

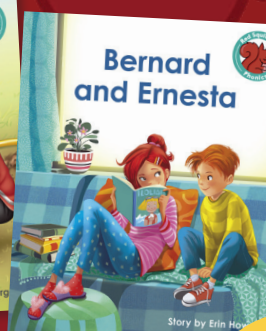
**NEW**



**Red Squirrel Phonics**

# Decodable Books

70 real stories that children **can** read.  
Perfect for use in the classroom or for home reading!



**Book  
Banded!**



**raintree**   
a Capstone company — publishers for children



# Red Squirrel Phonics Decodable Books



70 real stories that  
children **can** read

Red Squirrel Phonics helps teach 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!

It features:

- 70 enjoyable stories that can be used alone or to complement Letters and Sounds and other systematic synthetic phonics programmes
- Decodable vocabulary with some high-frequency words
- Systematic progression for learning the sounds (phonemes) and the letters that represent them (graphemes)
- Comprehensive Teachers' Books that include guided reading lesson plans, activity sheets and assessment
- The first 50 books feature characters from the same family along with their pets and friends
- The last 20 books introduce a wider range of characters and artwork styles perfect for readers beginning to grow in confidence
- Teaching notes included in each book



## Real Stories

While the Red Squirrel 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 children can relate to the fun storylines and always enjoy the humorous endings.

## Words Children Can Read

The Red Squirrel 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 children!

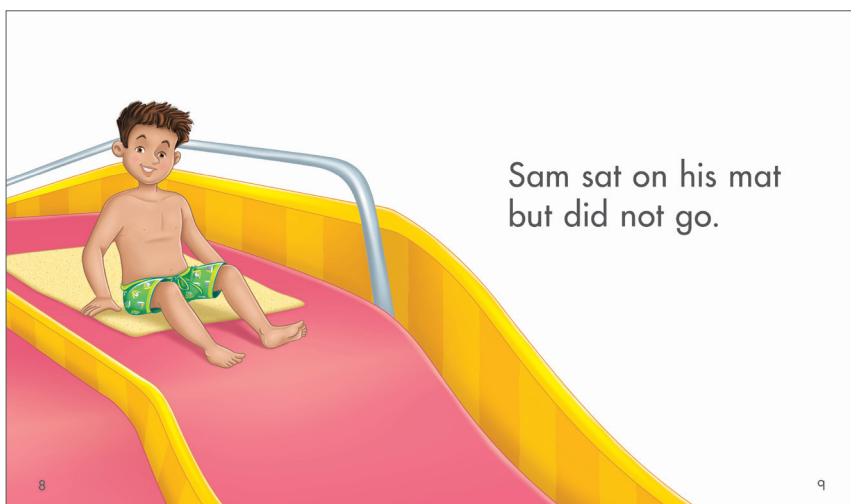
**Clear, colourful illustrations to support the text and storyline**

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



Sam, Dan and Pam  
sit in the pit.

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

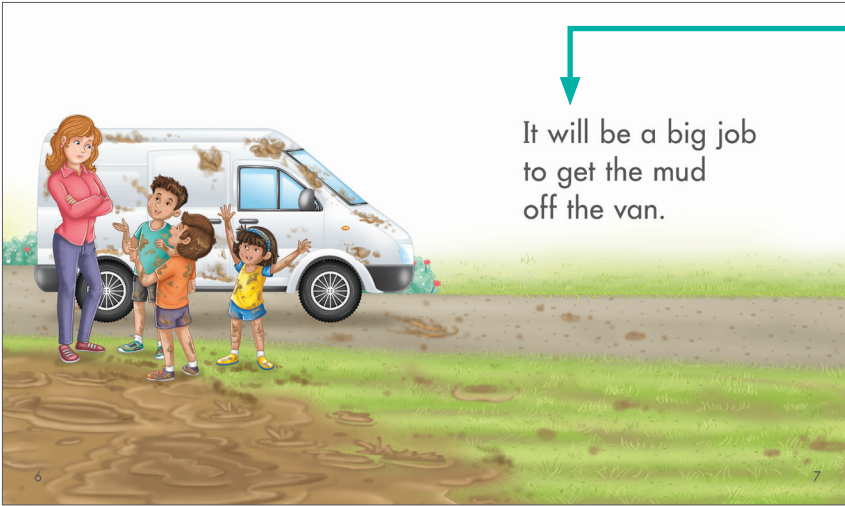


Sam sat on his mat  
but did not go.

