's Truck
- Snags
- Nat, Gus and Don
- Kim's Nest
- Ten
- Crocs in a Pond
- Eric and Nat
- Tick, Tock, Tick, Tock
- The Punk
- The Trip
- Stunt Trucks
- The Tent
- Crack! Crack! Crack!

**Level 2**

40 books

Levels 1 and 2 = 80 BOOKS!
This nonfiction series is a mixture of scientific facts and recounts about real world events, procedures and other informative information.

This series of decodable readers is a collection of stories to widen student's imaginations and engage them in a range of wonderful narratives.

This series engage children in Australian themed stories using fun Aussie characters. Pre and post reading activities, and vocab word to learn.

Levels 1, 2 and 3 = 130 BOOKS!
Early Readers Fiction

**WORD COUNT - 94 - 133**

Early Readers have a low word count (for vulnerable learners or students in foundation), words with just 3-4 sounds and a larger font.

Non-fiction

**WORD COUNT - 211 - 370**

This nonfiction series is a mixture of scientific facts and recounts about real world events, procedures and other informative information.

Decodable Tales

**WORD COUNT - 187 - 321**

This series of decodable readers is a collection of stories to widen student’s imaginations and engage them in a range of wonderful narratives.

Main Fiction

**WORD COUNT- 174 - 508**

This series engage children in Australian themed stories using fun Aussie characters. Pre and post reading activities, and vocab word to learn.

Levels 1, 2, 3 and 4 = 180 BOOKS!
Decodable Readers
Australia

Level 5

Early Readers Fiction
WORD COUNT - 116 - 149
Early Readers have a low word count (for vulnerable learners or students in foundation), words with just 3-4 sounds and a larger font.

Non-fiction
WORD COUNT - 350 - 436
This nonfiction series is a mixture of scientific facts and recounts about real world events, procedures and other informative information.

Decodable Tales
WORD COUNT - 305 - 412
This series of decodable readers is a collection of stories to widen student’s imaginations and engage them in a range of wonderful narratives.

Main Fiction
WORD COUNT - 578 - 742
This series engage children in Australian themed stories using fun Aussie characters. Pre and post reading activities, and vocab word to learn.

Includes: Level 1, 2, 3 and 4 sounds
Introduces: ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue)

10 BOOKS

10 BOOKS

10 BOOKS

10 BOOKS

Level 5 & 6 Main Fiction sold together.

Levels 1, 2, 3, 4 and 5 = 220 BOOKS!
This nonfiction series is a mixture of scientific facts and recounts about real world events, procedures and other informative information.

This series of decodable readers is a collection of stories to widen student’s imaginations and engage them in a range of wonderful narratives.

This series engage children in Australian themed stories using fun Aussie characters. Pre and post reading activities, and vocab word to learn.

New Sounds:  
- oi (soil), oy (boy),  
- oo (book), oo (moon), ou (loud),  
- ow (cow), er (term), ir (stir),  
- ur (turn), ar (star), or (for)
Early Readers Fiction
WORD COUNT - 123 - 187
Early Readers have a low word count (for vulnerable learners or students in foundation), words with just 3-4 sounds and a larger font.

Non-fiction
WORD COUNT - 434 - 587
This nonfiction series is a mixture of scientific facts and recounts about real world events, procedures and other informative information.

Decodable Tales
WORD COUNT - 437 - 518
This series of decodable readers is a collection of stories to widen student’s imaginations and engage them in a range of wonderful narratives.

Main Fiction
WORD COUNT - 684 - 982
This series engage children in Australian themed stories using fun Aussie characters. Pre and post reading activities, and vocab word to learn.

Includes: Level 1, 2, 3, 4, 5 and 6 sounds
Introduces: a_e, e_e, i_e, o_e, u_e, a (baby), e (we), y (funny), i (find), y (sky), o (go)

Level 7 & 8 Main Fiction sold together.

New Sounds:
a_e, e_e, i_e, o_e, u_e, a (baby), e (we), y (funny), i (find), y (sky), o (go)

Levels 1, 2, 3, 4, 5, 6 and 7 = 300 BOOKS!
# Decodable Readers Australia

## Level 8

### Early Readers Fiction
**WORD COUNT - 143 - 227**

Early Readers have a low word count (for vulnerable learners or students in foundation), words with just 3-4 sounds and a larger font.

