

Title	High-Frequency Words: New	High-Frequency Words: Revisited	Key Vocabulary: New	Key Vocabulary: Revisited	Decodable Words: New	Decodable Words: Revisited	Possible Reading Strategies These suggestions are indicative only. There are many opportunities for addressing a range of reading strategies in each book.
Early Reading Stage: Level E (7)							
Insects Word count: 183		all an do has have no not yes		ant bee butterfly ladybug spider worm bird two six eight	wings	insect/s legs	<ul style="list-style-type: none"> Understanding and reading a question and answer book
Where Are the Grapes? Word count: 187	know which would	an are but do for has have no not of said saw so that the then there they too where yes		ant/s bee bird butterfly worm grapes six	animals crack kept fit made tracks wings	insect/s into legs lots mud must	<ul style="list-style-type: none"> Drawing inferences – carrying meaning from one page to the next
Squid Word count: 130	be eat from if or	all are get little make of out put their them then there they		black green red yellow swim fish water	eggs hide ink lives off rocks sea skin squid	big cannot into lots plants	<ul style="list-style-type: none"> Reading a report and using an index
Big Squid and Little Squid Word count: 239	eat just were	are big but did he little make no not now put said saw that then they us where will		black green red fish water playing	hide ink let's made sea skin squid yelled	can't help into plants	<ul style="list-style-type: none"> Using punctuation to support reading
The Plum Tree Word count: 182	eat/s from many	are for make of out put/s that their they too		ant/s bee/s butterfly caterpillar/s bird/s flowers tree	animals grub/s need leaves eggs feed plum/s sap	insect/s nest	<ul style="list-style-type: none"> Checking pictures and labels to support reading
My Tree Word count: 153	eat if one	but has make no not said so then too your		ant/s bee/s caterpillar/s bird flowers tree	grub/s need leaves plum/s sap thing	nest	<ul style="list-style-type: none"> Using letter cues
Early Reading Stage: Level E (8)							
When the Sun Comes Up Word count: 165	eat/s many when	do for gets have little make/s of then they up will		bird rabbit duck spider/s worm/s catch jump/s sleeps swims water under	animals bat bugs dives hole hunts keep leaves safe sits things twigs wake	fox frog insects into log lots nest plants pond spins sun web	<ul style="list-style-type: none"> Using letter cues – Does it look right?
When the Sun Is Going Down Word count: 261	eat/ing when	am but do down for get going have little no not now said so up yes		bird rabbit duck spider worms sleep swim mother	bat bugs dive hunting keep need sing still time wake	bed fox must nest sun web	<ul style="list-style-type: none"> Using letter cues – scanning the word to check for the final letter
Our Spot Word count: 228	boys day good one our were when	all are but came did do for get have no not now of said saw so that then there they too was what where will yes	first	played play/ing rope school	hit jumped jump/ing same spot time today upset	can't flat let's next	<ul style="list-style-type: none"> Reading punctuation marks
Where Can We Play? Word count: 233	be day good her know long new one very were worked	all came down had his make now of put said so their them then there they up		catch paint/ed play/ed store bulldozer build truck blue red yellow father mother	back bricks cleaned dug fantastic gave hole jump litter need/s off picked rope safe skate spot stones swept time upset weeds	big bag/s best can't cut fix flat land plants	<ul style="list-style-type: none"> Self-monitoring when an error is made
Looking After Your Frogs Word count: 167	after be before eat give good how if know long	are but do for get have little make not out put so that them they up will your		water jump swim	crickets eggs hole lid pets set sit something tadpoles tank time	cannot frog/s log must pond plant sand	<ul style="list-style-type: none"> Understanding how procedural texts work
Frog's New Pond Word count: 194	eat good just new very were	but for had no not now of out said saw so that then there was		water worms	hot kept need/ed rocks set things	frog insects lots plants pond sand	<ul style="list-style-type: none"> Using syntax to support reading - Does it sound tight?

