



IMPLEMENTATION GUIDELINES

(updated March 2024 based on new curriculums)

Teaching Sequence	Staged Implementation of the Decodable Readers Australia Series		Resources
Stage 1:	Explicitly teach each phoneme/grapheme in the Sound Set. Resources found in our SOR Toolkits. Recommend 3 - 4 phoneme/graphemes per week.	Goal: Automatically recognises each phoneme/grapheme in the Sound Set.	SOR TOOLKITS or INTERACTIVE ONLINE LIBRARY 
Stage 2:	Explicitly teach blending, segmenting & manipulating using phoneme/graphemes in the Sound Set. Resources found in our SOR Toolkits.	Goal: Reads words comprised of phoneme/graphemes in the Sound Set (and those taught in previous Sound Sets) that use various spelling patterns.	
Stage 3:	Modelled, guided and independent reading practise using readers in the Sound Set.	Goal: Reads words in continuous text with increased fluency.	DECODABLE READERS LEVEL 1 - 8 
Stage 4:	Developing rate of fluency through consistent practise using readers in the Sound Set.	Goal: Fluent reading of books within the Sound Set.	
*students will remain at this stage to develop fluency while moving to the next level for the explicit teaching of the next Sound Set			

Grade	Term	Chronological Age	Decodable Readers Australia Levelled Readers	Teaching Sequence (Stage)	Practise with Decodable Readers	Alignment to ACARA Learning Progressions		SPARKLE Evaluation Start of Term	SPARKLE Evaluation End of Term
Foundation Kindergarten Prep	Term 1	4 yrs - 7m - 5 yrs - 7m	Level 1	1 2 3 4	All of Term 1	PhA1 PhA2 PhA3 PhA4 PhA5	PKW1 PKW2	Phonemic Awareness Screener	Level 1 Sound Screener
Foundation Kindergarten Prep	Term 2	4 yrs - 10m - 5 yrs - 10m	Level 2	1 2 3	Term 2	PhA4* PhA5*	PKW3*	Level 1 Reading Evaluation	Level 2 Sound Screener
Foundation Kindergarten Prep	Term 3	5 yrs - 1m - 6 yrs - 1m	Level 2 Level 3	4 1 2	Start of Term 3 Term 3	PhA4* PhA5*	PKW3* PKW5 (part)	Level 2 Reading Evaluation	
Foundation Kindergarten Prep	Term 4	5 yrs - 4m - 6 yrs - 4m	Level 3 Level 4	3 4 1	All of Term 4	PhA4* PhA5*	PKW3 PKW4 PKW5 (part) PKW6 & 7 (part)	Level 3 Sound Screener	Level 3 Reading Evaluation
Grade 1	Term 1	5 yrs - 7m - 6 yrs - 7m	Level 4 Level 5	2 3 4 1	All of Term 1	PhA4* PhA5*	PKW5 (part) PKW6 (part) PKW 7 (part)	Level 4 Sound Screener	Level 4 Reading Evaluation
Grade 1	Term 2	5 yrs - 10m - 6 yrs - 10m	Level 5	2 3 4	All of Term 2	PhA4* PhA5*	PKW5 (part) PKW6 (part) PKW 7 (part)	Level 5 Sound Screener	Level 5 Reading Evaluation
Grade 1	Term 3	6 yrs - 1m - 7 yrs - 1m	Level 6	1 2 3	Term 3	PhA4* PhA5*	PKW5 PKW6* PKW 7 (part)		Level 6 Sound Screener
Grade 1	Term 4	6 yrs - 4m - 7 yrs - 4m	Level 7	4 1 2	Start of Term 4 Term 4	PhA4* PhA5*	PKW6* PKW 7	Level 6 Reading Evaluation	Level 7 Sound Screener
Grade 2	Term 1	6 yrs - 7m - 7 yrs - 7m	Level 7	3 4	All of Term 1	PhA4* PhA5*	PKW6* PKW 7		Level 7 Reading Evaluation
Grade 2	Term 2	6 yrs - 10m - 7 yrs - 10m	Level 8	4 1 2	Start of Term 2 Term 2	PhA4* PhA5*	PKW6* PKW 7 PKW 8 (part)		Level 8 Sound Screener
Grade 2	Term 3	7 yrs - 1m - 8 yrs - 1m	Level 8	3 4	All of Term 3	PhA4* PhA5*	PKW6* PKW 7 PKW 8 (part)		Level 8 Reading Evaluation
Grade 2	Term 4	7 yrs - 4m - 8 yrs - 4m	Age appropriate chapter books						

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.

