
PUMPKINS!
PUMPKINS!
RHYME TIME DECODABLES
Decodable Readers
Australia

Sample


PUMPKINS!
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Decodable Readers
Australia
Level 6

NOTES FOR EDUCATORS

The Rhyme Time books are decodable which means that they are phonetically controlled, matching our level 6 letter-sounds. Follow the steps when using these books during supported reading time.

Supporting the Reader

1. Read the title of the book and predict what might happen.
2. Read through the sound cards having the student tap and say the sounds that match the letters.
3. Read through the sight words. These words appear often in the book and may have spelt the sounds either irregular or unknown to the level of this story.
4. Read through the rhyme word warm up words to practise decoding.
5. Encourage the reader to read the story. If the reader comes to a word that they may not know, it is important to encourage the blending process (sounding out and sliding the sounds together). Reread the sentence if errors are made to help with fluency and comprehension.
6. Stop occasionally and talk about the events and characters in the story. There are questions at the back.
7. At the end of the story there are follow up activities.
8. Lots of positive praise is recommended for struggling readers, as reading can sometimes be strenuous for some.

Sample

NOTES ON RHYME

Rhyme plays a vital role in early literacy because it helps children hear and recognise sound patterns in spoken language. When children engage with rhyming words, they begin to notice similarities and differences between sounds, which strengthens phonological awareness—a key foundation for reading and spelling.

Decodable texts that include rhyme are especially powerful in early reading instruction because they combine the use of systematic phonics with predictable language patterns. By using only the letter-sound correspondences children have been explicitly taught, decodable rhyming texts enable young readers to apply their phonics knowledge successfully, while also holding the rhythm of a poem. The added element of rhyme further supports phonological awareness by helping children recognise and anticipate sound patterns, which in turn strengthens decoding skills and builds fluency.

Because rhyming texts are enjoyable, children are more motivated to reread them, leading to increased confidence, and automatic word recognition. This repeated, successful reading experience helps establish strong reading habits and supports the transition from sounding out words to reading with accuracy and expression.

SOUND WARM UP

These are our focus sounds of Level 6.
Tap and say the sounds!

Level 6 Sounds

oi soil	oy boy	oo n	oo
ou loud	ow cow	er term	ir stir
ur turn	ar star	or for	



Sample

SIGHT WORD WARM UP

was	doing	of	all
to	they	would	were
s	he	by	oh
no	h	do	some
ame	said	these	are
put	one	me	
like			

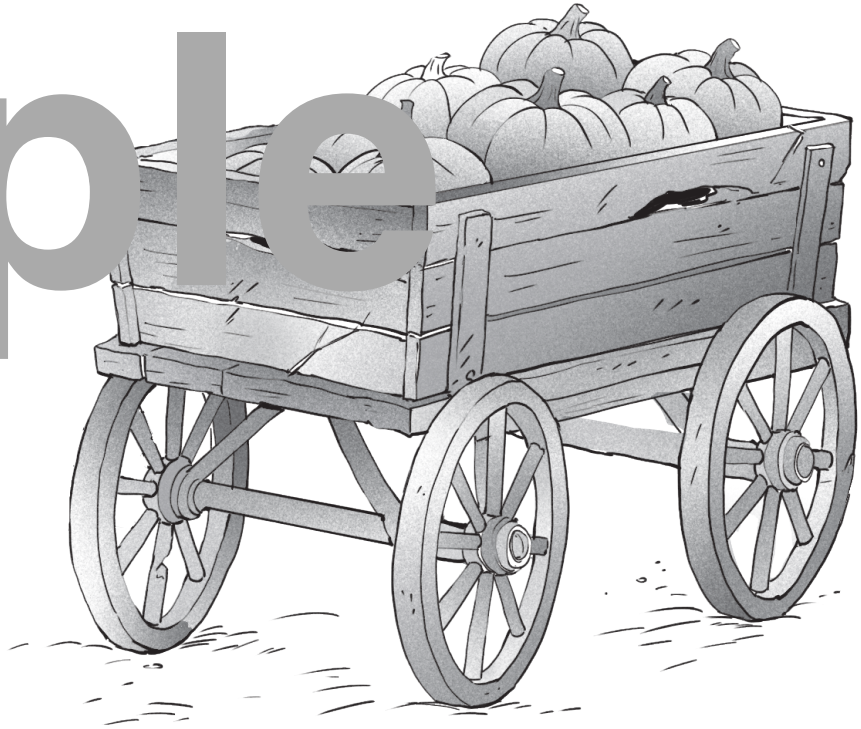


RHYME WORD WARM UP

wood	good	stood
round	found	ground
proud	crowd	loud
Mark	dark	bark
out	[illegible]	[illegible]ut
joy	boy	toy
turn	fern	burn
cow	how	wow

Sample

PUMPKINS!
PUMPKINS!



Farmer Mark
had lots of jobs to do.
He had to chop wood
and fix the fence too.

