

Level 1 books: Focus on decoding cvc words, s suffix, and double final consonant (toss, well, add)

Title	Phoneme	Word count	Senior, Junior, All	Illustration activity to follow
Gas!	cvc	228	All	1
A Nap in the Sun	cvc	285	All	1
Rat gets Fat	cvc	294	All/ J	1
Gus the Pup	cvc + s suffix	307	All/ J	1
The Rag Pet	cvc + s suffix	382	All / J	1
Wag Wag	cvc + s suffix	188	All/ J	1
Go Sam Go	cvc + s suffix	335	All / J	1
Bugs in the Jam	cvc + double final consonant	341	All	1
Nan is O.K	cvc + double final consonant	284	All/ J	1
Mum's Big Mess	cvc + double final consonant	219	All	1
A Kip in the Sun	cvc + double final consonant	305	All	1
Yum said Mum	cvc + double final consonant	326	All	1
My Bus	cvc + double final consonant	562	All/ S	1
A Tad	cvc + double final consonant	233	All	1
A Monster Problem	cvc + double final consonant	556	All	1
Rot in a Log	cvc + double final consonant	661	All/ S	1
A Mix Up	cvc + double final consonant	728	All/ S	1
For my Kids	cvc + double final consonant	528	All/ S	1
A Pet for Todd	cvc + double final consonant	682	All/ S	1
To Get to my Job	cvc + double final consonant	740	All/ S	1

There are no writing assignments at this level. The illustration activity requires students to visualise their reading, to make basic inferences.

Stick figures are acceptable.

Code: All: appropriate for all ages. All/J: especially suited to younger students, ages 6 – 8. All/S: especially suitable for older students.

Level 2 books: Focus on th, sh, ch; simple suffixes ing, ed, er and y

Title	Phoneme	Word count	Senior, Junior, All	Writing
A Bad Vet	th	474	All	1
Jess the Cat	th	543	All/ J	1
Into the Mud	th, sh, ch	1096	All	1
Cob and Sod	th, sh, ch	1169	S	1
Pepper in the Batter	Adds ing, ed, er suffixes	716	All	
Nag Nag	Adds ing, ed, er suffixes	775	All	1
A Winner	Adds ing, ed, er suffixes	744	J	
Polly and the Gas Man	ing, ed ,er and y suffixes	1019	All	2
A Pet Fox	ing, ed ,er and y suffixes	739	All	2
Pig and Dog	ing, ed ,er and y suffixes	719	All/ J	
The Problem of a Soccer Mad Dad	ing, ed ,er and y suffixes	905	All/ S	1
Josh and his Bus	ing, ed ,er and y suffixes	413	All/ J	1
Sam and the Piglet	ing, ed ,er and y suffixes	602	All	1
My Big Rig	ing, ed ,er and y suffixes	823	All	
The Illness of Tilly the Pig	ing, ed ,er and y suffixes	893	All/ S	1
When a Mozzy Bit Me	ing, ed ,er and y suffixes	908	All/ S	1
Riff-Raff and Fuddy-Duddy	ing, ed ,er and y suffixes	905	All/ S	1

Level 2 writing.

This level introduces the concept of a paragraph. Paragraphs are simple: advantages in one paragraph, disadvantages in the next; before and after, and the like. But before they get to this, most students will need to come to grips with sentence structure. We strongly recommend working through the first sections of The Sentence Book, up to the section on compound sentences. Some students will need to spend a

term or more coming to grips with basic sentence structure before they are ready to advance.

Even though these books are very basic decoding, many students will need to start here. Students who have advanced decoding skills but whose comprehension has not developed apace should start here, learning basic comprehension ways of thinking. In general, easy, effortless, unconscious decoding means the student can dedicate most or all of their cognitive energy to comprehension.

In addition, students who have not yet learnt to use paragraphs effectively should start their writing journey at this level.

Some students will need to work through most of the assignments presented here. Others will grasp the concepts quickly and will soon be able to make a start of the assignments that relate to the level 4 and 5 books.

Level 3 books: Focus on ck, more simple suffixes, le, ly, et, en

Title	Phoneme	Word count	Senior, Junior, All	Writing
The Old Tom Cat	ay	282	J	
The Tin and Box Man	ay	713	All/ J	1
Stuck	ck; le	604	All/ J	
Cop and Robber	ck; ay	657	All	1
A Hat for the Rugby	ck; ay and y as in my	642	All/ S	2
The Rock Cutters	ck; ay, -all words	828	All/ S	1
All for a Better Shell	ck; le, en suffixes	1375	All/ S	1
Rats!	ck; ay, y as in my, ow; le and led	571	All/ J	
A Letter in a Bottle	ck; le, en suffixes	1001	All/ S	1
Mr. Ducket's Ferret	ck; le, et, en suffixes	1147	All/ S	1
Picking up Kitty	ck; le, et, en suffixes	874	All	1
A Spy in the Colony	ck; le, et, ly suffixes	1689	All/ S	1
A Shipwreck	ck, -all words; le, et, en suffixes	1297	All/ S	1
Fishing for Cod	Ck; le, et, en suffixes	1403	S	1

Level 3 writing.