SCOPE AND SEQUENCE

It is imperative that you have a planned scope and sequences that is systematic, from simple to complex, and cumulative in its design.

Level 1

Introduces:
s, a, t, p, i, n, nn

Early Readers Fiction
WORD COUNT - 17 - 31



Non-fiction Level 1 & 2
WORD COUNT - 21 - 31



Main Fiction Level 1
WORD COUNT - 12 - 50



Decodable Tales 1 & 2
WORD COUNT - 19 - 37



Level 2

Includes:
Level 1 sounds

Introduces:
m, d, g, o, c, k, ck, e,
u, r, ss

Early Readers Fiction
WORD COUNT - 38 - 54



Non-fiction Level 1 & 2
WORD COUNT - 58 - 116



Main Fiction Level 2
WORD COUNT - 75 - 142



Decodable Tales 1 & 2
WORD COUNT - 42 - 67

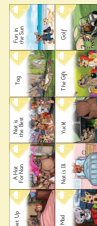


Level 3

Includes:
Level 1 and 2 sounds

Introduces:
b, h, f, l, j, v, w, x, y, z,
ll, ff, zz

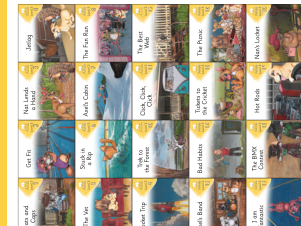
Early Readers Fiction
WORD COUNT - 49 - 84



Non-fiction Level 3
WORD COUNT - 119 - 192



Main Fiction Level 3
WORD COUNT - 145 - 242



Decodable Tales Level 3
WORD COUNT - 49 - 152



Level 4

Includes:
Level 1, 2 and 3
sounds

Introduces:
sh, ch, th (them),
th (thin), qu, ng, wh,
ph, g (gent), c (circle),
gg, bb, tt, rr, pp, dd,
mm

Early Readers Fiction
WORD COUNT - 94 - 133



Non-fiction Level 4
WORD COUNT - 211 - 370



Main Fiction Level 4
WORD COUNT - 174 - 508



Decodable Tales Level 4
WORD COUNT - 187 - 321



Level 5

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)

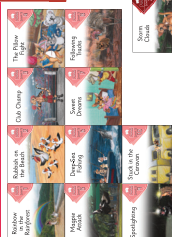
Early Readers Fiction
WORD COUNT - 116 - 149



Non-fiction Level 5
WORD COUNT - 350 - 436



Main Fiction Level 5 & 6
WORD COUNT - 578 - 742



Decodable Tales Level 5
WORD COUNT - 305 - 412



Level 6

Includes:
Level 1, 2, 3, 4 and
5 sounds

Introduces:
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 - 125 - 171



Non-fiction Level 6
WORD COUNT - 411 - 515



Main Fiction Level 5 & 6
WORD COUNT - 578 - 742



Decodable Tales Level 6
WORD COUNT - 399 - 505



Level 7

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)

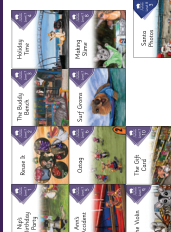
Early Readers Fiction
WORD COUNT - 123 - 187



