

Decodable Readers

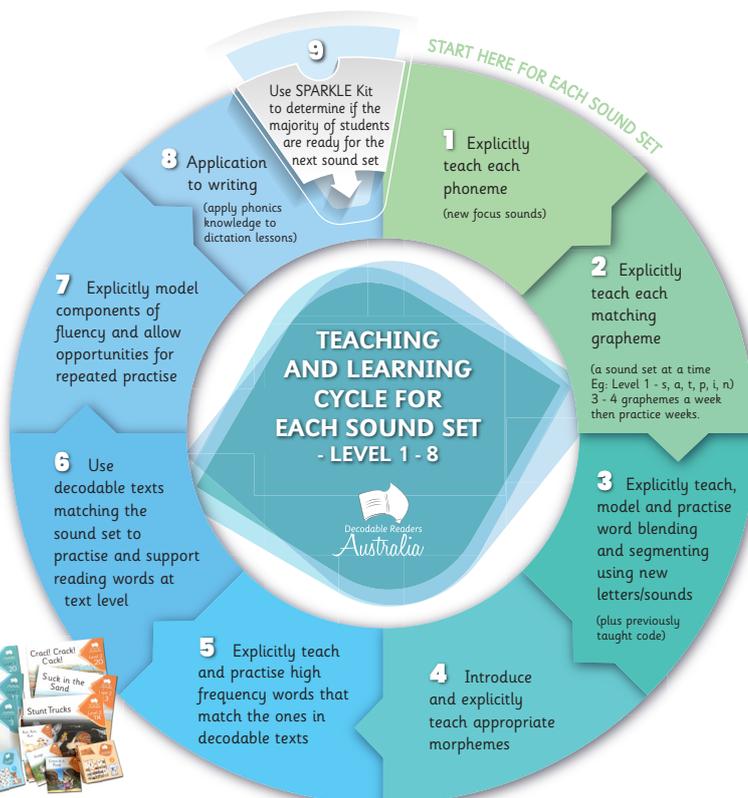


DECODABLE READERS

Decodable readers are books specifically designed to align with phonics instruction, matching a progressive scope and sequence and developing in phonics knowledge, word complexity and word count at each level. Decodable readers consist of words that follow the phonetic rules and patterns that students have been explicitly taught, allowing them to apply their decoding skills systematically and successfully. These books are written using a controlled vocabulary that emphasises specific phonetic sounds, making it easier for beginning readers to decode and read the text independently. For example, once students have learnt the letter sounds in Level 1, s, a, t, p, i, n, and have practised blending those sounds together at word level, they will be able to begin reading our Level 1 books. These books contain words that have the sounds that have been explicitly taught.



Decodable readers are an essential resource when using a systematic synthetic phonics approach to teaching reading as they allow repeated practise and rehearsal of words with connected phonics. However, it is important to note that there's prior teaching before using decodable readers. When we look at the Teaching and Learning Cycle and all of the components needed when teaching each level, we can see there's other content to teach in order to set students up for success. We need to make sure that we have taught the following key components prior to introducing the new books:



1. Explicitly taught the phonemes for that level.
2. Explicitly taught the matching graphemes for that level (and reviewed previously taught phonics).
3. Explicitly taught and practised word blending and segmenting using all phonics from that level and the levels below.
4. Explicitly taught morphemes that may appear in the texts of that level (these lessons are found in the Online Library).
5. Explicitly taught sight words (high frequency words) of that level, as they will appear in the books.

DECODABLE READERS

Decodable Readers Australia offer 4 series of books, across 8 levels, giving a large variety of genres for students to practice their phonics and decoding skills. Let's explore the books.

Early Reader Series

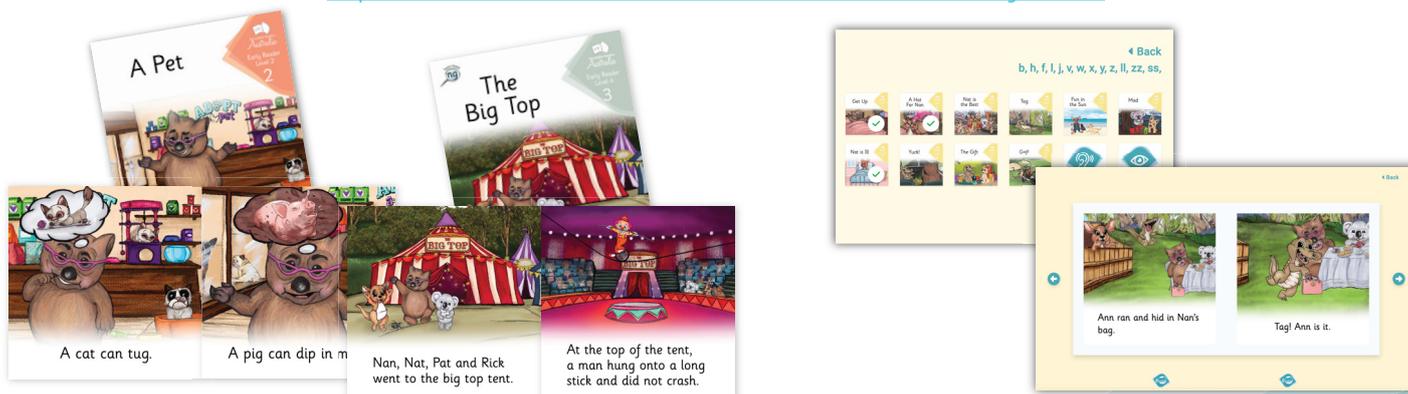
Anywhere from 5 to 20% of your students may be vulnerable learners that could have learning difficulties. It is important to provide them with appropriate readers that can assist their learning journey. Our Early Readers, assists students to successfully practice decoding with text that is more controlled and accessible right through each level. They are a great text to use as a differentiation tool. This series is also good as a stepping stone to our Main Fiction series of books. The Early Reader books contain:

