



# Screener Assessment & Placement Guide

## Introduction

When a student begins a reading programme, it is important to assess what knowledge and skills they already have, what they need to learn next, and to observe the reading strategies they use.

This screener helps teachers decide where to begin instruction when using the **Reading Road** series and what to prioritise, which is especially important for students who are finding reading difficult.

It is important to check a student's automaticity at reading across varying levels of complexity, from sound, to word, to sentence and text. This is because cognitive load increases across each component.



This screener has three sections.

## Section 1 Assessing decoding at sound and word level

Student Card 1 contains simple and complex code (sounds in isolation).

Student Cards 2 and 3 contain nonsense words. Nonsense words help assess whether students use their knowledge of phoneme–grapheme (sound–letter) correspondences to decode unfamiliar words. This is particularly important for older students who may have many real words orthographically mapped.

Student Cards 4–6 contain real words with alternate spellings for the more common set of sounds learnt previously.

Teacher Sheets – to keep track of a student's responses.

## Section 2 Assessing automatic reading of tricky words

There is a tricky words Student Card for each set of Reading Road. It is important for students to be able to read these words automatically. There is also a Teacher Sheet.

## Section 3 Assessing reading skills applied to connected text

To quickly check whether a student is able to transfer their decoding skills to a connected text, there are short connected text passages taken directly from Reading Road titles at each level (five Student Cards). There are both fiction and non-fiction passages to choose from.

The Teacher Sheets contain some checkpoints for reading strategies that you would hope to observe the student using. There is an additional comment section to record any other observations noticed.

## Recommendations (page 27)

The “Recommendations” sheet links students to the most suitable Reading Road pack depending on their skill level.

If the student is not yet automatically reading the sounds in isolation from Card 1 or is unable to continuously blend these sounds together to read words in isolation, then it is recommended that this foundation is established before starting on a Reading Road pack.

## Guide to focus sounds in each Reading Road title (pages 28–32)

When you complete the assessments, you may have noticed gaps in a student’s sound knowledge. To support the filling of these gaps, this guide lists focus sounds and words in each Reading Road title. This enables you to have a targeted approach to your intervention.

## Before You Start – Resource Preparation

- \* Photocopy, cut out and laminate the student reading cards:
  - Section 1 Sound and word reading Student Cards 1–6 (pages 5–10)
  - Section 2 Tricky word reading Student Cards 1–5 (pages 14–15)
  - Section 3 Connected text level reading Student Cards 1–5 (pages 17–21)
  
- \* Photocopy Teacher Sheets to record student responses:
  - Section 1 (pages 11–13) - responses are:
    - A = Automatic    X = incorrect (recall of sounds in isolation)
    - A = Automatic    D = Decoded    X = incorrect (word level reading)
  
  - Section 2 (page 16) – responses must be automatic
  
  - Section 3 (pages 22–26)
    - This is a quick version of an assessment of reading accuracy used for Sunshine’s junior decodable texts. A marking guide can be found on page 4.
    - Desirable reading skills and strategies are listed below the text and can be highlighted to show the student’s reading behaviours. There is additional space to record any other notes and observations.
  
- \* Have an extra blank card to use to shield rows as a student decodes row by row to reduce visual overwhelm for students who may otherwise struggle.

