



NEW SUNSHINE PHONICS Decodable Books

New Zealand Series with **real stories** using words that children **can** read!



Sunshine Phonics Decodable Books

New Zealand Series with **real** stories using words that children **can** read.

The programme teaches children phonics skills in a sequential and systematic way so that they can learn the sounds (phonemes) and the letters that represent them (graphemes) and then practise and apply this knowledge through reading a text that makes sense. This ensures that every beginning reader will experience success in their reading from their very first book!

The programme features:

- Decodable vocabulary with some high-frequency words
- Enjoyable stories
- Systematic progression for learning the sounds (phonemes)
- Full-colour illustrations to support meaning
- Teaching notes included in each book
- Characters revolve around one family with their friends and pets.

Just a few of our talented authors and illustrators



Susan Frame



Kath Beattie



Erin Howard



Paul George



Paula Martyr



Samantha Montgomerie



Peter Stevenson



Lynn Breeze

Sunshine Decodables – Phonics Overview

Teaching the 44 Phonemes of English

SET 1 10 BOOKS

s a t p i n m d

SET 2 10 BOOKS

g o b h e r f u l

SET 3 10 BOOKS

c k ck j qu v w x y z zz ff ll ss

SET 4 10 BOOKS

th/th ch ng sh ai ee igh oa oo/oo

SET 5 10 BOOKS

ar or ur ow oi ear air ure er

SET 6 10 BOOKS

Phonemes	f w	ai	ee	igh	oa	oo	or	ur	ow	oi
Graphemes	ph	ay	ea	y	ow	ew	aw	ir	ou	oy
	wh	a-e	e-e	ie	o-e	ue	au	er		
		eigh	ie	i-e	oe	u-e	al	ear		
		ey	y	i	o	u	our			
		ei	ey			oul				
		a	e							

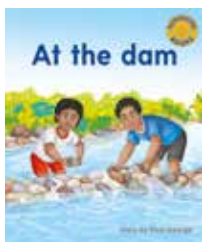
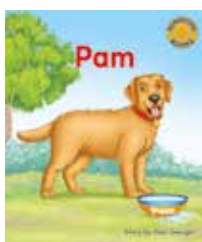
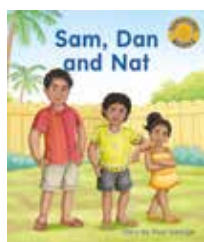
SET 7 10 BOOKS

Phonemes	ear	air	j, s	c	u, e, r	ar, o, m	n, i	l, v, z	sh, ch	zh
Graphemes	ere	are	g	k	o	a	kn	le	ch	s(ion)
	eer	ear	dge	ck	ea	(w)a	gn	ve	t(ion)	
			c	qu	wr	mb	y	se	ss(ion, ure)	
			sc	x					s(ion, ure)	
				ch					c(ion, ious, ial)	
									tch	

The first three sets of the programme cover 23 phonemes of English.

- There are 10 books in each set (30 total).
- Sets 1–3 introduce all consonants and short vowels.
- Sets 1–3 focus is on predominantly VC and CVC words and a few tricky words.

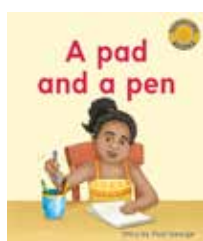
SET 1 Phonemes: s a t p i n m d



High-frequency words:
in it at am and
did Dad

Tricky Words:
I is the

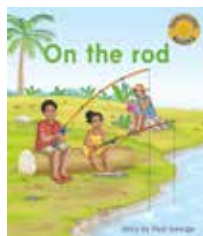
SET 2 Phonemes: g o b h e r f u l



High-frequency words:
on get up big
Mum got had
not but

Tricky Words:
go no to A/a
his into has of

SET 3 Phonemes: c k ck j qu v w x y z zz ff ll ss



High-frequency words:
will off can

Tricky Words:
too she he be
my for her

The next four sets of the programme cover 21 phonemes of English.

