

# Sunshine Starters Skills Chart

## Pack 3 Levels 9–11

Title	Words	Genre	Phonemic Awareness	Phonics	Vocabulary: High-frequency Words	Vocabulary: Content Words	Comprehension	Fluency
<b>LEVEL 9</b>								
<b>Ben's Quiz Game</b>	198	question and answer	Recognise and produce words that begin with the same sound: /st/	st stay, stem, step, stick, stop	could, our, them, think, were, with, yes, you	game, heavier, homework, ice cream, quiz, same, stones, strawberries, tonne, weigh	Making text to self connections: Ask students if they have played a quiz and what they know about weight.	Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.
<b>Bobby's Birthday</b>	231	narrative	Recognise and produce words that begin with the same sound: /ch/	ch chap, chat, chess, chip, chop	are, come, first, for, look, thank, who, will	birthday, chocolate, fourth, heart, hope, presents, puppy, second, shaped, third	Re-tell the story using the pictures on each page as a guide. What was the first present, second, third, fourth, etc?	Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat after you.
<b>Flamingoes Everywhere</b>	130	narrative	Recognise and produce words that begin with the same sound: /fl/	fl fly, fluff, flip, flop, flap	had, pretty, the, there, three, was, were, when	bathroom, bedroom, everywhere, feathers, five, flamingoes, mother, pink, reading, smiled	Discuss the sequence of events and the humorous ending.	Model reading of text with expression, noting the punctuation. Students repeat after you.
<b>Good Manners Week</b>	333	narrative	Identify and make rhyming words	th (voiceless) thank, thick, thin, think, thud	as, just, may, right, soon, thank, think, well	bees, birds, classroom, excuse, hard, kind, lesson, manners, week, welcome	Connect to prior knowledge: Ask students what they think good manners and bad manners are.	Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.
<b>Hide-and-Seek</b>	297	play	Recognise and produce words that begin with the same sound: /pl/	pl plan, plot, plug, plum, plus	all, been, do, go, on, one, play, please	found, friend, game, grass, hide, monkey, rocks, seek, someone, today	Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about. What do you know about the game of hide-and-see?	Read the play as a Readers' Theatre together before taking character parts in groups.

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<b>Jo Tries Out for the Team</b>	300	narrative	Recognise and produce words that begin with the same sound: /sh/	sh shed, shin, ship, shop, shut	after, am, at, eat, good, it, let, too	baker, best, cake, feels, really, sad, school, shoots, something, team	Connect to prior knowledge: Have you ever tried out for a team? What are you good at?	Model reading of text with expression, noting the punctuation and change of characters. Students repeat after you.
<b>A Trickle of Water</b>	127	nonfiction report	Recognise and produce words that begin with the same sound: /tr/	tr tram, trap, tree, trim, trip	big, can, come, down, make, other, soon, under	bridge, city, flow, high, mountains, ship, small, stream, through, trickle	Re-tell the text using the pictures on each page as a guide. Start with what makes the trickle of water.	Practise rereading the story with a partner (orally) – sharing information
<b>Forest Walk</b>	121	nonfiction recount	Recognise and produce words that begin with the same sound: /bl/	bl black, blame, blob, blue, block	again, away, back, blue, brown, by, walk, will	birds, bugs, drive, floats, flutter, friends, muddy, rocks, stream, water	Connect to prior knowledge: Have you ever been on a forest walk? What did you see or hear?	Model fluent reading of a section of the text (emphasising the sound words, and attending to punctuation) for students to repeat.
<b>I Love Trees</b>	51	narrative	Recognise and produce words that begin with the same sound: /br/	br brave, breathe, brim, brown, brush	eat, for, give, I, in, make, to, want	animals, breathe, food, grow, hug, many, people, sap, tree, wood	Is this book fiction or non-fiction? How do you know? What is the difference? (Non-fiction is true and may have photos). Predict the uses of trees that might be in the text.	Choral reading with students pointing to the words as they are read, sharing information.
<b>Let's Get Fit!</b>	95	nonfiction report	Identify syllables in words and clap as they are spoken, e.g. gar/den	-et get, let, net, pet, wet	and, get, let, play, run, she, walk, we	baby, crawl, dance, flowers, football, fun, garden, grass, stretch, swing	Re-tell the text using the pictures on each page as a guide. Discuss how each person gets fit.	Students practise reading the book on their own and then to the teacher (orally).
<b>Signs</b>	120	nonfiction recount	Recognise that words can be broken into individual sounds and produce them.	-aw all, raw, saw, talk, walk	did, here, only, put, said, saw, three, walk	animals, apples, books, feed, free, library, read, signs, sister, special	Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.	Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat after you.