## Section 1 Assessing decoding at sound and word level

### What does each student card assess?

<p><b>Card 1</b></p>	<p>Automatic recall of Simple and Complex Code (pure articulation of sounds in isolation)</p> <p>s a t p i n m d g o b h e r f u l c k c k j v w q u x y z z z f f l l s s th/th ch ng sh ai ee igh oa short /oo/ long /oo/ ar or ur ow oi ear air ure</p>
<p><b>Card 2</b></p>	<p>Decoding of nonsense words with sounds from Card 1</p>
<p><b>Card 3</b></p>	<p>Decoding of nonsense words with adjacent consonants (long and short vowels) from Card 1</p>
<p><b>Card 4</b></p>	<p>Decoding of real words with the following alternative spelling patterns for these sounds:</p> <p>/f/ = ph /w/ = wh /ai/ = ay, a-e, a /ee/ = ea, e-e, e, y /igh/ = ie, y, i-e, i /oa/ = ow, o-e, o long /oo/ = ew, u-e /y-oo/ = u /or/ = aw, al, ore, a /ur/ = er, ir /ow/ = ou /oi/ = oy</p>
<p><b>Card 5</b></p>	<p>Decoding of real words with the following alternative spelling patterns for these sounds:</p> <p>/ear/ = eer /air/ = ear, are /s/ = se, c(i,e,y) /c/ = ch /r/ = wr /m/ = mb /n/ = kn, gn /u/ = o-e, o /e/ = ea /o/ = (w)a /ar/ = a /l/ = le, al /ch/ = tch /j/ dge</p>
<p><b>Card 6</b></p>	<p>Decoding of real words with the following alternative spelling patterns for these sounds:</p> <p>short /oo/ = u, oul long /oo/ = ue, ou, ui /y-oo/ = ew, ue, u-e /ai/ = ey, ea, eigh /ee/ = ey, ie /oa/ = oe /ur/ = (w)or, ear /j/ = g(i,e,y) /s/ = c(i,e,y) /v/ = ve /or/ = oar, oor, au, our</p>

## How to use this part of the assessment

1	The student should read the cards in sequential order.
2	Ask the student to start with sounding out the letter/letters on Card 1. Listen for the pure pronunciation of the sounds - no "uh" or "ih" after the consonants. Pay attention to how automatically the student can recall letter sounds.
3	Explain to the student that the words on Cards 2 and 3 are nonsense words which help to assess decoding skills.
4	If the student starts to struggle, complete that section for diagnostic purposes. Use your professional judgement as to whether to start teaching at this point or to start from the previous section in order to build up the confidence of the learner.
5	<p>Record what the student has said (not just a tick or cross) on the Teacher Sheet. This will inform you about the student's reading strategies.</p> <p>✓ ✓ ✓ m a t = segmented sounds</p> <p>✓ ✓ ✓ m a t = segmented sounds and blended back └───┘</p> <p>✓ m a t = whole word correct</p> <p>A = Automatic      D = Decoded      X = Incorrect Response</p>
6	Use the "Recommendations" sheet to see where to start and which books to use with your students.

## Student Card 1

### Sounds

s a t p i n m d

g o b h e r f u l

c k j v w x y z

ck qu ff ll ss zz

ch ng sh

ai ee igh oa

th\* oo\*

ar or ur ow oi

ear air ure

\*letters represent 2 different sounds

## Student Card 2

### Nonsense Words

ked

jum

vug

ziff

muzz

bick

quoss

thup

chax

fung

kaip

leeb

wight

hoat

zook

thark

jursh

hown

chear

soited

copping

## Student Card 3

### Nonsense Words

ump

cand

seft

roft

benk

lant

throp

shrin

bloff

croit

draik

sceet

pright

cloop

brarm

frowl

sturl

spork

foisting

stoated

## Student Card 4

### Words

spray

phone

reach

grate

flies

slime

grew

draw

chalk

found

more

stone

amount

basin

sternly

pilot

includes

evening

beneath

whirling

trying

always

photos

meanwhile

regular

following

annoyed

## Student Card 5

### Words

climbs

horses

catch

wrecked

plaster

cheer

gloves

watch

knelt

pear

threats

stomach

particles

toothache

scare

ridges

animal

citizens

places

designed

## Student Card 6

### Words

true

swerves

aboard

phew

rescue

bushy

helpful

surge

hey

great

legends

gently

doorway

should

valley

neighed

worldwide

heard

potatoes

slushies

launched

wounded

pour

since

suitable

disputes

# Teacher Sheets

## Sounds, Nonsense Words and Words Assessment

A = Automatic

D = Decoded

X = Incorrect Response

Name:

Date:

