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.

Checklist for Reading Success

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.

You can access all of the Learning Lounge videos free here:
https://www.decodablereadersaustralia.com.au/pages/sor-learning-lounge

STEP 2: 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

Level 2

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

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

Level 3

Includes:
s, a, t, p, i, n, nn, m, d, g, o, c, k, ck, e, u, r, ss

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

Level 4

Includes:
s, a, t, p, i, n, nn, m, d, g (girl), o, c (cat), k, ck, e, u, r, ss, b, h, f, l, j, v, w, x, y, z, ll, ff, zz

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

Level 5

Includes: s, a, t, p, i, n, nn, m, d, g (girl), o, c (cat), k, ck, e, u, r, b, h, f, l, j, v, w, x, y, z, ll, ff, zz, sh, ch, th (them), th (thin), qu, ng, wh, ph, g (gent), c (circle), gg, bb, tt, rr, pp, dd, mm

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

Level 6

Includes: s, a, t, p, i, n, nn, m, d, g (girl), o, c (cat), k, ck, e, u, r, b, h, f, l, j, v, w, x, y, z, ll, ff, zz, sh, ch, th (them), th (thin), qu, ng, wh, ph, g (gent), c (circle), gg, bb, tt, rr, pp, dd, mm, ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue)

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

Level 7

Includes: s, a, t, p, i, n, nn, m, d, g (girl), o, c (cat), k, ck, e, u, r, b, h, f, l, j, v, w, x, y, z, ll, ff, zz, sh, ch, th (them), th (thin), qu, ng, wh, ph, g (gent), c (circle), gg, bb, tt, rr, pp, dd, mm, ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue), oi (soil), oy (boy), oo (book), oo (moon), ou (loud), ow (cow), er (term), ir (stir), ur (turn), ar (star), or (for)

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 - 123 - 187

Non-fiction Level 7
WORD COUNT - 434 - 587

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

Level 8

Includes: s, a, t, p, i, n, nn, m, d, g (girl), o, c (cat), k, ck, e, u, r, b, h, f, l, j, v, w, x, y, z, ll, ff, zz, sh, ch, th (them), th (thin), qu, ng, wh, ph, g (gent), c (circle), gg, bb, tt, rr, pp, dd, mm, ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue), oi (soil), oy (boy), oo (book), oo (moon), ou (loud), ow (cow), er (term), ir (stir), ur (turn), ar (star), or (for), a_e, e_e, i_e, o_e, u_e, a (baby), e (we), y (funny), i (find), y (sky), o (go)

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

Early Readers Fiction - 143 - 227

Non-fiction Level 8
WORD COUNT - 573 - 687

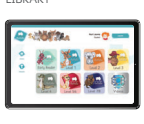Main Fiction Level 7 & 8
WORD COUNT - 684 - 982

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.

