

LIONCREST EDUCATION DELIVER EFFECTIVE PHONICS

DEVELOP
A REAL LOVE
OF READING

OVER 820
DECODABLE
TITLES
FICTION &
NON-FICTION

PLUS
OVER 800
DECODABLE
eBOOKS
AND DIGITAL
RESOURCES

QUALITY,
PROVEN
PHONICS
RESOURCES

PHONICS CATALOGUE ISSUE 13A
AU lioncrest.com.au NZ lioncrest.co.nz





Classroom resources that give you everything you need to teach phonics!

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Big Cat Phonics for Letters and Sounds



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Lioncrest Education is devoted to delivering quality resources tailored to your needs, covering everything from PHONICS to GUIDED READING. Discover the ultimate one-stop solution for all your Literacy requirements!

Explore our curated collection of quality literacy programs sourced from both Australian and international publishers, ensuring that you receive nothing but the best. Our team of expert Educational Consultants are always at your service, ready to guide you to the perfect choice for your specific needs (refer to the back cover for their contact information).

NEED SOMETHING SPECIAL?

To tailor a package that fits your school's needs and budget, we're delighted to assist in creating a bespoke solution. Reach out to your local Lioncrest Educational Consultant or contact our friendly Customer Service team (details on the back cover).

SCHOOLS ENJOY SAVINGS WHEN PURCHASING AS PACKS*

Our resources offer exceptional value, and now, with special prices on complete program packs, your savings are even more substantial! Refer to our dedicated Price List for details or visit our website. Individual book options are also available.

**Special Complete Program Packs exclusively available to schools.*

EXPLORE PHONICS TOOLS FOR TEACHERS

On page 36 you'll find useful charts and tables detailing: **Letters and Sounds Six Phases**, and **Systematic Synthetic Phonics Teaching Principles**.

Throughout this catalogue, when we refer to the class "Year," the format is **Australian Year** followed by the corresponding **New Zealand Year** in square brackets – e.g., **Year 1 [Y2]**.

Experience the difference with Lioncrest Education's commitment to providing quality resources for your educational journey.

Ask about our large range of excellent **GUIDED READING RESOURCES!**

TO HEAR THE LATEST ON NEW RELEASES JOIN...

LIONCREST EDUCATION CLUB!



AU lioncrest.com.au/club
NZ lioncrest.co.nz/club

CONTACT LIONCREST EDUCATION FOR MORE INFORMATION OR EASY ORDERING...

- Online AU lioncrest.com.au NZ lioncrest.co.nz
- Call your local Lioncrest Educational Consultant (see back page) for assistance with your requirements
- **FREEcall AU 1800 249 727 NZ 0800 990 999** Lioncrest Education Customer Service and place your order by phone.



A family owned Australian business



Proudly family owned and operated since 1991.

Snappy Sounds is a systematic, synthetic phonics program, built by Australian and New Zealand educators, authors and speech pathologists.

It has been designed to make teaching phonics as simple and as speedy as possible for you and your class. Children will enjoy reading because the resources build confidence quickly.

A FUN, FAST AND EFFECTIVE SYNTHETIC PHONICS APPROACH THAT DEVELOPS A LOVE OF READING!



100% DECODABLE BOOKS
80 FOR F/K [Y1]
AND 40 FOR YEAR 1 [Y2]



Snappy Sounds supports you to deliver your phonics teaching effectively through:

- An explicit and snappy teaching routine that reduces preparation time
- A mastery teaching sequence that dedicates a quarter of lessons to consolidation and catch up, so that you can set the right pace for your students
- Engaging and modern decodable books that allow students to apply and practise their learning from the beginning
- An assessment check that reveals exactly where students need further support
- Online Teachers Resource
- Professional development videos available online.



Back cover

Systematic introduction of letter-sound correspondences.

Fully decodable books

Decodable books support students to learn to read by 'decoding' words: sounding out and blending the sounds to read the word. They are a tool for application, practice & consolidation of phonics knowledge and skills.

Each Snappy Sounds decodable book gives students the chance to practise sounds and letters taught during the week. This means students have the knowledge and skills to read every book they are given. This builds up confidence in reading and helps develop a love of reading from an early age.

Engaging illustrations and photographs provide extra detail and humour.



THIS PROGRAM IS SEQUENCED:
SNAPPY SOUNDS 1-4 FOR F/K [Y1] & SNAPPY SOUNDS 5-8 FOR YEAR 1 [Y2]



Tricky, high frequency word practise.

'Fast Phonics' practice to preteach the new phonics content in the book, before you begin to read.

Practise tricky, high frequency words.

Practise letters and sounds.

Fast phonics

Before reading this book, ask the student to practise saying the sounds (underline) and reading the words (underline) in the book. Try to make it as speedy and as fun as possible.

Read the tricky High frequency words

The student can't sound out these words at the moment, but they need to know them because they are commonly used.

do friend Mr Mrs

Say the sounds

-ed -ed -ed

(sounds like o) (sounds like e) (sounds like all)

ure air ear er ur

Snappy words

Point at a word randomly and have the student read the word. The student will need to sound out the word and blend the sounds to read the word. For example: "t-e-a-p-p-e, tapped"

helped	joined	started
finished	smelled	waited
flapped	banged	pointed
cooked	pulled	pointed
jumped	juggled	
tapped		

Quick vocabulary check

The underlined words may not be familiar to the student. Check their understanding before you start to read the book.

Practise decodable words.

Vocabulary check.

Lots of repetition of the new letters and sounds.



The Snappy Sounds decodable books include:

- Systematic introduction and revision of the letter-sounds correspondences, introduced by the series' teaching sequence
- A wide variety of fiction and non-fiction text types which are designed to engage all students' tastes
- Age appropriate vocabulary and text that is not highly predictable, so students are not encouraged to guess
- Guided reading notes that include before and after reading activities. These activities provide robust practice of decodable and high frequency words, as well as comprehension and vocabulary checks, and fluency activities
- Consolidation and revision books, allowing all students to practise what they have learned to date, whilst providing teachers with time to support students who have not yet mastered the letters and sounds in that level.

SNAPPY SOUNDS COMPLETE Single PACK:

• All 120 Titles **\$1,216.00**

SNAPPY SOUNDS COMPLETE Multi PACK:

SAVE \$1,229.40*

- All 120 Titles x 6 copies each
 - All Teacher Resources & Assessment Kit
 - Snappy Sounds Online PD
- NOW \$6,966.55** (normally \$8,195.95)
*Complete Packs discount applies to schools only.

SNAPPY SOUNDS – F/K [Y1] • COMPLETE PACK OF 80 F/K [Y1] \$796.00

F/K [YEAR 1] – SNAPPY SOUNDS • SEQUENCE 1 • \$9.95 EACH • SET OF 10 SEQUENCE 1 \$99.50



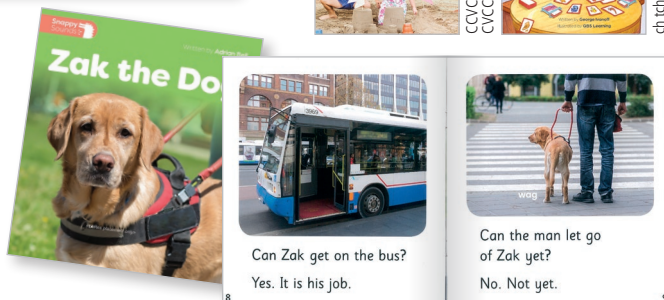
10 REVISION & CONSOLIDATION TITLES • \$9.95 EACH • SET OF 10 REVISION & CONSOLIDATION \$99.50



F/K [YEAR 1] – SNAPPY SOUNDS • SEQUENCE 2 • \$9.95 EACH • SET OF 10 SEQUENCE 2 \$99.50



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SNAPPY SOUNDS – F/K [YEAR 1]

F/K [YEAR 1] – SNAPPY SOUNDS • SEQUENCE 3 • \$9.95 EACH • SET OF 10 SEQUENCE 3 \$99.50

3



10 REVISION & CONSOLIDATION TITLES • \$9.95 EACH • SET OF 10 REVISION & CONSOLIDATION \$99.50



A SYSTEMATIC AND SEQUENTIAL PROGRAM



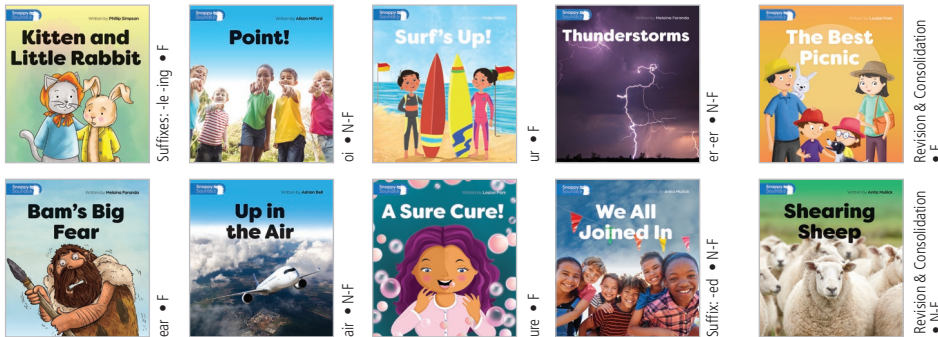
Focus Letters and Sounds. ... c h b



Letters within slashes, i.e. /ee/, denote the phoneme (sound) for the grapheme (letter/s) being studied. ... /ee/: e-e y

F/K [YEAR 1] – SNAPPY SOUNDS • SEQUENCE 4 • \$9.95 EACH • SET OF 10 SEQUENCE 4 \$99.50

4



10 REVISION & CONSOLIDATION TITLES • \$9.95 EACH • SET OF 10 REVISION & CONSOLIDATION \$99.50



40 Revision & Consolidation titles to add to the existing Snappy Sounds (10 in each Sequence 1-4). The teaching cards on page 5 can all be used with these titles as the sounds follow the same progression as the original release.