### Card 1 Sounds

s a t p i n m d g o b h e r f u l

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

th (as in thumb) th (as in that)

oo (as in moon) oo (as in book)

ai ee igh oa ar or ur ow oi ear air ure

A =

X =

Total Correct =

/50

### Card 2 Nonsense Words

ked jum vug ziff muzz bick quoss

thup chax fung kaip leeb wight hoat

zook thark jursh hown chear soited

copping

A =

D =

X =

Total Correct =

/21

**Card 3**  
Nonsense  
Words

ump cand seft roft benk lant throp  
shrin bloff croit draik sceet pright  
cloop brarm frowl sturl spork foisting  
stoated

A =                      D =                      X =                      Total Correct =                      /20

**Card 4**  
Words

spray phone reach grate flies slime  
grew draw chalk found more stone  
amount basin sternly pilot includes  
evening beneath whirling trying always  
photos meanwhile regular following  
annoyed

A =                      D =                      X =                      Total Correct =                      /27

**Card 5**

Words

climbs horses catch wrecked plaster  
cheer gloves watch knelt pear threats  
stomach particles toothache scare  
ridges animal citizens places designed

A =

D =

X =

Total Correct =

/20

**Card 6**

Words

true swerves aboard phew rescue  
bushy helpful surge hey great  
legends gently doorway should valley  
neighed worldwide heard potatoes  
slushies launched wounded pour  
since suitable disputes

A =

D =

X =

Total Correct =

/26

## Section 2 Assessing automatic reading of tricky words

### Student Card 1

#### Reading Road 1: Tricky Words

all are as be by do go  
has have he her his I into  
is me my no of oh old  
one out said she so the there  
they to was we you your

### Student Card 2

#### Reading Road 2: Tricky Words

come full here like little love  
our pull push put says some  
today were what when

### Student Card 3

#### Reading Road 3: Tricky Words

again any ask could friend  
many people school should their  
there thought through two want  
where who work would

### Student Card 4

#### Reading Road 4: Tricky Words

because eye laugh move Mr  
Mrs once tomorrow

### Student Card 5

#### Reading Road 5: Tricky Words

hour parents

# Teacher Sheet

## Tricky Word Assessment

<b>Name:</b>	<b>Date:</b>		
<b>Card 1 Reading Road 1</b>	<p>all are as be by do go has have he her  his I into is me my no of oh old one out  said she so the there they to was we you  your</p>		
<b>Total</b>	Beg	Mid	End
<b>Card 2 Reading Road 2</b>	<p>come full here like little love our pull push put  says some today were what when</p>		
<b>Total</b>	Beg	Mid	End
<b>Card 3 Reading Road 3</b>	<p>again any ask could friend many people school  should their there thought through two want  where who work would</p>		
<b>Total</b>	Beg	Mid	End
<b>Card 4 Reading Road 4</b>	<p>because eye laugh move Mr Mrs once tomorrow</p>		
<b>Total</b>	Beg	Mid	End
<b>Card 5 Reading Road 5</b>	<p>hour parents</p>		
<b>Total</b>	Beg	Mid	End

NB: The 'Total' row allows for progress monitoring.

## Section 3

### Assessing reading skills applied to connected text

#### Student Card 1

Reading Road 1: Connected text level reading

Fiction - The dark thing

“You are big, your fur is dark and I think I see a long tail,” said Jack.

Non-fiction - Look at the tails!

If a dog’s tail is down or is tucked in its back legs, the dog is telling you, “I do not feel good. Back off!”

## Student Card 2

Reading Road 2: Connected text level reading

Fiction - Ticking-clock quicksand

As we wait, I tell Bud, “You need to be still. You must not sink deeper.”

Non-fiction - Cool cars

A ‘soft top’ is a sports car with a roof that can be pushed back to let the air in. What a thrill it is to have a trip in a soft top.

### Student Card 3

#### Reading Road 3: Connected text level reading

##### Fiction - Out of orbit

“There’s not much gravity to hold us down here.”