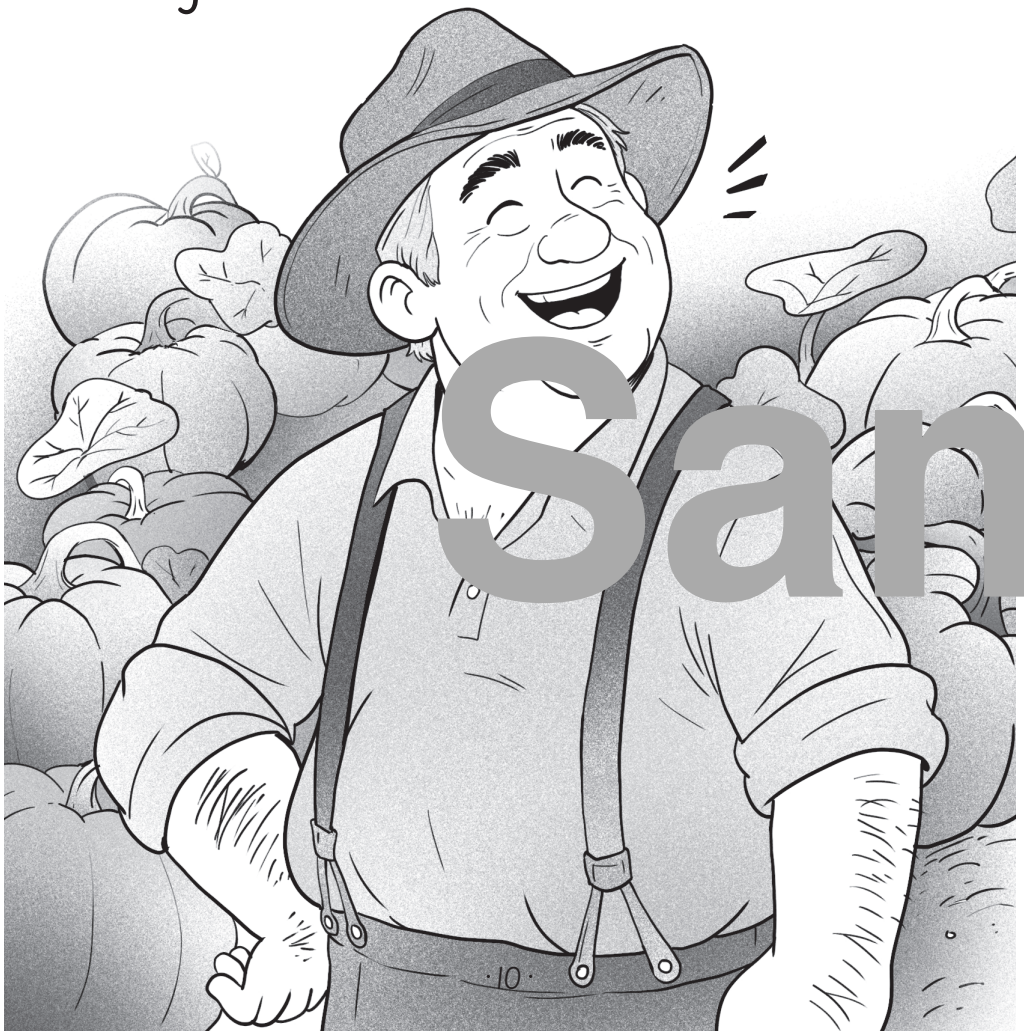


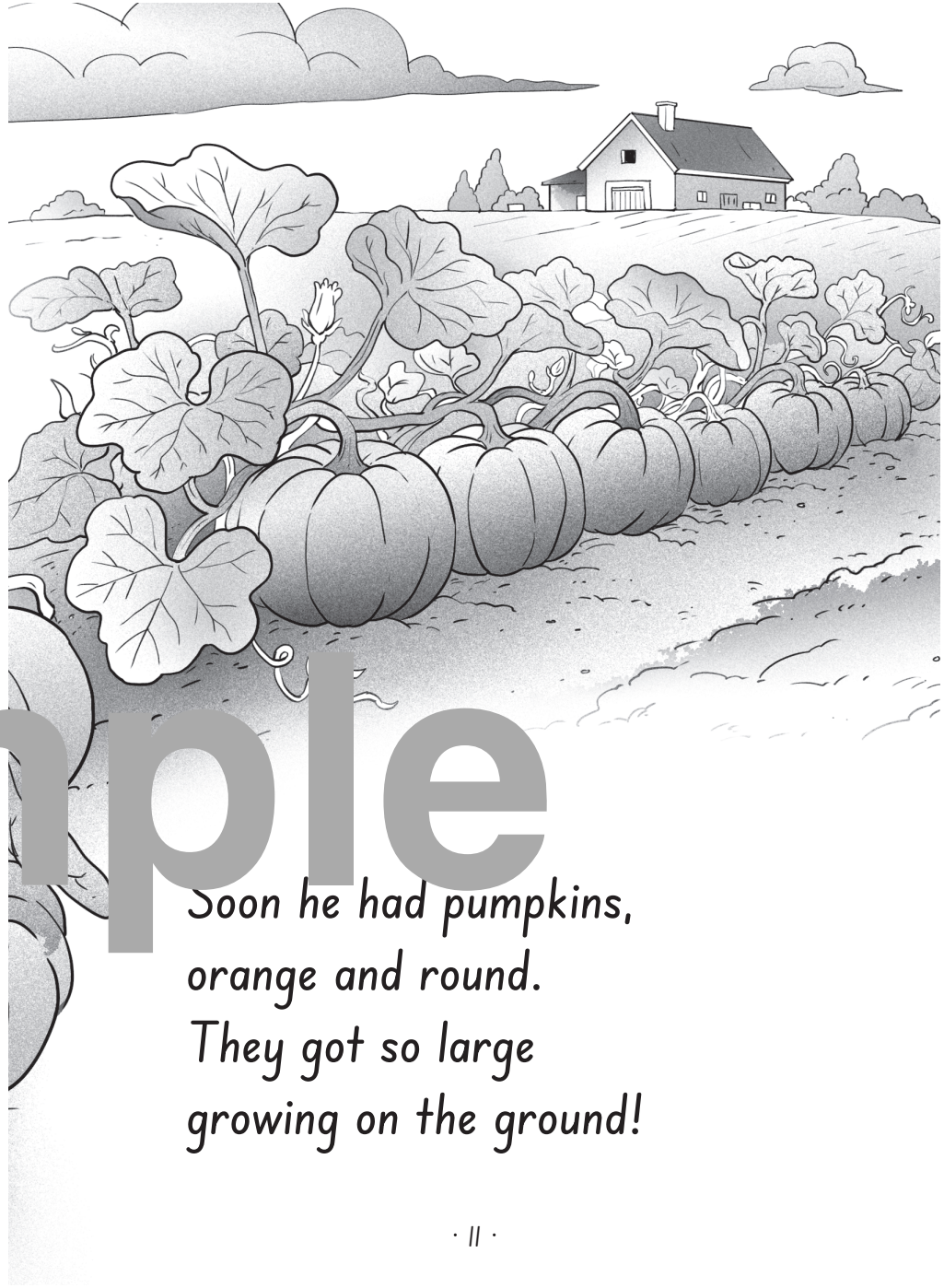
Mark planted pumpkin seeds
all in a row,
then waited to see
how big they would grow.



Sample

Mark's seeds were planted
in rows so neat,
and he wished for pumpkins
big and sweet.





Soon he had pumpkins,
orange and round.
They got so large
