

SOUND DISCOVERY ®

Manual - Addendum 2

A Guide to Reading

and

Decodable Readers

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Developing Reading

In every Snappy Lesson® children practise their sounds and blending skills. They also read words and sentences. The tricky words needed in these sentences are gradually introduced. They are learnt by looking for and learning the tricky part (underlined), then blending as usual. The natural progression from reading individual sentences is, of course, to read text. Hence decodable readers.

What are decodable readers?

A decodable text is text matched to the grapheme-phoneme knowledge of the reader. It contains words with the sounds the child has learnt to date plus a few tricky words. Such texts reinforce phonic knowledge, provide extra blending practice and build reading fluency and confidence. Embedded in decodable text, tricky words are learnt more easily.

When could they be used?

Decodable readers can be used for one to one reading at school or at home. They can also be used for guided reading in groups – our photocopiable materials are particularly suitable for this. Many of these reading materials have simple comprehension sheets, phoneme spotter or writing activities. These can be used to reinforce and apply phonic skills in literacy lessons.

How to start

Select a decodable text at the correct Step.

For example, if you have just taught a Snappy Lesson® at Step 1.3, choose a Rapid Phonics book, Fold-It Book or printable booklet from the Snappy Lesson® Videos at Step 1.3 (**see the Table of Decodable Readers on page 6 and Tables 1, 2 and 3 on pages 7 - 18**). You might like to show the e-story on the Snappy Lesson® video first. This has a pointer to guide children with sounding and blending, leaving time for them to try before the words are sounded out and blended for them. Tricky words are explained and practised on the video too. The booklet can then be read in school or sent home for extra practice.

(For further guidance on how our decodable readers fit the programme progression, see **Using Decodable Resources** on pages 4 and 5 of this document.)

Introduce the text by looking at the pictures or linking it to the child's own experience.

Revise the focus sounds.

For example, if the child is working at Step 2.3 on the sounds /ar/, /er/ and /or/, practise these sounds and practise reading some words containing these sounds by blending. Each book or text is clearly labelled to show which sounds are used.

Practise the tricky word(s)

These will be indicated in the book or on the text. Early texts will have no or very few tricky words. Emphasising the tricky part helps with spelling and introduces 'not yet taught' or unusual grapheme-phoneme correspondences. Encouraging blending helps the child see that this strategy works even for tricky words, once the tricky part has been learnt.

Strategies for helping during reading

Getting stuck.

- **Slow** down – give the child a chance to sound it out
- **‘Say the sounds’** – remind them of the strategy
- Encourage them to **speed up the sounds** or model this for them if they are having trouble blending.

Moving on with reading

We encourage children to:-

- **Sound out (out loud)** and **say the word**
- **Sound out in your head and say the word**
- **Just say**, read ‘at a glance’ (no need to go on sounding out if you recognise the word!)

Difficulty with polysyllabic words

Some children have no difficulty blending all through a word like ‘rabbit’. Others may need more help. If they do, cover the second syllable with a finger or paper and encourage the child to sound out each syllable separately before blending the syllables. (See **Module 5 of the e-training on Teaching Longer Words** and watch Snappy Lesson® Video 28) Teach where syllable breaks come for closed and open syllables.

Difficulty reading words with suffixes (s, -es, -ed, -ing, -er, est)

Again, some children have no difficulty adding -s to a word for a plural or present tense verb. For those that need help, encourage them to cover the -s with a finger, read the word and then add the /s/ sound. Words ending in **-ing**, **-er**, **-es** and **-est** can be treated as polysyllabic words. The suffix **-ed** can cause difficulty because it has three sounds, **ed**, **d** and **t**. (See **Module 5 of the e-training on Teaching Longer Words** and watch Snappy Lesson® Video 38 to see how to teach this.)

After Reading

Talk about the story. Use the oral comprehension questions at the back of the Rapid Phonics books and share the joke. Consider using an activity provided with the photocopiable materials. Encourage children to generate a sentence or two from the story. Model writing a sentence yourself before asking the children to write. (See **Module 6 of the e-training on Decodable Text and Modelled Writing**.)

Using Decodable Resources

The following Table illustrates what you might choose for children to read in the first two weeks of Reception.