- There are 10 books in each set (40 total).
- Sets 4–5 introduce consonant digraphs, vowel digraphs and trigraphs and adjacent consonants.
- Sets 6–7 introduce new graphemes for known phonemes.

New!

SET 4 Phonemes: th/th ch ng sh ai ee igh oa oo/oo



High-frequency words:
that this then them
with see went from
just help

Tricky Words:
we, me, as, all, was,
you, they, are, have, out

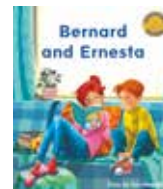
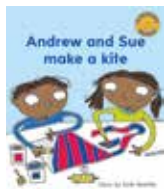
SET 5 Phonemes: ar or ur ow oi ear air ure er



High-frequency words:
down it's, now

Tricky Words:
so, do, oh, there, said,
your, one

SET 6 Alternative Graphemes



High-frequency words:
look, saw, make, day, very,
by, don't, children, looked,
made

Tricky Words:
come, what, people, put,
could, some, when, like,
here, called, were, asked

SET 7 Alternative Graphemes



High-frequency words:
came, house, little, about,
I'm

Tricky Words:
Mr, Mrs, their

Sunshine Phonics

Decodable Books

New Zealand Series with **real stories** using words that students **can** read!

Real Stories

While the Sunshine Phonics books are decodable texts, they are also **real stories**! The stories follow the adventures of Nat, Dan and Sam and their pets and friends. All young students can relate to the fun storylines and enjoy the humorous endings.

Words Students Can Read

The Sunshine Phonics books allow students to practise their developing phonic knowledge by reading books that only include the sounds that they have learnt. Some tricky words (not easily decodable high-frequency words) are also learnt as these words are necessary for any story. The result is reading success for all students!

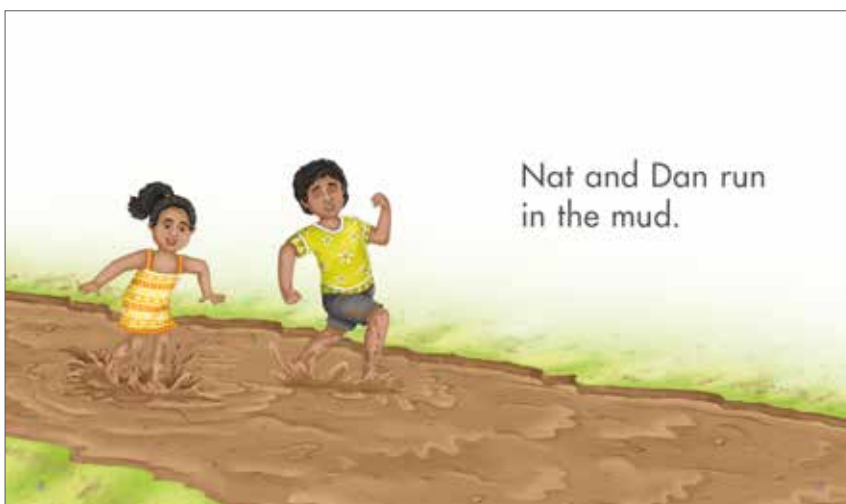
Clear, colourful illustrations to support the text and storyline

Real stories featuring the same key characters – Dan, Nat and Sam



Nat is at the tap.