growing on the ground!

Sample

It was harvest day
and Mark felt proud
to pick his pumpkins
and sell them to a crowd.



Mark was dreaming
of pumpkins all sold,
and lots of coins,
silver and gold.

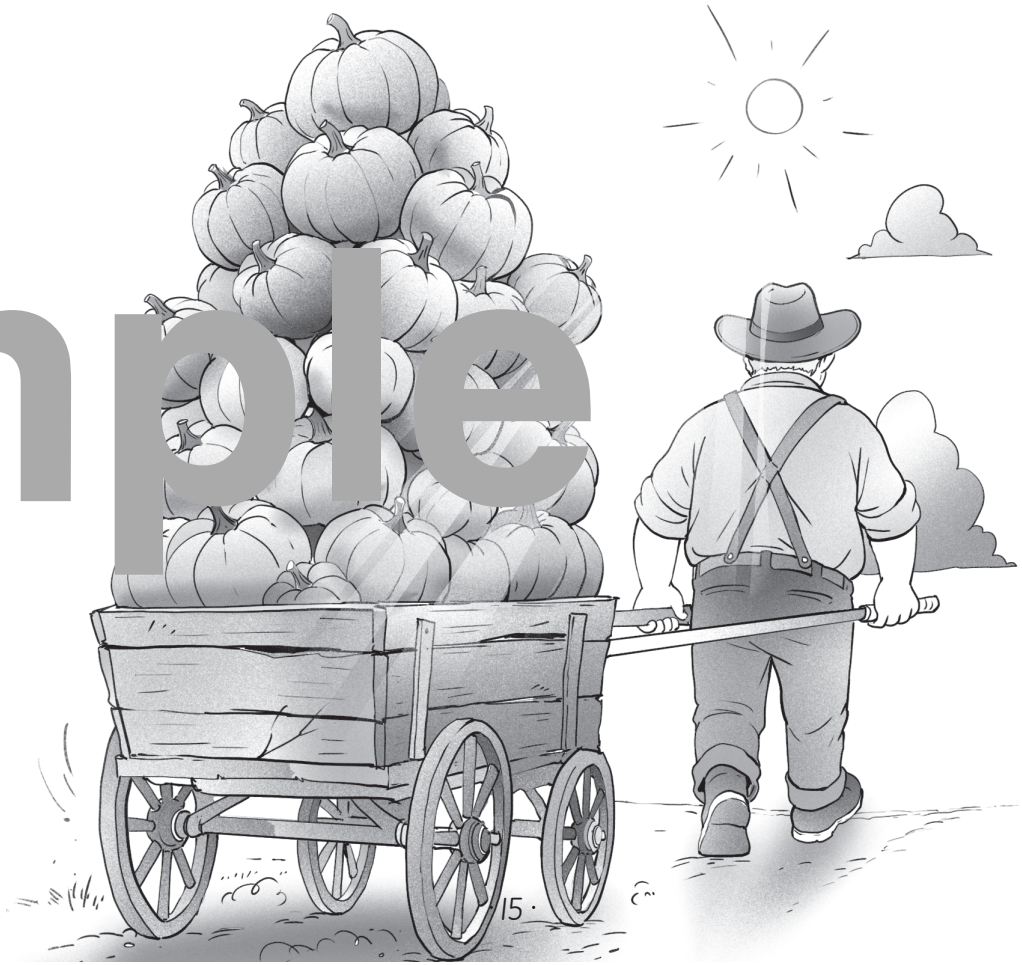


Sample



Mark's cart was old,
but firm and strong.
It helped him bring
his pumpkins along.