This level continues to develop the concept of a paragraph. The books are on more sophisticated themes than in level 2. Paragraphs in the writing assignments are basic and heavily scaffolded. But before they get to this, most students will need to come to grips with sentence structure. We strongly recommend working through the first sections of The Sentence Book, up to and including the section on compound sentences. Some students will need to spend a term or more coming to grips with basic sentence structure before they are ready to advance.

Even though these books are very basic decoding, many students will need to start here. Students who have advanced decoding skills but whose comprehension has not developed apace could start here, learning basic comprehension ways of thinking. In general, easy, effortless, unconscious decoding means the student can dedicate most or all of their cognitive energy to comprehension.

In addition, students who have not yet learnt to use paragraphs effectively but need more sophisticated reading material could start their writing journey at this level.

Some students will need to work through most of the assignments presented here. Others will grasp the concepts quickly and will soon be able to make a start of the assignments that relate to the level 4 and 5 books.

Level 4 books: Focus on initial blends and simple suffixes, ar, ng introduced

Title	Phoneme	Word count	Senior, Junior, All	Writing
My Gran	Initial blends	714	All	2
Griff and his Sled	Initial blends	997	All	1
The Maths Test	Initial blends, ay, ow and y as in my	752	All	1
Dilly Duck	Initial blends, introduces ng	1549	All	1
Little Red gets Cunning	Initial blends; ng	940	J	
Getting Dinner	Initial blends; ng	749	All	
Chicken Licken	Initial blends	484	J	
Rugby	Initial blends, y as in my	456	All	
Little Butterfly	Initial blends; y as in my	663	All	1
A Trip to the Rugby	Initial blends, ar phoneme	195	J	
Party in the Dark	Initial blends, ar, ng phonemes	662	All	1
Daddy Long Legs	Initial blends, ar, ng phonemes	1169	All/ S	1
A Frog Pet	Initial blends, ar, ng phonemes	1109	All	1
The Starfish	Initial blends, ar, ng phonemes	1014	All/ S	
The Battles of an Arctic Fox	Initial blends, ar, ng phonemes	1351	All/ S	2
Pufferfish	Initial blends, ar, ng phonemes	1225	All/ S	1
The Little Chick	Initial blends, ar, ng phonemes	567	All	
The Ant and the Cricket	Initial blends, ar, ng phonemes	916	All	
Mr. Rat and Mr. Frog	Initial blends, ar, ng phonemes	790	All	
I am a Tracker	Initial blends, ar, ng phonemes	2178	All/ S	1
How they Play Cricket	Initial blends, ar, ng phonemes	2448	All/ S	
Stuck, Jammed, Trapped	Triple initial blends, str, scr, spl	1816	S	2

Level 4 writing.

Inferencing becomes more sophisticated, in both reading the book and the following writing assignment. This level introduces the concluding sentence in body paragraphs. Students are also introduced to transition words. Lead/ topic sentences are provided for each paragraph.

Whereas the lead sentence tells the reader what this paragraph is about, what the writer will be telling the reader, the **concluding sentence** summarises the main point made, what the writer has told the reader. At this stage, it is sufficient for students to restate the lead sentence in a different way, learning the role of this sentence in the process. Suggested concluding sentence starters are provided for each paragraph, but these are suggestions only. Students should be encouraged to generate their own.

Transition words are a key way to create cohesion and flow in writing. Their role is to make following the writer's train of thought easy for the reader. They tell the reader how this new thought, new sentence or new paragraph is connected to the previous one.

Students are introduced to transition words in The Sentence Book. Introduce this section before beginning this level and continue the exercises in tandem with the writing activities. The balance of specific practice with Sentence Book exercises and in the writing assignments will depend on the needs of your students.

Students who have a basic understanding of the role of paragraphs could start here.