Teaching	Rapid Phonics Readers Published Books	Snappy Lesson® Video Printable booklets	Fold It Books 1 Photocopiable
Week 1 Teach s,a,t,p,i,n	Read the first two books at Step 1.1 covering s,a,t,p,i,n Pat Naps Pat! Tap! Tip!	Snappy Lesson® Video e-booklet or printable paper copies 1 – 6 , one for each sound taught. The first 5 booklets deal with individual sounds, oral segmenting, letter formation, and early blending and reading of simple words, phrases and sentences. The 6 th booklet is a story: A nap	Books 1 – 3 cover s,a,t,p,i,n Ant Ant in a pan Pat is an ant
Week 2 Teach c,e,h,r,m,d	Read the second two books at Step 1.1 covering c,e,h,r,m,d Rats! Pad the Cat	SLV booklets 7 – 12 , one for each sound taught. 5 are stories Cat Pip's pen The Rat* Sam the man* Red One deals with the /e/ sound: simple word segmenting, letter formation and writing, and blending and reading of simple sentences.	Books 4 – 6 cover c,e,h,r,m,d Sam the man* Sam's cat The Rat* *These texts have the same title but the stories differ.

Obviously, it is hard to produce text with any less than six sounds, but if our optimal teaching pace is followed, this should be achieved by the end of the first week of phonics teaching when **s,a,t,p,i** and **n** have been taught. By this time, all children will have been exposed to oral blending, word reading and sentence reading *within six Snappy Lessons®*. Reading activities in class should also have taken place outside of the phonics lesson using either a Rapid Phonics Reader or our photocopiable or printable materials which can be produced to match the number of children in the group or sent home. Some children will then be ready to take home a Rapid Phonics Reader at the end of the first week. Snappy Lesson® Video booklets are available to support children daily in school or at home as there is one booklet to cover each sound taught.

Using Decodable Resources (continued)

Our recommended pace of teaching is clearly outlined in '*Starting Strong in Reception*' and in Addendum 1, the guide to Assessment. The strategy is to teach the Initial Code at speed but to provide plenty of opportunity for revision throughout the year. Those children needing extra phonic intervention may progress at a slower pace through the Rapid Phonics readers, but as long as they have covered the sounds in the book and can blend these sounds, this does not matter. The Tables on pages 7 - 18 of this document indicate clearly how texts fit with the programme.

At Steps 2.1 and 2.2 there is the additional choice of the King Wizzit Series of published books, which are suitable for 'quick to learn' children in Reception or for catch up for children in Y1 and above.

Fold-It Books 2 (photocopiable) provide extra practice with alphabet phoneme words at cvc level (Step 1.1) as well as with more complex 4 and 5 phoneme words (Steps 1.3, 1.4 and 1.5) as these steps as are taught in the Snappy Lesson® Plans. There are also 6 Stories at Steps 2.1, 2.2, 2.3 and 2.4. These include a range of genres such as poems and fables to provide extra practice and extension in Reception or for catch up in Y1 and above. Our resources offer the flexibility to meet the needs of a wide range of abilities and situations in a cost effective manner. For example, the Snappy Lesson® Videos could be used to reinforce class teaching, but would also provide phonics teaching for children who are being home schooled for any reason.

At Step 3, there are plenty more Rapid Phonics Readers closely aligned to the programme. The Phoneme Spotter Stories and Speed Reads are available to provide extra practice in class with alternative spelling patterns, again outside of the Snappy Lesson®.

Decodable Readers supporting the Sound Discovery® Programme Steps 1 – 3

Steps	Step 1 Alphabet sounds BSL1	Step 2 Initial Code digraphs/trigraphs BSL2	Step 3A Alternative spellings for vowels	Step 3B Alternative spellings for consonants
New Tricky Words covered in lessons Note:- Choice of lesson Plans at Steps 3A and 3B	the, I, he, to, go, of, we, was, you, be, there, have, me, what, do, some, my, they, were, give, are, by, said, come,	she, your, school	BSL 3A noise, today, into, together, tonight, onto, o'clock, straight	BSL 3B when, where CSL 3A put, house, please, autumn CSL 3B one, little, who, want, two, their, many, gone, goes, called, cough, laugh, once, people, circle
Published Books	56 Rapid Phonics decodable Readers Main Readers - See Table 1			
Snappy Lesson Videos and booklets	Each video lesson ends with an e-book with pointer for sounding and blending and has a printable booklet. Suitable for Reception - see Table 2			
Additional Supporting Materials for extra application and practice, 'Quick to learn' pupils, and Catch Up				
King Wizzit Published Books		12 books See Table 3a		
Fold-It Books 1 and 2	In a variety of genres with reading, writing and comprehension activities - see Tables 3b & 3c			
SD Texts	Short, simple texts See Table 3d			
Phoneme Spotter Stories			See Table 3e	
Speed Reads			Precision Monitoring Books - see Table 3f	