With pumpkins stacked,
Mark set off that day.
He went to the market,
not far away.



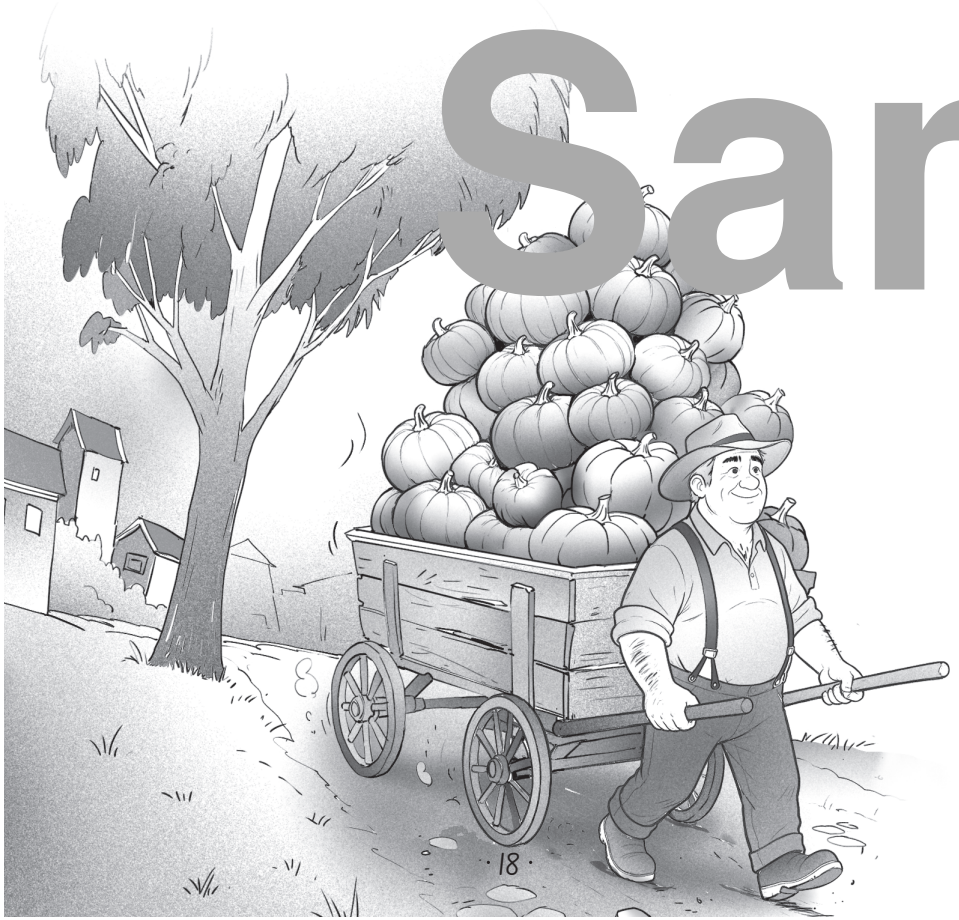
Sample





Sample

Down the track,
by the gum tree,
the cart went on
as smooth as could be.



But then with a jolt,
a loud crack rang out.
The wheel spun off
and Mark let out a shout.