Level 5 books: Focus on initial and final blends and simple suffixes

Title	Phoneme	Word count	Senior, Junior, All	Writing
Camping	Final blends	413	J	1
Me with the Paddles	Final blends, ol words	1265	All	2
Agnes and Mrs. Smith	Final blends	623	All	
Mumps	Final blends, l-controlled vowels	485	J	
Under the Bed	Final blends, l-controlled vowels	1006	All	
The Hut	Final blends, triple initial blends	804	J	
The Godwits	Final blends, ol words	938	All	1
The Shag	Final blends	762	All	2
The Chest in the River	l-controlled vowels	1005	All	1
Sally Mon	Final blends, triple initial blends	981	All/ S	1
Mum's Garden Plan	Final blends	830	All	
The Robins	Final blends, triple initial blends	1476	All	
One Man and a Donkey	Final blends, triple initial blends	1596	All/ S	1
My Days in the Skidder Gang	Final blends, triple initial blends	1277	All/ S	
My Days as a River Pig	Final blends, triple initial blends	1645	All/ S	1
Ndotto the Elephant	Final blends, double suffixes (ered)	1670	All/ S	1
River Otter, Sea Otter	Final blends, l-controlled vowels	2611	All/ S	1
A Jar of Jam	Final blends, double suffixes (erly)	1137	All	
Jin the Otter	Final blends, double suffixes (ering)	1576	All	1
Getting to the Summit	Final blends, double suffixes (ingly)	1395	All/ S	
Whiskers Black	Final blends, double suffixes (ened)	2508	All/ S	2

Level 5 writing.

These books are all on themes suitable for students in years 5 – 10. Inferencing becomes yet more sophisticated. Lead/topic sentences are still provided for each paragraph, but students are expected to generate their own concluding sentences. Students are expected to use transition words effectively.

Whereas the lead sentence tells the reader what this paragraph is about, what the writer will be telling the reader, the **concluding sentence** summarises the main point made, what the writer has told the reader. Suggested concluding sentence starters are provided for each paragraph, but these are suggestions only. Students should be encouraged to generate their own.

Transition words are a key way to create cohesion and flow in writing. Their role is to make following the writer's train of thought easy for the reader. They tell the reader how this new sentence or new paragraph is connected to the previous one.

Students are introduced to transition words in The Sentence Book. Introduce this section before beginning this level and continue the exercises in tandem with the writing activities. The balance of specific practice with Sentence Book exercises and with the writing assignments will depend on the needs of your students.

Students who have a basic understanding of the role of paragraphs but need more sophisticated reading material could start here.

Level 6 books: Focus on a_e, i_e, o_e; ee, ea; ce

Title	Phoneme	Word count	Senior, Junior, All	Writing
Nessy the Monster	a_e	1328	All/ S	1
The Quake	a_e	731	All/ S	1
Mandy's Problem	a_e, i_e	374	J	
The Snake Problem	a_e, i_e, o_e	1058	All	1
The Limpet	a_e, i_e, o_e	1018	All	1
Diving with a Manta Ray	a_e, i_e, o_e	2337	All/ S	2
The Whale Stranding	a_e, i_e, o_e; triple initial blends	1390	All	1
The Leaf Cutter Ants	ee, ea	759	All	
An Emerald Pendant	ee, ea; or, igh	1847	All/ S	1
Libby Riddles	ee, ea, or	1717	All/ S	1
Taking Control of the Nile	ee, ea, or	1868	All/ S	
Hitler and his Beetle	ee, ea, or; basic prefixes	1408	S	1
Rin Tin Tin	ee, ea, war words	1425	All/ S	
Gold	ee, ea, or; basic prefixes	1404	All/ S	1
The Glider	ee, ea, or; basic prefixes	2362	S	1
A Runaway's Tale	ee, ea, or; basic prefixes	2521	S	2

Level 6 writing

Books at this level are basic decoding. Most are non-fiction and are on themes suited to students in years 5 – 10; those marked S only are on sophisticated themes and recommended for intermediate and secondary students only.. The inferencing component is heavily emphasised. The writing assignments teach the most sophisticated elements of writing, and appropriate for students in years 7 – 10 only. (Less demanding writing assignments are in production).

The writing assignments teach the most sophisticated elements of writing. Students are introduced to analysis, and to further cohesive devices, both within and between paragraphs.

Paragraphs now have four components. Students are now required to write their own **lead/ topic sentence**. **Evidence and examples** come next, generally the facts of the case. This is followed by **analysis**, making sure that the reader follows your argument, and 'gets' the relevance of this evidence. The final sentence **summarises** this

paragraph, and students now learn techniques for linking one paragraph to the next, to segue (pronounced seg-way).

Books labelled 'all' are suitable for year 5 and 6 students. The writing assignments are generally too advanced for these students. A less demanding writing assignment is in production.