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



Check out our shop and explore the options:

<https://www.decodablereadersaustralia.com.au/collections/early-readers>



Or download samples of our Early Reader fiction series here:

<https://www.decodablereadersaustralia.com.au/pages/download-pdf-samples>

To learn more about our library, click the link below:

<https://www.decodablereadersaustralia.com.au/pages/online-library>

DECODABLE READERS

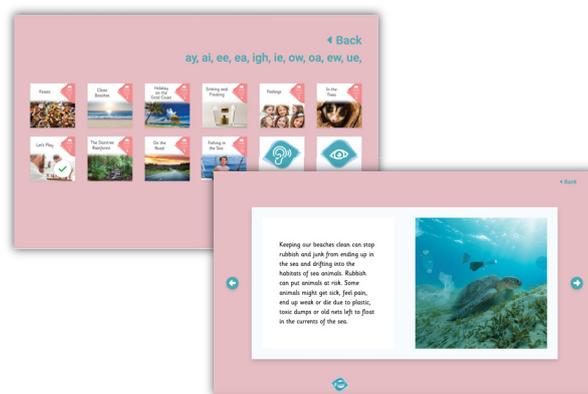
Non-fiction Series

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 slightly lesser word count than our Main Fiction Series but higher than our Early Readers. Our Non-fiction Series contains 10 titles per level in most levels, with Level 1 and 2 combined.



Check out our shop and explore the options:

<https://www.decodablereadersaustralia.com.au/collections/nonfiction-series/nonfiction>



Or download samples of our Early Reader fiction series here:

<https://www.decodablereadersaustralia.com.au/pages/download-pdf-samples>

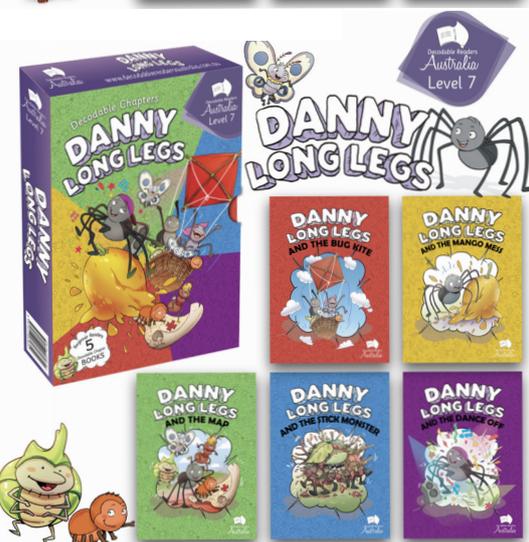
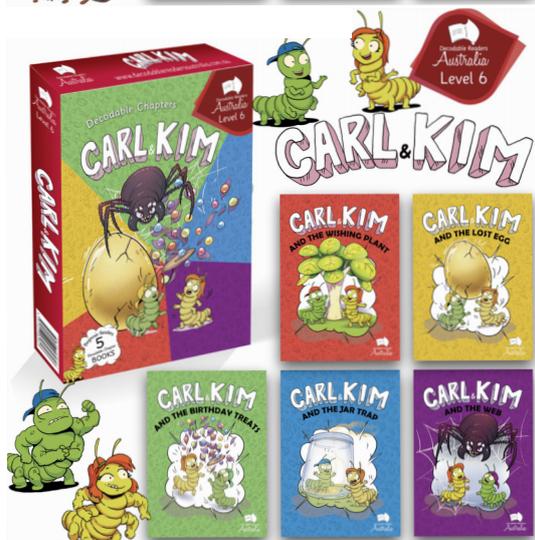
To learn more about our library, click the link below:

<https://www.decodablereadersaustralia.com.au/pages/online-library>

DECODABLE READERS

What are Decodable Chapters?

These books are great for all ages! In particular, for students needing more practise with decoding words with basic word complexity. The books contain mainly single syllable words, with just 2-3 multisyllabic words per book.



Check out our shop and explore the options:

<https://www.decodablereadersaustralia.com.au/collections/decodable-chapters>

Decodable Readers Australia has one of the largest book range for each level. Let's explore how many book per level.



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.



s a t p i n

1

Level 1
40
books



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.

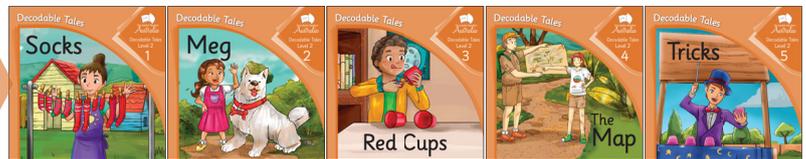


Level 1 & 2 Non-fiction sold together.

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.



sat pin md
gockck eur

2

Level 2
40
books

Levels 1 and 2 = 80 BOOKS!



Level 3

Includes: Level 1 and 2 sounds

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

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.

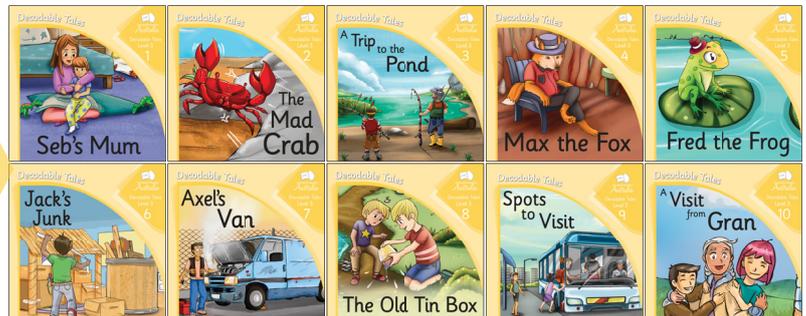


10 BOOKS

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.