Sample

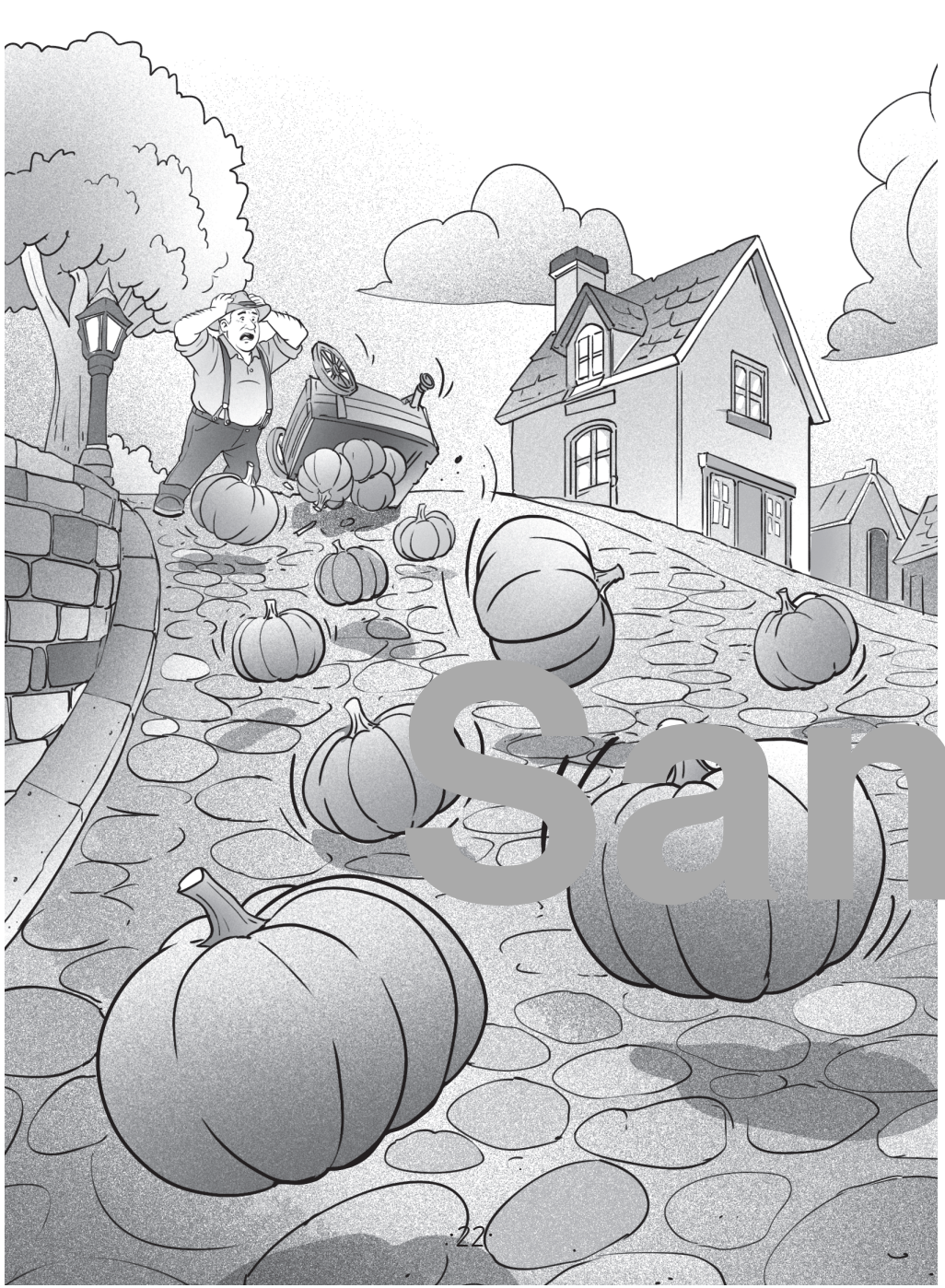


"Oh no!" he yelled,
"What do I do now?"
The cart tipped
with a bang and a pow.

Pumpkins spun out,
rolling down the street.
Some pumpkins went left
and some rolled under Mark's feet.



Sample





Sample

A girl with curls
came running with joy.
She spotted the pumpkins
and yelled, "Oh boy!"



Sample



"I must have this pumpkin.
It's so big and round!
It must be the best pumpkin
on the ground."



Sample

Three pumpkins spun
into a bookshop.
They hit a shelf
and then came to a stop.



The shopkeeper said,
"What a sight to see!
These big round pumpkins
are perfect for me!"



The shopkeeper ran out
and put coins in Mark's hand,
then set the pumpkins
there by his stand.

Some pumpkins kept rolling
down the long street.
One pumpkin stopped
at Miss Turner's feet.



Sample

"What is all this fuss?"
Miss Turner stopped to see.
"Wow! What a pumpkin!
Is this one for me?"



sample



Mark said, "Yes.
This one is big and sweet."
Miss Turner paid with coins
and went to cook a treat.



Sample



A loud shout rang out
from the corner shop.
A pumpkin bounced in
with a bump and a plop.



The shop girl, Fern,
was filled with delight.
The pumpkin she picked up
was just right.



Sample



A man got out of his truck
and his name was Bert.
Bert spotted a pumpkin
land in the dirt.

Bert picked it up
and tapped the top.
Then Bert paid Mark
some coins on the spot.



Sample

A dad and his son
had grins so bright.
Dad said, "Let's get this pumpkin
that looks just right."



Sample



They paid the farmer
and went on their way
with a pumpkin to roast
for dinner that day.


Sample
·40·
·41·



A girl ran out
with her purse in her hand.
"I'll get a pumpkin,
just as I planned."