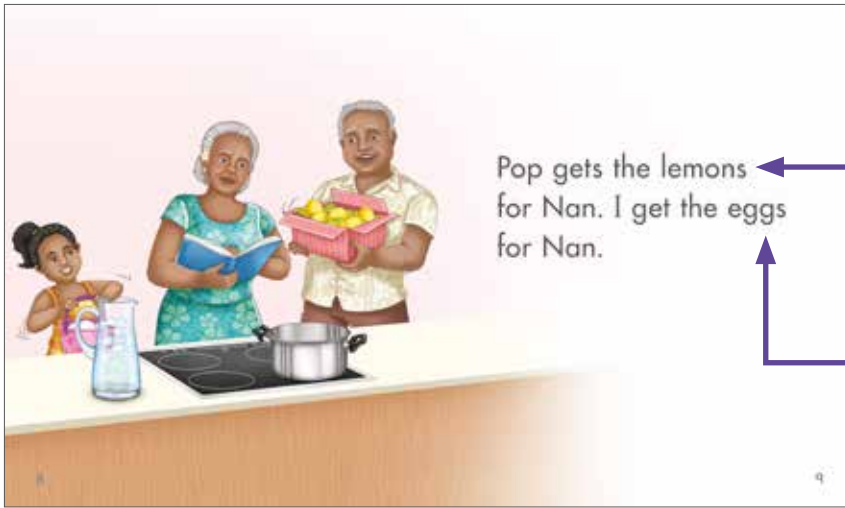
Some "tricky words" are introduced. These are high-frequency words that are not easy to decode at this stage.



Nat and Dan run in the mud.

Decodable text featuring mostly CVC words in Sets 1–3.

Large, well-spaced text

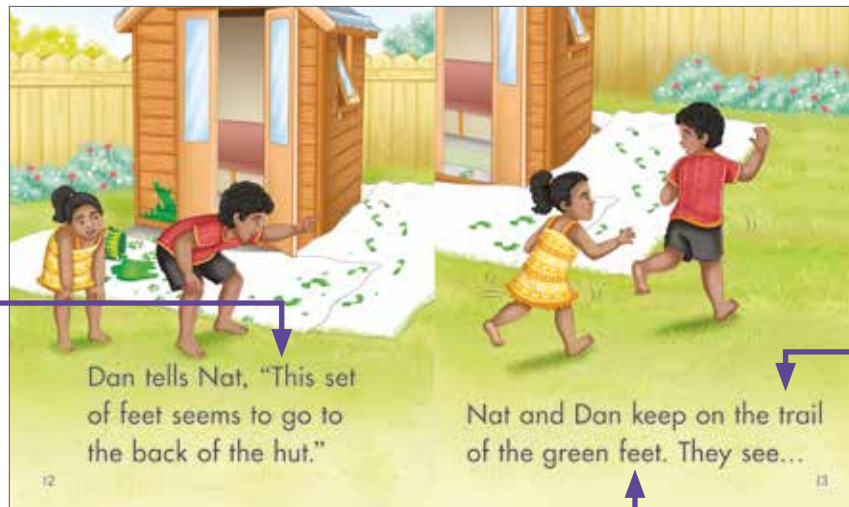


In Set 3, two-syllable decodable words are introduced.

In Set 3, double letters are introduced.

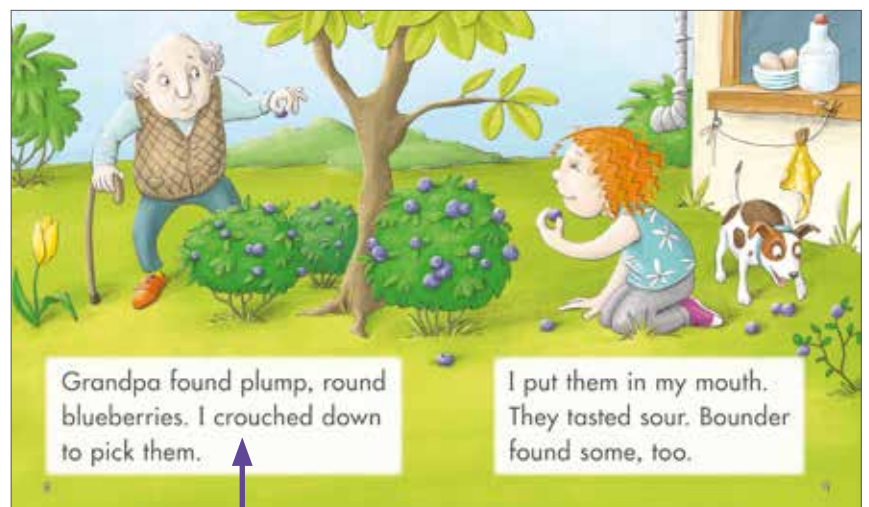


Consonant digraphs are introduced in Set 4.