**Decodable text featuring mostly CVC words in Levels 1–3.**

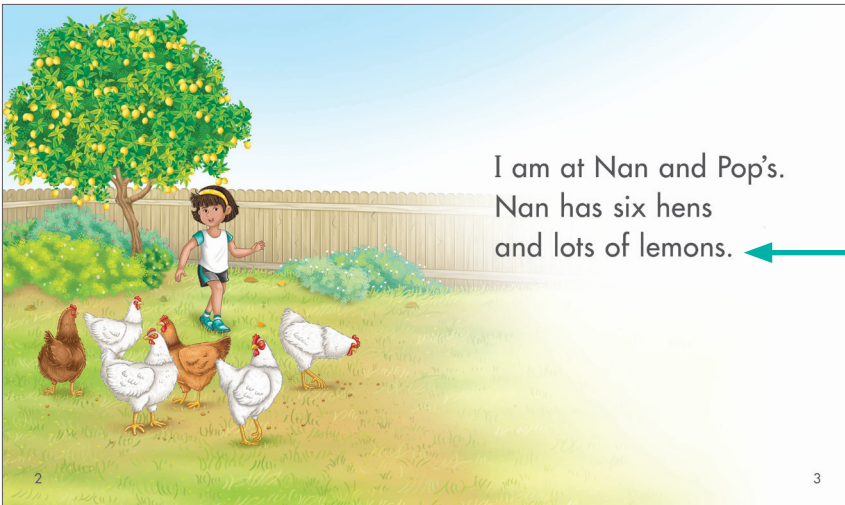
**Large, well-spaced text**





It will be a big job  
to get the mud  
off the van.

**In Level 1, double  
letters are introduced.**



I am at Nan and Pop's.  
Nan has six hens  
and lots of lemons.

**In Level 3, two-syllable decodable  
words are introduced.**



That night they get in the tent.

**Consonant digraphs are  
introduced in Level 4.**



They have a light on in  
the tent. It is too bright.  
Nat yells, "Get that light off!"

**Adjacent consonants are  
introduced from Level 4.**

**Each book in Level 4 and  
5 has a focus digraph or  
trigraph. In this book it  
is the trigraph /igh/.**



# Red Squirrel Phonics Overview

## Teaching the 44 Phonemes of English

## LEVEL 1 10 BOOKS

s	a	t	p	i	n	m	d
---	---	---	---	---	---	---	---

## LEVEL 2 10 BOOKS

g	o	b	h	e	r	f	u	l
---	---	---	---	---	---	---	---	---

## LEVEL 3 10 BOOKS

<b>c</b>	k	ck	<b>j</b>	qu	<b>v</b>	<b>w</b>	x	<b>y</b>	<b>z</b>	zz	ff	ll	ss
----------	---	----	----------	----	----------	----------	---	----------	----------	----	----	----	----

## LEVEL 4 10 BOOKS

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

## LEVEL 5 10 BOOKS

ar	or	ur	ow	oi	ear	air	ure	er
----	----	----	----	----	-----	-----	-----	----

## LEVEL 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							

## LEVEL 7 10 BOOKS

[illegible]

The first three levels cover 23 phonemes of English.

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

## LEVEL 1 – Reading Recovery Levels 1-2



**Phonemes:**  
s a t p i n m d

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

**Tricky words:**  
I is the

## LEVEL 2 – Reading Recovery Levels 3-5



**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 his into  
has of

## LEVEL 3 – Reading Recovery Levels 6-8



**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 levels cover 21 phonemes of English.

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

## LEVEL 4 – Reading Recovery Levels 9–11



**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

## LEVEL 5 – Reading Recovery Levels 12–14



**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

## LEVEL 6 – Reading Recovery Levels 15–16



**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

## LEVEL 7 – Reading Recovery Levels 17–18



**Alternative Graphemes**

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

**Tricky words:**  
Mr Mrs their

# 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

## Inside Front Cover

The inside front cover of each book provides the **Before Reading** focus for the children. 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 children will need to know these by sight at the early stages.