Non-fiction Level 7
WORD COUNT - 434 - 587



Main Fiction Level 7 & 8
WORD COUNT - 684 - 982



Decodable Tales Level 7
WORD COUNT - 437 - 518



Level 8

Includes:
Level 1, 2, 3, 4, 5, 6
and 7 sounds

Introduces:
aw (draw), aw (drew),
ou (touch), air (chair),
are (dare), ear (pear),
eer (cheer), ore (more),
dge (edge),
tch (match)

Early Readers Fiction
WORD COUNT - 143 - 227



Non-fiction Level 8
WORD COUNT - 573 - 687



Main Fiction Level 7 & 8
WORD COUNT - 684 - 982













Decodable Tales Level 8
WORD COUNT - 493 - 578












FOUNDATION IMPLEMENTATION GUIDELINES












Foundation - Term 1

Foundation Year 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 1								LEVEL 2	
			<p>Daily Review of Level 1 letter/sounds.</p> <p>Blending and segmenting skills building in complexity VC, CVC, CCVC.</p> <p>Decoding and Encoding activities.</p> <p>Use of Level 1 Decodable Readers. (until all Level 2 sounds have been introduced and students have the skills to then move to Level 2 decodable readers)</p> <p>Lessons for Spelling Rules and Morphology - Plurals +s</p>						
									
									
High Frequency Words Level 1 - a, the, on, and, no, is, of, his, lots, me, she, with, had, as, has, into									











Foundation - Term 2

Foundation Year 2										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
LEVEL 2										
  		  		<p>Daily Review of Level 1 and 2 letter/sounds.</p> <p>Blending and segmenting skills building in complexity VC, CVC, CCVC and include multisyllabic words for capable students, eg. cricket, packet.</p> <p>Decoding and Encoding activities.</p> <p>Use of Level 2 Decodable Readers. (until all Level 3 sounds have been introduced and students have the skills to then move to Level 3 decodable readers)</p> <p>Lessons for Spelling Rules and Morphology - Vowels, Vowel/Consonants, Apostrophes</p>						
High Frequency Words Level 2 - I, to, do, for, go, he, her, was, onto, off, you, yes, went, from, that, this, what, best										

Foundation - Term 3

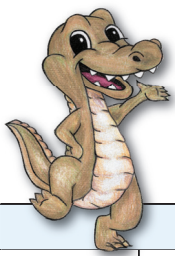
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10				
LEVEL 3													
<div></div> <div></div> <div></div>			<div></div> <div></div> <div></div>			<div></div> <div></div> <div></div>			<div>Daily Review of Level 1 - 3 letter/sounds.</div> <div>Blending and segmenting skills building in complexity VC, CVC, CCVC and include multisyllabic words for capable students, eg. jacket, jetlag.</div> <div>Decoding and Encoding activities.</div> <div>Use of Level 3 Decodable Readers. (until all Level 4 sounds have been introduced and students have the skills to then move to Level 4 decodable readers)</div> <div>Lessons for Spelling Rules and Morphology - Doubled Consonants, Plurals +es, Prefix un, Compound Words, Syllables, Voiced and unvoiced Consonants</div>				
High Frequency Words Level 3 - be, my, put, when, then, or, them, they, are, have, your, too, want													

Foundation - Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
LEVEL 3				LEVEL 4							
Daily Review of Level 1 - 3 letter/sounds. Blending and segmenting skills building in complexity VC, CVC, CCVC, including multisyllabic words. Decoding and Encoding activities. Use of Level 3 Decodable Readers. (until all Level 4 sounds have been introduced and students have the skills to then move to Level 4 decodable readers)				 		 		  		   Daily Review of Level 1 - 4 letter/sounds. Blending and segmenting skills. Decoding and Encoding activities. Use of Level 4 Decodable Readers.	
				High Frequency Words Level 4 - we, if, so, how, all, who, does, here, their, there, goes, one, most							



*DRA spends more time on each level so that students can build in word complexity from VC, CCVC, VCCC including multisyllabic words for capable students