Table 1: Rapid Phonics Decodable Stories at Step 1

Title	Step	Pages	Phonemes/graphemes covered*	Tricky Words
Pat Naps (f)	1.1	8	s a t p i n	-
Pat! Tap! Tip! (f)	1.1	8	s a t p i n	-
Rats! (f)	1.1	8	c e h r m d	the, I
Pad the Cat (f)	1.1	8	c e h r m d	the, I
Pat's Map (f)	1.1	8	g o u l f b	he, to, into
Fin Runs (f)	1.1	8	g o u l f b	he, to, into
The Jig (f)	1.1	8	j v w z y	no, go, of
No Yams Yet! (f)	1.1	8	j v w z y	no, go, of
Bad Yaz (f)	1.1	8	k c k q u x f f l l s s z z	was, you
The Boss (f)	1.1	8	k c k q u x f f l l s s z z	was, you
The Zip Zap Kid and the Picnic (f)	1.2	8	CVC plus 2-syllables CVC/CVC - e.g. sunset (compound word)	be, me, she, we
Fix the Hiccups (f)	1.2	8	CVC plus 2-syllables CVC/CVC - e.g. kitten, happen (middle CC are the same); and where middle CC is digraph 'ck' - e.g. rocket	are, have, her
The Zip Zap Kid and the Handbag (f)	1.3	8	CVCC where 3 rd sound is /s/, /n/ or /m/ - including -ed verbs - e.g. desk, tent, lamp, tested - plus appropriate 2-syllable words - e.g. sandpit	some, come, want
Dan's Den (f)	1.3	8	CVCC where 3 rd sound is /f/, /l/, /p/, /x/ or /c/ - including -ed verbs - e.g. soft, help, helped, kept, next, pact - plus appropriate 2-syllable words - e.g. infect	my, by, they, said
The Zip Zap Kid and the Golf Bag (f)	1.4	12	CCVC where 2 nd sound is /l/ or /r/ - e.g. glad, drum, clapped - plus appropriate 2-syllable words - e.g. planet, triplet	all, called
Stig and Spud (f)	1.4	12	CCVC where 2 nd sound is /w/, /t/, /p/, /n/, /k/ - e.g. swim, stop, spot, snip, skipped - plus appropriate 2-syllable words - e.g. snippet	do, so, going
The Zip Zap Kid and Dad's Specs (f)	1.5	12	CCVCC - e.g. stand - plus appropriate 2-syllable words - e.g. handstand	were, there
Scram! (f)	1.5	12	CCCVC (e.g. scram), CCCVCC (e.g. strict)	give, live, friends

(f) = fiction

(nf) = non-fiction

* Phonemes and graphemes from previous Rapid Phonics steps are rehearsed throughout the books

Table 1: Rapid Phonics Decodable Stories at Step 2

Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
Bish, Bash and Bosh (f)	2.1	12	All sounds in step 1.1 plus sh, ch	one, two, four
Come Camping (nf)	2.1	12	th, ng; plus revision of sh, ch	only, oh, old
Cats and Dogs (f)	2.2	12	ai; plus revision of sh, ch, th, ng	like
Keen to be Green (f)	2.2	12	ee; plus revision of th, ng and ai	down
Up in the Skies (f)	2.2	12	ie; plus revision of ai, ee	here
Jack, Zack and Mack (f)	2.2	12	oa; plus revision of ai, ee, ie	over, very
Ellee to the Rescue (f)	2.2	12	ue; plus revision of ai, ee, ie, oa	who, brother
Stuck! (f)	2.3	12	ar; plus revision of ie, oa, ue	through
Monsters of the Deep (nf)	2.3	12	er; plus revision of ar	half
Hornets in the Fort (f)	2.3	12	or; plus revision of ar, er	because
The Rocket (f)	2.4	12	oi; plus revision of ar, er, or	your, work
Dragons for Beginners (f)	2.4	12	ou; plus revision of ar, er, or, oi	house, mouse
Hal the Hook (f)	2.4	12	oo (short); plus revision of oi, ou	any, many
The Foolish Baboon (f)	2.4	12	oo (long); plus revision of oo, oi, ou	school
A Bit Off the Top (f)	2.5	12	air; plus revision of ar, er, or	could, would, should
All Ears! (nf)	2.5	12	ear and ure; plus revision of air	