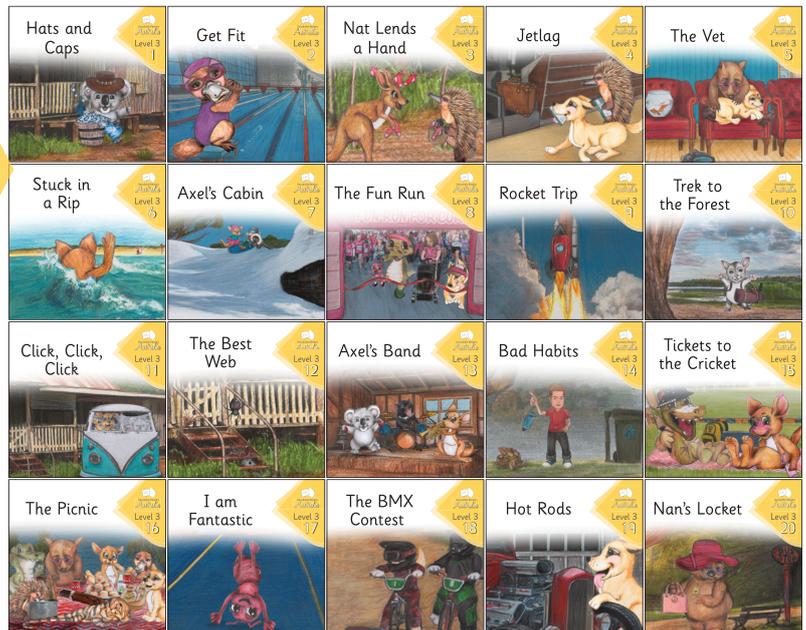


20 BOOKS

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

Levels 1, 2 and 3 = 130 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

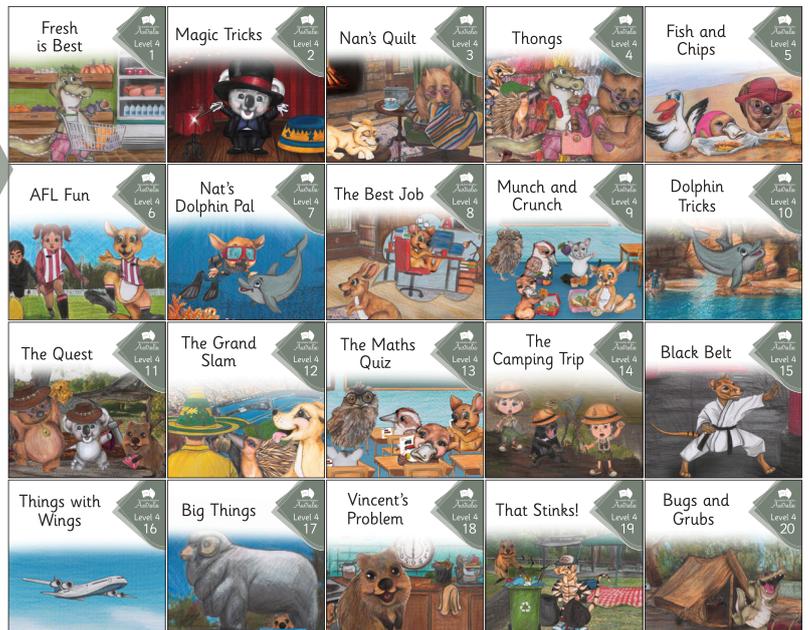
This series of decodable readers is a collection of stories to widen student's imaginations and engage them in a range of wonderful narratives.



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.





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

5 BOOKS

Chapter Books

WORD COUNT - 680 - 770

These books will be great for all ages! The BEN BUG books contain basic code and consonant digraphs. The books contain mainly single syllable words.



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)



Levels 1, 2, 3 and 4 = 185 BOOKS!



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)

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.

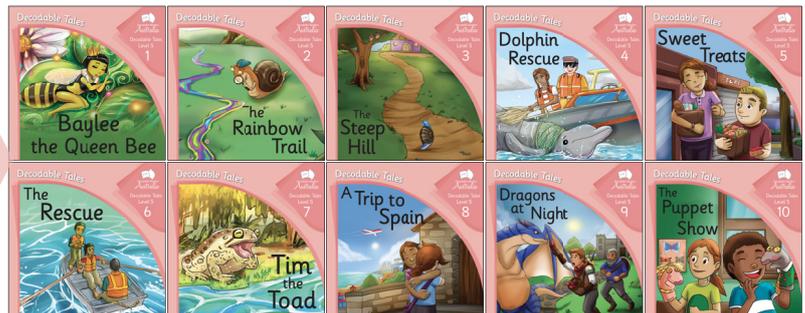


10 BOOKS

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.



5 BOOKS

Chapter Books

WORD COUNT - 680 - 800

These books will be great for all ages! The Buzz & Bree books contain basic code and consonant digraphs. The books contain mainly single syllable words.



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

Level 5 & 6 Main Fiction sold together.

Levels 1, 2, 3, 4 and 5 = 230 BOOKS!



Level 6

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

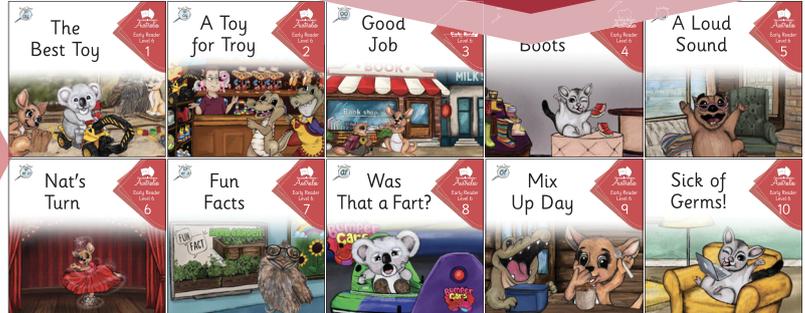
Introduces: oi (soil), oy (boy), oo (book), oo (moon), ou (loud), ow (cow), er (term), ir (stir), ur (turn), ar (star), or (for)

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.