**This is just a guideline. Schools will have to adjust the pace according to their student data.





YEAR 1 IMPLEMENTATION GUIDELINES

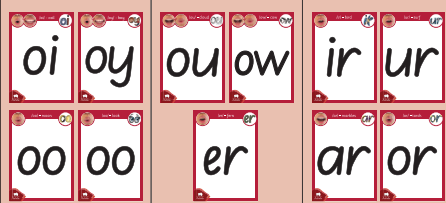
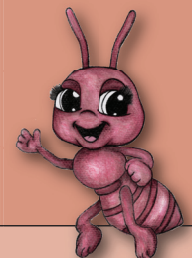
Year 1 – Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 4							LEVEL 5		
Revision of Level 4 sounds. 									
Daily Review of Level 4 letter/sounds. Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words. Decoding and Encoding activities. Use of Level 4 Decodable Readers. (until all Level 5 sounds have been introduced and students have the skills to then move to Level 5 decodable readers) Lessons for Spelling Rules and Morphology - Silent e (for c and g), Silent e (for v), Schwa sound, Nouns, verbs and adjectives, Suffixes, Doubling consonant (when adding +ing)									
High Frequency Words Level 4 - we, if, so, how, all, who, does, here, their, there, goes, one, most, doing, like, some									



Year 1 – Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 5									
Revision of Level 5 sounds. 									
Daily Review of Level 5 letter/sounds. Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words. Decoding and Encoding activities. Use of Level 5 Decodable Readers. (until all Level 6 sounds have been introduced and students have the skills to then move to Level 6 decodable readers) Lessons for Spelling Rules and Morphology - The three sounds of +ed (d, t, ed), Silent e (a vowel for syllables), Inflectional Endings +ing and +ed									
High Frequency Words Level 5 - by, say, ok, were, out, oh, these, many, being, other, going, where, herself, people 									

Year 1 – Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 6									
									
Daily Review of Level 6 letter/sounds. Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words. Decoding and Encoding activities. Use of Level 6 Decodable Readers. (until all Level 7 sounds have been introduced and students have the skills to then move to Level 7 decodable readers) Lessons for Spelling Rules and Morphology - Comparative adjectives with suffixes er and est, Suffix +less, Word families									
High Frequency Words Level 6 - come, make, give, use, also, ago, could, our, any, why, about, call, only, more, today 									

Year 1 – Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 6		LEVEL 7							
Continue with Level 6 practise 									
		Daily Review of Level 7 letter/sounds. Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words. Decoding and Encoding activities. Use of Level 7 Decodable Readers. (until all Level 8 sounds have been introduced and students have the skills to then move to Level 8 decodable readers) Lessons for Spelling Rules and Morphology - Plurals +ies, Suffix +ish, 'e' rule when adding suffixes +ed, er, est, ing, 'y' to 'i' rule, Prefix +re, Open and closed syllables							
		High Frequency Words Level 7 - said, Mr, undo, would, know, after, always, called, coming, become							

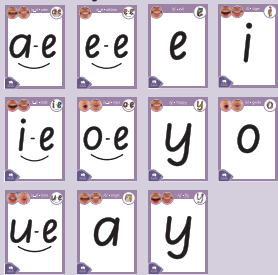
*DRA spends more time on each level so that students can build in word complexity from VC, CCVC, VCCC including multisyllabic words for capable students











**This is just a guideline. Schools will have to adjust the pace according to their student data.



YEAR 2 IMPLEMENTATION GUIDELINES



Year 2 – Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 7									
<div> <div> Revision of Level 7 sounds.  </div> <div> Daily Review of Level 7 letter/sounds. Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words. Decoding and Encoding activities. Use of Level 7 Decodable Readers. (until all Level 8 sounds have been introduced and students have the skills to then move to Level 8 decodable readers) Lessons for Spelling Rules and Morphology - Plurals +ies, Suffix +ish, 'e' rule when adding suffixes +ed, er, est, ing, 'y' to 'i' rule, Prefix +re, Open and closed syllables </div> </div>									