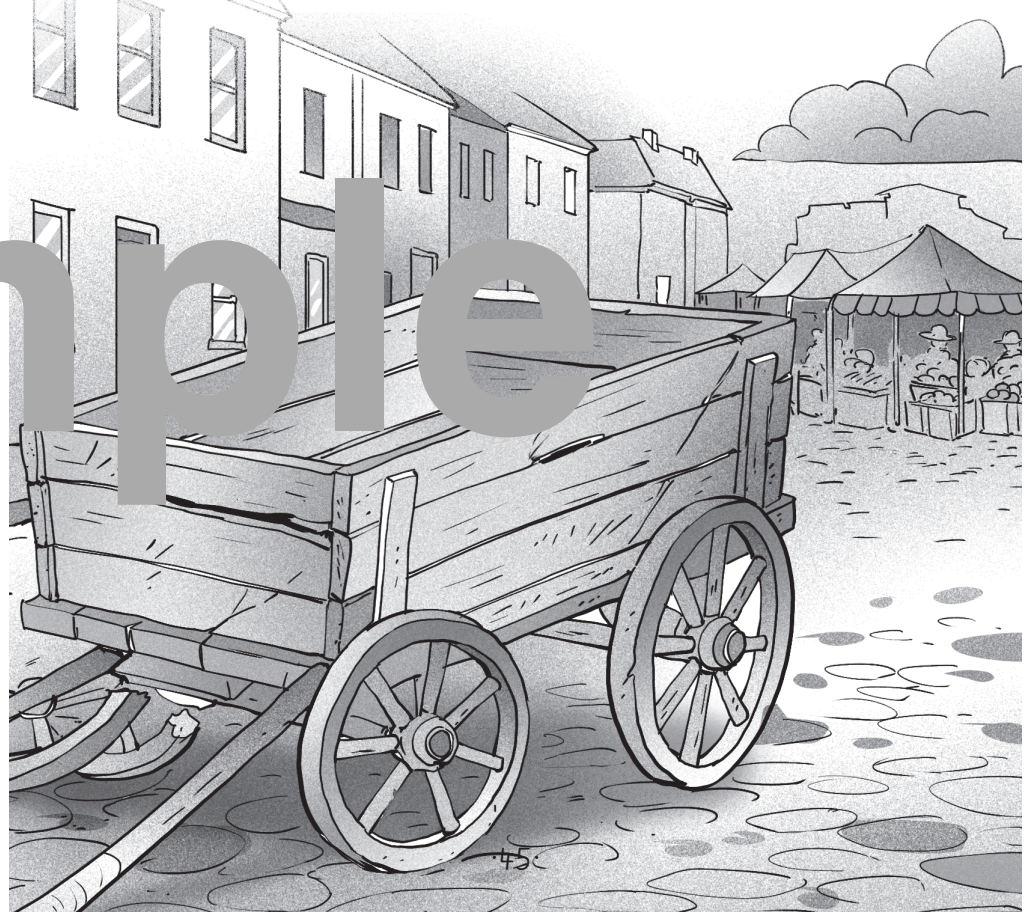
The girl paid with coins
and took her pick.
She then rolled it away
with a little kick.

Sample

The farmer looked down
and his pumpkins were sold out.
No pumpkins were left,
not one about.

Mark did not reach
the market tent,
for he sold his pumpkins
as he went.