SNAPPY SOUNDS – YEAR 1 [Y2] • COMPLETE PACK OF 40 Y1 [Y2] \$420.00

YEAR 1 [Y2] – SNAPPY SOUNDS • SEQUENCE 5 • \$10.50 EACH • SET OF 10 SEQUENCE 5 \$105.00

5



YEAR 1 [Y2] – SNAPPY SOUNDS • SEQUENCE 6 • \$10.50 EACH • SET OF 10 SEQUENCE 6 \$105.00

6



YEAR 1 [Y2] – SNAPPY SOUNDS • SEQUENCE 7 • \$10.50 EACH • SET OF 10 SEQUENCE 7 \$105.00

7



YEAR 1 [Y2] – SNAPPY SOUNDS • SEQUENCE 8 • \$10.50 EACH • SET OF 10 SEQUENCE 8 \$105.00

8



Focus sounds and high frequency words.

It's reading time!

The new letters and sounds are: **oo** as in food.
The new high frequency words are: **was**, **what**, **for**.

Before reading

- Look at the front cover together. Ask the student to read the title. Point to the word. Look and ask: What do you think the word means?
- Turn to page 2. Practice reading the words accurately before starting the book. This will support a fluent and more enjoyable reading experience.
- Discuss any interesting or unusual vocabulary contained within the book that the student may not be familiar with (these words are highlighted on page 3).

During reading

- To read unfamiliar words, ask the student to place their finger below each phoneme (spelling pattern) and say the phoneme (sound) it represents before blending all the phonemes together. Repeat until the student can hear the word.
- If the student struggles, sound out and blend the word together rather than giving them the word.

After reading

- Use the comprehension questions at the back of the book to check for understanding and encourage reflection.
- Ask the student to read the text again. Help them to build fluency, which will add comprehension as well as their confidence.

Have fun!

Inside front cover.

Guided reading notes.

Comprehension questions:
Retell, Literal, Vocabulary,
Inferential / Evaluative.

Comprehension questions

Well done!

Let's talk about the story together

Ask the student:

- What happened at the beginning of the story?
- Where did Jan and Jen jog to?
- What sort of jam was in the story? Do you know another type of jam?
- How do you think the children felt taking their pet to the vet?

Snappy words

Ask the student to read these words as quickly as they can.

Jan	jam	jet	jab
jog	Vic	van	vet

Fluency

Can the student read the story again and improve on the last time?

Have fun!

Page 12.

Fluency activity. Check knowledge of focus letters & sounds again.

ASK US ABOUT THESE TEACHER RESOURCES

TEACHER RESOURCE PACKS for F/K [Y1] & Year 1 [Y2] \$375.00 per pack

Each Pack includes: Teaching Cards Pack, 1 TRB, Online Toolkit, Flashcards Pack, Poster Pack, Placemats Pack.

LESSON KITS for F/K [Y1] & Year 1 [Y2] \$249.95 per Kit

Each Kit includes: Teaching Cards Pack, 1 TRB, Online Toolkit.

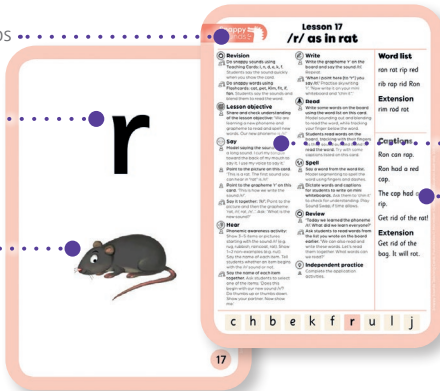
Teaching Cards
These large-format cards for introducing new letters and sounds (& revision) are cleverly designed to include teacher tips on the reverse side, including the lesson objective, say, hear, write, read and spell directions, and word lists.

- F/K [Y1] Pack of 65 A4 cards.
 - Year 1 [Y2] Pack of 65 A4 cards.
- \$79.95 per pack**

Condensed steps of the lesson routine.

Introduce the new grapheme (letter/s).

Introduce the new phoneme (sound) using keyword / picture.



Reminder of how to say the sound.

Pre-prepared decodable word lists and captions to write on your board.

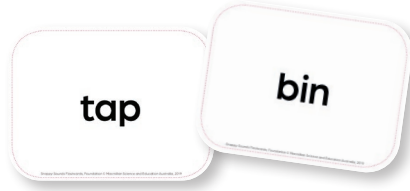
Placemats & Posters
Bright & colourful reference tools to continue student's letter-sound correspondences.

- F/K [Y1] Pack of 4 x placemats (10 copies of ea).
- Year 1 [Y2] Pack of 4 x placemats (10 copies of ea).

\$49.95 per pack

- 2 Packs of 3 posters.

\$29.95 per pack



Flashcards
Perfect for Snappy Words revision in your phonics lesson, use these cards to develop proficiency in sounding out and blending. Included with the 200 flashcards are instructions for card games for independent practice and small group work. Flashcards can also be used in revision sessions and play a role in explicit introduction sessions and intervention sessions.

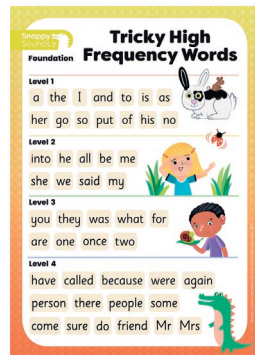
- F/K [Y1] Pack of 200 word cards.
 - Year 1 [Y2] Pack of 200 word cards.
- \$49.95 per pack**

Teacher Resource Books (TRB)
All the information you need on phonics and the **Snappy Sounds** series, as well as activity resources for every independent practice session, including:

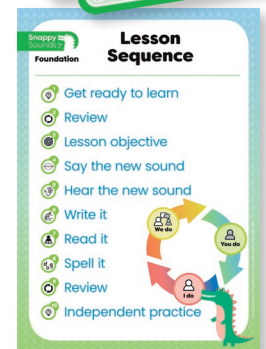
- Phonics background information
- How to say the sounds
- Planning and implementation support
- Full step-by-step lesson plans
- Activity sheets for reading and spelling.

2 books

Available in Lesson Kits or Teacher Resource Packs



Tricky High Frequency Words Poster



Lesson Sequence Poster

Phonics Assessment

Snappy Sounds Assessment supports a regular check on students' phonics knowledge and skills. It is specifically designed to inform phonics teaching by:

- Checking mastery of the phonics knowledge & skills taught during a **Snappy Sounds** sequence
- Revealing gaps in student knowledge and identifying precise areas for extra support or intervention
- Providing data to support the teacher's decision to move on to the next **Snappy Sounds** sequence.

The Assessment Kit includes:

- Two assessments for every **Snappy Sounds** sequence
- Lists of decodable words and non-words to check student knowledge of phoneme-grapheme correspondences
- Unseen texts to check reading fluency and accuracy in context

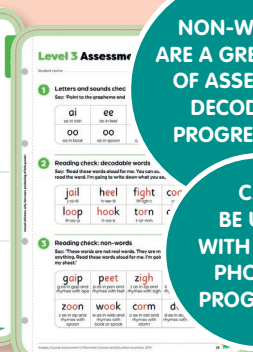
- Answers and tips in the teacher card
- A tricky high frequency word check
- Tracking sheets and marking guidance.

Assessment Kit

- The 1 Kit is for both F/K and Year 1 [Y1 & 2].
- \$149.95 per kit**



Student card, Level 3 Assessment A



Student card, Level 3 Assessment A

NON-WORDS ARE A GREAT WAY OF ASSESSING DECODING PROGRESSION

CAN BE USED WITH OTHER PHONICS PROGRAMS!



15 PROFESSIONAL DEVELOPMENT VIDEOS included when you purchase the **Snappy Sounds Teacher Resource Pack** or **Lesson Kit**

Online Toolkit – Teaching Resource

Your 'go-to' place for some quick pre-lesson preparation. Links to all of the resources you need for the lesson are organised around every Teaching Card, including:

- Links to PDF cards and tiles
- Audio and video demonstrations of focus phonemes by speech pathologists
- Lesson-specific teaching tips
- Independent practice activity sheet PDFs
- Assessment resources.