(f) = fiction

(nf) = non-fiction

* Phonemes and graphemes from previous Rapid Phonics steps are rehearsed throughout the books

**Table 1: Rapid Phonics Decodable Stories at Step 3.1
(Sound Discovery 3A)**

Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
The Quest Begins (f)	3A.1	16	/i/ as i, y; plus revision of phonemes in Step 2.5	once
Make a wind Vane (nf)	3A.2	16	/ai/ as ai, a-e, ay, ey, a; plus revision of /i/ alternatives	put, push, pull
A Stampede of Millipedes (f)	3A.3	16	/ee/ as ee, ea, e, e-e, y, ie; plus revision of /ai/ alternatives	please
The Forest of Fear (f)	3A.4	16	/ie/ as ie, i-e, igh, y, i; plus revision of /ee/ alternatives	great
Going Wild! (nf)	3A.5	16	/oa/ as oa, o-e, o, ow, ou; plus revision of /ie/ alternatives	eyes
Eddy (f)	3A.6	16	/ue/ as ue, u-e, u, ew, ue; plus revision of /oa/ alternatives	when
Arctic Explorers (f)	3A.7	16	/ar/ as ar, a; plus revision of /ue/ phoneme alternatives	where
Be a Bird Spotter (nf)	3A.8	16	/er/ as er, ur, ir; plus revision of /ar/ alternatives	though
Dora the Dinosaur (f)	3A.9	16	/or/ as or, au, aw, al; plus revision of /er/ alternatives	autumn
Serpent Alert! (f)	3A.10	16	/oi/ as oi, oy; plus revision of /or/ alternatives	again
Ride it! (nf)	3A.11	16	/ou/ as ou, ow; plus revision of /oi/ alternatives	
Who Put That There? (f)	3A.12	16	/oo/ (short) as oo, oul, u; plus revision of /ou/ alternatives	I've
Zoom to the Blue Planet (f)	3A.13	16	/oo/ (long) as oo, ue, ew, u-e, ou, o; plus revision of /oo/ alternatives	what
Dreadful Weather (nf)	3A.14	16	/e/ as e, ea, ai, ie; plus revision of /oo/ alternatives	their
Dinosaur Dash (f)	3A.15	16	/u/ as u, ou, o-e, o; plus revision of /e/ phoneme alternatives	Mr, Mrs

(f) = fiction
(nf) = non-fiction

* Phonemes and graphemes from previous Rapid Phonics steps are rehearsed throughout the books

**Table 1: Rapid Phonics Decodable Stories at Step 3.2
(Sound Discovery 3B)**

Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
Shark Rock (f)	3B.1	16	/c/ as c, k, ck, ch; plus revision of /u/ alternatives	
Keeping Fit (nf)	3B.2	16	/j/ as j, g(e), g(i), g(y), ge, dge; plus revision of /c/ alternatives	little
Patch (f)	3B.3	16	/ch/ as ch, tch; plus revision of /j/ alternatives	water
Water! Water! (nf)	3B.4	16	/ng+k/ as nk; plus revision of /ch/ alternatives	gone, goes
Amazing Snakes (nf)	3B.5	16	/s/ as s, ss, c(e), c(i), c(y), ce, se; plus revision of /ng+k/	circle
Wilbur and the Whale (f)	3B.6	16	/w/ as w, wh; plus revision of /s/ and /sh/ alternatives	people
The Cleverest Animal (f)	3B.7	16	/f/ as f, ff, ph, gh; plus revision of /w/ alternatives	laugh, cough

(f) = fiction

(nf) = non-fiction

* Phonemes and graphemes from previous Rapid Phonics steps are rehearsed throughout the books