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<b>Staying Still</b>	143	nonfiction report	Identify syllables in words and clap as they are spoken, e.g. but/ter/fly	-ill fill, hill, pill, still, will	about, and, do, how, out, see, think, your	bee, butterfly, feel, fun, listen, love, skip, stay, still, us	Reading Strategies: Ask students “What are some of the things good readers do?” Model how to use print cues, e.g. look for chunks in words – but, butter, fly.	Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.
<b>LEVEL 10</b>								
<b>A Letter to Grandma</b>	227	narrative	Recognise and produce words that begin with the same sound: /kn/	kn (n) knee, knew, knit, knot, know	about, get, her, his, know, live, put, what	envelope, friend, Grandma, letter, means, museum, school, stamps, swimming, write	Discuss strategies (steps) for writing a letter. What is needed and in what order?	Choral reading with students pointing to the words as they are read – sharing information.
<b>Amelia Loves to Read</b>	193	narrative	Identify and make rhyming words.	-all ball, call, fall, hall, tall	all, before, but, go, him, my, ride, stop	book, dance, fun, horse, learn, love, read, should, story, time	Reading strategies: Ask students “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.	Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.
<b>Greedy Fox</b>	267	fable	Recognise and produce words that begin with the same sound: /fr/	fr frame, free, fresh, from, frost	again, ask, ate, from, good, have, made, please	coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase	Making predictions. Help students use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding the meaning of greedy.	Model reading of text with expression, noting the punctuation and change of characters. Students repeat after you.
<b>Mrs Clucky’s Chickens</b>	235	play	Identify syllables in words and clap as they are spoken, e.g. pat/ters	cl click, climb, clip, clop, cluck	could, have, more, my, that, this, walk, who	eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm	Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about from the cover.	Read the play together as a Readers’ Theatre before taking character parts in groups. Notice the repetitive parts.
<b>Tom, the School Cat</b>	434	narrative	Recognise that words can be broken into individual sounds and produce them.	-ash bash, crash, flash, smash, stash	into, jump, little, thank, their, they, went, your	afternoon, assembly, award, cheese, Friday, listening, Monday, Thursday, Tuesday, Wednesday	Re-tell the text using the pictures on each page as a guide. What mischief did Tom get up to? How was the school cat problem solved?	Model reading of text with expression, noting the sound words, punctuation and repetitive parts. Students repeat after you.

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<b>Two Trevors</b>	188	narrative	Recognise and produce words that end with the same sound: /ate/	-ate date, gate, late, mate, rate	ate, away, new, old, play, ran, red, two	biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome	Making predictions. Help students use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of the humour.	Model reading of text with expression, noting the punctuation and change of characters. Students repeat after you.
<b>Bridges</b>	99	nonfiction	Recognise and produce words that have the same vowel sound: /o/	short o dog, log, of, off, on	go, has, let, like, made, off, on, up	beautiful, bridge, cross, cycling, harbour, log, plane, river, road, valley	Connect to prior knowledge: Ask students what they know about bridges.	Choral reading with students pointing to the words as they are read – sharing information.
<b>Eco Superheroes</b>	108	nonfiction persuasion	Identify and make rhyming words, e.g. plan/can	long o eco, go, grow, show, so	big, is, much, now, of, put, so, the	compost, healthy, love, pollution, puppets, recycle, superheroes, waste, water, world	Re-tell the story using the pictures on each page as a guide.	Choral reading with students pointing to the words as they are read, sharing information and noticing the rhythm and rhyme.
<b>Listen! Here Comes Night</b>	119	nonfiction report	Recognise and produce words that begin with the same sound: /th/	th (voiced) that, them, then, they, this	come, fly, going, good, here, she, that, you	garden, hear, laugh, listen, night, owl, puppy, sing, tomorrow, yell	Re-tell the text using the pictures on each page as a guide. What can we see or hear at night?	Model fluent reading of a section of the text (emphasising the sound words – onomatopoeia, alliteration and attending to punctuation) for students to repeat.
<b>Nutty Knitting</b>	137	nonfiction instruction	Identify syllables in words (especially with double consonants) and clap as they are spoken, e.g. nut/ty, knit/ting	oo book, cook, hook, took, wool	be, funny, how, made, make, more, some, when	colours, different, knitting, needles, patterns, stitches, twist, wool, yarn, years	Is this book fiction or non-fiction? How do you know? (photos) What is the difference? (Non-fiction is true and informs). Connect to prior knowledge, “Have you seen knitting?”	Choral reading with students pointing to the words as they are read – sharing information
<b>Sounds Like Music</b>	185	nonfiction report	Recognise and produce words that have the same vowel sound: /e/	long e be, beat, me, see, we	are, be, from, on, our, some, their, this	across, heard, music, people, shell, sounds, these, use, whistle, wind	Reading Strategies: Ask students “What are some of the things good readers do?” Model how to use picture, print and contextual cues.	Practise rereading the story with a partner (orally) – sharing information.