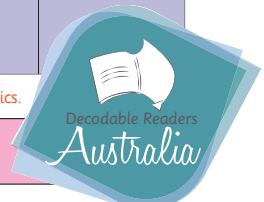| Teaching Sequence	Staged Implementation of the Decodable Readers Australia Series		Resources
Stage 1:	Explicitly teach each phoneme in the Sound Set. Resources found in our SOR Toolkits.	Goal: Automatically recognises each phoneme in the Sound Set	SOR TOOLKITS
Stage 2:	Explicitly teach blending, segmenting & manipulating using phonemes in the Sound Set. Resources found in our SOR Toolkits.	Goal: Reads words comprised of phonemes in the Sound Set (and those taught in previous Sound Sets) that use various spelling patterns	
Stage. 3:	Modelled, guided and independent reading practice using readers in the Sound Set.	Goal: Reads words in continuous text with increased fluency	SERIES 1 BOOKS LEVEL 1 - 8 INTERACTIVE ONLINE LIBRARY
Stage 4:	Developing rate of fluency through consistent practice using readers in the Sound Set.	Goal: Fluent reading of books within the Sound Set	
	*some 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)	Time	Alignment to ACARA Learning Progressions		SPARKLE Evaluation Start of Term	SPARKLE Evaluation End of Term
Kindergarten	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
Kindergarten	Term 2	4 yrs - 10m - 5 yrs - 10m	Level 1		Start of Term 2	PhA4* PhA5*	PKW3*	Level 1 Reading Evaluation	
			Level 2	1	Term 2				
			Level 2	2					
Kindergarten	Term 3	5 yrs - 1m - 6 yrs - 1m	Level 2	3	All of Term 3	PhA4* PhA5*	PKW3* PKW5 (part)		Level 2 Sound Screener
			Level 2	4					
			Level 3	1	End of Term 3				
Kindergarten	Term 4	5 yrs - 4m - 6 yrs - 4m	Level 3	2	All of Term 4	PhA4* PhA5*	PKW3 PKW4 PKW5 (part) PKW6 & 7 (part)	Level 2 Reading Evaluation	Level 3 Sound Screener
Grade 1	Term 1	5 yrs - 7m - 6 yrs - 7m	Level 3	3 4	All of Term 1	PhA4* PhA5*	PKW5 (part) PKW6 (part) PKW 7 (part)		Level 3 Reading Evaluation
			Level 4	1	End of Term 1				
Grade 1	Term 2	5 yrs - 10m - 6 yrs - 10m	Level 4	2 3 4	All of Term 2	PhA4* PhA5*	PKW5 (part) PKW6 (part) PKW 7 (part)	Level 4 Sound Screener	Level 4 Reading Evaluation
			Level 5	1	End of Term 2				
Grade 1	Term 3	6 yrs - 1m - 7 yrs - 1m	Level 5	2 3 4	All of Term 3	PhA4* PhA5*	PKW5 PKW6* PKW 7 (part)	Level 5 Sound Screener	Level 5 Reading Evaluation
			Level 6	1	End of Term 3				
Grade 1	Term 4	6 yrs - 4m - 7 yrs - 4m	Level 6	2 3 4	All of Term 4	PhA4* PhA5*	PKW6* PKW 7	Level 6 Sound Screener	Level 6 Reading Evaluation
			Level 7	1	End of Term 4				
Grade 2	Term 1	6 yrs - 7m - 7 yrs - 7m	Level 7	2 3 4	All of Term 1	PhA4* PhA5*	PKW6* PKW 7	Level 7 Sound Screener	Level 7 Reading Evaluation
Grade 2	Term 2	6 yrs - 10m - 7 yrs - 10m	Level 8	1	All of Term 2	PhA4* PhA5*	PKW6* PKW 7 PKW 8 (part)		Level 8 Sound Screener
			Level 8	2					
Grade 2	Term 3	7 yrs - 1m - 8 yrs - 1m	Level 8	3	All of Term 3	PhA4* PhA5*	PKW6* PKW 7 PKW 8 (part)		Level 8 Reading Evaluation
			Level 8	4					
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.

For further information visit www.decodablereadersaustralia.com.au

Decodable Readers Australia

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 5-7minutes on necessary skills. It comes with a Phonemic Awareness screener to identify students and class needs.

Tune into the
Sounds of Reading

230 Activity Cards
to build
Phonological and
Phonemic Awareness

Oral Language

Sentence Segmentation

Rhyme Discrimination

Syllable Blending

Syllable Segmenting

Phoneme Introductions

Phoneme Isolation

Phoneme Blending

Phoneme Segmenting

Phoneme Deletion

Phoneme Addition

Phoneme Substitution

Check out the kit here:
https://www.decodablereadersaustralia.com.au/collections/box-sets/products/tune-into-the-sounds-of-reading-box-set?variant=40633539592358

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

Phonemic Awareness Instructional Time

Orally → Alongside Graphemes (letters)