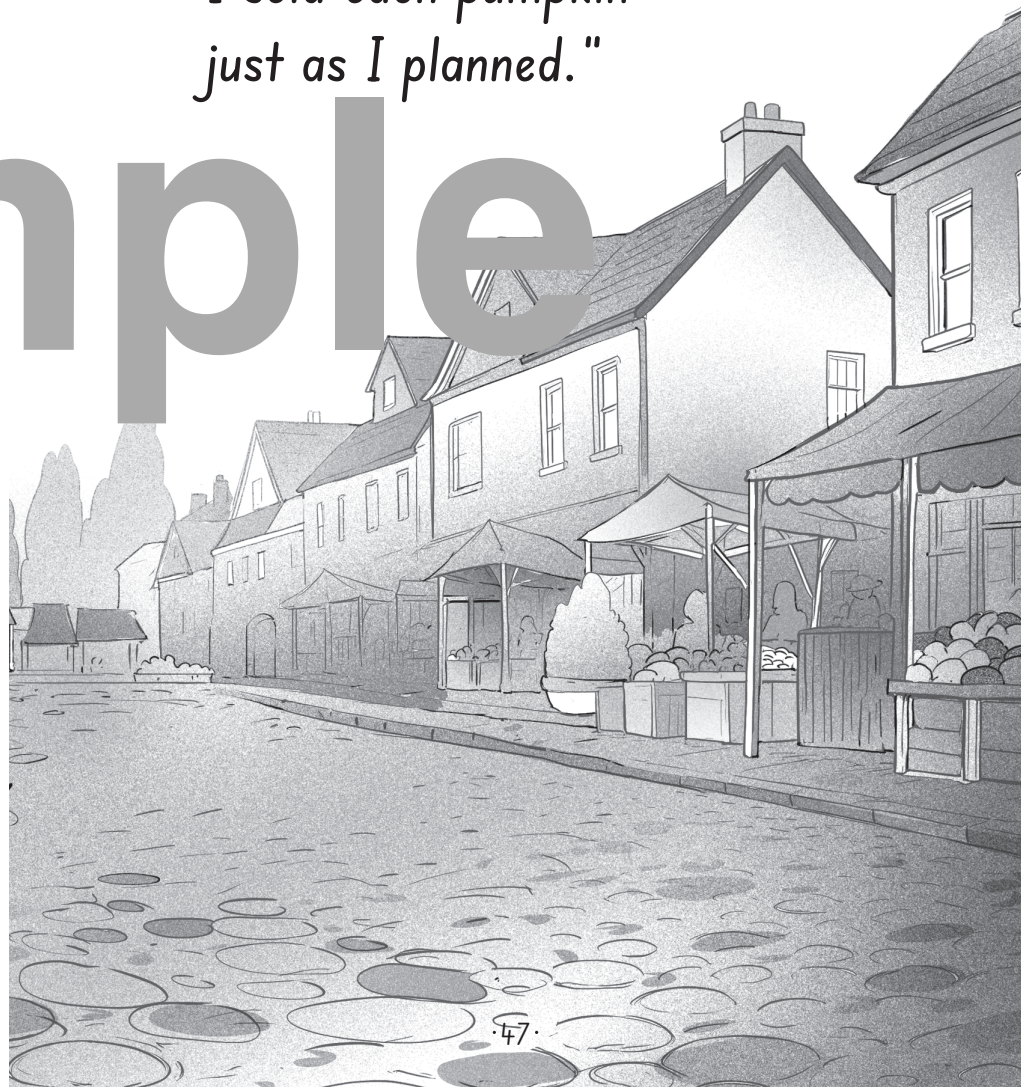


Sample

A dog sniffed at Mark
and Mark offered a pat.
"I sold all the pumpkins
just like that!"



"No need for the market
and no need for a stand.
I sold each pumpkin
just as I planned."



Sample

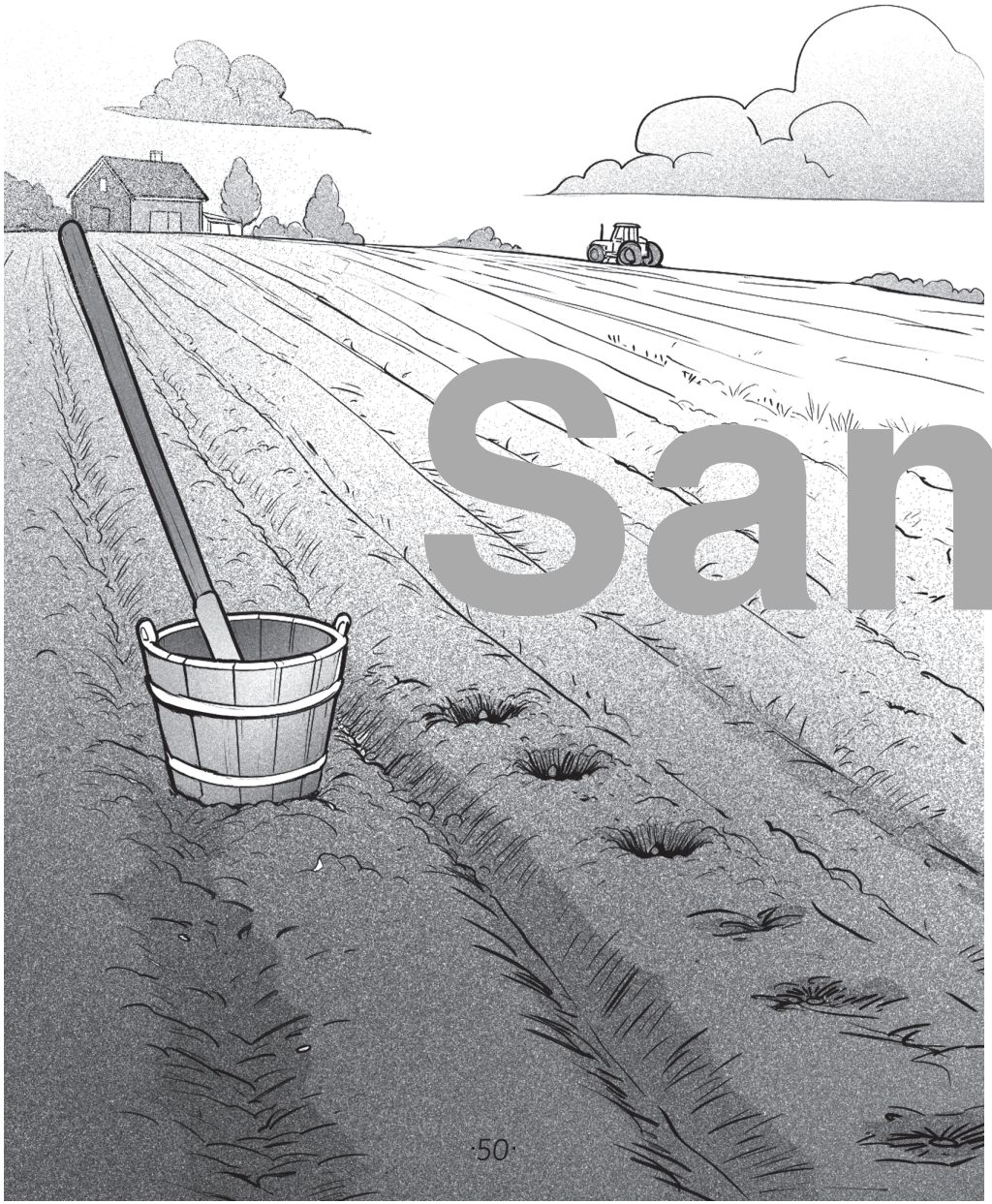


With coins in his pocket
and joy in his chest,
Mark went back to his farm
for a big rest.