Table 2: Booklets to accompany Snappy Lesson® Videos at Step 1

Number	Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
1	s	1.1	4	s	-
2	a	1.1	4	s a	-
3	t	1.1	4	sa t	-
4	p	1.1	4	sat p	-
5	i	1.1	4	satp i	-
6	A nap	1.1	4	satpi n	-
7	Cat	1.1	4	satpin c	-
8	e	1.1	4	satpin c e	-
9	Pip's Pen	1.1	4	satpin ce h	-
10	The Rat	1.1	4	satpin ceh r	the, trap
11	Sam the Man	1.1	4	satpin cehr m	the, he
12	Red	1.1	4	satpin cerhm d	the, he, and, end
13	Ted	1.1	4	satpin cerhmd g	the, he
14	Dog	1.1	4	satpin cerhmd g o	the
15	In the Sun	1.1	4	satpin cerhmd go u	the
16	Nell and Meg	1.1	4	satpin cerhmd gou l	the, he
17	Fusspot Ted	1.1	4	satpin cerhmd goul f	the, he, fusspot
18	Ben	1.1	4	satpin cerhmd goulf b	the, l, to
19	Sam and Ben	1.1	4	satpin cerhmd goulfb j	the, he, to, have, back
20	Dog's Van	1.1	4	satpin cerhmd goulfb j v	the, he, to, go, sick, back
21	Let's have fun!	1.1	8	satpin cerhmd goulfb jv w	the, have
22	Zap the bug!	1.1	4	satpin cerhmd goulfb jvw z	the
23	Buns	1.1	4	satpin cerhmd goulfb jvwz y	the
24	Sid's Kit	1.1	4	satpin cerhmd goulfb jwzy k	the, he, was
25	Meg is Sick	1.1	4	satpin cerhmd goulfb jwzy k ck	the, he, to, of, was
26	The Quiz	1.1	4	satpin cerhmd goulfb jwzy k ck qu	then, no, you, stop
27	We Can...	1.1	4	satpin cerhmd goulfb jwzy k ck qu x	the, to, of, we, you, just
28	The Wigwam	1.2	4	alphabet 2 syllable cvccvc words	the, he, to, go, of, was
29	The Tent	1.3	8	alphabet cvcc words	the, to, of, was, put
30	The Trip	1.4	8	alphabet ccvc words	the, to, of, was, they
31	The Grump	1.5	4	alphabet ccvcc words	the, he, was

Table 2: Booklets to accompany Snappy Lesson® Videos at Step 2

Number	Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
32	Lost!	2.1	4	alphabet sounds, sh	the, he, to, was
33	Chess	2.1	8	alphabet sounds, sh ch	the, have, match
34	The Fish and Chip Shop	2.1	4	alphabet sounds, sh ch th voiced	the, of, ketch/up
35	The Den	2.1	4	alphabet sounds, sh ch th th unvoiced	the, go
36	Get Fit Ted!	2.1	8	alphabet sounds, sh ch th th ng	the, he, to, you, have, me, no
37	Christmas	2	4	alphabet sounds, sh ch th th ng -ing no doubling	to, be, Christ/mas
38	Christmas 2	2	4	alphabet sounds, sh ch th th ng -ing no doubling, -ed no doubling	the, he, was, to, Christ/mas
39	Fishing	2.2	8	alphabet sounds, sh ch th th ng -ing, -ed, ai	the, he, to, was, began, no
40	Can You See?	2.2	4	alphabet sounds, sh ch th th ng ai ee	the, he, you, glass/es
41	Dog Flies	2.2	8	alphabet sounds, sh ch th th ng -ed, ai ee ie	the, he, to, give
42	Dog's Boat	2.2	8	alphabet sounds, sh ch th th ng -ed, ai ee ie oa	the, are, have, they, she, too
43	The Rescue	2.2	8	alphabet sounds, sh ch th th ng ai ee ie oa ue	the, he, we, to, there, too, o'clock
44	Planning	2	4	alphabet sounds, sh ch th th ng ai ee ie oa ue -ing & -ed with consonant doubling	the, he, to, go, we, was, have, they, said
45	Off to Mars	2.3	8	alphabet sounds, sh ch th th ng -ing, -ed, ai ee ie oa ue ar	the, he, to, of, was, go, no, too, said
46	Getting Back	2.3	8	alphabet sounds, sh ch th th ng -ing, -ed, ai ee ie oa ue ar er	the, I, he, too, into, was, there, have, said
47	Flora	2.3	8	alphabet sounds, sh ch th th ng -ing, ai ee ie oa ue ar er or	the, he, to, of, was, be, she, there, said