Sequence/Title	Phonemes/Graphemes	High Frequency Words
SEQUENCE 1		
Snappy Sounds • 12pp		
Sam	s a t m	a, the, I
Nip in the Tin	p i n	and
Dip In, Dad!	d g o	to
Is It Big?	c h b	is, as, her
Kim and Kat Get Fit	e k f	go, so
The Fun Run	r u l	-
Jet to the Vet	j v	put
Zak the Dog	w y z	of, his, has, no
Get the Rat!	Revision & Consolidation	-
A Fun Hat	Revision & Consolidation	-
At the Mat	s a t m	a, the, I
Nit and Nat	p i n	and
Dig, Pin, Sit	d g o	-
Hit and Hop	c h b	is, as, her
Get Set, Get Fit	e k f	go, so
The Pet Rat	r u l	-
Jam Fun	j v	put
Zap!	w y z	of, his, has, no
Mud!	Revision & Consolidation	-
A Nap in a Bag	Revision & Consolidation	-
SEQUENCE 2		
Snappy Sounds • 12pp		
Jack Can Pack Up	/k/ +/s/ _x, /k/ _ck	into, he
Nell and Jeff Will Go Back	/f/ _ff, /l/ _ll, /s/ _ss, /z/ _zz	all
Ants at Camp	VCC and CVCC words; /s/ /z/ Suffix: -s	-
Grab the Flag!	CCVC words	be, me, onto
Stand Still, Bug	CCVCC, CCCVC, CCCVCC and CVCCC words	-
Fish and Chips	/ch/ ch, /ch/ -tch, /sh/ sh	she, we
The Best Nest Quest	/k/+w/ qu_, /w/ wh_	said
The King and the Ring	/th/ unvoiced (eg moth) th, /th/ voiced (eg that) th ng, /ng / +/k/ nk	my
Plum Buns	Revision & Consolidation	-
Plan a Trip	Revision & Consolidation	-
A Fox in a Box	/k/ +/s/ _x, /k/ _ck	into, he
Huff! Puff! Ruff! Ruff!	/f/ _ff, /l/ _ll, /s/ _ss, /z/ _zz	all
The Best Deck	VCC and CVCC words; /s/ /z/ Suffix: -s	-
Gran and the Tram	CCVC words	be, me, onto
Sand Block Splat	CCVCC, CCCVC, CCCVCC and CVCCC words	-
Match the Ships	/ch/ ch, /ch/ -tch, /sh/ sh	she, we
A Quick Snack	/k/+w/ qu_, /w/ wh_	said
Hanging with Sloths	/th/ unvoiced (eg moth) th, /th/ voiced (eg that) th ng, /ng / +/k/ nk	my
The Big Fang	Revision & Consolidation	-
In Go the Fish	Revision & Consolidation	-


Sequence/Title	Phonemes/Graphemes	High Frequency Words
SEQUENCE 3		
Snappy Sounds • 16pp		
The Snail Trail	/ai/ ai	you
Lots to See at the Pond	/ee/ ee	they
Such a Fright	/igh/ igh	-
Loads of Things!	/oa/ oa	was, what, for
Off to the Market	/ar/ ar	are
Look at Wool	Long /oo/ Short /oo/ oo	-
A Fort in the Storm	/or/ or	-
Bow to the Crowd	/ow/ ow	one, once, two
From Zoo to Zoo	Revision & Consolidation	-
Towns at Night	Revision & Consolidation	-
Wait with Paint	/ai/ ai	you
Lee Gets a Pet	/ee/ ee	they
Night Flight	/igh/ igh	-
The Goat Cup	/oa/ oa	was, what, for
Go-Karts	/ar/ ar	are
Zoom to the Moon	Long /oo/ Short /oo/ oo	-
Pop! Pop! Popcorn	/or/ or	-
Cow and Owl See the Queen	/ow/ ow	one, once, two
Zoom Deep Down	Revision & Consolidation	-
A Starfish Wish	Revision & Consolidation	-
SEQUENCE 4		
Snappy Sounds • 16pp		
Kitten and Little Rabbit	/i/+ng/ Suffix:-ing, /uh/+l/ _le	-
Point!	/oi/ oi	have, called
Surf's up	/er/ ur	because
Thunderstorm!	/er/ er, /uh/ Suffix: -er	were, again, person
Bam's Big Fear	/ear/ ear	oh
Up in the Air	/air/ air	there, people
A Sure Cure	/y/+oo/+uh/ _ure	some, come, sure
We All Joined In	/d/, /t/, /uh/+d/ Suffix: -ed	do, friend, Mr, Mrs
The Best Picnic	Revision & Consolidation	-
Shearing Sheep	Revision & Consolidation	-
Helping is Fun	/i/+ng/ Suffix:-ing, /uh/+l/ _le	-
The Scrapbook Coin	/oi/ oi	have, called
Surf and Sun	/er/ ur	because
Flower Power	/er/ er, /uh/ Suffix: -er	were, person
What Can It Hear?	/ear/ ear	oh
Hair Flair Fun Fair	/air/ air	there, people
Foods We Can Cure	/y/+oo/+uh/ _ure	some, come, sure
Cooked, Cracked and Smashed!	/d/, /t/, /uh/+d/ Suffix: -ed	do, friend, Mr, Mrs
Clever Critters	Revision & Consolidation	-
A Letter in a Bottle	Revision & Consolidation	-

Sequence/Title	Phonemes/Graphemes	High Frequency Words
Snappy Sounds • 16pp		
Beans	/ee/ e, ea	your
Spooky Sporty Party	/ee/ e-e, _y	I'm, these
Day on a Train	/ai/ a, _ay	their
Jake and Kate Save the Apes	/ai/ a-e, ea	-
Mike's Bike	/igh/ i-e, _y	here
What Can I Find in the Sky	/igh/ i, _ie	-
Old Things	/oa/ o, ow	-
Joe and Simone Grow for the Town Show	/oa/ o-e, oe	those
At the Beach	Revision & Consolidation	-
Pete and the Baby Hippo	Revision & Consolidation	-
Snappy Sounds • 16pp		
A New Day	/y/ + /oo/ ew, _ue	who, today
The New Student	/y/ + /oo/ u, u-e	use, used
Sue's Shoot	long /oo/ ew, _ue	-
Fruit Drink Mess	long /oo/ u-e, ui	-
Save the Planet	Revision of split vowel digraphs	thought
Mr Trout is Out and About	/ow/ ou	house, goes
Toys	/oi/ oy	-
Bunny Knick Knack	/r/ wr, /n/ kn	says
Jude's Home Town	Revision & Consolidation	-
The Boy and His Kite	Revision & Consolidation	-
Snappy Sounds • 24pp		
Prince Cedric's Dance Party	/s/ c_, _ce, _se, _st_	-
Park Ranger	/j/ g_, _dge, _ge,	-
Sneeze and Miles and the Puppy School Prize	/z/ s, _ze, _se	school
The First Bird Catches the Worm	/er/ ir, or	learn
Last to the Class on Mars	/ar/ a, al	-
A Farm Walk	/or/ a, al	floor, door, animals
Astronaut Jigsaw	/or/ aw, au	-
You Should Try Bush Tucker!	short /oo/ u, oul	-
The Porridge Pot Joke	Revision & Consolidation	-
Having Fun in the School Holidays	Revision & Consolidation	-
Snappy Sounds • 24pp		
Health Month at Feathertop	/u/ o, /e/ ea	-
The Myth of the Crystal Egg	/o/ a, /i/ _y_	-
Cave Diving	/v/ _ve	move
Bear Scare At The Fair	/air/ are, ear, ere	-
Fly and Soar	/or/ ar, oar, ore	-
Funny Photo Day	/f/ ph, /m/ _mb	-
Candle Holder	/uh/+/l/ _el, _il, _al	-
Chloe, the School Musical Star	/k/ ch	-
The Pyramids of Egypt	Revision & Consolidation	-
King of the Rivers	Revision & Consolidation	-

Surf and Sun Sequence 4



They put on wetsuits when they surf. They will all get a turn in the surf. If they crash they might get hurt.



Kurt has a turn to surf. See how the surf curls on top of Kurt. Twisting and turning, he zooms to the land.

They sail to the coast. Bright fish swim right next to the boat.



Look down now! What can you see?


Trish sees a starfish. "I will wish on the starfish," she thinks.




I wish that we catch no fish!

Starfish Wish Sequence 3

Pop! Pop! Popcorn, Sequence 3



To cook popcorn, you will need a pan with a lid and lots of corn.



Get mum or dad to put the corn in the hot pan. Mix it with a fork or spoon. Then put the lid on.



Vin ran to get Kim.



But Kim hid and had fun.

A Nap in a Bag Sequence 1

CHECK OUT...ENGAGE LITERACY!

The perfect next step after your phonics-based reading program. You'll find it in our full catalogue pages 28-47, on our website or ask your local Lioncrest Educational Consultant (see details on back cover).



Engage Literacy – from level 15 up is the natural progression after decodable texts. Program includes:

- Precisely levelled books
- Thematically linked fiction & non-fiction pairs
- Comprehensive teacher support
- Text-dependent and inferential questions for every page in every book.