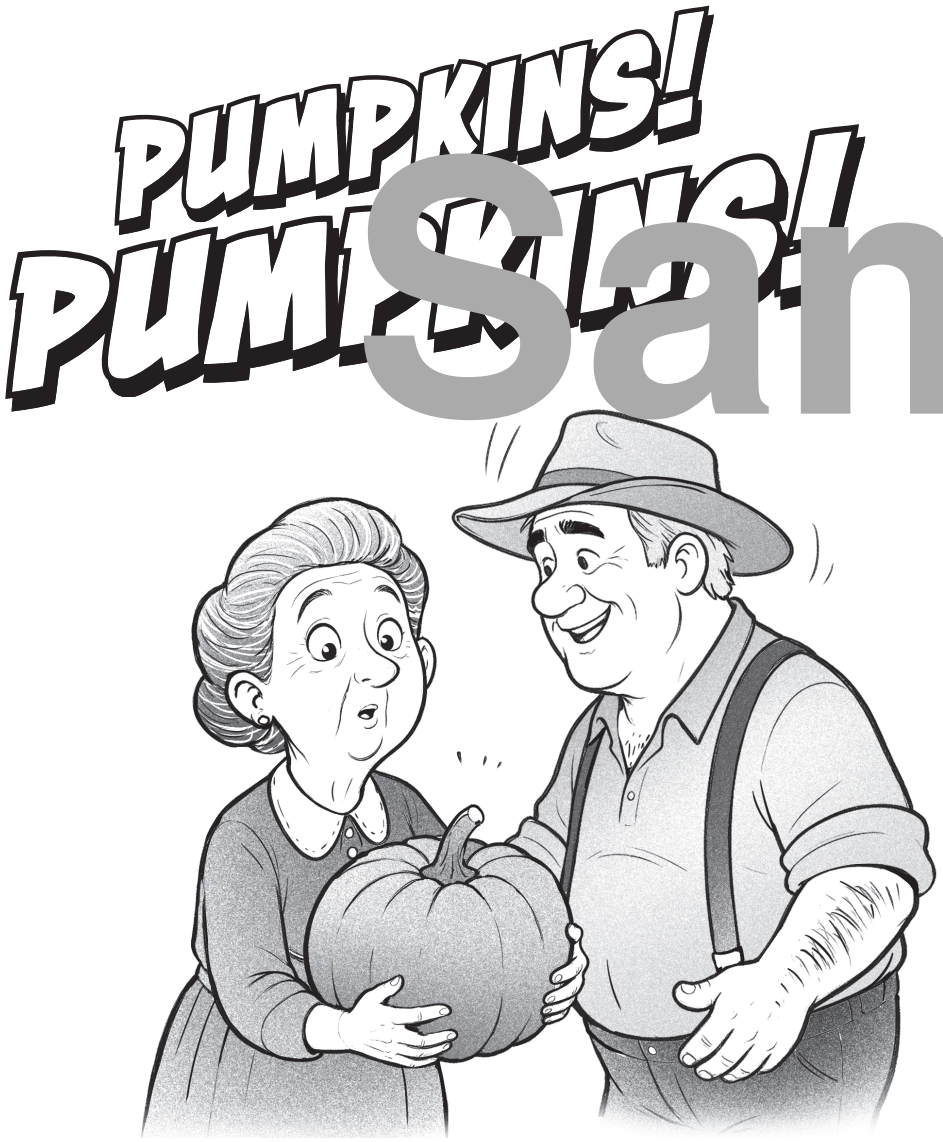
Mark sat on his porch
with a cup of tea,
thinking how the day
turned out to be!

Sample



Sample





Sample

CHECK FOR UNDERSTANDING

1. What did Farmer Mark plant in neat rows on his farm?

2. What happened to Mark's cart while he was taking the pumpkins to t[illegible]market?

3. Where [illegible] so[illegible] of [illegible]roll after the cart tipped [illegible]?

4. What did Miss Turner want to do with her pumpkin?

5. Did Mark sell all of his pumpkins before he got to the market tent?



READING RACE!

Time how fast you can read these words. Ready, Set, GO!



time - :

*Photocopy me

RHYMING WORDS

Join the two words that rhyme.

cook	ground
found	dark
[illegible]	book
Mark	how
porch	torch

Sample

RHYMING WORDS

Write two words that rhyme with the picture.

cart 	1.	2.
Mark 	1.	2.
farm 	1.	2.
Bert 	1.	2.
porch 	1.	2.

Sample

RHYMING WORDS

Write the word that rhymes to finish the sentence.

Soon he had pumpkins, orange and round.

They got so large growing on the _____.

B[illegible]ith [illegible]lt, a[illegible]uck rang out.

The wheel spun off and Mark let out a _____.

With coins in his pocket and joy in his chest,

Mark went back to his farm for a big _____.

ROLL AND READ

2-3 players. Each player takes a turn to roll a die and read a word on the list under that number. If the word is read correctly it can be covered by a coloured chip or highlighted. Play continues until all the words are covered. The player who has the most words covered wins.

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wood	her	proud	Mark	cow	joy
good	fern	crowd	dark	how	boy
stood	purse	loud	bar	ou	toy
moon	curls	down	large	shout	noise
soon	turn	town	cart	about	voice

Sample

Keep reading.....