Table 2: Booklets to accompany Snappy Lesson® Videos at Step 2 (continued)

Number	Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
48	Oil Painting	2.4	8	alphabet sounds, sh ch th th ng -ing, -ed, ai ee ie oa ue ar er or, oi	the, he, be, of, my, said, don't
49	A House for Mouse	2.4	8	alphabet sounds, sh ch th th ng -ed, ai ee ie oa ue ar er or, oi ou	the, he, said, there, what, house, mouse
50	Cooking	2.4	8	alphabet sounds, sh ch th th ng -ing, -ed, ai ee ie oa ue ar er or, oi ou oo short	the, was, she, said, some, come, they
51	Off to School	2.4	8	alphabet sounds, sh ch th th ng -ing, -ed, ai ee ie oa ue ar er or, oi ou oo oo long	the, I, to, of, was, do, said, one, school, snooze
52	The Haircut	2.5	8	alphabet sounds, sh ch th th ng -ing, -ed, ai ee ie oa ue ar er or, oi ou oo oo air	the, who, to, was, you, said, your
53	What can Dog hear?	2.5	8	alphabet sounds, sh ch th th ng -ing, ai ee ie oa ue ar er or, oi ou oo oo air ear	the, he, go, of, what, oh

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**Table 3a: Sound Discovery King Wizzit Series:
Storybooks (SD15) & Comprehension (SD17)**

Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
Fish and Chips for the King	2.1	12	all alphabet sounds plus sh, ch, th, ng, nk, ck	Tricky Words are listed in each SD15 book
The King's Ship	2.1	12	all alphabet sounds plus sh, ch, th, ng, nk, ck	
On the Dragon's Back	2.1	12	all alphabet sounds plus sh, ch, th, ng, nk, ck	
The Festival	2.2	16	all alphabet sounds plus sh, ch, th, ng, nk, ck, ee	
The King's Maid	2.2	12	all alphabet sounds plus sh, ch, th, ng, nk, ck, ee, ai	
The King's Best Queen Contest	2.2	16	all alphabet sounds plus sh, ch, th, ng, nk, ck, ee, ai	
No Rest for the King	2.2	16	all alphabet sounds plus sh, ch, th, ng, nk, ck, ee, ai, oa	
Off to the Land of Sox	2.2	16	all alphabet sounds plus sh, ch, th, ng, nk, ck, ee, ai, oa, ie	
The Wells of Gold	2.2	16	all alphabet sounds plus sh, ch, th, ng, nk, ck, ee, ai, oa, ie	
In the Land of Sweets	2.2	16	all alphabet sounds plus sh, ch, th, ng, nk, ck, ee, ai, oa, ie, ue	
King Tosh	2.2	16	all alphabet sounds plus sh, ch, th, ng, nk, ck, ee, ai, oa, ie, ue	
The Banquet	2.2	16	all alphabet sounds plus sh, ch, th, ng, nk, ck, ee, ai, oa, ie, ue	

Table 3b: Sound Discovery Fold-it Books 1 (SD10A)

Title	Step	Pages	Phonemes/graphemes covered*	Tricky Words
Ant	1.1	4	satpin	Tricky Words are listed in SD10A publication
Ant in a pan	1.1	4	satpin	
Pat is an ant	1.1	4	satpin	
Sam the man	1.1	4	satpin cehrmd	
Sam's cat	1.1	4	satpin cehrmd l	
The rat	1.1	4	satpin cehrmd l	
Sam and his cat	1.1	4	satpin cehrmd	
Red Hen	1.1	4	satpin cehrmd obgx ck	
Lost!	1.1	4	satpin cehrmd gouflb ck	
Ben	1.1	4	satpin cehrmd gouflb w	
Get up Ben	1.1	4	satpin cehrmd gouflb x ck	
Rip	1.1	4	satpin cehrmd gouflb x ck	
Sam's van	1.1	4	satpin cehrmd gouflb jvwzyk qu x ck	
Sid	1.1	4	satpin cehrmd gouflb jvwzyk qu x ck	
Sid's Wigwam	1.2	4	all alphabet sounds	
Mumps	1.3	4	all alphabet sounds	
Bandits!	1.2/1.3	4	all alphabet sounds	
Puggin the piglet	1.2/1.3	4	all alphabet sounds	
The Muzzwump hunt	1.2/1.3/1.4	4	all alphabet sounds	
Tinman	1.2/1.3/1.4	4	all alphabet sounds	