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<b>What's Your Fur For?</b>	196	nonfiction report	Recognise and produce words that have the same vowel sound: /i/	short i in, is, live, thick, with	black, for, live, other, some, what, with, your	cool, different, fur, hide, keep, reasons, scare, use, useful, warm	Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true) Make predictions about the text from the cover and title page photographs.	Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.
<b>LEVEL 11</b>								
<b>Boo and Brutus</b>	193	narrative	Recognise and produce words that have the same vowel sound: /u/	long u blue, boo, cute, new, you	but, find, he, him, me, new, not, ran	best, chickens, ditch, friend, gate, goats, grass, headbutt, snorted, tractor	Identify the sequence of events. Use the pictures to confirm.	Model fluent reading of text with expression, noting the punctuation and change of characters. Students repeat after you.
<b>Mark and the Dinosaurs</b>	213	narrative	Recognise that words can be broken into individual sounds and produce them, e.g. ask /a/ /s/ /k/.	sw- swan, sweep, sweet, swim, swing	again, ask, ate, had, his, them, there, were	chalk, concrete, dinosaurs, draw, friend, green, reptiles, swimming, tramping, wading	Identify the main idea of the story and the two characters in it. Discuss what the dinosaurs they drew are doing.	Practise re-reading the story with a partner (orally), making sure to change their voice for different characters.
<b>Mr Crocodile Goes to the Beach</b>	235	narrative	Recognise and produce words that have the same vowel sound: /u/	short u bus, but, cut, up, us	down, help, like, not, over, run, that, want	beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper	Making predictions: Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on accuracy of their predictions made at the beginning.	Model reading of text with expression, noting the punctuation and emphasising repetitive parts. Students repeat after you.
<b>The Famous Writer</b>	152	narrative	Identify and make rhyming words.	wr (r) wrap, wrist, write, wrong, wrote	came, had, her, off, once, said, then, well	famous, letter, nothing, paper, pencil, poems, stories, words, write, writer	Re-tell the story using the pictures on each page as a guide. What things did the writer try to help her write?	Model fluent reading of a section of the text (emphasising the rhyming words) for students to repeat.
<b>The Magician's Hat</b>	236	narrative	Identify syllables in words and clap as they are spoken, e.g. mag/ic	-ump bump, dump, jump, lump, pump	about, black, his, if, jump, off, out, white	flowers, hat, homework, magic, rabbit, scarf, teacher, tricks, uncle, wand	Connect to prior knowledge: Ask students what they know about magic, magicians and the magic word Abracadabra! Practise saying it.	Model reading of text with expression, noting the punctuation and repetition of Abracadabra. Students repeat after you.

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<b>Where is Mike?</b>	308	narrative	Recognise and produce words that have the same sound: /i/	long i find, like, line, mine, time	came, find, from, must, now, open, saw, under	bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers	Identify the problem and solution in the story. Use the pictures to confirm.	Model fluent reading of text with expression, noting the punctuation and change of characters. Students repeat after you.
<b>Can You See Me?</b>	223	nonfiction report	Recognise and produce words that have the same ending sound: /k/	-ck back, black, kick, pack, pick	back, call, help, live, over, round, take, there	coral, crab, crawl, creatures, diver, hermit, hide, reef, sea, star	Re-tell the text using the photos on each page as a guide. Where were the creatures hiding?	Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.
<b>Colour Magic</b>	173	nonfiction report	Recognise and produce words that have the same vowel sound: /ow/	-ow (how) cow, how, now, vow, wow	black, blue, call, one, or, then, they, yellow	blob, happen, mix, need, paint, paintbrushes, plate, print, stroke, words	Ask questions as you read. What do I do to make a new colour, e.g. purple. Sequence the steps.	Choral read the instructions with students pointing to the words as they are read – sharing information.
<b>How Much Rain?</b>	248	nonfiction instruction	Recognise and produce words that have the same vowel sound: /a/	long a away, late, make, rain, take	any, ask, be, every, may, much, take, where	chart, gauge, graph, measure, rain, rainfall, start, stick, stones, weather	Discuss strategies (steps) for making a rain gauge. What is needed and in what order?	Practise reading the text with a partner (orally) – sharing information.
<b>Light Show Under the Sea</b>	123	nonfiction	Recognise and produce words that have the same ending sound:	-ight light, might, night, right, tight	away, by, has, like, little, look, two, under	dragon, fish, jellyfish, light, sea, show, squid, star, wink	Making predictions: Help students use the title of the book and cover illustration to make predictions about the story. After reading, check on accuracy of their predictions made at the beginning.	Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat.
<b>Robots Can Help Us</b>	156	nonfiction	Recognise and produce words that have the same vowel sound: /ar/	ar car, dark, farm, hard, park	again, been, can, help, play, stop, too, where	cold, computers, hot, moon, robots, send, space, use, win, work	Reading Strategies: Ask students “What are some of the things good readers do?” Model how to use picture, print and contextual cues. Ask yourself does it sound right, look right and make sense? Discuss and summarise the uses of robots.	Practise rereading the story with a partner (orally) – sharing information
<b>Write On!</b>	155	nonfiction report	Recognise and produce words that have the same ending sound: -ite	-ite bite, kite, site, quite, write	have, let, more, say, see, think, up, which	everywhere, own, poem, read, rhyme, share, story, true, words, write	Making connections: Ask students to predict what good writers do? Check their predictions at the end of the book. Link to what they do. Are they good writers?	Model reading a section of the text using expression and emphasis to convey information for students to repeat.