LEVEL 7 – decodable by the end of Letters and Sounds Phase 5											
Focus phonemes	ear	air									
New graphemes	ere, eer	are, ear									
High-frequency words	here, about	called									
Tricky words	are, there, the, some, have, to	the, people, have, said									
Find out more about these decodable books at <a href="http://www.raintree.co.uk">www.raintree.co.uk</a>											
LEVEL 5 – decodable by the end of Letters and Sounds Phase 4											
Focus phonemes	ee	ee									
New graphemes	ee	ee									
High-frequency words	here, about	called									
Tricky words	are, there, the, some, have, to	the, people, have, said									
Find out more about these decodable books at <a href="http://www.raintree.co.uk">www.raintree.co.uk</a>											
LEVEL 3 – decodable by the end of Letters and Sounds Phase 3, Set 7											
Focus phonemes	ee	ee									
New graphemes	ee	ee									
High-frequency words	here, about	called									
Tricky words	are, there, the, some, have, to	the, people, have, said									
Find out more about these decodable books at <a href="http://www.raintree.co.uk">www.raintree.co.uk</a>											
LEVEL 1 – decodable by the end of Letters and Sounds Phase 2, Set 2											
Focus phonemes	s, a, t, p, l, n, m, d										
High-frequency words	it, and	and	and, in	it, in, and, did, Dad	in, am	and, it, at	in, it, am, at, and, Dad	and, in	it, and	am, it	
Tricky words			is	is, I	the, I, is	the, is	the, I, is	the, is	the, is	I, is	
LEVEL 2 – decodable by the end of Letters and Sounds Phase 2, Set 5											
Focus phonemes	g, o, b, h, e, r, f, u, l										
High-frequency words	in, it, get, on, and	big, up, it, on, am, get	and, on, big	on, at, and, in, Mum	get, but, up, it, and, on, did	Dad, in, Mum, on, it, up, big, and, did	and, on, Mum, did, get, in	not, in, on, up	on, and, not, but, got, had, did, get	big, on, it, in	
Tricky words	the, go, no, is	to, the, I, is, his, into	is, the, no	is, the, no	the, is, go, to	the, is, go, has, I	the, of, to, into, is	the, is	the, no, his, go, to	is, the, of	
Find out more about these decodable books at <a href="http://www.raintree.co.uk">www.raintree.co.uk</a>											

## Alignment Chart

An Alignment Chart is available to download from our website. This provides a clear overview with the teaching focus for each book along with the words used in each book.





## 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

### Get fit, Dan!

### Level 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 "uh" sound, e.g. "lllll" not "luh".

**Practise blending the sounds:** top fit hot runs log hut set sips hops hop run Dan

**High-frequency words:** get but up it and on did **Tricky words:** the is 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? 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

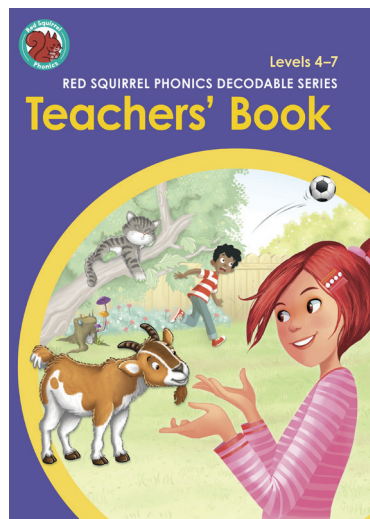
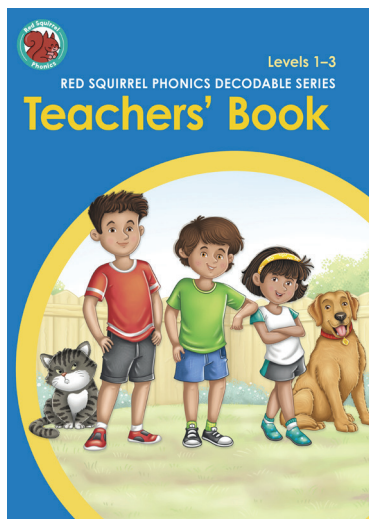
**Comprehension:**

- 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.



# Teachers' Books



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

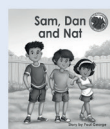
## Each Teacher's Book includes:

- Phonics overview for Red Squirrel Phonics
- Alignment Chart
- Explicit Guided Reading teaching notes
- Photocopiable activity pages for every book
- Word banks
- Assessment

## Sam, Dan and Nat

### Level 1: Story 1

Meet Sam, Dan and Nat, three siblings who have fun sipping their drinks.



Level 1 phonemes: s a t p i n m d

### Learning Intention

**Phonics:** Introduce and practise using the graphemes and phonemes s a t p i n m d. Make sure that children can identify lower case and capital letters, and understand that the sounds for both lower case and capital letters are the same.

**Comprehension:** Make sure that children understand and can talk about the book.

**High-frequency words:** it, and

**Decodable words:** Dan, Nat, Sam, sip, sips

### Before Reading

**Story discussion:** Look at the cover. Read the title to children. Ask: Who will this story be about? Who do you think the children on the cover are?

**Link to prior learning:** Turn to the Before Reading page inside the front cover. Say the sounds together: s a t p i n m d. Ensure children use pure sounds for the consonants without any added uh sound, e.g. mmm, not muh.