The **analysis** component should answer the following:

Why is this important?

Why does this matter?

How is this evidence relevant to the main point you are making, in this paragraph and in the whole essay?

What are my readers supposed to be thinking or feeling now? Make sure they are thinking what you want them to think.

This can all be summarized in two words: So what? These two words appear at the beginning of this section of every body paragraph.

This should mean that nothing is left to chance, that the readers follow the argument easily, and are left convinced by what they have been told. There should be no space for the reader to become lost, confused, skeptical or unconvinced.

Cohesion

Students should, by now, be very adept at using transition words to link sentences. They are now introduced to other techniques, most especially the 'Known before New Contract'. This means a sentence begins with a previously introduced thought, and then the new information is added. This technique is discussed in The Sentence Book, on p. 79.

Students are also introduced to 'pointer words', most especially this, that, these and those, and their role in linking sentences.

It is easy to overdo transition words. Students should be encouraged to use a mix of these cohesive devices within a paragraph.

Level 7 books: Focus on vowel digraphs

Title	Phoneme	Word count	Senior, Junior, All	Writing
The Stingray	ai	561	All	
Adrift with a Shark	ai, oa	2939	All/ S	1
Pink Candles	ai,	2041	All/ S	1
Uncle Max's Big Problem	oa, ai	354	J	
My Holiday	ai, oa, oo	2158	All	
Catching Flying Fish	tch	728	All	
The Beaver	dge	1455	All/ S	1
The Christmas Truce	u_e, are, ire	1582	All/ S	1
The Humpback Whale	ou	1068	All/ S	
The Runner	ou	1682	All/ S	2
Living in a Yurt	ur	1368	All	
The First All Blacks	ur, ir, ear as in earth	1512	All/ S	1
Turtles in Peril	ai, oa, oo, ou, ir, ur, tch, dge	1692	All/ S	2
The Elephant Problem	o as u, as in money	943	All/ S	1
This Life of Mine	r-controlled vowels, incl air, ear etc	2542	All/ S	
The Hunter and the Bear	r-controlled vowels, incl air, ear etc	2871	All/ S	1
The End of the War	ew	1056	All	
Fast and Slow	ew, aw	1416	All	1
Rocket Boosters and a Horse's Backside	au, oi, ow as in town, simple prefixes	1667	All/ S	1

Level 7 writing

Books at this level are basic decoding. Most are non-fiction and are on themes suited to students in years 5 – 10. The inferencing component is heavily emphasised. The writing assignments teach the most sophisticated elements of writing, and appropriate for students in years 7 – 10 only. (Less demanding writing assignments are in production).

Students are introduced to analysis, and to further cohesive devices, both within and between paragraphs. Paragraphs now have four components. Students are now required to write their own **lead/ topic sentence**. **Evidence and examples** come next, generally the facts of the case. This is followed by **analysis**, making sure that the reader follows your argument, and 'gets' the relevance of this evidence. The final sentence

summarises this paragraph, and students now learn techniques for linking one paragraph to the next, to segue (pronounced seg-way).

The **analysis** component should answer the following:

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Why does this matter?

How is this evidence relevant to the main point you are making, in this paragraph and in the whole essay?

What are my readers supposed to be thinking or feeling now? Make sure they are thinking what you want them to think.

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Students are also introduced to 'pointer words', most especially this, that, these and those, and their role in linking sentences.

It is easy to overdo transition words. Students should be encouraged to use a mix of these cohesive devices within a paragraph.

Segue (pronounced Segway)

This was originally a musical term, referring to a piece of music, perhaps a tune, seamlessly turning into a different tune without a break, linked by a few notes or bars in common. The transition is smooth, barely perceptible, accomplished without a pause, with no interruption. Some students will almost certainly be able to offer examples, but failing that, this very brief video demonstrates segue with two 'The Sound of Music' clips:

<https://www.youtube.com/watch?v=T9RG4oIY2Yk>

In writing, segue means the same thing. It may mean that a few words in the concluding sentence hint at the theme of the following paragraph, seamlessly linking the ideas. "In summary, ..., but there is a second, possibly better, option." "In brief,....,

although this is not always the case.” “Clearly, ..., but in practice there are pitfalls to this approach.” This tells the reader what the next paragraph is likely to be about.

Starting the following paragraph with a transition word has the same effect. “However,…” tells the reader that they are about to learn a different point of view. “In addition, …” tells them something else.

Students should be encouraged to use a mix of these techniques. It is not always possible or practical to segue from one paragraph to the next, but where feasible, this smooth flow from one idea to the next makes comprehending the passage so much easier.