Year 2 – Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 7		LEVEL 8							
Continue with Level 7 practise		  	  	 	 	<p>Daily Review of Level 8 letter/sounds.</p> <p>Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words.</p> <p>Decoding and Encoding activities.</p> <p>Use of Level 8 Decodable Readers and begin transitioning to authentic, year level texts.</p> <p>Lessons for Spelling Rules and Morphology - Contractions, Homophones (eg. hair, hare), Review plural rules.</p>			
High Frequency Words Level 8 - Mrs, ball, balls, word, work, last, full, pull, love, years, schools, weather, something									

Year 2 – Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LEVEL 8									
Daily Review of Level 8 letter/sounds. Blending and segmenting skills building in complexity CVC, CCVC/CVCC and multisyllabic words. Decoding and Encoding activities. Use of Level 8 Decodable Readers and begin transitioning to authentic, year level texts. Lessons for Spelling Rules and Morphology - Contractions, Homophones (eg. hair, hare), Review plural rules.									



DRA Online INTRODUCTION lessons for Phonics, Spelling Rules and Morphology

Level 1

- 1 Introduce s
- 2 Introduce a
- 3 Introduce t
- 4 Introduce p
- 5 Introduce i
- 6 Introduce n
- 7 Review Level 1 letter/sounds
- 8 Introduce plurals +s

Level 2

- 1 Introduce m
- 2 Introduce d
- 3 Introduce g
- 4 Introduce o
- 5 Introduce c
- 6 Introduce k
- 7 Introduce ck (after a short vowel)
- 8 Introduce e
- 9 Introduce u
- 10 Introduce r
- 11 Review Level 2 letter/sounds
- 12 Review short vowels
- 13 Sorting vowels and consonants
- 14 Introduce possessions 's

Level 3

- 1 Introduce b
- 2 Introduce h
- 3 Introduce f
- 4 Introduce l
- 5 Introduce j
- 6 Introduce v
- 7 Introduce w
- 8 Introduce x
- 9 Introduce y
- 10 Introduce z
- 11 Review Level 3 letter/sounds
- 12 Introduce the doubled consonants after a short vowel (FLSZ)
- 13 Introduce plurals +es
- 14 Introduce prefix un
- 15 Introduce compound words (free bases)
- 16 Introduce syllables – every syllable has a vowel
- 17 Review voiced and unvoiced Consonants

Level 4

- 1 Introduce sh
- 2 Introduce ch
- 3 Introduce th (voiced)
- 4 Introduce th (unvoiced)
- 5 Introduce qu
- 6 Introduce ng
- 7 Introduce wh
- 8 Introduce ph
- 9 Introduce g /j/ when it is next to an e, i or y
- 10 Introduce c /s/ when it is next to an e, i or y
- 11 Review Level 4 letter/sounds
- 12 Introduce silent e (for c and g)
- 13 Introduce silent e (for v)
- 14 Introduce the schwa sound
- 15 Introduce nouns, verbs and adjectives
- 16 Introduce suffixes
- 17 Introduce doubling consonant (when adding +ing)

Level 5

- 1 Introduce ai (trail)
- 2 Introduce ay (day)
- 3 Introduce ea (beach)
- 4 Introduce ee (tree)
- 5 Introduce ie (pie)
- 6 Introduce igh (sight)
- 7 Introduce oa (boat)
- 8 Introduce ow (slow)
- 9 Introduce ew (few)
- 10 Introduce ue (cue)
- 11 Review Level 5 letter/sounds
- 12 Introduce the three sounds of +ed (d, t, ed)
- 13 Introduce silent e (a vowel for syllables)
- 14 Introduce Inflectional Endings +ing and +ed

Level 6

- 1 Introduce oi (soil)
- 2 Introduce oy (boy)
- 3 Introduce oo (book)
- 4 Introduce oo (moon)
- 5 Introduce ou (loud),
- 6 Introduce ow (cow)
- 7 Introduce er (term)
- 8 Introduce ir (stir)