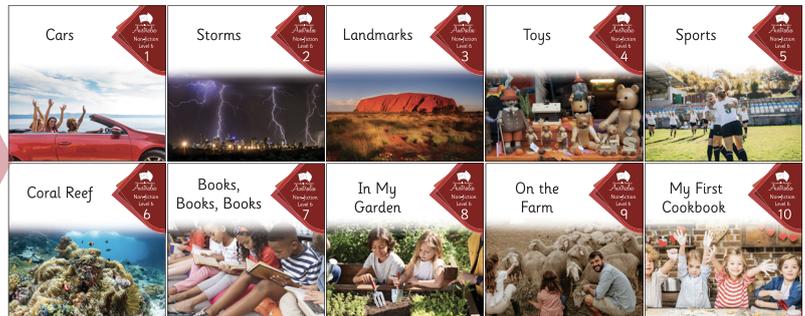


10 BOOKS

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.

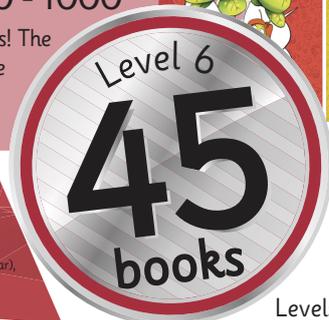
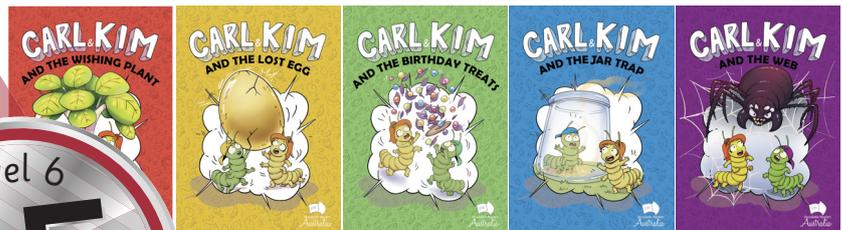


5 BOOKS

Chapter Books

WORD COUNT - 700 - 1000

These books will be great for all ages! The Carl & Kim books contain basic code and consonant digraphs. The books contain mainly single syllable words.



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

Levels 1, 2, 3, 4, 5 and 6 = 275 BOOKS!

Level 5 & 6 Main Fiction sold together.



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)

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

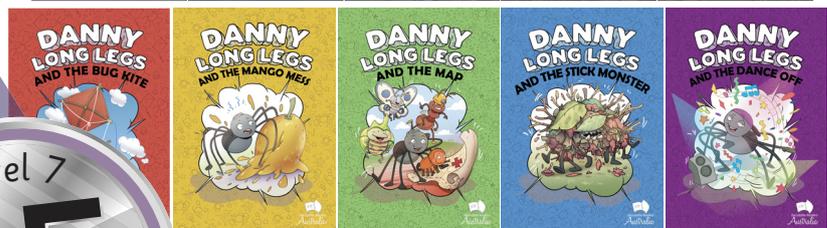
This series engage children in Australian themed stories using fun Aussie characters. Pre and post reading activities, and vocab word to learn.



5 BOOKS

Chapter Books WORD COUNT - 800 - 1200

These books will be great for all ages! The Danny Long Legs books contain basic code and consonant digraphs. They contain mainly single syllable words.



7

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
45
books

Levels 1, 2, 3, 4, 5, 6 and 7 = 320 BOOKS!

Level 7 & 8 Main Fiction sold together.



Level 8

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

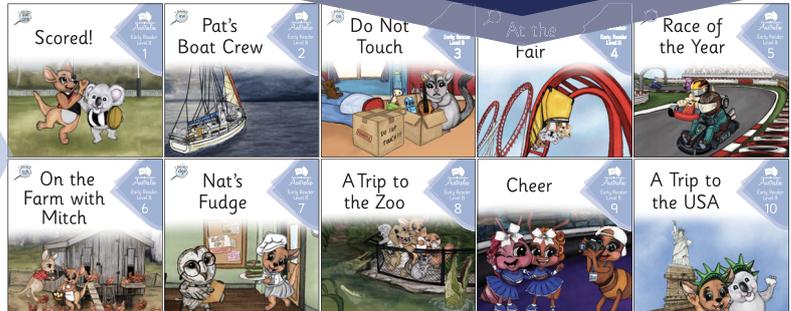
Introduces: aw (draw), ew (drew), ou (touch), air (chair), are (dare), ear (pear), eer (cheer), ore (more), dge (edge), tch (match)

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.

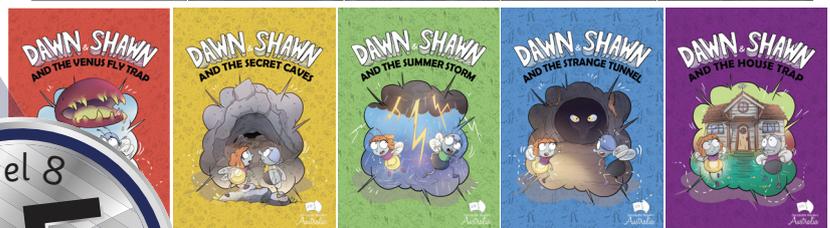


5 BOOKS

Chapter Books

WORD COUNT - 1000 - 1400

These books will be great for all ages! The Dawn & Shawn books contain basic code and consonant digraphs. They contain mainly single syllable words.