Tune into the Sounds of Reading

230 Activity Cards to build Phonological and Phonemic Awareness

Sounds Of Reading Toolkit

Systematic Synthetic Phonics
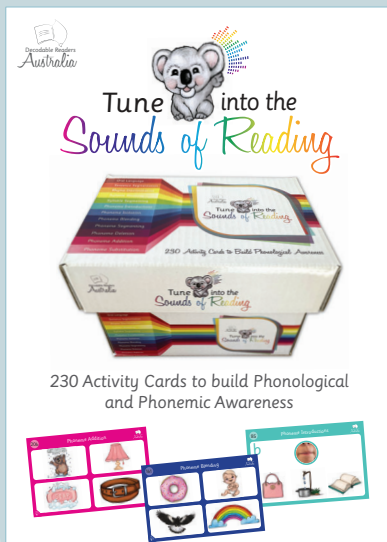
Online Library

Fun and Interactive Videos and Lessons for Phonemic Awareness, and Levels 1 to 8 with the full Library of books.

Decodable Readers Australia

STEP 4: PHONICS RESOURCES

Every teacher requires the right resources to implement an effective systematic and synthetic phonics program. Unfortunately teachers purchase random miss matched 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

Find out more here:
https://www.decodablereadersaustralia.com.au/collections/sor-toolkits

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:
https://www.decodablereadersaustralia.com.au/collections/complete-sets-bundled

This was Nat's fifth AFL contest. She was not sitting on the bench but got to run with the kids. Nat and the rest of the kids had to run and kick to the end. If the kids did not miss, the man held up his hands.

Nip held up the big, pink flag when Nat did a long, drop kick that did not miss. Nan had a big grin and Dan kept jumping in the stand.

Nat met Gus and Eric at the rocks. Gus and Eric get in the red truck.

Nat met Pam and Kim on the track in the sun. Pam and Kim get in the red truck.

Eric and Dan lay back down on the mattress to look at the bright stars. There were stars to the north, the south, the east and the west. Dan had found out from reading a book that the sun is a star. A big, yellow star that can be seen in the day. His dad had told him that it is not good to look at the sun as it is way too bright. Dan told Eric that if they look hard they might see a shooting star. He told him that seeing a shooting star was good luck if you say this:

Star light, star bright,
First star I see tonight.
I wish I may, I wish I might,
Have this wish, I wish tonight.

Dan and Eric had to think of a wish and then they lay still to look for a shooting star.

I wish I may, I wish I might.

Or download samples of our main fiction series here:
https://www.decodablereadersaustralia.com.au/pages/download-pdf-samples

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

Insects, Slugs and Bugs

silk moth

Silk moths spin silk. The silk is from a gland on the silk moth. The moth spins the silk and this can then be collected and spun into fabric.

stick insect

Stick insects live in forest habitats and can be spotted on branches and twigs. A stick insect is long, thin and slim like a twig. The longest stick insect is the Chan's Megastick, it is 56.7cm long.

Storms

Strong winds from tropical thunderstorms can uproot trees from the soil. The trees and branches can end up on roads, blocking cars from travelling. Uprooted trees can also smash roof tops and harm things in its way. It is important to have a plan when a storm hits. Lots of people go to shelters that are on higher ground and away from trees that can fall, until the storm finishes.

hail

Hail from tropical thunderstorms can harm crops and this stops farmers from harvesting the crops. The farmers can not get much fresh food picked that is still good to sell to the shops, and as a result shops have less to sell.

Mammals

Rodents are another kind of mammal. These include animals such as mice, rats, squirrels, beavers and hamsters. Most rodents are little animals with a robust body, short arms and legs, and long tails. They use their sharp teeth to chew on food, dig burrows, and defend themselves. Most rodents eat seeds or plants, but some have more kinds of food in their diets. They tend to live in pairs or more, and not often alone. We consider rodents as pests. Not only do rodents chew on and ruin many household items such as electrical cords, but they can also destroy food supplies by eating them. Some rodents are an important part of the food chain, as they are food for meat-eating animals such as cats, snakes, large birds and foxes.