### Non-fiction
**WORD COUNT - 573 - 687**

This nonfiction series is a mixture of scientific facts and recounts about real world events, procedures and other informative information.

### Decodable Tales
**WORD COUNT - 493 - 578**

This series of decodable readers is a collection of stories to widen student’s imaginations and engage them in a range of wonderful narratives.

### Main Fiction
**WORD COUNT - 684 - 982**

This series engage children in Australian themed stories using fun Aussie characters. Pre and post reading activities, and vocab word to learn.

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**New Sounds:**
- aw (draw), ew (drew), ou (touch), air (chair), are (dare), ear (pear), eer (cheer), ore (more), dge (edge), tch (match)

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### Books Overview

<table>
<thead>
<tr>
<th>Early Readers Fiction</th>
<th>Non-fiction</th>
<th>Decodable Tales</th>
<th>Main Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 BOOKS</td>
<td>10 BOOKS</td>
<td>10 BOOKS</td>
<td>10 BOOKS</td>
</tr>
</tbody>
</table>

**Level 8**

- *Includes: Level 1, 2, 3, 4, 5, 6 and 7 sounds*
- Introduces: aw (draw), ew (drew), ou (touch), air (chair), are (dare), ear (pear), eer (cheer), ore (more), dge (edge), tch (match)

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**Levels 1-8 Total = 340 Books!**
FLUENCY

Act It Out - Readers’ Theatre

Our decodable Act It Out - Readers’ Theatre scripts are one of the best ways to build fluency. Readers’ Theatre is a popular instructional strategy that many researchers advocate can improve student reading fluency when incorporated into a reading curriculum. Now we have decodable ones! Students require repeated practice at reading their lines and learn to use intonation and expression. There’s no need for students to memorise lines or create fancy costumes. These plays help students improve reading comprehension, fluency, accuracy, and expression, plus they’re a lot of fun to present! We have 10 plays in this level. Each play has 2 characters and a narrator and the set will have a copy of the script for all 3 students.

FLUENCY

Time to Shine Fluency Passages

Our Time to Shine Fluency Passages are a great tool to use to build fluency at a phonics focus level. As each grapheme is introduced, these fluency passages allow for practice and building of decoding automaticity with newly introduced content.

Each Fluency card offers 2 passages. One easier one with lower word count and word complexity and then a passage that’s slightly more challenging. This allows for differing abilities of students but with the same focus. Students are timed as they read for one minute and their WCPM (words correct per minute) is recorded. Upon repeated readings, students try to improve on their score.

These passages can also be used for general word work and word hunts. They are printed on dry erase boards and whiteboard markers can be used on them and then rubbed off with tissues.

Download samples of our fluency passages here:
STEP 7: ASSESSMENT THAT ALIGNS WITH YOUR PROGRAM

It is very important to have assessment that aligns with your reading approach and can provide both diagnostic and summative data. Our SPARKLE Kit (Systematic Phonics and Reading Knowledge Levelled Evaluation) is based on collecting data aligned to a Systematic Synthetic Phonics approach.

The SPARKLE assessment can give a lot of data which is very useful to attend to students’ learning needs (and evaluate progress). The great thing about the kit is that you can use parts of it, or the whole range of assessments provided. Below is an outline of assessments the data that can be collected:

1. Student’s knowledge of the grapheme/phoneme correspondences (1 minute)
2. Student’s ability to blend these sounds together to read whole words, developing in complexity, starting from VC then to CVC, to CCVC/CVCC and beyond. (2-3 minutes)
3. Student’s ability to read high frequency words with automaticity (1 minute)
4. Student’s Oral Reading Fluency Rate (1 minute)
5. Student’s ability to read at text level, for the teacher to then analyse errors and fluency (sound/letter error, blending error) (running record 10-15 minutes)
6. Comprehension across 3-4 areas (story retell, literal, inferential and vocabulary) (5 minutes)

As you can see, it is a comprehensive evaluation tool that can be used in its entirety or pull out parts. All this data can be used diagnostically to inform teaching and intervention, but also to gauge if a child is tracking well developmentally. The SPARKLE KIT contains a handbook that provides year level guidelines and evaluation progressions.
We also have a FREE Excel data collection package that you can download free at the bottom of this page link: [https://www.decodablereadersaustralia.com.au/pages/sparkle-kit](https://www.decodablereadersaustralia.com.au/pages/sparkle-kit)
STEP 8: RESOURCES TO EXTEND READING AND SPELLING KNOWLEDGE

Extended Code - Phonics Focus Sets
Once students have a good understanding of the basic code that represents the speech sounds of English, it’s time to explore alternative spellings for these sounds.