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Early Reading Stage: Level F (9)							
Bat Rescue Word count: 238	after day eat from if other when	are do down for get going not of out put so that their them then they up will		grapes sleep tree/s over	bats bite branches check close cloth feed figs free hang home keep leaves name net/s safe see sometimes take things trapped until wake well wings	help insects must plants setting stop stuck sun	• Reading a text written in the first person
Sally and the Bats Word count: 249	be day know long new were when would	all but came did do for get had have no not now of out put said she so that their them then there they this what will		water tree under five	ate awake back bad banged bats bell cooked drum fire flapped hose jelly keep made net off picked plum/s rang smiled smoke wet wings	can't planted trap	• Using visual cues independently
Teach Me How Word count: 257	eat her how other	do for get out put she their them too up when where will		elephant/'s lion/'s tiger/'s zebra/'s fish ants dogs mother/s playing jump run swim water	animals chase chimp/'s crack creep cub dolphin/'s feet grab hot hunt/s keep need pick quickly rest rock safe skin spot teach teeth things trunk	dig into mud sand	• Self-extending – being able to discover new things independently
Little Cub Word count: 272	be day eat how know one were	all am but did do for get going had have his little my no not said saw she so that their them there was what will yes		elephant zebra ants mother/s catch run play	animals chimp cub hungry sad safe stick teach/ing things time	fun must	• Using meaning cues independently
The Jump Rope Team Word count: 228	after again any be before day good just one very would	all but did doing get going had have make not of said saw so that then they was were will		jump/ed jumping mother school two	coach each fit home keep kept mistakes rest rope/s sometimes speak still team time tricks week	fun help kids lots next stop	• Understanding the use of tense to support reading
The Fun Run Word count: 246	after be day if just long very	all are but do for get have not of said then there they too was were will	first	lion tiger beach zoo jump/ed run over	animals best began end finish fit grinned hop keep line need rest pant/ed puff/ed time vet week winning	fun log must ran stop win	• Using visual cues to support reading
Early Reading Stage: Level F (10)							
Animals that Need Mud Word count: 176	eat/s from many or	do down getting little makes eat/ puts so them then they too		hippopotamus elephant turtle pig catch water	animals cold crab/s dust eggs hides hole hot keeps need/s off safe see skin soft things	cannot digs frog into mud nest stops sun wet	• Reading labels to get information
Mud, Mud, Mud! Word count: 247	again day from good her how know one very were	all but came do down for getting make no of put said so that then there too up was what where will		birds elephant pig turtle water jump/ed over	animals back bad bugs cold crab dust eggs hill hot keeps need off sad safe she skin trunk	frog lots help mud must nest pond sat stops sun	• Using structure to support reading

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Keeping Safe Word count: 190	be eat from just know many other very would	down so that them there they where		butterfly caterpillar spiders birds catch two	feet hangs holds hide keep leaf moth safe seen snake stick still	animals cannot frog helps insect/s plant sit/s stop	• Using semantic cues to decode
Looking for Lunch Word count: 235	any eat from just know long	all am are did do for get not of out said saw so then there they too us will yes		butterfly caterpillar spider/s worm/s green tree bird under	brown eek feet hid hide hissed hungry keep leaf lunch moth ouch rock screeched sit snake something stick still time tuck	animals can't forest frog/s insect/s into leg let's log must pond sat slid	• Using meaning cues to reread and correct
Big Ships Need Tugboats Word count: 214	by from long or other take very when work	are but get not out their them they		boats ropes two three around	back bump/ing close dock hitting need pads safely sea ship/s soft strong team things time tugboats	big help stop	• Reading diagrams to add meaning
The Tugboat Team Word count: 264	old other very work	am are did going little not out said saw their then they too	first second third	boat/s yellow ropes two three	back bumped dock each hit need pads rocks sea ship/s soft strong team tug/ged tugboat/s	big cannot help next sat	• Self-monitoring when reading