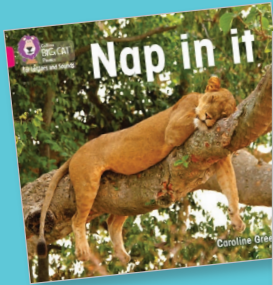
Deliver effective phonics with 300+ fully decodable books.

Ensure a secure start to every child's reading journey in Foundation – Year 2 [Y1-3] with these decodable fiction and non-fiction books.

- Foster a love of reading for pleasure with books on a wide range of age appropriate topics, supported by engaging illustrations and photographs
- New grapheme-phoneme correspondences are introduced gradually through the clear, cumulative progression of the Letters and Sounds phases
- High Frequency Words (Common Exception Words) are introduced in line with Letters and Sounds and are kept to a minimum.

ALSO AVAILABLE:

- 28 Letters and Sounds – Age 7+ titles p.14
- 40 Letters and Sounds – Little Wandle Fluency titles p.15 **NEW!**
- eBook Libraries p.20
- FREE downloadable Teacher Support and Assessment p.21
- 12 Letters and Sounds Big Books p.21



- Focus Phonemes and High Frequency Words (Common Exception Words) are listed in **Before Reading** – inside the front cover of every book so they can be practised before the reading session.
- **After Reading** activities included in the back of every book.

BEFORE

Before reading

Practising phonics: Phase 2

- Put and say each phoneme (letter sound) together. Try to keep each sound short.

s t p n m d a i

Dad pat in Sam

Check understanding

- Ask your child:
 - Which of these words mean?
 - What do these words mean?

pats naps

Talk about it

- Look at the cover together, read the title and back cover blurb. Ask your child:
 - What can you see in the picture? (e.g. mountains, lakes and a dog sitting in a car)
 - Which letter or sound do you think is called Sam?
 - What do you think Sam does in the story?
- Now read the book. Enjoy looking at the pictures and talking about them.

AFTER

After reading

Letters and Sounds: Phases 5-6

Word count: 455

Focus phonemes: /n/, /kn/, /gn/, /c/, /s/, /ch/, /o/, /oi/, /zh/

Common exception words: of, to, the, any, do, their, one, whole, water

Curriculum links: Science: Animals, including humans

National Curriculum learning objectives: Reading word reading: apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; read other words of more than one syllable that contain taught GPCs. Reading comprehension: develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear to their own experiences.

Developing fluency

- Your child may enjoy hearing you read the book.
- Take turns to read a page of the main text, pausing at commas, ellipses (...) and between sentences.

Phonic practice

- Focus on words with more than one syllable and /n/ and /z/ sounds.
- Challenge your child to read the following, breaking the words into syllables if necessary to help them.
- In-chairs, sub-stations, gaming, soccer, gnashers
- On page 2 and 3, can they find another word that starts with two letters that have the /n/ sound? (kn6)

Extending vocabulary

- Look at the glossary on page 21. Discuss other words that could be in this glossary, e.g. in-chairs, end-stations, castles. Challenge your child to decide on a definition for each word.

Comprehension

- Turn to pages 22 and 23. Discuss the way in which each set of teeth suits the creature and what it eats.
- Ask your child:
 - On page 11, how do caterpillars catch their food? (e.g. they grab a mouthful of water – the first one trapped in their mouth but the water drains out)

1. Chant and Chatter



Chant and Chatter books in Pink band contain simple, rhythmic chants to support children in developing fluency from the outset.

2. I-Spy



The I-spy feature for Pink A to Red A books supports further practice of focus phonemes using visual support to embed phonic knowledge.

3. Reader Response



Consolidate sounds that have been practised and check comprehension with the summary spread in each book from Red B.

Useful guidance and support is included in every book.

After reading

Letters and Sounds: Phases 5-6

Word count: 516

Focus phonemes: /f/, /ff/, /gh/, /th/, /ch/, /t/, /d/, /k/, /g/, /c/, /s/, /z/, /h/, /o/, /oi/, /zh/

Common exception words: of, to, the, any, do, their, one, whole, water

Curriculum links: Geography: Features of the landscape

National Curriculum learning objectives: Reading word reading: apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; read other words of more than one syllable that contain taught GPCs. Reading comprehension: develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear to their own experiences.

Developing fluency

- Your child may enjoy hearing you read the story. Make reading enjoyable by taking turns to read a page of the main text, pausing at commas, ellipses (...) and between sentences.
- Ask your child to read the story to you. Support them with any of the following:
 - Read the words together.
 - Read the words in groups.
 - Read the words in pairs.
 - Read the words in a game.

Phonic practice

- Focus on the words together, read the title and back cover blurb. Ask your child:
 - What can you see in the picture? (e.g. mountains, lakes and a dog sitting in a car)
 - Which letter or sound do you think is called Sam?
 - What do you think Sam does in the story?
- Now read the book. Enjoy looking at the pictures and talking about them.

Extending vocabulary

- Ask your child to use the systems below to help them to think of words that have the same sound as the words in the glossary on page 21.

Big Cat Phonics for Letters and Sounds

Browse the full range of titles

BIG CAT PHONICS FOR LETTERS AND SOUNDS COMPLETE Single PACK:

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Includes all Lilac to Turquoise titles, does not include Big Books or Little Wandle Fluency titles.

NON-FICTION

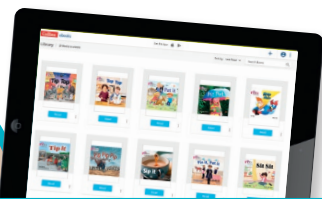
FICTION

LILAC 0 • L & S PHASE 1 • YEARS F/K-1 [Y1-2] • \$7.95 EACH • SET OF 12 LILAC 0 \$95.40



Lilac/Band books Wordless books that tell a story through pictures are designed to develop an understanding of how stories work. They support early practice of reading and exploration of familiar themes to further develop curiosity and inspiration for early readers.

PINK 1A • L & S PHASE 2 • YEARS F/K-1 [Y1-2] • \$8.50 EACH • SET OF 38 PINK 1A \$323.00



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FANTASTIC VALUE!
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BIG CAT PHONICS FOR LETTERS AND SOUNDS

NON-FICTION

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PINK 1B • L & S PHASE 2 • YEARS F/K-1 [Y1-2] • \$8.50 EACH • SET OF 38 PINK 1B \$323.00