Each book in Sets 4 and 5 has a focus digraph or trigraph. In this book it is the digraph /ee/.

Adjacent consonants are introduced from Set 4.



In Sets 6 and 7 alternative graphemes are introduced. In this book the new grapheme being learnt is 'ou' for the known phoneme/grapheme /ow/.

Sunshine Phonics Decodable Books

TEACHING SUPPORT

Before Reading

Sounds to say

g o b h e r f u l

Practise blending the sounds

top

fit

hot

sips

hops

log

hut

set

Hop

Run

did

and

but

on

up

Get

Tricky Words

to is the go Go

Inside Front Cover

The inside front cover of each book provides the **Before Reading** focus for the students. Here they will review the sounds they have learnt and practise blending those sounds to make the words that they will meet in the story.

Tricky Words are also reviewed as students will need to know these by sight at the early stages.



Scope and Sequence

A Scope and Sequence Chart is available to download from our website. This provides a clear overview of the programme with the teaching focus for each book along with the words used in each book.

s a t p i n m d

Title	Tricky Words	Teaching Point	VC Words	CVC Words	VCC	CV	CVCC
1. Sam, Dan and Nat		<ul style="list-style-type: none"> capital letters sound the same as lower case letters ending -s, sips 	it	Dan, Sam, Nat, sip, Sip	sand		sips
2. Pam		<ul style="list-style-type: none"> capital letters sound the same as lower case letters ending -s, pats, sips, sips speech bubble introduced 		Dan, Sam, Nat, Pam, pat, Sit, Pat	and		sips, pats, sips, sips
3. Dip in	is	<ul style="list-style-type: none"> use of capital letters for names, and at the start of a sentence full stop at the end of a sentence is = /i/ /u/ 	in	Dan, Sam, Nat, Pam, sit, sips, Dip, Tip	and		sips, dips
4. Top it	is, I	<ul style="list-style-type: none"> use of commas to show pauses and to separate words full stops show the end of a sentence review use of speech bubbles 	in, it	Dan, Sam, Pam, Dad, top, did, Top	and		tops
5. Sid	is, the, I	<ul style="list-style-type: none"> how the addition of 'y' at the end of a verb shows who does the action, I pat, he pats 	in, am	Sid, tin, sip, Nat			sips, pats, sips, tops
6. Tip it	is, the	<ul style="list-style-type: none"> use of capital letters for names, and at the start of a sentence full stop at the end of a sentence lower case and capitals have the same sound 	it, at	Dan, Pam, tip, top, Nat, pat, Tip	and		tips
7. At the dam	is, the, I, is	<ul style="list-style-type: none"> use of the question mark review speech bubbles 	in, at, it, am, At	Dan, Sam, Nat, dam, Dad, at	and		sips
8. In the pit	is, the	<ul style="list-style-type: none"> review use of capital letters review the addition of 'y' to the end of words 	in, in	Sam, Dan, Sid, Pam, pit, mad, pat, sit	and		sips, tops
9. Top the tin	is, the, The	<ul style="list-style-type: none"> use of the apostrophe 's to show possession 	it	Sid, Pam, top, tin, Sid's, Top	and		tops
10. Hat	is, I	<ul style="list-style-type: none"> review punctuation review use of speech bubbles 	am, it	Nat, Sid, dip, mad, sad, Dip			sips, tips, dips

Get fit, Dan!

SET 2: Story 15

Before Reading

Say the sounds: g o b h e r f u l

Ensure children use the pure sounds for the consonants without the added "u" sound.