“I can leap further than you.”

##### Non-fiction - Blockbusters

Make-up artists create looks that are right for the film. They might put lipstick, powder or tattoos on the performers.

## Student Card 4

Reading Road 4: Connected text level reading

Fiction - Zed

“Mmm,” said Mum. “Should I be putting more food in your lunch box? You seem to be eating a lot of meat from the fridge these days.”

Non-fiction - Eagle eyes

Medics can look inside a person's body with an 'endoscope'. An endoscope is a small video camera on the end of a bendy pipe. It is put in a person's mouth and then poked down the throat into the body.

## Student Card 5

Reading Road 5: Connected text level reading

Fiction - Wombat Valley

Enzo could not enjoy lunch as he was thinking of his camera. But Coen loved lunch – turkey sandwiches, chips and lots of cool lemonade for a hot day.

Non-fiction - Brave battle friends

On board, Bob hid the cat in the ship's paint store. She stayed hidden at first, but one day she tipped up a can of red lead paint. The paint spread everywhere. Her red paw prints gave away that a cat was on the ship!

# Teacher Sheet

## Student Card 1

### Reading Road 1: Connected text level reading

Name:

Date:

Fiction

The dark  
thing

“You are big, your fur is dark and I think I see a long tail,” said Jack.

Non-  
fiction

Look at  
the tails!

If a dog’s tail is down or is tucked in its back legs, the dog is telling you, “I do not feel good. Back off!”

Observations of reading skills & strategies (highlight where appropriate):

- Decodes unknown words
- Reads tricky (irregular) words automatically
- Attends to punctuation to guide reading
- Notices errors and self-corrects (monitors for meaning and accuracy)
- Reads smoothly and at a steady pace (rate)
- Uses phrasing and reads speech with expression (prosody)

Other comments:

# Teacher Sheet

## Student Card 2

### Reading Road 2: Connected text level reading

Name:		Date:
Fiction  Ticking- clock quicksand	As we wait, I tell Bud, “You need to be still. You must not sink deeper.”	
Non- fiction  Cool cars	A ‘soft top’ is a sports car with a roof that can be pushed back to let the air in. What a thrill it is to have a trip in a soft top.	
Observations of reading skills & strategies (highlight where appropriate):		
<ul style="list-style-type: none"><li>• Decodes unknown words, including those with adjacent consonants</li><li>• Reads tricky (irregular) words automatically</li><li>• Attends to punctuation to guide reading</li><li>• Notices errors and self-corrects (monitors for meaning and accuracy)</li><li>• Reads smoothly and at a steady pace (rate)</li><li>• Uses phrasing and reads speech with expression (prosody)</li></ul>		
Other comments:		

# Teacher Sheet

## Student Card 3

### Reading Road 3: Connected text level reading

Name:		Date:
<b>Fiction</b>  <b>Out of orbit</b>	“There’s not much gravity to hold us down here.”  “I can leap further than you.”	
<b>Non-fiction</b> <b>Blockbusters!</b>	Make-up artists create looks that are right for the film. They might put lipstick, powder or tattoos on the performers.	
Observations of reading skills & strategies (highlight where appropriate): <ul style="list-style-type: none"><li>• Decodes unknown words, including those with adjacent consonants</li><li>• Decodes multisyllable words</li><li>• Tries different sounds for known spelling patterns to make a word sound correct and make sense</li><li>• Reads tricky (irregular) words automatically</li><li>• Attends to punctuation to guide reading</li><li>• Notices errors and self-corrects (monitors for meaning and accuracy)</li><li>• Reads smoothly and at a steady pace (rate)</li><li>• Uses phrasing and reads speech with expression (prosody)</li></ul>		
Other comments:		