Mouse

Squirrel

Hamster

Beaver

Or download samples of our non-fiction series here:
https://www.decodablereadersaustralia.com.au/pages/download-pdf-samples

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

A cat can tug.

A pig can dip in mud.

Nan, Nat, Pat and Rick went to the big top tent.

At the top of the tent, a man hung onto a long stick and did not crash.

Nat did a twirl and her skirt went out.

Pat went third. Pat was a clown and he had a flower on his shirt. He had to squirt his pals with the flower.

Or download samples of our early reader fiction series here:
https://www.decodablereadersaustralia.com.au/pages/download-pdf-samples

Snapshot Level 1 — s, a, t, p, i, n

1 x Books 1 - 20

Level 1 includes a complimentary guide on Phonemic awareness, which is the ability to hear and manipulate spoken words, is critical to reading success. Each book in Level 1 contains a phonemic awareness activity to provide ongoing "training" for children in learning to hear and work with sounds. In the second prereading activity, the high frequency words, used within each story are introduced. Through literal, inferential and evaluative questioning, children are given the opportunity to share and discuss what they have read and a vocabulary focus explicitly teaches a new word relating to each.

Level 1 introduces the sounds s,a,t,p,i,n and offers a number of comprehension activities, vocabulary word to learn and is perfect for explicit instruction or as home readers.
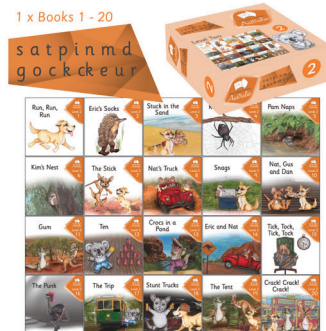
1 x Books 1 - 10

Snapshot Level 2 — s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r

1 x Books 1 - 20

Level 2 includes a complimentary guide on how to conduct a Guided Reading session. This level provides the opportunity to observe children reading from texts that are at their instructional level. Each Level 2 book contains a pre-reading activity to help set a purpose for reading and to engage each learner. In the second pre-reading activity, the sight words used within each story are introduced.

Level 2 introduces the new sounds m, d, g, o, c, k, ck, e, u, r and contains post-reading activities that have been provided to ensure the children have made connections, understood the text, and to explicitly teach new vocabulary.

1 x Books 1 - 5   1 x Books 1 - 5

1 x Books 1 - 10

Snapshot Level 3 — 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

1 x Books 1 - 20

Level 3 includes a complimentary guide on Prior Knowledge. This level is a combination of what we know, what we believe, and what we have experienced. Young children, who are learning to read, have not yet had the opportunity to build a wealth of prior experiences and knowledge. As teachers, it is our responsibility to help provide opportunities and experiences, and share information for children to learn about the world in which they live. Each level 3 book contains pre-reading discussion questions, information about the theme of the story and an introduction to the sight words within each story.

Level 3 introduces the new sounds r, b, h, f, l, j, v, w, x, y, z and offers post-reading activities that have been provided to ensure the children have made connections, understood the text, and to explicitly teach new vocabulary.
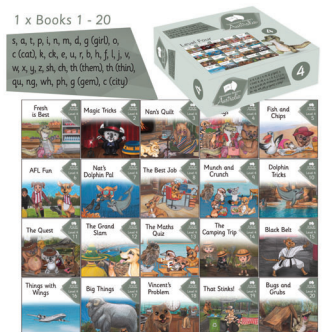
1 x Books 1 - 10

1 x Books 1 - 10

Snapshot Level 4 — 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)

1 x Books 1 - 20

Level 4 includes a complimentary guide on Developing Fluency. In Level 4, children explore reading fluency. Fluency is the crucial link between decoding and comprehension.