**Table 3c: Sound Discovery Fold-it Books 2 (SD10B)
& Activity Book (ABFB)**

Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
Jet Lag	1.1	4	all alphabet sounds plus ck, ff, ll, gg	Tricky Words are listed in SD10B and ABFB publications
Fat Cat	1.1	4	all alphabet sounds plus ck, ff	
Big Bad Jim	1.1	4	all alphabet sounds plus ck, ll, th	
Maximus	1.3	4	all alphabet sounds plus ll, th, ss + -ing	
Kevin the Celt	1.3	4	all alphabet sounds plus ck, ll, th, nk	
Go Nuts!	1.5	4	all alphabet sounds plus ll, ss	
How to make a Ham Roll	1.1	4	all alphabet sounds plus ff, ll	
Nan's Loft	1.3	4	all alphabet sounds plus ff, th, nk + -ing	
Aladdin	1.5	4	all alphabet sounds plus ck, ll, ss + -ed, -ing	
The Cat and the Fox	1.5	4	all alphabet sounds plus ck, th, ss + -ed, -ing	
The Quack Frog	1.5	4	all alphabet sounds plus ck, ll, nk + -ed	
The Lost Kid	1.2	4	all alphabet sounds plus ck, ff, th, nk + -ed, -ing	
The Hen and the Fox	1.5	4	all alphabet sounds plus ck, nk + -ing	
The Six Legged Squink	1.5	4	all alphabet sounds plus th, nk + -ed	
Shells	2.1	4	all alphabet sounds plus ck, th, ng, sh	
The Three Little Pigs	2.1	4	all alphabet sounds plus th, nk, ng, sh	
The Milkmaid and her Pail	2.2	4	all alphabet sounds plus th, nk, ng, sh, ai, ee	
The Fox and the Goat	2.2	4	all alphabet sounds plus th, nk, ng, ai, ee, oa	
The Rich Farmer	2.3	4	all alphabet sounds plus th, ng, ch, sh, ai, ee, ie, oa, ue, ar, er, or	
How the Kangaroo got its Tail	2.4	4	all 42 phonemes + ed	

Table 3d: Sound Discovery Texts (SD5)

Title	Step	Pages	Phonemes/graphemes covered*	Tricky Words
Ben	1.1	1	all alphabet sounds	
Tim	1.1	1	all alphabet sounds	
Meg's Tennis Lesson	1.2	1	all alphabet sounds	
Jim's Picnic	1.2	1	all alphabet sounds	
The Pond	1.3	1	all alphabet sounds	
The Camp	1.3	1	all alphabet sounds	
Twins	1.4	1	all alphabet sounds	
Camp Flag	1.4	1	all alphabet sounds	
The Tramp's Cramp	1.5	1	all alphabet sounds	
Stuntman	1.5	1	all alphabet sounds	