# Teacher Sheet

## Student Card 4

### Reading Road 4: Connected text level reading

Name:	Date:
<b>Fiction</b> <b>Zed</b>	“Mmm,” said Mum. “Should I be putting more food in your lunch box? You seem to be eating a lot of meat from the fridge these days.”
<b>Non-fiction</b> <b>Eagle eyes</b>	Medics can look inside a person’s body with an ‘endoscope’. An endoscope is a small video camera on the end of a bendy pipe. It is put in a person’s mouth and then poked down the throat into the body.
<p>Observations of reading skills &amp; strategies (highlight where appropriate):</p> <ul style="list-style-type: none"><li>• Decodes unknown words, including those with adjacent consonants</li><li>• Decodes multisyllable words</li><li>• Tries different sounds for known spelling patterns to make a word sound correct and make sense</li><li>• Reads tricky (irregular) words automatically</li><li>• Attends to punctuation to guide reading</li><li>• Notices errors and self-corrects (monitors for meaning and accuracy)</li><li>• Reads smoothly and at a steady pace (rate)</li><li>• Uses phrasing and reads speech with expression (prosody)</li></ul>	
Other comments:	

# Teacher Sheet

## Student Card 5

### Reading Road 5: Connected text level reading

Name:	Date:
<p>Fiction</p> <p>Wombat Valley</p>	<p>Enzo could not enjoy lunch as he was thinking of his camera. But Coen loved lunch – turkey sandwiches, chips and lots of cool lemonade for a hot day.</p>
<p>Non-fiction</p> <p>Brave battle friends</p>	<p>On board, Bob hid the cat in the ship’s paint store. She stayed hidden at first, but one day she tipped up a can of red lead paint. The paint spread everywhere. Her red paw prints gave away that a cat was on the ship!</p>
<p>Observations of reading skills &amp; strategies (highlight where appropriate):</p> <ul style="list-style-type: none"><li>• Decodes unknown words, including those with adjacent consonants</li><li>• Decodes multisyllable words</li><li>• Tries different sounds for known spelling patterns to make a word sound correct and make sense</li><li>• Reads tricky (irregular) words automatically</li><li>• Attends to punctuation to guide reading</li><li>• Notices errors and self-corrects (monitors for meaning and accuracy)</li><li>• Reads smoothly and at a steady pace (rate)</li><li>• Uses phrasing and reads speech with expression (prosody)</li></ul>	
<p>Other comments:</p>	

# Recommendations

Use this sheet following a Reading Road Screener Assessment

Reading Road Screener		Phonic code knowledge/skill that needs addressing	Recommendations for older readers in phase 2 & 3	
1	s a t p i n m d g o b h e r f u l c k j v w x y z ck qu ff ll ss zz ch ng sh th (as in thumb) th (as in that) oo (as in moon) oo (as in book) ai ee igh oa ar or ur ow oi ear air ure	Sound/letter correspondence  (Simple and Complex Code)	Teach missing sounds - Decode and encode - Continuous blending of sounds to read - Isolation of sounds to spell	S I M P L E & C O M P L E X  C O D E
2	ked jum vug ziff muzz bick quoss thup chax fung kaip leeb wight hoat zook thark jursh hown chear soited copping	Blending nonsense words CVC level - long & short vowels	Reading Road 1	
3	cand seft ump roft benk lant throp shrin bloff croit draik sceet pright cloop brarm frowl sturl spork foisting stoated	Blending nonsense words CCVC, CCVCC & CVCC level with simple suffixes - long & short vowels	Reading Road 2	
4	spray phone reach grate flies slime grew draw chalk found more stone amount basin sternly pilot includes evening beneath whirling trying always photos meanwhile regular following annoyed	Blending real words with alternate spellings - simple suffixes - single and multisyllable	Reading Road 3	E X T E N D E D  C O D E
5	climbs horses catch wrecked plaster cheer gloves watch knelt pear threats stomach particles toothache scare ridges animal citizens places designed	Blending real words with alternate spellings - simple suffixes - single and multisyllable	Reading Road 4	
6	true swerves aboard phew rescue bushy helpful surge hey great legends gently doorway should valley neighed worldwide heard potatoes slushies launched wounded pour since suitable disputes	Blending real words CCVC, CVCC, CCCVC level with simple suffixes - single and multisyllable	Reading Road 5	