Practise blending the sounds: top fit hot runs log hut set sips hops Hop Run Dan

High-Frequency Words: get Get but up it and on did

Tricky Words: the is go Go to

Vocabulary Check: fit – What does it mean to "be fit" or "to get fit"? What does "Get set, go" mean? When is this used? Sometimes it's, "Ready, get set, go". top – What different meanings does this word have? Discuss the meaning of "top" in different contexts, e.g. I am wearing a red top. She took the top off the bottle.

Story Discussion: Look at the cover. Who is this story about? What does the title tell us about this story? What kind of things could Dan do to get fit?

Teaching Points: Discuss the use of speech and thought bubbles in this story to show the talking (speech) or thoughts of a character. Ask children to find examples in the book. Introduce the purpose of an exclamation mark to show emphasis. Review s on the end of a verb, e.g. hop/hops.

After Reading

Comprehension:

- What are some of the things Dan did to get fit?
- How was Sam helping Dan?
- What was Sam holding in his hand? What does a stopwatch do?
- Can you think of other things you can do to help keep yourself fit?

Fluency: Speed read the words again from the inside front cover.



Teaching Notes

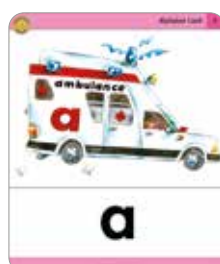
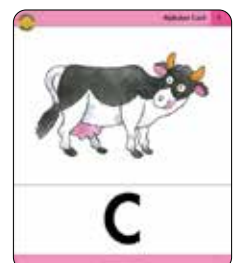
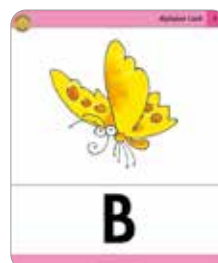
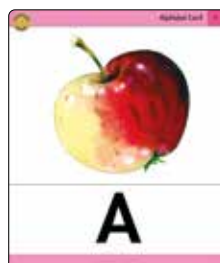
At the end of each book, teachers will find a summary of teaching points for **Before Reading** and **After Reading**. This includes:

- the list of focus phonemes
- words to blend
- vocabulary
- pre-reading discussion
- comprehension
- fluency

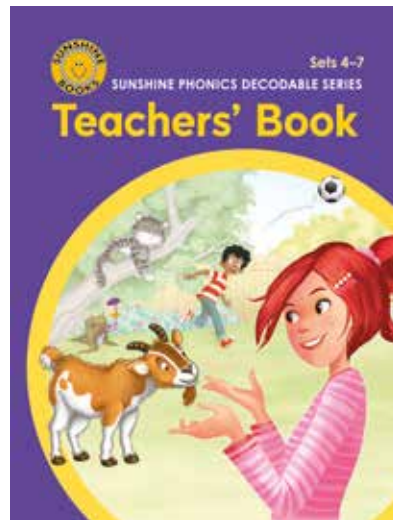
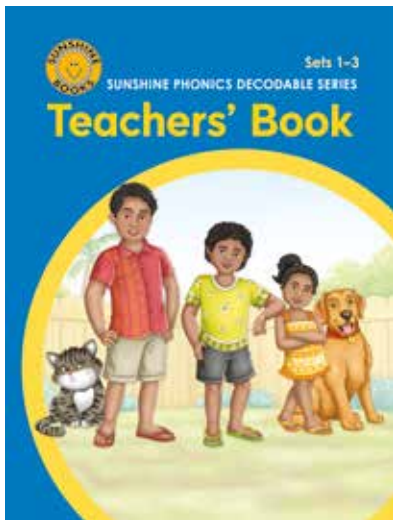


Other Support Materials

The Sunshine Alphabet Flash Cards are ideal for use when introducing new phonemes and graphemes. There are 26 double-sided laminated cards. On one side is the lowercase letter and illustration and on the other side is the capital letter and illustration.



Teachers' Books



In addition to the summary of teaching points provided in each book, we also offer two comprehensive Teachers' Books.