RED 2A • L & S PHASE 3 • YEARS F/K-1 [Y1-2] • \$8.95 EACH • SET OF 38 RED 2A \$340.10

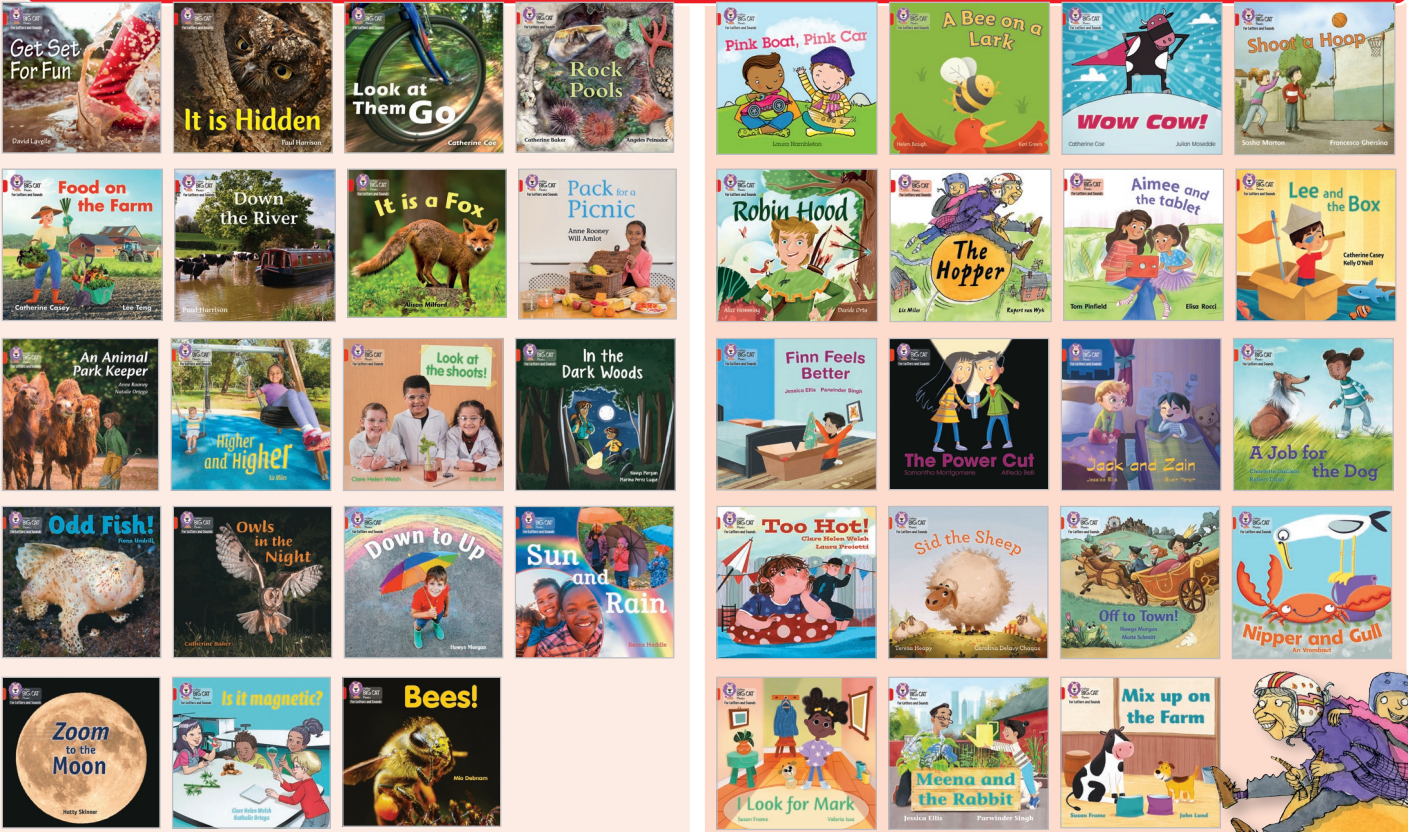


BIG CAT PHONICS FOR LETTERS AND SOUNDS

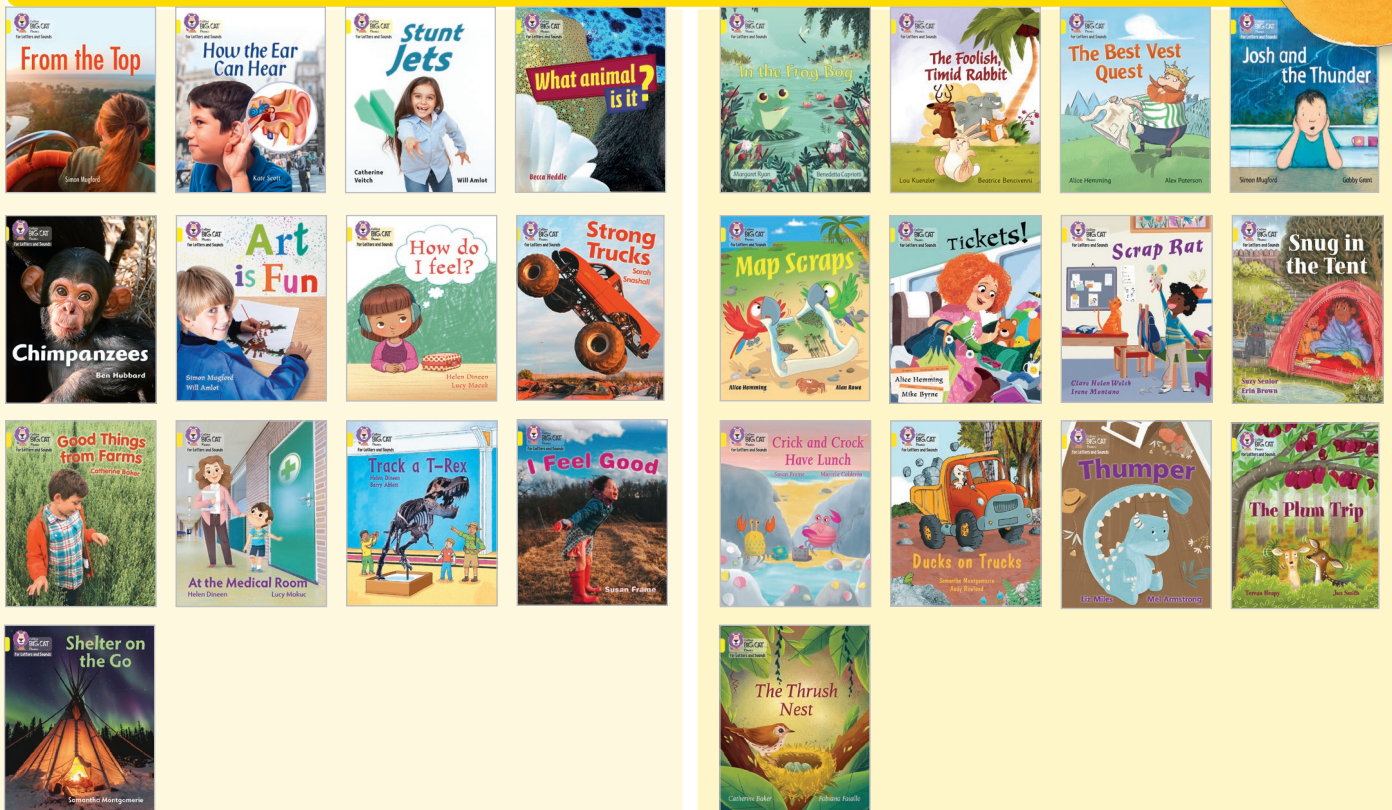
NON-FICTION

FICTION

RED 2B • L & S PHASE 3 • YEARS F/K-1 [Y1-2] • \$8.95 EACH • SET OF 38 RED 2B \$340.10



YELLOW 3 • L & S PHASE 4 • YEARS 1-2 [Y2-3] • \$9.50 EACH • SET OF 26 YELLOW 3 \$247.00

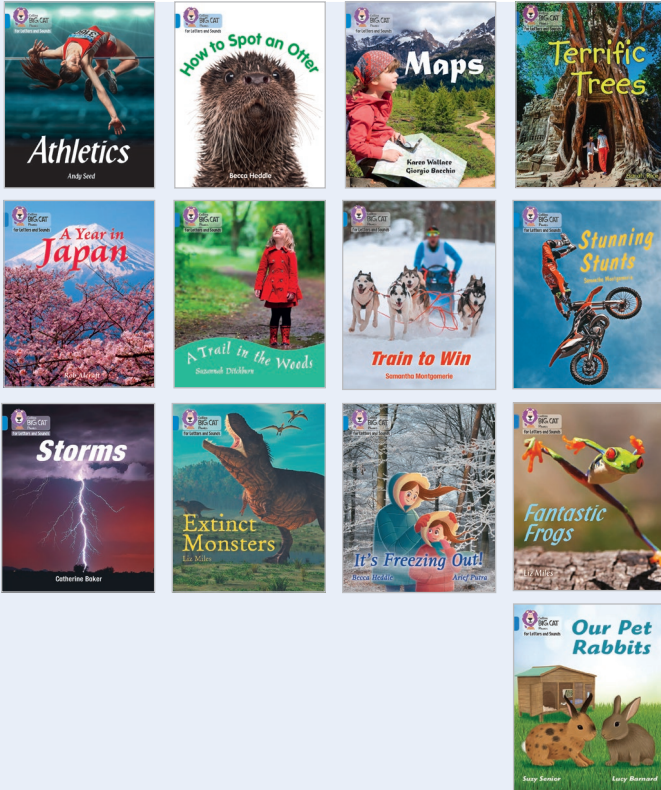


BIG CAT PHONICS FOR LETTERS AND SOUNDS

NON-FICTION

FICTION

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GREEN 5 • L & S PHASE 5 • YEAR 2 [Y3] • \$10.50 EACH • SET OF 28 GREEN 5 \$294.00