Our Extended Code Phonics Focus Stories and Fun Facts are printed on double sided dry erase flexi board (folded) so that students have the ability to use whiteboard markers and mark the words with different spellings. The inside displays the full text/story and the back has comprehension questions and a Tier 2 vocabulary word.

Extended Code Chapters Series

Our Extended Code Chapters Series offers a range of beginner chapter books that have a phonics focus. This allows students to read engaging stories while practicing words with a focus sound and alternative spellings. The focus graphemes are coloured in the words to assist students decoding and mapping the phoneme/grapheme correspondences. We have 14 engaging chapter books in Set 1 of our Extended Code Chapters Series. We also provide a screener as a guideline to choosing what books would be more useful to focus on.

Our Online Library has so much to offer teachers for classroom use but its value is the connection it can have from school to home. Home reading is valuable as long as it matches the instruction taught in the classroom. Consistency is important when providing an evidence based approach to reading and our online library is an exciting new option for schools. Our Online Library currently contains all of our Series 1 readers, our new Early Reader Series (just added), 60 learning videos and many interactive features to assist students, teachers and parents in their reading skills acquisition. The Online Library also offers a platform to support students and teachers in these uncertain times of lockdowns and restrictions. It can also assist parents with sound articulation, and phonemic awareness through the use of the online video and lessons.

To learn more about our library, click the link below:
Tips and Tricks for use in the classroom

Each reader can be implemented as a primary resource to teach reading, as a support to an explicit phonics program, to implement in guided reading sessions, as engaging take-home readers, or as a resource to teach children about Australia.

- Use as a primary resource to teach reading
  - Use the Phonemic Awareness teacher guide in Level 1 to check each child is ready to begin learning written representations of sounds.
  - Teach the sounds using the order shown in our books.
  - Use the 20 books from our Series 1 to give children lots of practise blending each set of sounds and to develop fluency.
  - Use the Early Readers for vulnerable learners that need an easier text.
  - Use the comprehension questions in the back of each book to check for understanding.
  - Use the new vocab word introduced in each book to structure the teaching of explicit vocabulary.
  - Use the pre-reading activity in each book to develop the skills of phonemic awareness, guided reading, fluency and prior knowledge.
  - Use the photocopiable sounds in the back of each teacher guide to create individual sets of sounds to allow children the opportunity to say, blend and manipulate the sounds in words.
  - Use the sight words printed in the beginning of each book to build a sight word list for children to practise.
  - Use the Online Library for each level as additional practise both in school and at home.

- Use as a resource to implement in guided reading sessions
  - Our big books provide the perfect teaching resource for conducting small group literacy sessions.
  - Our readers can be purchased as class sets which provide 6 copies of each book title to allow children in small groups to have their copy to read, track and be guided from.

- Use for fun and engaging take-home readers
  - The stories in our books are fun, engaging, written using Aussie themes and help to ensure that home reading can be enjoyed by both children and parents.
  - The pre-reading and post-reading activities in each of our books provides parents and caregivers with additional information which they can use to support children in their learning journey.
  - The comprehension questions at the back of each book help parents and caregivers to check that children have gained meaning from the text.
  - The new word introduced in each book provides an opportunity to have fun learning new vocab.
  - Our books systematically introduce new groups of sounds to help teachers and parents ensure that children can be successful when reading at home.

- Use as a resource to teach children about Australia
  - The characters and themes of our books are Australian and the places the characters visit are all in Australia.