8

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

Level 8
45
books

Levels 1 - 8 TOTAL = 365 BOOKS!

Level 7 & 8 Main Fiction sold together.



Extended Code

14 BOOKS

Extended Code Chapter Books Phonics Focus

WORD COUNT - 600 - 900

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 Chapters Series offers a range of beginner chapter books that have a phonics focus.

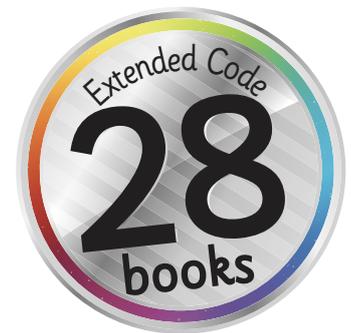


14 BOOKS

Extended Code Chapter Books Phonics Focus

WORD COUNT - 600 - 900

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 Chapters Series offers a range of beginner chapter books that have a phonics focus.

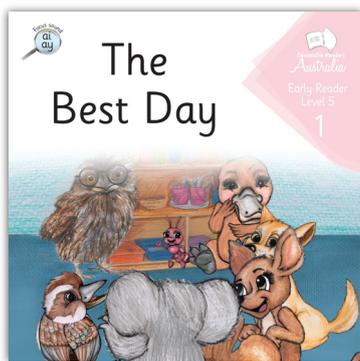


TOTAL Decodable Readers = 393 BOOKS!

DECODABLE READERS

What level of books do I use, and when?

As you move through our phonics levels, students will be using decodable readers on the level below (during 'reading time') until you have explicitly taught all of the new phonics for the next level. Students will use the level below to build accuracy and fluency. During the process of introducing new letter/sounds we have decoding and encoding activities embedded into the lessons and in follow up activities so that new phonics can also be practiced cumulatively, until all letter/sounds have been introduced. In our Early Readers from Level 5 to Level 8 we have Phonics Focus books that could be used after certain phonics lessons. For example, as you begin to introduce the new sounds of Level 5, students will be using Level 4 books in the reading time of the literacy block, however, once you have introduced the first two graphemes of level 5, ai and ay, you can use the Early Reader books that match that phonics focus, The Best Day and Rain and Hail. You can also use the 'I Can Read' printable resources as well as the blending and segmenting activities that are part of the lessons.



5 I Can Read

ai is a vowel team that represents the long /ai/ sound. The spelling 'ai' is found in the middle of most words.

mail	pain	rain
tail	trail	train
paint	brain	chain

- Nat got to braid her pet's tail.
- Nip and Nat sat on the steps to wait for the rain and hail to stop.
- A snail was in Abigail's mailbox and it left a snail trail.
- I train dogs so they can be off the chain.
- A man went to jail for painting a train and filling the tracks with nails.

5 I Can Read

ay is a vowel team that represents the long /ai/ sound. The spelling 'ay' is usually found at the end of a base word or syllable.

day	say	way
pay	play	clay
stay	sway	spray

- It is the best day to play with the clay.
- 'Stay away from the web', Jayden told Nick.
- Dan went to grab the tray to lay the hot jam buns on it.
- 'Tim can stay and play all day,' Mum told Brayden.
- At the end of the day, Fred got to lay in his bed to rest.

All lessons can be found in your online library subscription

Level 5 - /ai/ Lesson 1 Activity 4

Try and read these words.

rain	mail
snail	paint

Level 5 - /ay/ Lesson 2 Activity 5

Try and read these words.

day	say
clay	tray

Level 5 - /ai/ Lesson 1 Activity 5

Blending Book

s n ai l

How often should children be reading decodable books?

The answer to this question is simple....DAILY....Students should be given daily opportunities to read aloud during the literacy block. In our suggested Literacy Block we have allocated time for reading. This may consist of small group supported reading with a teacher, buddy reading or one on one reading with an adult. We do not recommend extensive time spent on independent reading in the early grades as students need to be reading out loud and be supported during this time. Please see the Instructional Teaching Guide - Supported Reading for how to use decodable books during reading time.

Foundation - Year 2 Suggested Literacy Block

Daily Review 10 mins (approx)

Phonics 20 mins (approx)

Spelling

Reading 15 - 20 mins (approx)

Language Comprehension and Writing 1 hour (approx)

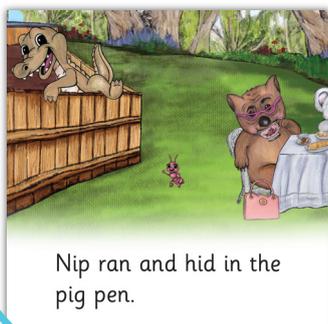
DECODABLE READERS

Will all children be reading the same readers at the same time?

The great thing about decodable readers is that through progress monitoring, students can be reading different levels of decodable books that match their needs. It is best to have students read books that have phonics knowledge and word complexities that need to be consolidated. For example, let's say that the teacher has finished introducing all of the alphabet letters and sounds of Level 3. Some students may be reading Early Readers Level 3 that contain mainly CVC words and have a lower word count, while other students may be reading Main Fiction Level 3 texts that have some basic multisyllabic words. Some of your more capable students may have been already introduced to digraphs and be reading Level 4. It is during the 'Reading time' of the Literacy Block that you can differentiate the type of texts that students read and practise with.

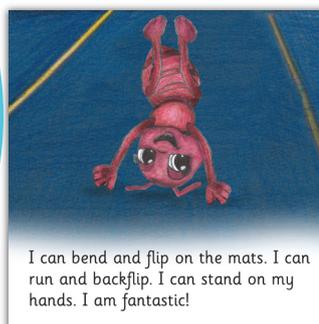


Early Reader Level 3 Sample



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

Main Fiction Level 3 Sample



Can I just use the Early Readers in Prep/Kindy/Foundation?