## Guide to focus sounds in each Reading Road title

Reading Road 1 titles	Focus sounds and example words	Phonics knowledge required to read any book in Reading Road 1
Dot and Dash	Double consonants = buzz /ck/ = deck	<p>These titles assume knowledge of the most common spellings of 43 of the phonemes of English.</p> <p>consonants, consonant digraphs, vowel digraphs and trigraphs, plus schwa sound</p> <p>s a t p i n m d g o b h e r f u l c k c k j v w q u x y z z z f f l l s s t h / t h c h n g s h a i e e i g h o a l o n g &amp; s h o r t o o (e g m o o n / b o o k) a r o r u r o w o i e a r a i r u r e - e r</p> <p>[This equates to everything learned up to the end of Set 5 in the Sunshine Decodables series]</p>
Fit to finish	/ai/ = rain /-er/ (schwa) = u better	
One top dog	/ow/ = bow /u/ = ruff /igh/ = light	
Rock it!	/ng/ = sing /qu/ = quick	
The dark thing	/ar/ = arm /th/ = there /th/ = thing	
How to be cool	/oo/ = cool /oo/ = good /sh/ = dash /ear/ = years /ai/ = wait	
Look at the tails!	/or/ = short /sh/ = fish /ure/ = secure /ar/ = farmer	
My farm jobs	/oa/ = roads /ch/ = check /oi/ = soil	
On your feet	/ee/ = feet /or/ = worn /air/ = pair	
Tip that hat	/igh/ = higher /a/ = back	

Reading Road 2 titles	Focus sounds and example words	Phonics knowledge required to read any book in Reading Road 2
A robber at Pop's	/oo/ = shoot /oo/ = foot /o/ = pop, Colin	<p data-bbox="1137 512 2107 671">These titles introduce blending of words with adjacent consonants to the knowledge required for Reading Road 1</p> <p data-bbox="1173 746 2069 842">Adjacent consonants with short and long vowel sounds</p> <p data-bbox="1115 927 2130 1023">[This equates to everything learned up to the end of Series 1, Set 5 OR Series 2, Set 7 in the Sunshine Decodables series]</p>
Stick Man	/oi/ = coin /e/ = kept /th/ = then /th/ = thick	
Hair!	/air/ = haircut /i/ = trim	
Tap dog Ted	/ow/ = flowers /ng/ = splashing	
Ticking-clock quicksand	/ur/ = further /ar/ = smart /ai/ = wait	
Cool cars	/ee/ = green /oi/ = pointed /ch/ = screech	
Let's go camping	/ear/ = gear /oa/ = float /igh/ = tonight	
Look out!	/ur/ = surfers /ure/ = picture /air/ = pair /ear/ = year	
Sleeping spots	/or/ = short /igh/ = flight /sh/ = sheets	
Teeth	/-er/ (schwa) = u (bigger) /ee/ = sleeping	

Reading Road 3 titles	Focus sounds and example words	Phonics knowledge required to read any book in Reading Road 3
Ducks in a row	/ai/ = ay (spray) /ai/ = a-e (made) /ai/ = a (baby)	<p>These titles provide practice in 27 alternative spellings for sounds students already know.</p> <p>/f/ = ph (orphan) /w/ = wh (when) /ai/ = ay a-e a (play, bake, basin) /ee/ = ea e-e y e (beach, Pete, baby, me) /igh/ = i-e ie y i (bike, pie, cry, silent) /oa/ = ow o o-e (crow, go, bone) /oo/ (moon) = u-e ew (rude, jewel) /oo/ (yoo) = u (unicorn) /or/ = aw ore al (claw, shore, walk) /ur/ = ir er (bird, herd) /ow/ = ou (loud) /oi/ = oy (boy)</p>
Go, Eve, go!	/f/ = ph (trophy) /ee/ = ea (reach) /ur/ = er (sternly)	
On Fog Hill	/ee/ = e-e (evening) /ee/ = e (she) /ur/ = ir (birthday)	
Out of orbit	/w/ = wh (when) /igh/ = i-e (slime) /igh/ = i (pilot)	
Pie in the sky	/igh/ = ie (flies) /igh/ = y (sky) /oa/ = ow (window)	
Blockbusters!	/oo/ (moon) = ew (grew) /oo/ (moon) = u-e (includes) /y-oo/ = u (popular)	
Kick Fly Draw Drum	/or/ = aw (draw) /or/ = al (chalk) /ow/ = ou (sound)	
Landmarks	/oa/ = roads /ch/ = check /oi/ = soil	
Make it!	/or/ = ore (more) /oa/ = o-e (close)	
Odd fish countdown	/ee/ = y (body) /oi/ = oy (annoyed)	