Children must have complete control over the processing of the text, so they can focus on developing deeper meaning.

Each Level 4 book contains a pre-reading, teacher directed fluency activity and an introduction to the sight words within each story. Subsequently, the post-reading activities have been provided to ensure that children have made connections, understood the text, and to explicitly teach new vocabulary.

1 x Books 1 - 10

1 x Books 1 - 10

Snapshot Level 5 and 6 - ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue), oi (soil), oy (boy), oo (book), oo (moon), ou (loud), ow (cow), er (term), ir (stir), ur (turn), ar (star), or (for)


1 x Books 1 - 20

Level 5 and 6 includes a complimentary guide on Vocabulary Instruction explaining the importance of teaching word knowledge indirectly and directly Vocabulary is a key component of effective reading instruction and ultimately determines how well children can comprehend texts.

Level 5 and 6 are a combined set of 20 books, which introduce more complex sounds, new vocabulary and include a reduced number of pictures to build confidence in reading longer texts. The pre-reading activities help to activate prior knowledge and introduce new vocabulary. The post-reading activities include questions to ensure children have comprehended the text and a revision of new vocabulary.

1 x Books 1 - 10

1 x Books 1 - 10

1 x Books 1 - 10

1 x Books 1 - 10

Snapshot Level 7 and 8 – a_e, e_e, i_e, o_e, u_e, a (baby), e (we), y (funny), i (find), y (sky), o (go), aw (draw), ew (drew), ou (touch), air (chair), are (dare), ear (pear), eer (cheer), ore (more), dge (edge), tch (match)

1 x Books 1 - 20
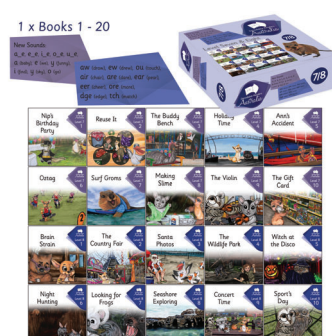
Level 7 and 8 includes a complimentary guide on Checking for Understanding explaining the questioning techniques that can be used to ensure children have derived meaning from the text. To comprehend, children must be able to decode the words, make connections between what they read and what they already know and think deeply about what they are reading.

Level 7 and 8 are a combined set of 20 books, which introduce more complex sounds, new vocabulary and include a reduced number of pictures to build confidence in reading longer texts. The pre-reading activities help to activate prior knowledge and introduce new vocabulary. The post-reading activities include questions to ensure children have comprehended the text and a revision of new vocabulary.

1 x Books 1 - 10

1 x Books 1 - 10

1 x Books 1 - 10

1 x Books 1 - 10

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.

3 x Scripts 1 - 10

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)
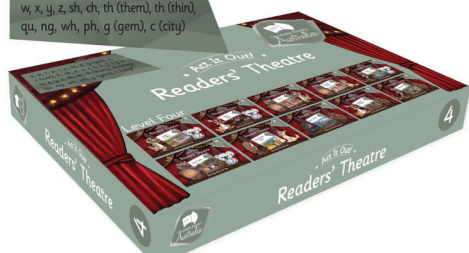
3 x Scripts 1 - 10

New Sounds:
ai (trail), ay (play), ea (beach), ee (tree), ie (pie), igh (sight), oa (boat), ow (slow), ew (few), ue (cue)
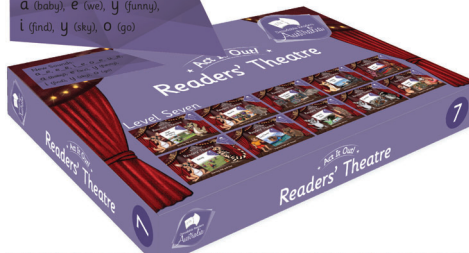
3 x Scripts 1 - 10