Level 6

- 9 Introduce ur (turn)
- 10 Introduce ar (star)
- 11 Introduce or (for)
- 12 Review Level 6 letter/sounds
- 13 Introduce comparative adjectives with suffixes er, est
- 14 Introduce suffix +less
- 15 Introduce word families

Level 7

- 1 Introduce a_e
- 2 Introduce e_e
- 3 Introduce i_e
- 4 Introduce o_e
- 5 Introduce u_e
- 6 Introduce a (baby)
- 7 Introduce e (we)
- 8 Introduce y (funny)
- 9 Introduce i (find)
- 10 Introduce y (sky)
- 11 Introduce o (go)
- 12 Review silent e (CVCe)
- 13 Review Level 7 letter/sounds
- 14 Introduce plurals +ies drop the y to add ies
- 15 Introduce suffix +ish
- 16 Introduce the 'e' rule when adding suffixes +ed, er, est, ing
- 17 Introduce 'y' to 'i' rule
- 18 Introduce prefix +re

Level 8

- 1 Introduce aw (draw)
- 2 Introduce ew (drew)
- 3 Introduce ou (touch)
- 4 Introduce air (chair)
- 5 Introduce are (dare)
- 6 Introduce ear (pear)
- 7 Introduce eer (cheer)
- 8 Introduce ore (more)
- 9 Introduce dge (edge)
- 10 Introduce tch (match)
- 11 Review Level 8 letter/sounds
- 12 Introduce contractions (eg. is not, isn't)
- 13 Introduce homophones (eg. hair, hare)
- 14 Review plural rules

Please note that these online library lessons are introduction lessons only, and repeated practice and multiple exposures of the concepts are required. This list is not an exhaustive list of all spelling and morphology lessons and you may need to add to it based on the year level you teach and the state that you are in.

Level 1 - Lesson 3 - Introduce t - EXAMPLE

Lesson 3 / Activity 1

Tall man Tm, towering so high,
The top of his head reaches the sky.
He hops his feet to a happy beat,
Tall man Tm is fun to meet.

Lesson 3 / Activity 2

Can you hear this sound in these words? /t/
Thumbs up - yes or thumbs down - no.

tin, tap, top, pig

Lesson 3 / Activity 3

Hi! Down Tm's body and across his arms. /t/
Can you write the letter 't' 5 times on a mini whiteboard?

Lesson 3 / Activity 4

t t t T (Capital T)

Letters won't always look exactly the same.
We might see the letter 't' look a little bit different.
This letter is called the letter 't'.

Lesson 3 / Activity 5

t - Sound Hunt

Level 1 - Lesson 8 - Introduce Plurals - EXAMPLE

Lesson 8 / Activity 1

Plurals

Adding 's' to the end of a word can change the meaning from one to more than one.

pip pips, nit nits, ant ants

Lesson 8 / Activity 2

Can you change these words to mean more than one?

tin tins, pin pins, pan pans

Level 3 - Lesson 14 - Introduce prefix un - EXAMPLE

Lesson 3 / Prefix - un

A prefix is a group of letters added to the start of a word that change (or add to) the meaning of that base word.

un - means not or opposite.

unfit, unwell, unzip, undress

Lesson 3 / Prefix - un

Can you pull apart these words to identify the prefix and the base word, and tell a buddy what they mean?

unlock = un + lock, unpack = un + pack

Level 4 - Lesson 9 - Introduce g /j/ - EXAMPLE

Lesson 9 / Activity 1

Gems are so pretty, they make us smile.
Sparkling treasures that shine in style.
Magical colours, they catch the light,
Full of energy, a joyful sight.

Lesson 9 / Activity 2

The letter g usually represents the /j/ sound when it is followed by the letters 'e', 'i' or 'y'.

gem, gel, magic, gym

Lesson 9 / Activity 3

Can you hear this sound in these words? /j/
Thumbs up - yes or thumbs down - no.

gem, gel, magic, gym

Lesson 9 / Activity 4

Can you write the letter 'g' 5 times on a mini whiteboard?

Lesson 9 / Activity 5

We can now read these words.

gem, gel, digit, magic, legend

Every word has a vowel. Can you spot the vowels?