BIG CAT PHONICS FOR LETTERS AND SOUNDS

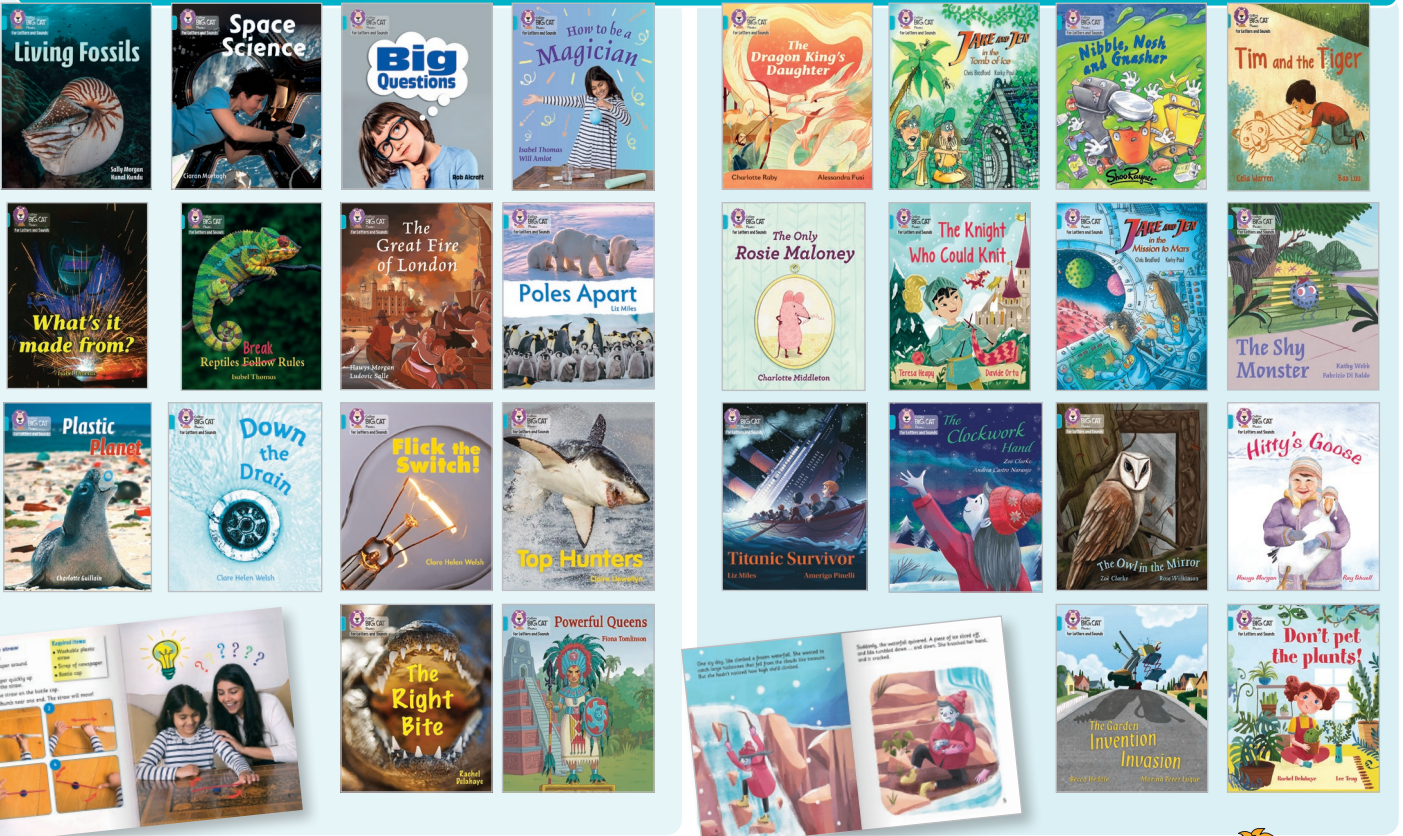
NON-FICTION

FICTION

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These **Age 7+** books are broken down into even smaller steps, with each book building on the last, ensuring that children experience success as they read their way through the books.

- They differ from phonic books for younger children, with more pages and look more like chapter books and graphic novels
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- Designed to be used very flexibly, easy to manage in the classroom & fit alongside any other materials or approaches that you are using
- Assessment ideas and activities are built into the downloadable lesson plans.

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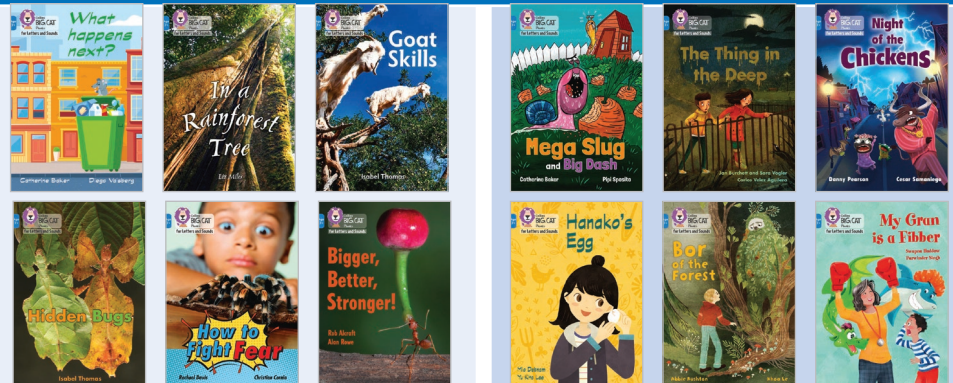
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12 Titles
Blue band gradually introduces the Phase 3 double letter and long vowel phonemes along with Phase 4 adjacent consonants.



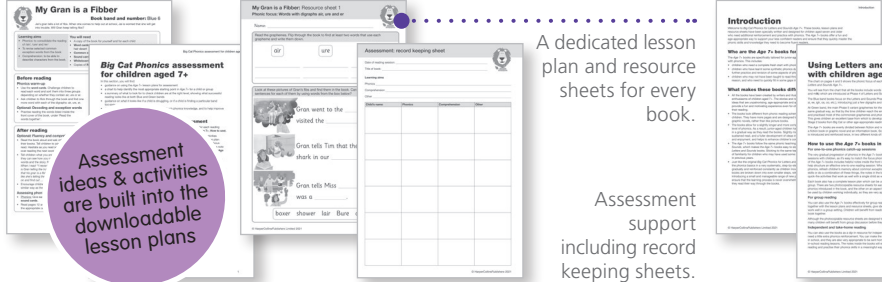
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Green band gradually introduces the Phase 5 alternative vowel graphemes.



Age 7+ Teaching and Assessment Support

These FREE downloadable lesson plans and resource sheets have been specially written and designed for children aged seven and older who need additional reinforcement and practice with phonics.



Assessment ideas & activities are built into the downloadable lesson plans

A dedicated lesson plan and resource sheets for every book.

Assessment support including record keeping sheets.

ASK US ABOUT TEACHING SUPPORT

Advice on how to use the books, including a book by book chart, a word cards template and a grapheme chart

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Teach children to become fluent readers with 40 exciting new chapter books by leading authors and illustrators.

With a carefully designed progression and increasing word counts across 10 fluency levels, these books will help children complete the code, extend vocabulary and gain speed and confidence – easing the transition from learning phonics to becoming independent readers.

Deepen children's knowledge with bonus material in every book

Support children's background knowledge and take them deeper into different aspects of the book.



NEW TITLES!

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NON-FICTION				FICTION				NON-FICTION				FICTION			
FLUENCY 1 • L & S • \$13.95 EACH								FLUENCY 6 • L & S • \$15.95 EACH							
FLUENCY 2 • L & S • \$13.95 EACH								FLUENCY 7 • L & S • \$15.95 EACH							
FLUENCY 3 • L & S • \$13.95 EACH								FLUENCY 8 • L & S • \$15.95 EACH							
FLUENCY 4 • L & S • \$13.95 EACH								FLUENCY 9 • L & S • \$15.95 EACH							
FLUENCY 5 • L & S • \$13.95 EACH								FLUENCY 10 • L & S • \$15.95 EACH							

Big Cat Phonics for Letters and Sounds Phonemes Chart

Phase/Title	Phonic Focus	High Frequency Words (Common Exception Words)
Big Cat Phonics for Letters and Sounds – Lilac 0 (16pp)		
PHASE 1	Number Fun	-
	I Spy Nursery Rhymes	-
	I Spy Fairytales	-
	Animal Fun	-
	Sound Walk	-
	My Day, Our World	-
	Old MacDonald Had a Farm	-
	Incy Wincy Spider	-
	Humpty Dumpty	-
	At the Beach	-
People Who Help	-	
Party Time	-	
Big Cat Phonics for Letters and Sounds – Pink 1A (16pp)		
PHASE 2	Pat it	/s/ /a/ /t/ /p/ /i/ /n/
	Sit Sit	/s/ /a/ /t/ /i/ /n/
	Tip, Sip, Nap	/s/ /a/ /t/ /i/ /n/
	Tip It Tap It	/s/ /a/ /t/ /i/ /n/
	It Tips	/s/ /a/ /t/ /i/ /n/
	Sit Tip Pat	/s/ /a/ /t/ /i/ /n/
	Pit Pat	/s/ /a/ /t/ /i/ /n/
	Tap Tap	/s/ /a/ /t/ /i/ /n/
	Nap Tap	/s/ /a/ /t/ /i/ /n/
	Pat a Pan	/s/ /a/ /t/ /i/ /n/
	Tap Tip Sip	/s/ /a/ /t/ /i/ /n/
	Sit Sip Nap	/s/ /a/ /t/ /i/ /n/
	Tip it	/a/ /t/ /i/ /p/ /i/ /n/ /m/ /d/
	Tap it, Tip it	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Sit in!	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Sid	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Tat	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Tim tips it	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Map Man	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Tip Tap	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Nat did it	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	A Dip	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Tim did it	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Tap it in!	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Pip Pip Pip	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Pin it, Pat it	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Tip it in!	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Did Dad nap?	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Pit Pat Pit Pat	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Sip it	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Tip Tap Pans	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Pip!	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Tap it Tad	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Dan Taps	/s/ /a/ /t/ /i/ /n/ /m/ /d/
	Nap in it	/s/ /a/ /t/ /i/ /n/ /m/ /d/
Dip it Tip it	/s/ /a/ /t/ /i/ /n/ /m/ /d/	
Sam Sits	/s/ /a/ /t/ /i/ /n/ /m/ /d/	
Tap Tap Nap	/s/ /a/ /t/ /i/ /n/	
Big Cat Phonics for Letters and Sounds – Pink 1B (16pp)		
PHASE 2	Dig it	/g/ /o/
	Pog Pops in	/g/ /o/
	Pod Digs a Pit	/g/ /o/
	Pop it on!	/g/ /o/
	Sit Tog!	/g/ /o/
	Nip it! Dig it!	/g/ /o/
	Not a Pot	/g/ /o/ /c/ /k/
	Pack it	/g/ /o/ /c/ /k/
	Tick Tock and Mick	/o/ /c/ /k/
	Kick it in!	/g/ /o/ /c/ /k/
	Go Mat!	/g/ /o/ /c/ /k/
	Pip and Pop	/o/ /c/ /k/
	Pop Pop Pop!	/g/ /o/ /c/ /k/
	Cat, Kid and Duck	/g/ /o/ /c/ /k/ /e/ /l/ /u/
	Pam Cat	/g/ /o/ /c/ /k/ /e/ /l/ /u/