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

3 x Scripts 1 - 10

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

3 x Scripts 1 - 10

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

Character masks available

Download samples of our readers' theatre series here:
https://www.decodablereadersaustralia.com.au/pages/download-pdf-samples

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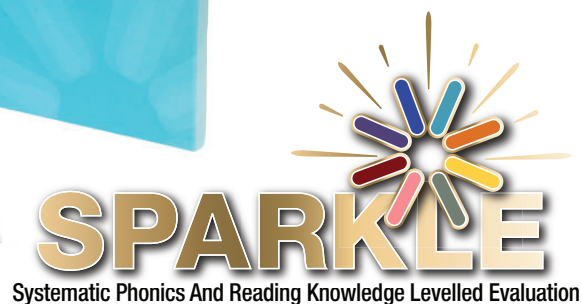https://www.decodablereadersaustralia.com.au/pages/download-pdf-samples

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.

SPARKLE
Systematic Phonics And Reading Knowledge Levelled Evaluation

SPARKLE

Systematic Phonics And Reading Knowledge Levelled Evaluation

1
- Pin It — SPARKLE A
- Ants and Nits — SPARKLE B — Level 1 - Book B — s, a, t, p, i, n
- READING EVALUATION SCREENER 1 — Student Book — s, a, t, p, i, n

2
- Cat Trap — SPARKLE A
- The Pet Pug — SPARKLE B — Level 2 - Book B
- READING EVALUATION SCREENER 2 — Student Book

3
- The Big Box of Junk — SPARKLE A
- Hendrix — SPARKLE B — Level 3 - Book B
- READING EVALUATION SCREENER 3 — Student Book

4
- Quick Cash — SPARKLE A
- The Magic Ring — SPARKLE B — Level 4 - Book B
- READING EVALUATION SCREENER 4 — Student Book

5
- Beast Stew — SPARKLE B
- READING EVALUATION SCREENER 5 — Student Book

6
- Troy's Bad Mood — SPARKLE B
- READING EVALUATION SCREENER 6 — Student Book

7
- Cody's Wild Room — SPARKLE B
- READING EVALUATION SCREENER 7 — Student Book

8
- The Crazy Hair — SPARKLE B
- READING EVALUATION SCREENER 8 — Student Book

Level 1 Data Collection — satpin

Key — Use capital Y and N — N / Y

Student Name	Class	Date of Assessment	Skill 1 S	Skill 1 t	Skill 1 a	Skill 1 i	Skill 1 p	Skill 1 N	Skill 1 T	Skill 1 A	Skill 1 I	Skill 1 P	Skill 1 n	Skill 1 s	Total score
Student 1	Prep Blue	21/5/21	N	N	N	N	Y	Y	Y	Y	Y	Y	N	N	4
Student 2	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 3	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 4	Prep Blue	21/5/21	Y	N	N	Y	Y	Y	N	Y	Y	Y	Y	N	7
Student 5	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 6	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 7	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 8	Prep Blue	21/5/21	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	9
Student 9	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 10	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 11	Prep Blue	21/5/21	Y	Y	N	Y	N	Y	N	Y	N	Y	N	N	5
Student 12	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 13	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 14	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 15	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 16	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 17	Prep Blue	21/5/21	Y	Y	N	N	Y	N	Y	N	Y	N	Y	Y	6
Student 18	Prep Blue	21/5/21	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	10
Student 19	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 20	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 21	Prep Blue	21/5/21	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12
Student 22	Prep Blue	21/5/21	Y	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	8
Student 23	Prep Blue	21/5/21	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	10
Student 24	Prep Blue	21/5/21	Y	N	N	Y	Y	N	N	Y	Y	Y	Y	Y	8
Student 25	Prep Blue	21/5/21	Y	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	8
Student 26	Prep Blue	21/5/21	Y	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	8