Each Teacher's Book includes:

- Phonics Overview for the whole programme
- Scope and Sequence
- Guided Reading Teaching Notes
- Photocopiable Activity Pages for every book
- Word Banks
- Assessment

The picnic

SET 3: Story 30

Nat, Meg and Mack, the rabbit, are having a picnic. There are tins for the girls but nothing for Mack so he heads off to get a carrot from the garden and has his own picnic.

Set 3 phonemes: c k ck j qu v w x y z zz ff ll ss

Learning Intention

Phonics: Recall the graphemes and phonemes g o b h a r f a l and read words using these and the new graphemes and phonemes x ck j a ff. Check that children can sound out and blend these sounds to read a range of words, including words with two syllables.

Comprehension: Make sure that children understand and can talk about the story and make predictions. Check that they can read with appropriate pace and expression to show understanding, taking account of punctuation, including question marks.

High-frequency words: off, at, and, not, but

Ticky words: she, too, no, he, has, for, is

Decodable words using new graphemes and phonemes: picnic, jug, cup, Mack, six, off

Before Reading

Story discussion: Look at the cover, and read the title together. Ask: What has Nat got for her picnic? Do you think she is going to have the picnic by herself, or with someone else? (Point out, if necessary, that there are two cups.) What kinds of things might happen on a picnic?

Link to prior learning: Turn to the Before Reading page inside the front cover. Encourage children to read the graphemes and say the sounds as quickly as they can, and reinforce any that they are not sure of. Ensure they use pure sounds for the consonants without any added uh sound, e.g. c, not cuh. Practise blending the sounds to read the words on the Before Reading page.

Vocabulary check: Picnic – a meal or snack outdoors. Share children's experiences of having picnics or snacks in the open air.

Decoding practice: Display the words picnic and Mack, and ask children to circle the letters that make the /k/ sound in each word (c in picnic, ck in Mack). Ask: Do you know another way of spelling the sound? (The letter k on its own also makes the /k/ sound.) Display these words: kh, cap, top, rock, can, ink, dark. Can children sound out and blend each word and identify the grapheme that makes the /k/ sound?

Ticky word practice: Display the words she and he. Ask: Can you tell me the ticky part of the word? Elicit that it's the e, which has an ee sound. Practise writing and reading these words.

During Reading

Read the story: Ask children to read the story aloud at their own pace, running a finger under the words as they read. On page 7, check that children can read the longer sentence fluently and with understanding. Ask: Who didn't get a bun? Why?

Phonics support: Remind children to sound out and blend the letters as necessary to read the words but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If children get stuck on a word, model how to sound out and blend the sounds in the word. Encourage them to help each other with decoding if they get stuck on a word, and praise good examples of sounding out and blending, especially in two-syllable words.

Comprehension support: Pause occasionally to talk about the story and encourage children to make predictions, e.g. on page 9 say: What do you think Mack is going to do? What will the girls do next? Turn the page to see if they were right.

After Reading

Apply learning: Ask: What do you think will happen next, after the end of the story? Will the girls let Mack eat his carrot, or stop him? Why do you think that?

Comprehension

- Who else came to Nat's picnic?
- What else can you spot on page 12 that helps you work out where Mack is?
- How do you think the girls feel at the end of the story? How might Mack feel?

Fluency

- Ask children to speed-read the words on the inside front cover.
- Ask children to re-read page 13. Check that they can read the question with appropriate intonation.

Follow-up Activities

Activity 1 – Phonics: Children practise tracing the graphemes f and a, and identifying both capitals and lower-case letters in print. They match lower case and capital letters ff and Zz.

Extension: Give children letter cards or magnetic letters f, a, l, p, k. Can they make the words zip and fit?

Activity 2 – Comprehension: Children circle objects they would take on a picnic. They make a cover for their favourite book drawing a picture and writing the name.