Our Early Readers are a great starting point as they meet minimum standards for end of year Australian Curriculum (CVC), but do not meet minimum standards for end of year NSW curriculum (CCVC/CVCC). However, we know that many students can read beyond the minimum standards, with known letter/sounds, if explicitly taught and given the opportunity through repeated practise. This is made possible by our slower scope and sequence pacing. Rather than continuous introductions of letter/sounds, we go slower by adding lots of consolidation weeks where we can do daily word work (blending and segmenting) and daily reading that takes students beyond CVC. When introducing new letters/sounds as continuous introductions, with no consolidation time, there's limited time to go beyond CVC. It is important that we are catering for all learners and giving students the explicit teaching and opportunity to read CCVC/CVCC and multisyllabic words.

DECODABLE READERS

What should students be taking home for home reading?

We highly recommend that students have 10 minutes of home reading time each night from Foundation to Year 2. This time allocation may increase as the years progress but 10 minutes additional of daily reading can have a big impact.

In Foundation, prior to introducing all of the level 1 letter/sounds, we recommend sending an authentic picture/story book home, for the parent to read to their child, and engage in a rich discussion about the characters, storyline and making connections to the texts.

As soon as students have begun blending simple words together in Level 1 (approximately week 3-4 of Term 1), we recommend sending Level 1 books home that match your instruction. Send Early Reader Level 1 books for students that are just blending CVC (Consonant Vowel Consonant) words, but for students that are ready to go past CVC, send home Main Fiction, Non-fiction and/or Decodable Tales books home. Any books that are sent home must have code that has been explicitly taught at school.

Schools can choose to send physical books home or give students access to books via our Online Library. No matter which platform you are using, it's always recommended to have a reading log signed by the parent to keep home reading an accountable activity. We have printable reading logs available on our Free Resources page.

Our Online Library is a great platform to use for home reading as teachers can lock and unlock books as well as seeing what books have been read by the student. If using the Online Library we recommend unlocking the whole level and not to be too worried if students want to read more books than allocated as long as the books match a child's phonics knowledge.



NEW Online Reading Library - Learn More

Shop Online Library Learning Lounge Educators Parents FAQs Contact

FREE Downloadable PDF Resources

READING LOGS

If you need to track a student's reading progression from home, you can download the levelled reading log and record the date they successfully read the story and add relevant comments.

- Main Fiction Series Reading Logs
- Early Readers Reading Logs
- Nonfiction Series Reading Logs
- Decodable Tales Reading Logs
- Chapter Books Reading Logs

<https://www.decodablereadersaustralia.com.au/pages/resources>

Book Allocation

Instructions

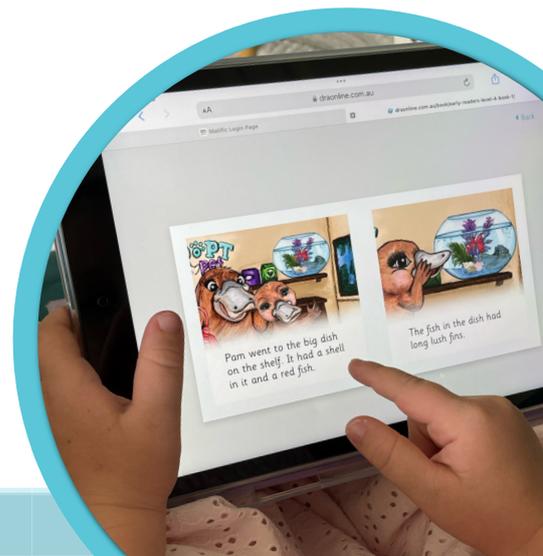
Lock All Books Unlock All Books

Level 1 Level 2 Level 3 Level 4 Level 5 Level 7 Level 8 Extended Code

Lock Level For All Students Unlock Level For All Students

All Students	Level 1 - Early Readers 1								Level 1 - Non-fiction 1			Level 1 - Decod		
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6	Book 7	Book 8	Book 1	Book 2	Book 3	Book 1	Book 2	Book 3
Amelia Smith	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sam Morgan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ella West	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Jacqui Dean	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Joson Fochgan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rita Smith	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Leahon Seaton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Shahana Wala	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Scroll right to view all Book Sets



DECODABLE READERS

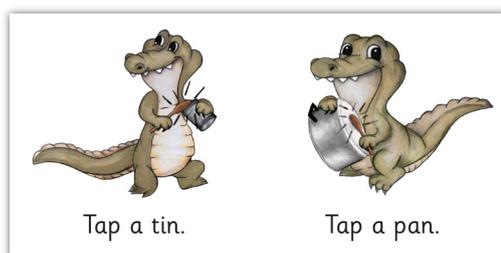
Can I use your books if I'm following another program's scope and sequence?

Although this is a possibility, careful consideration needs to be made first. It is recommended that all of the matching letter/sounds have been explicitly introduced prior to using our decodable books. If following a different program, this may mean that you have introduced some extra letter/sounds additional to ours in each level, but that is fine. For example, the UFLI program has 8 phonics introduction lessons, a, m, s, t, p, f, i, n (at CVC level) and therefore our Early Readers Level 1 (s, a, t, p, i, n) could be used by the end of that teaching sequence. Another example is the Sounds Write program that introduces the letter/sounds of a, i, m, s, t in Unit 1 and n, o, p in Unit 2, therefore, by the end of Unit 2, you could use our Level 1 books because s, a, t, p, i, n letter/sounds have been introduced. It takes considerable amount of time and even some reordering of some letter/sounds lessons for an alignment to happen across all of the levels. In some levels, the alignment may not be possible and we recommend our Phonics Focussed Early Readers (Level 5-7) as they can be read out of order. We highly recommend using our scope and sequence to make it much easier for teachers to use our books and resources.