Key — Use capital Y and N — N / Y

Student Name	Skill 7 spins	Skill 7 snips	Total score
Student 1	N	N	0
Student 2	Y	N	3
Student 3	Y	Y	4
Student 4	N	N	0
Student 5	Y	Y	4
Student 6	Y	Y	4
Student 7	Y	Y	3
Student 8	N	N	0
Student 9	N	N	2
Student 10	Y	Y	4
Student 11	N	N	0
Student 12	Y	Y	4
Student 13	Y	Y	4
Student 14	Y	Y	4
Student 15	Y	Y	4
Student 16	N	N	0
Student 17	N	N	1
Student 18	Y	Y	4
Student 19	Y	Y	4
Student 20	Y	Y	4
Student 21	Y	Y	2
Student 22	N	N	0
Student 23	Y	Y	3
Student 24	Y	N	3
Student 25	N	N	0
Student 26			

Key

Student Name	Skill 8 and	Skill 8 the	Skill 8 on	Total score
Student 1	N	Y	N	1
Student 2	Y	Y	Y	3
Student 3	Y	Y	Y	3
Student 4	N	N	N	0
Student 5	Y	Y	Y	3
Student 6	Y	Y	Y	3
Student 7	Y	Y	Y	3
Student 8	N	Y	N	1
Student 9	Y	Y	Y	3
Student 10	Y	Y	Y	3
Student 11	N	N	N	0
Student 12	Y	Y	Y	3
Student 13	Y	Y	Y	3
Student 14	Y	Y	Y	3
Student 15	Y	Y	Y	3
Student 16	N	N	N	0
Student 17	N	N	N	0
Student 18	Y	Y	Y	3
Student 19	Y	Y	Y	3
Student 20	Y	Y	Y	3
Student 21	N	N	N	0
Student 22	N	N	N	0
Student 23	Y	Y	Y	3
Student 24	Y	Y	Y	3
Student 25	N	N	N	1
Student 26	N	N	N	0

Key — Inadequate / Developing / Competent

Reading Evaluation Level 1

Student Name	Story Prediction (6)	Decoding Percentage %	Story Retell (8)	Comprehension - Literal (3)	Comprehension - Text-to-	Reading Rate
Student 1						
Student 2	6	98	8	3		6
Student 3	6	94	7	2		5
Student 4						
Student 5	5	95	5	2		4
Student 6	5	97	6	3		6
Student 7	6	97	6	3		5
Student 8						
Student 9	5	98	6	3		5
Student 10	6	98	6	3		5
Student 11						
Student 12	5	98	8	3		6
Student 13	5	95	6	2		4
Student 14	4	80	4	2		4
Student 15	5	98	6	3		6
Student 16						
Student 17						
Student 18	5	98	7	3		6
Student 19	5	97	6	3		6
Student 20	5	97	6	3		6
Student 21	5	94	5	1		2
Student 22						
Student 23	6	98	6	3		6
Student 24	6	98	8	3		6
Student 25						
Student 26						

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

STEP 8: RESOURCES TO EXTEND READING AND SPELLING KNOWLEDGE

For students that are advancing quickly with their code knowledge and application, we have another wonderful product to support their transition to extended code. These are called our Extended Code Phonics Stories and provide opportunities to practice sound/spelling knowledge.

Clare's Hair *air are* — Will's Wheel *w wh* — Cathy's Birthday *th(voiced) th(unvoiced)* — Chad *ch tch* — Mouse and Cow *ou ow* — Farmer Mark *ar a*

Queen Bee Jean *ee ea e e_e ey*

On a sunny day, Queen Bee Jean sat on a green leaf . What did she see? "I can see a big peach tree near the concrete street. I can see a leaping flea. I can see a cup of tea, but I cannot see the sea. I need to see the sea! The sea has heaps of things wild and free."

Queen Bee Jean went to the beach. "I can see a seal in the deep. I can see a man to meet. I can see a seagull's beak, but I cannot see a sheep. I need to see a sheep! A sheep that is free and close to me."