Lesson 9 / Activity 6

Can you write this word?

gem

Lesson 9 / Activity 7

We can now read these sentences.

Pat did magic for his pals.
Nan spotted gems and gold.

Lesson 9 / Activity 8

g (gent) - Sound Hunt



Level 1

Introduces:
s, a, t, p, i, n, nn

10 BOOKS

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.



5 BOOKS

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.



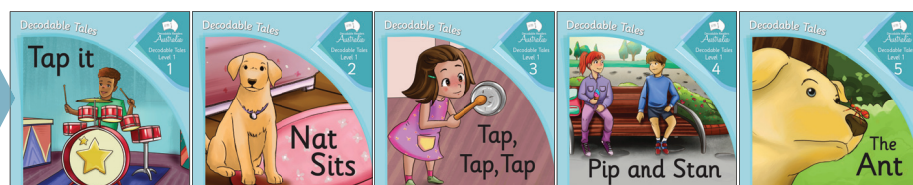
Level 1 & 2 Non-fiction sold together.

5 BOOKS

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.



Level 1 & 2 Decodable Tales sold together.

20 BOOKS

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.



Level 2

Includes: Level 1 sounds

Introduces:
m, d, g, o, c, k, ck, e, u, r, ss

10 BOOKS

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.



5 BOOKS

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.



Level 1 & 2 Non-fiction sold together.

5 BOOKS

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.



Level 1 & 2 Decodable Tales sold together.

20 BOOKS

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.



satpinmd
gockckeur

Level 2

40
books

2

Levels 1 and 2 = 80 BOOKS!

10 BOOKS

Early Readers Fiction

WORD COUNT - 49 - 84

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

10 BOOKS

Non-fiction

WORD COUNT - 119 - 192

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

10 BOOKS

Decodable Tales

WORD COUNT - 49 - 152

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

20 BOOKS

Main Fiction

WORD COUNT - 145 - 242

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

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

3

Level 3
50
books





Level 4

Includes: Level 1, 2 and 3 sounds

Introduces: sh, ch, th (them),
th (thin), qu, ng, wh, ph, g (gent),
c (circle), gg, bb, tt, rr, pp, dd, mm

10 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.

10 BOOKS

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.

10 BOOKS

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.

20 BOOKS

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.

s, a, t, p, i, n, m, d, g (girl), o,
c (cat), k, ck, e, u, r, b, h, f, l, j, v,
w, x, y, z, sh, ch, th (them), th (thin),
qu, ng, wh, ph, g (gem), c (city)

4

Level 4
50
books



Levels 1, 2, 3 and 4 = 180 BOOKS!

10 BOOKS

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.



10 BOOKS

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.



10 BOOKS

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.



10 BOOKS

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.



Level 5 & 6 Main Fiction sold together.

New Sounds:
ai (trail), ay (play),
ea (beach), ee (tree), ie (pie),
igh (sight), oa (boat), ow (slow),
ew (few), ue (cue)

Level 5

40
books

5

10 BOOKS

Early Readers Fiction

WORD COUNT - 125 - 171

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

10 BOOKS

Non-fiction

WORD COUNT - 411 - 515

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

10 BOOKS

Decodable Tales

WORD COUNT - 399 - 505

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

10 BOOKS

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.



Level 5 & 6 Main Fiction sold together.

New Sounds:

oi (soil), oy (boy), oo (book),
oo (moon), ou (loud), ow (cow),
er (term), ir (stir), ur (turn), ar (star),
or (for)

6

Level 6
40
books

10 BOOKS

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.



10 BOOKS

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.



10 BOOKS

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.



10 BOOKS

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.



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)

Level 7

40
books

7



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)

10 BOOKS

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.

10 BOOKS

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.

10 BOOKS

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.

10 BOOKS

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.



Level 7 & 8 Main Fiction sold together.

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

8

Level 8
40
books

Levels 1 - 8 TOTAL = 340 BOOKS!