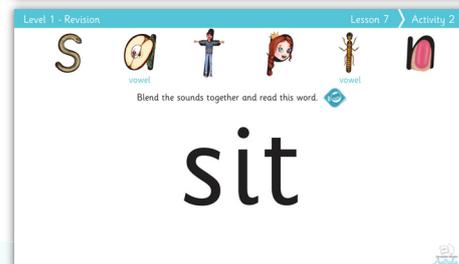
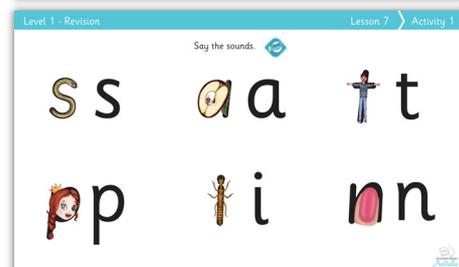
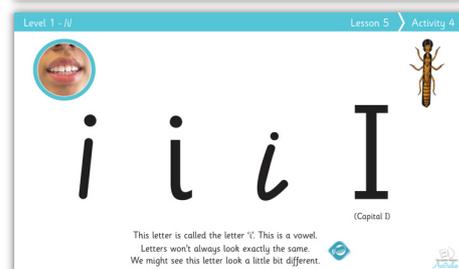
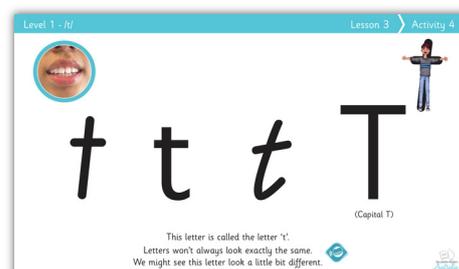


Do we have our books in different fonts?

We occasionally get asked if our books come in different fonts because the small flicks on some letters can be confusing. Unfortunately Australia has 5 different handwriting fonts (crazy hey) and other countries that we sell to also have different handwriting fonts, and it would be impossible to have our products in so many variations. In our experience, any confusion is only experienced initially and soon gone after students are exposed to this font (Sassoon Infant) through using our books and resources daily. If students are reading daily, and have support from a teacher reminding them of the letter/sounds, then any confusion will only be short lived. With explicit teaching and multiple exposures, students get used to the font and it should not be problematic.



Our Phonics Introduction Lessons exposes the font types as well as having daily word reading with this font prior to reading the books.



DECODABLE READERS

What decodables are accessible through the Online Library?

All of our decodable reader series are available through our Online Library alongside loads of other lessons, videos and resources. Teachers have full control of what levels and books are unlocked on student accounts. Download our Online Library brochures, take a visual tour and even sign up for our FREE 7 day trial!

<https://www.decodablereadersaustralia.com.au/pages/online-library>



How many times should a book be read?

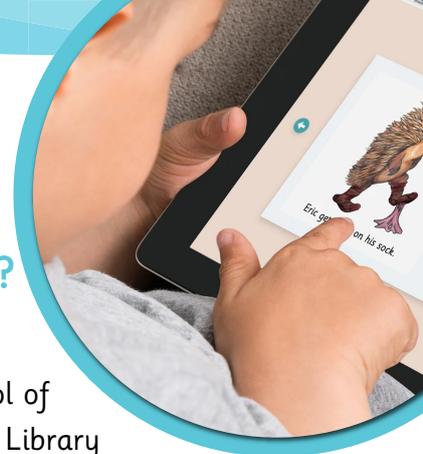
Repeated reading has a high effect size on fluency when we look at the research done by John Hattie. We can also see the benefits of repeated reading through the review of meta-analyses by Padeliadu & Giatzidou in 2018. Repeated practise is highly recommended, however, when it comes to decodables, where each book in a level are sufficiently similar and contain many of the same words, reading multiple books can be just as effective as rereading the same book. If rereading the same book, we recommend 3 reads.

1. Decode the words (it's ok if this step is a bit stilted as the words are being sounded out and decoded).
2. Re-read the text to increase the speed of decoding.
3. Re-read the text and add prosody, making the read sound conversational.

Learn more about repeated reading and building fluency in the Instructional Teaching Guide - Fluency.

When do students move off decodables?

Decodable readers serve a particular purpose for a limited amount of time. They support students reading, in a systematic way, as students build their code knowledge and reading skills. As we know from the Phonics Instructional Teaching Guide, our phonics scope and sequence covers the most common letter/sound correspondences and is not an exhaustive list of all phonics. This is because of the notion that once students are 'set for variability', and are reading for meaning, they can 'flex' sounds and decode words with less common spellings, even if they have not been explicitly taught the letter/sounds within that word. Usually there's enough of the word that is decodable and students can work out the unknown part. This is why we often recommend that schools begin to introduce some authentic and uncontrolled, age appropriate texts ALONGSIDE decodable readers. Students may just need some extra support when reading these uncontrolled texts. Both types of texts have important roles and we suggest only introducing these uncontrolled text once students are confidently reading equivalent to our Level 6 (Mid to end of Year 1).



DECODABLE READERS

What are the Extended Code resources?

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 each set of our Extended Code Chapters Series.

Our Extended Code Chapters Series are a great series of beginner chapter books for either your struggling students of Year 3-6 who need more practise at decoding words with certain phonics focus, or for students in the earlier grades as beginner chapter books once they are transitioning off our main decodable.