Queen Bee Jean went to the farm. "I see a sheep and it can run. I see a beetle in the sun. I see a cat and it is sweet, but I cannot see my street. I need to see my street!"

Queen Bee Jean went back to her garden. "I am lucky. I have seen a lot this week! I went to the beach, the farm and my street. It is good to be me as my day is complete," said Jean. "But I feel like I need to sleep!"

Bees *ee ea e y ey* — Zookeepers *z zz s se* — Lion Cubs *l ll le* — Hiccups *g gg gh* — A Puppy *p pp* — Viruses *v ve f*

Spiders *s ss c ce*

This may sound strange, considering we are used to seeing spider silk in the form of webs, but did you know that spider web silk is a liquid? When the silk comes into contact with the air, it hardens, allowing them to create and build their webs.

All spiders can make silk and they use it in lots of ways. The silk can protect the spider's eggs, or it can be spun into a web to catch their food

Spiders that spin webs will make a web across a surface. Webs can be all sort of shapes and sizes.

Some webs look like a circle. The spider makes the web strand by strand, and it is a long process. The silk is sticky so that insects will get stuck.

Spiders trap and eat insects. Parts of the web can have loose silk too, so that insects will fly into it and get trapped. The spider senses when an insect is on its web and then it can pounce and wrap it up in more silk.

Other spiders, like the mouse spider, live hidden in burrows under the grass. They will make a net from their silk at the entrance of their burrows.

https://www.decodablereadersaustralia.com.au/collections/extended-code-phonics-focus-stories

STEP 9 - CONSISTENCY FROM SCHOOL TO HOME

Our Online Library has so much to offer teachers for classroom use but it's 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:
https://www.decodablereadersaustralia.com.au/pages/online-library

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 support an explicit phonics program**
– The order of sounds introduced within our readers is closely aligned to many high-quality programs that teach systematic and explicit phonics.
– Our readers are the perfect fit for providing children with the opportunity to practise reading words using the sounds that they have learnt.
– Our readers tell fun and engaging stories using great Aussie characters.

Unlike many other beginner reader series, each of our levels includes 30 books which gives children lots of opportunity to practise the sounds that they have learn.

• **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.

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
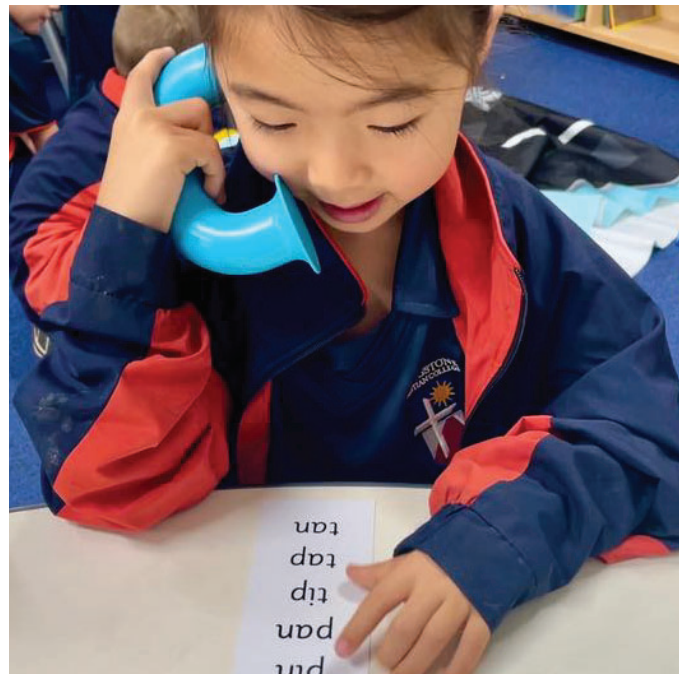
GETTING STARTED?

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

Decodable Readers
Australia

www.decodablereadersaustralia.com.au

phone: 07 5514 0729

Email: info@decodablereadersaustralia.com.au