- Children can use our books to learn about:
  - Geographical places in Australia such as the beach, the rainforest and the desert.
  - Aussie past times such as going to the beach, having picnics in the park, bushwalking, road trips and camping.
  - Australian occupations such as lifesavers, rangers, vets, athletes and sport coaches.
  - Famous Aussie brands and foods such as Tim Tams, lamingtons, pies, fish and chips, jam drops and watermelon.
  - Popular Australian sports such as swimming, boxing, BMX riding, cricket, tennis, AFL, Little Athletics and martial arts.

Unlike many other beginner reader series, each of our levels includes 40-50 books which gives children lots of opportunity to practise the sounds that they have learn.
FAQ

Can I use Decodable Readers with PM readers?

We understand that the PM levelled system provides an easy reference point to assist teachers in selecting reading material for their students.

However, the ways in which this system levels books is based on things such as length of words, sentence structure, use of punctuation, amount of text and size of font. This approach was developed during the ‘whole language’ era of teaching reading.

Our readers are levelled very differently to this system. We have created these readers to support the implementation of high-quality phonics programs that teach systematic synthetic phonics. Our books are fully decodable to match the letter-sound correspondences that children have learnt in order that they can read independently and with confidence. Children’s prior phonic knowledge is not considered when using the PM levelled readers but instead relies on repetitive, predictable text and multi-cueing reading strategies.

Consequently, as the two types of beginner readers have been created using contrasting pedagogical philosophies there is no way to mould the two together.

Our suggestion would be to use our decodable readers as your primary source to complement the implementation of an explicit phonics program and provide children with opportunities to have early success and build confidence. The Reading Recovery and PM texts could be used to read to, or with children, in shared experiences as they develop their love of reading, until such time that they have been explicitly taught the whole English code.

Can I get a quote?

If your school would like a quote please send us details of your order to info@decodablereadersaustralia.com.au

How do I purchase resources?

You can order directly through our online shop on this website and pay using your credit/debit card or create a purchase order. Please add what you wish to order in your shopping cart. Create an account and instead of ticking payment, please tick ‘Purchase Order’. An invoice will be emailed to you and your order dispatched.
Teacher Testimonials

We are using your readers in our whole school reading program because they are the most appealing, well sequenced readers we can find. It’s great to have some Australian themed decodables. Keep up the good work, and we look forward to our continuing relationship.

LUKE BOWERING
Head of Curriculum

We stumbled across Australian Decodable Readers by accident and were totally thrilled when we did. Not only did they link directly to the phonics program we were implementing at the school, they had an Australian theme. We use both the big books and the student books in the classroom teaching program and the students then take the small books home to consolidate their learning. The decodable readers are crucial for allowing students to generalize phonemic awareness, phonics and sight word skills taught whilst engaging with texts.

LEANNE SANTAROMITA | SOUTHERN GROVE PRIMARY
Deputy Principal

We use and recommend Decodable Readers Australia to our clients who are requiring extra assistance with reading and spelling. The readers systematically introduce the sounds to the child and the words gradually increase in length and complexity. The children like the characters and the pictures don’t provide too much information about what is written, so that children are encouraged to decode the words rather than guess what the words are. I would highly recommend these readers to any parent, school, or educator or therapist, for all children learning to read – not just those experiencing difficulties.

DIMITY WILLIAMS | SAYSO SPEECH PATHOLOGY, BRISBANE
Speech Pathologist & Author of ‘Ready, Set, Read... and Write! - A Guide for Parents’

Our school has purchased all published levels of the Decodable Texts since their inception. Our teachers love the Australian themed readers, as they are aligned to the explicit teaching of letters in the order matching Jolly Phonics. An excellent resource, valued by not only our Early Years teachers but also by other teachers across the school, who teach students with learning difficulties. Well done! We look forward to the next levels (5 & 6) to be available.

ROBYN MARTIN (M. ED) | DIRECTOR OF TEACHING & LEARNING
STLaN Link It! coordinator

Your decodable readers are a fantastic resource to support our students in their reading journey, offering engaging and well-sequenced progression of text. Our students and teachers alike love the Australian characters in your readers and the questions in the back of the books are an excellent resource to support parents when reading with their children. Thank you for your fabulous work!

LAUREN MAYERS | DARLING HEIGHTS STATE SCHOOL
Prep Teacher | SSP Lead Teacher
GETTING STARTED?

Learn more about our resources and prices on our online shop. Or contact us to talk to the team about your school’s needs.