Extended Code Chapters - Set 1



Extended Code Chapters - Set 2



Extended Code Chapters - Set 1 - Sample Book
https://cdn.shopify.com/s/files/1/0452/9848/3366/files/SAMPLE_DRA_Ext_Code_Chapters_1_Book_3_-_Fright_On_Flight_99_SAMPLE.pdf?v=1679271278&fbclid=IwAR1z_eplTH_-NYX2RNm8WKLmVwMHVUPmYNSpir4uCS4GQKWU_zBvzGYpldk

Extended Code Chapters - Set 2 - Sample Book
https://cdn.shopify.com/s/files/1/0452/9848/3366/files/SAMPLE_DRA_Ext_Code_Chapters_2_Book_4_-_I_Do_It_Tomrwo_4.pdf?v=1728525988

Extended Code Chapters - Screener

https://cdn.shopify.com/s/files/1/0452/9848/3366/files/DRA_Chapters_Screener.pdf?v=1678946480

Once students have a good understanding of the basic code and some extended 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. These are a great resource to use to develop fluency as well as spelling patterns.



Phonics Focus Stories - Sample Book
<https://dra-lessons-audio.s3.ap-southeast-2.amazonaws.com/Phonics+Focus+Stories.pdf>

Phonics Focus Fun Facts - Sample Book
<https://dra-lessons-audio.s3.ap-southeast-2.amazonaws.com/Phonics+Focus+Fun+Facts+Sample-2.pdf>

DECODABLE READERS

Why are decodable readers and extended code resources valuable in the learning process?



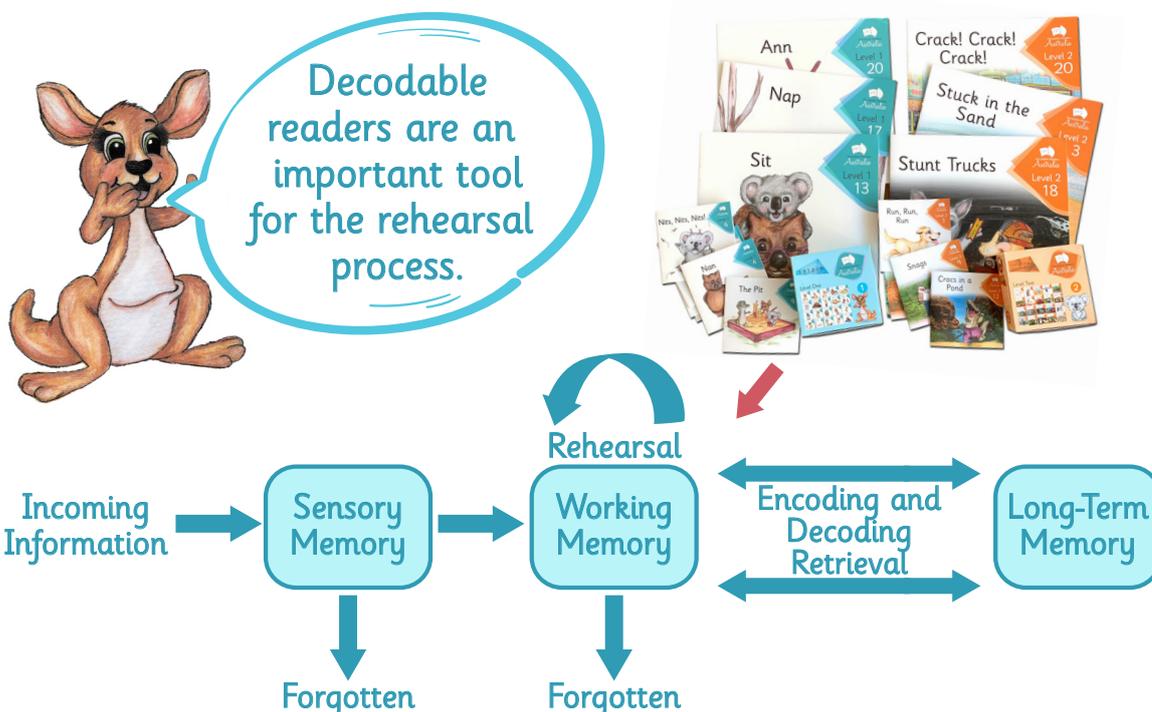
The Information Processing Model can help us see the importance of rehearsing taught information (phonics for reading and spelling) and the need for decodable readers.

The Information Processing Model provides us with a theory on how learners process information. Once information is held by a student's attention and enters Working Memory, if the student does not process or use that information in some way, it is forgotten within 5- 15 seconds. This is where Working Memory begins its job: processing, called Rehearsal.

Rehearsal refers to the manipulation of information currently stored in Working Memory. Students are focused on this information, and need to interact with it in some way or it is forgotten. Rehearsal is the method of doing so. This is why it is so important to have all students involved in the learning. For example, every student will have a mini whiteboard and marker to form the new letter/sound that they are learning rather than just the teacher demonstrating it and choosing one child to come to the front and draw it.

When first learning to read and spell, students are using the sensory input of newly taught letters/sounds and are rehearsing the sound patterns to blend (read) and segment (spell) words. Just as students need repetitions while rehearsing new information, they also need repetitions in retrieving previously learned information. This allows them to become more efficient in retrieving the information from their Long-Term Memory in the future. Reviewing learned content periodically provides students with the opportunity to access encoded information, increasing the likelihood they will be able to retrieve it when needed, (this is why daily review is so important!)

For beginner readers, we believe, using decodable books daily that are written in a cumulative way, allows appropriate rehearsals and retrieval of previously learnt phonics, leading to more probability of success.



Learn more about this theory from the experts:

<https://www.learnupon.com/blog/whatis-information-processing-theory/>

<https://study.com/academy/lesson/information-processing-theory-overviewpractical-teaching-examples.html>

<https://dataworksed.com/blog/2014/07/the-information-processing-model/amp/>

<https://www.thoughtco.com/information-processing-theory-definition-andexamples-4797966>