**Table 3e: Sound Discovery Phoneme Spotter Stories:
Books 1 (PSS1), 2 (PSS2) and 3 (PSS3)**

Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
The Fitness Twins at the Gym	3A.1	1	/i/ as i, y	Tricky Words are listed in each story in book PSS1
Jake and Daisy	3A.2	1	/ai/ as a-e, ai, ay, ey, a	
The Football Team	3A.3	1	/ee/ as ee, ea, e, e-e	
A Fright in the Night	3A.4	1	/ie/ as i-e, ie, igh, y, i	
Home Alone for Snowball	3A.5	1	/oa/ as o-e, oa, o, ow	
A Musical Rescue	3A.6	1	/ue/ as u-e, u, ew, ue	
Garth's Fast Car	3A.7	1	/ar/ as a, r	Tricky Words are listed in each story in book PSS2
Star Footballers	3A.8	1	/er/ as er, ur, ir	
Paul and Paula at the Zoo	3A.9	1	/or/ as or, au, al, aw	
Moira and Roy's Allotment	3A.10	1	/oi/ as oy, oi	
Football Crowds	3A.11	1	/ou/ as ow, ou	
The TV Cook	3A.12	1	/oo/ (short) as oo, oul, u	
Too Good to be True	3A.13	1	/oo/ (long) as oo, ue, ew, u-e, ou, oe	
New School, New Friends	3A.13	1	/e/ as e, ea, ai, ie	
No Trouble	3A.15	1	/u/ as u, ou, o-e, o	
Samantha's Fairy Godmother	-	1	/air/ as air, ere, ear, are	
The Christmas Party	3B.1	1	/c/ as c, k, ck, ch	Tricky Words are listed in each story in book PSS3
George, Agent to the Stars	3B.2	1	/j/ as j, g(e), g(i), g(y), ge, dge	
Each Peach, Itch Witch	3B.3	1	/ch/ as ch, tch	
Hank and Andy's Pets	3B.4	1	/ng+k/ as nk	
Chance to Escape	3B.5	1	/s/ as s, ss, c(e), c(i), c(y), ce, se	
Whales in Wales	3B.6	1	/w/ as w, wh	
The Phenomenal Family	3B.7	1	/f/ as f, ff, ph, gh	
Queen Guinevere	-	1	/ear/ as ear, ere, eer	
Tournaments	-	1	/ure/ as ure, our, oor	
Curds and Whey	-	1	/ur/ as ur, ear, or	

**Table 3f: Sound Discovery Precision Monitoring and Speed Reads:
Books 2 (PMB2) and 3 (PMB3)**

Title	Step	Pages	Phonemes/graphemes covered	Tricky Words
A Silly Story	3A.1	1	/i/ as i, y	Tricky words are underlined in each Speed Read
Late?	3A.2	1	/ai/ as a-e, ay	
Mountains	3A.2	1	/ai/ as ai	
Come to Weymouth by Train	3A.2	1	/ai/ as ai, ay, ey	
Peter's Jumping Beans	3A.3	1	/ee/ as ea	
Mike's Easter	3A.3	1	/ie/ as i-e	
The Sly Spy	3A.4	1	/ie/ as y	
A Fright in the Night	3A.4	1	/ie/ as igh	
Jim's Bad Day	3A.5	1	/oa/ as oa, o	
Snow!	3A.5	1	/oa/ as ow	
The Poles	3A.5	1	/oa/ as o-e	
Toast for the Ghost	3A.5	1	/oa/ as oa, o, oe	
Beach Rescue	3A.6	1	/ue/ as ue	
Try New Chocobites!	3A.6	1	/ue/ as ew	
Amused by Tubes!	3A.6	1	/ue/ as u-e	
Star Pupil!	3A.6	1	/ue/ as u	
Rick the Bricklayer	3B.1	1	/c/ as c, k, ck	Tricky words are underlined in each Speed Read
Chris the Chemist	3B.1	1	/c/ as ch	
Junk Shop Jerry	3B.2	1	/j/ as j	
The Artful Dodger	3B.2	1	/j/ as ge, dge	
Bungee Jumping	3B.2	1	/j/ as g(e), dge	
Generous George	3B.2	1	/j/ as g(e), ge, dge	
Winston Churchill	3B.3	1	/ch/ as ch	
Grandma's Ten Stitches	3B.3	1	/ch/ as tch	
Plankton	3B.4	1	/ng+k as nk	
Bicycle	3B.5	1	/s/ as c(e)	
Cinderella	3B.5	1	/s/ as c(e), c(i), c(y)	
Second World War	3B.6	1	/w/ as w, 'wicked w'	
The Whirling Wheelchair	3B.6	1	/w/ as wh	
Photosynthesis	3B.7	1	/f/ as ph	
My Nephew	3B.7	1	/f/ as f, ph, gh	
Edward Jenner	4.2	1	-ed	Tricky words are underlined in each Speed Read
The Ozone Layer	4.1	1	more root words	
Bacteria	4.2	1	-ing	
Tilly	4.2	1	-able	
The Mass of the Earth	4.2	1	-est, -ment	
Boudicca	4.2	1	-ous, -ence, -ance	
Submarines	4.3	1	re-, ex-, trans-, sub-, mis-	
Asteroids	4.3	1	dis, pre, post, un, in, im	
Grandma	5.5	1	-le	
Captain Scott	7.1	1	-tion	
Television	7.3	1	-sion, -ssion	
Bears	7.4/7.8	1	-tious, -cious, -xious, -ture	