**Vocabulary check:** Sip – to drink with small mouthfuls. Talk about the verb sip and how with the addition of s, it becomes sips. Model it in a sentence, e.g. Sam sips his drink.

**Decoding practice:** Give children magnetic letters or cards with lower case and capital letters: N D S a t n m. Ask them to find the two cards that have the /n/ sound (N and n). Check that they understand that capitals and lower case letters have the same sound. Can they spot the other two capital letters and say their sounds? (D, S) Say the name Nat and ask children to segment it into the three sounds orally (N-a-t). Can they find the letter cards to make this name? Repeat this with Dan and Sam.

### During Reading

**Read the story:** Ask children to read the story aloud at their own pace. Remind them to sound out and blend the letters in each word to read it.

**Phonics support:** If children get stuck on a word, model how to sound out and blend the sounds in the word. Demonstrate this for children and then ask them to join in as you do it again. Encourage them to use the same process for the other words in the book, but help them if they get stuck.

**Comprehension support:** Pause occasionally to talk about the story, e.g. on page 8, ask: What is happening here? What is Sam sipping? If children struggle to talk about the story while they are reading it, link it to their own experience, e.g. What drinks do you like to sip? If children are finding the decoding tricky, let them focus on decoding for now, and revisit the book later to talk about the meaning.

### After Reading

**Apply learning:** Explain that capital letters are used in people's names. Use children's names as an example to show this.

### Comprehension

- What are the names of the children in this book? Can you point to each of them and say their names?
- What do you think the children are sipping? Look carefully at their cups. Can you see any clues? (Sam has a banana drink, Dan has a strawberry drink and Nat has a blueberry drink.) What flavour drink would you choose?
- Can you act out sipping a drink? Now can you act out taking a great big gulp?

### Fluency

- Ask children to speed-read the words on the inside front cover.
- Turn to pages 9–13. Model how to read the sentences with pace and fluency. Encourage children to join in with your fluent reading. They then have a go at reading this way themselves.

### Follow-up Activities

**Activity 1 – Phonics:** Children practise tracing the graphemes a and s, and identifying them in print. They match lower case and capital letters S s and A a.

**Extension:** Using magnetic letters or letter cards, can children identify, sound out and match all the capital and lower case letters they have met so far? (Ss Aa Nn)

**Activity 2 – Comprehension:** Children identify the picture of Sam and colour it in. They look at the pictures of actions, and identify and circle Nat (the one who is sipping).

## Teaching notes

## Activity 1

Level 1: Story 1  
Sam, Dan and Nat

Say the phonemes and trace the graphemes.



Circle the letters that say the sound /s/.

s s a m s a s m a a

Circle the letters that say the sound /a/.

s s a m s a s m a a

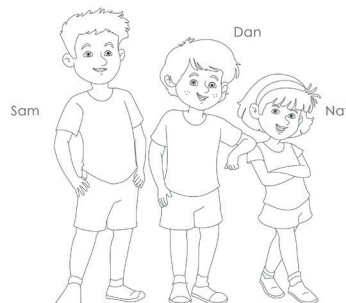
Draw lines to match the capital and lower case letters.



## Activity 2

Level 1: Story 1  
Sam, Dan and Nat

Colour the picture of Sam.



Circle the picture that shows sipping.



## Activity sheets



## Assessment (Teacher sheet)

### ASSESSMENT 1

#### TEACHER SHEET

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

140

© Wendy Pye Publishing Ltd

### ASSESSMENT 1

#### TEACHER SHEET

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

SET 3	
New Phonemes and Graphemes	Say the sound. <b>z j c ss y ff v ck x qu k zz ll w</b>
Segment and Blend to Read	Sound out and blend. <b>y-e-t/yet z-i-p/zip w-i-ll/will qu-i-t/quit o-ff/off k-i-ck/kick</b>
Segment and Blend to Read Nonsense Words	Sound out and blend. <b>v-o-c/voc y-a-g/yag c-u-j/cuj j-i-x/jix w-e-zz/wezz l-i-pp-a-t/lippat</b>
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. <b>I is the</b>
Set 2	<b>go his A to of has no a into</b>
Set 3	<b>too she he for be her</b>
NOTES	

© Wendy Pye Publishing Ltd

141

## 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
-----	-----	-----	-----

144

© Wendy Pye Publishing Ltd

### 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
-----	-----	-----	-----	-----

© Wendy Pye Publishing Ltd

145

## 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/ /n/ = 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/ /n/.

The words in blue are decodable high-frequency words.

**g o b h 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