Teaching notes

Activity 1

SET 3: Story 30
The picnic

Say the phonemes and trace the graphemes.

f z

Circle the double letters ff.

v ff x V ff y j l ff

Circle the letters that say the sound /z/.

x z c k Z qu K z f y k Z

Draw lines to match the capital and lowercase letters.

f z Z F

Activity 2

SET 3: Story 30
The picnic

Circle things you would take to a picnic.

Make a cover for your favourite book, draw a picture and write the name.

Activity sheets

Assessment (Teacher sheet)

ASSESSMENT 1

TEACHER SHEET

Student: _____ Class: _____ Date: _____

SET 1	
New Phonemes and Graphemes	Say the sound. p m a d n i s t
Segment and Blend to Read	Sound out and blend. a-m/am i-t/it a-n/an d-i/did m-a-n/man s-i-p/sip
Segment and Blend to Read Nonword Words	Sound out and blend. m-i-p/mip s-a-n/san d-i-t/dit t-a-m/tam
NOTES	

SET 2	
New Phonemes and Graphemes	Say the sound. b g e l r o f u h
Segment and Blend to Read	Sound out and blend. o-n/on b-i-g/big e-b/eb l-e-d/led f-i-t/fit h-u-t/hut
Segment and Blend to Read Nonword Words	Sound out and blend. g-e-f/gef l-u-b/lub h-e-t/het r-i-t/rit b-o-n/bon
NOTES	

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ASSESSMENT 1

TEACHER SHEET

Student: _____ Class: _____ Date: _____

SET 3	
New Phonemes and Graphemes	Say the sound. z j c s s y h v ck x qu k z l w
Segment and Blend to Read	Sound out and blend. y-e-t/yet z-i-p/zp w-i-l/will q-u-i/quit o-f/off k-i-ck/sick
Segment and Blend to Read Nonword Words	Sound out and blend. w-e-c/wec y-a-g/yag c-u-i/cui j-u-x/jx w-e-z/zee l-i-p-p-a-t/lip-pet
NOTES	

TRICKY WORDS	
Assess these words at the completion of reading each set of books or once all three sets have been read - not as a pre-test.	
Set 1	Read without sounding out. I is the
Set 2	go his A to of has no a into
Set 3	too she he for be her
NOTES	

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Assessment (Student sheet)

ASSESSMENT 1 SET 1

STUDENT SHEET

Say the sound.

p	m	a	d
n	i	s	t

Sound out and blend.

am	it	an
did	man	sip

Sound out and blend.

mip	san	dit	tam
-----	-----	-----	-----

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ASSESSMENT 1 SET 2

STUDENT SHEET

Say the sound.

b	g	e	l	r
o	f	u	h	

Sound out and blend.

on	big	rob
led	fit	hut

Sound out and blend.

gef	lub	het	rit	bon
-----	-----	-----	-----	-----

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Word Banks

Bank of words using Set 1 and Set 2 sounds (87 words)

These words use Set 1 and Set 2 phonemes and graphemes. Because children already know these sounds, they can be encouraged to sound them out and blend them for reading, e.g. /f/ /u/ /l/ = fun. When spelling these words, encourage children to say the whole word first and then attempt to sound out each sound (blend then segment), e.g. fun = /f/ /u/ /l/.

The words in blue are decodable high-frequency words.

g o b b e r f u l

run	rid	fun	got	bun
bag	pot	net	rap	mat
mud	hit	hop	fit	not
top	bat	big	lid	tug
set	leg	hen	bug	hip
dog	bin	pad	fan	nut
rug	log	on	hot	men
get	red	ten	had	fat
bus	Gus	bad	dig	rub
fig	rat	pen	hut	lip
mug	mum	up	ran	hug
rot	ram	peg	him	if
pop	sun	bed	pet	rip
but	us	lot	rod	hat

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Decodables Phonics teacher Book set 4-7	9781990021510	3500		
Alphabet Flash Cards pack of 26 cards	9781927269435	1050		

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