Phase/Title	Phonic Focus	High Frequency Words (Common Exception Words)	
PHASE 2	The Cup	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Pick a Pet!	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Pots, Cans, Cups!	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Up on Deck	/o/ /e/ /l/ /r/ /h/ /k/	
	Duck Socks	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Pick it up	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Hit the Hat	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Rag Duck	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Rip it! Tip it!	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Mog and Mim	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
PHASE 2	Is it a bat?	/b/ /h/ /g/ /o/ /c/ /k/ /e/ /l/ /u/	
	The Big Nut	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Pegs and Socks	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	No Tiff!	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Mess on the Rocks	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Bad Luck, Dad	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Up and Off	/f/ /i/ /g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Nell and Tess	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Mel and the Big Mess	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	I can get fit!	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
PHASE 2	Pop the Pot on	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Lots of Ducks	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Get it, Gus!	/g/ /o/ /c/ /k/ /e/ /l/ /u/	
	Big Cat Phonics for Letters and Sounds – Red 2A (16pp)		
	PHASE 3	Fantastic Yak	/x/ /y/ /z/ /l/ /n/
		In the Fish Tank	/j/ /x/ /y/ /z/ /l/ /n/
		Zip and Zigzag	/j/ /x/ /y/ /z/ /l/ /n/
		Big Mud Run	/j/ /x/ /y/ /z/ /l/ /n/
		Up in a Rocket	/w/ /z/ /l/ /n/
		This is my Kit	/x/ /y/ /z/ /l/ /n/
Bob and the Pink Wig		/w/ /z/ /l/ /n/	
Cubs		/w/ /z/ /l/ /n/	
The Big Radish		/j/ /x/ /y/ /z/ /l/ /n/	
Jazz and Jet		/j/ /x/ /y/ /z/ /l/ /n/	
In the Big Box		/j/ /x/ /y/ /z/ /l/ /n/	
Jig and Jog		/j/ /x/ /y/ /z/ /l/ /n/	
Ding Dong		/n/ /g/ /l/ /j/	
Hush		/j/ /x/ /y/ /z/ /l/ /n/	
A Sunken Ship		/w/ /z/ /l/ /n/	
Six of us		/j/ /x/ /y/ /z/ /l/ /n/	
Fix it Fox		/j/ /x/ /y/ /z/ /l/ /n/	
Chan and his Van		/j/ /x/ /y/ /z/ /l/ /n/	
Chat, Chat, Chat!		/j/ /x/ /y/ /z/ /l/ /n/	
Buzz, Hop, Zip		/w/ /z/ /l/ /n/	
Not Junk!		/n/ /g/ /l/ /j/	
Buzz and Jack		/j/ /x/ /y/ /z/ /l/ /n/	
Up the Rock		/n/ /g/ /l/ /j/	
Will it sink?		/w/ /z/ /l/ /n/	
Dash to Dig		/j/ /x/ /y/ /z/ /l/ /n/	
Run to Win	/j/ /x/ /y/ /z/ /l/ /n/		
Fuzz and Buzz	/z/ /l/ /n/		
Jazz and Jeff	/z/ /l/ /n/		
Visit the Vet	/w/ /z/ /l/ /n/		
PHASE 3	Big Cat Phonics for Letters and Sounds – Red 2B (16pp)		
	Pink Boat, Pink Car	/a/ /r/ /o/ /l/ /u/ /e/ /i/ /a/ /i/ /e/ /e/	
	A Bee on a Lark	/e/ /e/ /a/ /o/ /e/ /o/ /o/ /t/	
	Wow Cow!	/o/ /a/ /e/ /e/ /o/ /a/ /o/ /u/ /u/ /n/ /p/	
	Get Set for Fun	/o/ /o/ /a/ /a/ /i/ /o/ /o/ /e/ /e/ /o/ /i/ /g/ /h/ /e/ /i/ /d/	

Phase/Title	Phonic Focus	High Frequency Words (Common Exception Words)
It is Hidden	/ee/ /oo/ /or/ /oa/ /ar/ /igh/ /oo/ /er/ /ow/ /d/ /t/	to, the, you, by
Look at Them Go	/ar/ /oo/ /ow/ /ear/ /er/ /oo/ /ee/ /ur/ /ai/ /air/ /t/ /b/	the, go, pull, push, they
Shoot a Hoop	/ee/ /igh/ /oo/ /or/ /ur/ /air/ /ure/ /er/	into, the, he, she, me, you
Down the River	/ai/ /ee/ /igh/ /oa/ /oo/ /ar/ /ur/ /ow/ /oi/ /ear/ /er/ /g/ /n/	to, the, you
Robin Hood	/ai/ /ee/ /igh/ /oo/ /oo/ /ar/ /or/ /ow/ /air/ /er/	I, the, put(s), they, to, we
The Hopper	/ee/ /igh/ /er/ /oo/ /oo/ /ar/ /or/ /air/ /ear/ /oa/	I, we, the
Pack for a Picnic	/ee/ /oo/ /oo/ /igh/ /ur/ /er/ /ar/ /or/ /oo/ /ur/ /ow/ /n/ /r/ /p/ /g/ /d/ /t/	I, we, the, of, into
It is a Fox	/ai/ /ee/ /oa/ /oo/ /ur/ /ear/ /ar/ /or/ /b/ /n/	the
Aimee and the Tablet	/ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /ur/ /ow/ /ear/ /er/	go, the, to, all
Lee and the Box	/ai/ /ee/ /igh/ /oa/ /oo/ /ar/ /air/	the, he, be
Food on the Farm	/ai/ /ee/ /igh/ /oo/ /oo/ /ar/ /oi/ /er/	the, are, pulls, to
Rock Pools	/ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /or/ /er/	you, of, are, full
The Power Cut	/ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /or/ /ur/ /ow/ /er/	the, and, we, to, my
Finn Feels Better	/ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /ur/ /ow/ /er/	the, he, and, go, to, I
An Animal Park Keeper	/ee/ /igh/ /oa/ /oo/ /ar/ /ur/ /ow/ /air/ /er/	the, to, are
Higher and Higher	/ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /ur/ /ow/ /ear/ /air/ /er/	I, of, the, no, go
Jack and Zain	/ee/ /igh/ /oo/ /oo/ /ur/ /er/ /ai/ /ear/	the, he, of, to, I
A Job for the Dog	/ee/ /ai/ /or/ /ar/ /oo/ /oo/ /igh/ /ur/ /er/	he, my, you, be, the, no, I
Look at the Shoots	/ai/ /ee/ /oo/ /oo/ /ar/ /ow/ /ur/	the, put, we, and, to, are
In the Dark Woods	/ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /ur/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /or/	the, we, she
Too Hot!	/er/ /oo/ /ow/ /ee/ /ar/ /oa/ /ai/ /ur/	the, she, put, and, into, are, you
Sid the Sheep	/igh/ /ee/ /ur/ /oo/ /oo/ /ar/ /ow/ /ear/ /air/ /er/	the, my, and, no, you
Off to Town!	/ow/ /ee/ /air/ /oo/ /oo/ /ur/ /ar/ /er/ /or/ /oa/ /igh/ /ai/ /oi/	to, the, I, put, into
Nipper and Gull	/ee/ /oa/ /oo/ /oo/ /ar/ /er/	my, she, he, and, the
I Look for Mark	/ee/ /oa/ /oo/ /oo/ /ar/ /or/ /ow/ /air/ /ear/ /er/	I, no, into, the, he, and
Odd Fish	/ow/ /oo/ /er/ /ar/ /igh/ /or/ /ee/ /ur/	we, go, are, the
Owls in the Night	/er/ /oo/ /oo/ /ee/ /ai/ /ow/ /igh/ /ear/ /ar/ /or/	the, they, and, of
Down to Up	/ee/ /ow/ /ar/ /oo/ /oo/ /air/ /ear/ /ai/ /ur/ /igh/ /er/ /oi/	they, you, and, the, to
Sun and Rain	/ee/ /ur/ /oo/ /ai/ /oa/ /oo/ /oi/ /igh/ /ear/ /er/ /ow/	and, the, I, my, we, to, was
Zoom to the Moon	/oo/ /oo/ /ee/ /igh/ /ow/ /ar/	you, the, we, was, to
Is it magnetic?	/ai/ /oo/ /oo/ /ar/ /oi/ /air/ /er/	the, no, are, they
Mix up on the Farm	/ee/ /oo/ /oo/ /ar/ /ow/ /or/ /er/	are, the, he, of
Meena and the Rabbit	/ar/ /ee/ /oi/ /ow/ /ai/ /er/ /igh/ /ear/ /oo/ /oo/ /or/	of, puts, the, she, and
Bees!	/ee/ /oo/ /oo/ /er/ /or/ /ar/ /igh/ /air/	the, she, all