Reading Road 4 titles	Focus sounds and example words	Phonics knowledge required to read any book in Reading Road 4
A problem called Scamp	/m/ = mb (crumbs) /s/ = se (farmhouse)	<p>These titles provide practice in a further 19 alternative spellings for sounds students already know.</p> <p style="text-align: center;">/ear/ = eer (peer) /air/ = are ear (care, bear) /j/ = dge (edge) /s/ = se c (horse, city) /c/ = ch (school) /u/ = o-e o (above, other) /r/ = wr (wrong) /e/ = ea (head) /ar/ = a (after) /o/ = a (swan) /m/ = mb (climb) /n/ = kn gn (knot, gnaw) /ch/ = tch (patch) /l/ = le al (apple, animal)</p>
In the loop	/ch/ = tch (twitchy) /r/ = wr (written)	
Living room beach	/ar/ = a (last) /ear/ = eer (cheer)	
Spies	/u/ = o-e (some) /o/ = a (watch, what)	
Zed	/n/ = kn (knelt) /air/ = ear (pear)	
Eagle eyes	/e/ = ea (weather) /u/ = o (other)	
Human body fact file	/l/ = le (little) /c/ = ch (toothache)	
Secrets of the sea	/air/ = are (scare) /j/ = dge (ridges)	
What's that pong? Incredible plants	/l/ = al (animal)	
When the Romans ruled	/s/ = c (city, place) /n/ = gn (designs)	

Reading Road 5 titles	Focus sounds and example words	Phonics knowledge required to read any book in Reading Road 5
A shadow in the surf	/oo/ (moon) = ue (blue) /v/ = ve (have) /or/ = oar (board)	<p>These titles provide practice in a further 24 alternative spellings for sounds students already know.</p> <p>/ai/ = ea ey eigh (great, they, eight) /ee/ = ie ey (thief, turkey) /oa/ = oe (tomatoes) /oo/ (moon) = ue ui ou (blue, fruit, toucan) /oo/ (look) = oul u (could, put) /y-oo/ = ew ue u-e (few, rescue, use) /or/ = oar our oor au (soar, four, door, haul) /ur/ = or ear (word, earn) /s/ = ce (since) /j/ = g ge (gem, large) /v/ = ve (give)</p>
Lost in the woods	/y-oo/ = ew (few) /y-oo/ = ue (rescue) /oo/ (look) = u (puts)	
River's roar	/j/ = ge (challenge) /ai/ = ey (they) /ai/ = ea (great)	
The winning edge	/j/ = g (stage) /or/ = oor (floor)	
Wombat Valley	/oo/ (look) = oul (would) /ee/ = ey (turkey)	
Food flukes	/oa/ = oe (tomatoes) /ee/ = ie (stories)	
Brave battle friends	/ai/ = eigh (neighed) /ur/ = or (worked) /ur/ = ear (earth)	
Helicopters that help	/or/ = au (launched) /oo/ (moon) = ou (group)	
Robots	/or/ = our (four) /s/ = ce (since)	
Shipwreck! Shipwreck!	/oo/ (moon) = ui (fruit) /y-oo/ = u-e (disputes)	