Big Cat Phonics for Letters and Sounds – Yellow 3 (16pp)		
In the Frog Bog	Focus on adjacent consonants with short vowel phonemes	to, the, go, all, are, we, you, they, like, so, little, ask
The Foolish, Timid Rabbit	Focus on adjacent consonants with short vowel phonemes	to, the, I, by, he, we, was, you, they
The Best Vest Quest	Focus on adjacent consonants with short vowel phonemes	of, to, the, I, all, my, be, was, little
Josh and the Thunder	Focus on adjacent consonants with short vowel phonemes	of, the, I, he, we, me, was, like, some, come, there
From the Top	Focus on adjacent consonants with short vowel phonemes	of, to, the, by, you, house
How the Ear Can Hear	Focus on adjacent consonants with short vowel phonemes	of, to, the, by, are, you, they, have, like, do, come, little, out, what
Stunt Jets	Focus on adjacent consonants with short vowel phonemes	to, the, you
Art is Fun!	Focus on adjacent consonants with short vowel phonemes	to, the, pull, are, we, me, you, do
Map Scraps	Focus on adjacent consonants with short vowel phonemes	of, the, to, they, are, there, so
What animal is it?	Focus on adjacent consonants with short vowel phonemes	the, to, you, were, out, what
Tickets!	Focus on adjacent consonants with short vowel phonemes	the, my, here, you, some, of, have, I, to, no
Chimpanzees	Focus on adjacent consonants with short vowel phonemes	they, have, to, are, little, the
Scrap Rat	Focus on adjacent consonants with short vowel phonemes	some, to, the, come(s), (in)to, he

Phase/Title	Phonic Focus	High Frequency Words (Common Exception Words)
How do I feel?	Focus on adjacent consonants with short vowel phonemes	do, I, my, me, to, the, like, little
Snug in the Tent	Focus on adjacent consonants with short vowel phonemes	like, when, there, come, what, I, to, the, of, into, my
Strong Trucks	Focus on adjacent consonants with short vowel phonemes	there, are, all, of, they, the, into, house, do, to
Crick and Croc Have Lunch	Focus on adjacent consonants with short vowel phonemes	of, into, the, no, I, she, me, you, have, some, come, there, what, here
Ducks on Trucks	Focus on adjacent consonants with short vowel phonemes	little, the, we, to, he, of, they
Thumper	Focus on adjacent consonants with short vowel phonemes	the, into, to, she, we
Good Things from Farms	Focus on adjacent consonants with short vowel phonemes	of, the, into, all, we, have, do, come
At the Medical Room	Focus on adjacent consonants with short vowel phonemes	to, the, do, what, so, he, she, have, they, all
Track a T-Rex	Focus on adjacent consonants with short vowel phonemes	he, of, the, I, was, they, what, there, are
The Thrush Nest	Focus on adjacent consonants with short vowel phonemes	was, there, my, said, to, we, the, they, you, put
Shelter on the Go	Focus on adjacent consonants with short vowel phonemes	out, they, once, were, like, houses, the, into, when, to, go, are
The Plum Trip	Focus on adjacent consonants with short vowel phonemes	to, the, I, we, was, said, have, like, so, do, some, here, little, of, here
I Feel Good	Focus on adjacent consonants with short vowel phonemes	I, of, the, when, my, do, what, you, to

Big Cat Phonics for Letters and Sounds – Blue 4 (16pp)		
Jump On, Jump Off!	Focus on adjacent consonants with long vowel phonemes	to, the, by, are, she, we, me, be, you, so, there, out, ask
Eggs on Toast	Focus on adjacent consonants with long vowel phonemes	of, to, the, I, all, are, she, you, they, some, little, out, love
Tusks	Focus on adjacent consonants with long vowel phonemes	of, to, the, all, are, my, he, me, was, you, they, said, were, there, one, out, your, love, our
Huffkin	Focus on adjacent consonants with long vowel phonemes	of, to, the, all, by, put, my, he, she, we, was, they, said, so, were, there, one
Athletics	Focus on adjacent consonants with long vowel phonemes	of, to, the, into, you, they, have, what
How to Spot an Otter	Focus on adjacent consonants with long vowel phonemes	of, to, by, the, are, be, you, they, like, do, little, when, out, what
Maps	Focus on adjacent consonants with long vowel phonemes	of, to, the, no, ago, all, are, we, be, was, you, they, have, so, were, there, one, what, our
Terrific Trees	Focus on adjacent consonants with long vowel phonemes	of, to, the, all, by, are, you, they, have, like, come (become), little, out
The Monster on the Train	Focus on adjacent consonants with long vowel phonemes	a, are, I, into, is, me, my, of, on, to, some, the, we, you
A Year in Japan	Focus on adjacent consonants with long vowel phonemes	of, to, the, are, they, there, school
Zebra's Tent	Focus on adjacent consonants with long vowel phonemes	be, to, we, the, said, my, he, I
A Trail in the Woods	Focus on adjacent consonants with long vowel phonemes	to, the, by, put, you, do, what, your
The Chicken Coop Scoop	Focus on adjacent consonants with long vowel phonemes	of, to, the, I, are, she, we, be, you, they, do, what
Train to Win	Focus on adjacent consonants with long vowel phonemes	the, to, have, pull, they, are, all, by
Harper and the Big Dog	Focus on adjacent consonants with long vowel phonemes	the, what, there, when, I, he, me, house, little, you, to, go, like
Stunning Stunts	Focus on adjacent consonants with long vowel phonemes	have, no, of, one, out, so, some, they, to, do, the, by, are, have
Spook Night	Focus on adjacent consonants with long vowel phonemes	do, you, go, to, the, come, all, he, be, they, have, she, into
Dragon in the Jam	Focus on adjacent consonants with long vowel phonemes	are, the, they, of, we, no, there, puts, my, she, to, asks, some
I love it!	Focus on adjacent consonants with long vowel phonemes	of, he, I, you, the, love, come, like, do
Storms	Focus on adjacent consonants with long vowel phonemes	have, you, out, some, the, are, little, full, of, into, be, they, we, there, to
Extinct Monsters	Focus on adjacent consonants with long vowel phonemes	of, the, some, to, like, was, little, of, by, you, be
It's freezing out!	Focus on adjacent consonants with long vowel phonemes	of, to, the, I, into, by, my, we, they, like, some, when, out, house, love, our, there
The Hamster Problem	Adjacent consonants with long vowel phonemes	of, to, the, no, I, into, are, my, she, we, you, have, do, some, there, here, ask, out
Fantastic Frogs	Adjacent consonants with long vowel phonemes	the, no, of, to, when, some, have, they, all, like



Big Cat Phonics for Letters and Sounds Phonemes Chart (continued)

Phase/Title	Phonic Focus	High Frequency Words (Common Exception Words)
PHASE 4	Little Red's Lost Cap	Adjacent consonants with long vowel phonemes
	Our Pet Rabbits	Adjacent consonants with long vowel phonemes
Big Cat Phonics for Letters and Sounds – Green 5 (24pp)		
The Elf and the Bootmaker	/ai/ ay, ey, a-e, /igh/ i, i-e, /oa/ o, o-e, /oo/ ue, ew, ui, u-e, /ee/ ea, /oi/ oy, /ow/ ou, /el/ ea, /il/ y, /ul/ o-e, /ar/ a, /or/ aw, al, /air/ ere, are, /ur/ ir, or, ear	of, to, the, into, my, he, she, we, said, were, one, what, once
Monster Treat	/ai/ ay, ey, a-e, /ul/ o-e, /igh/ i, i-e, /ur/ ir, /oo/ ui, u-e, ew, ue, /ow/ ou, /el/ ea, /ol/ a, /ool/ oul, /oa/ ow, /ee/ ea, /ar/ a	to, the, she, we, me, said, so, do, when, what, love, oh
Where Did My Dingo Go?	/oa/ o, ow, /oo/ ue, u, /air/ ear, /ee/ ea, /ai/ a-e, ay, ey, /igh/ i-e, i, /il/ y, /oo/ oul, /or/ al	oh, friend, where, of, into, the, my, she, me, said, have, so, one
Let's Pretend!	/oa/ oe, o /ai/ a-e, ay, ei, ey /el/ ea, /ee/ ea /ul/ o /igh/ i-e, /il/ y /ool/ oul, u-e /oi/ oy /ar/ a /ow/ ou /ear/ eer /air/ are /or/ al /ul/ o-e /ol/ a	of, to, the, into, my, he, we (we're), said, what
Bear Spotting	/ai/ ay, ei, ey, a-e, /igh/ i, i-e, /oa/ o, ow, ol, o-e, /oo/ u, ou, /ee/ ea, /ow/ ou, /ar/ a, /or/ augh, aw, al, /ure/ our, /air/ ear, are, ere, /ur/ ir, or, /ear/ eer, /el/ ea, /ul/ o	of, to, the, into, by, are, we, be, have, so, one, where, house, their
How Not to be Eaten	/eel/ ea, ie, /el/ ea, /ai/ ay, a-e, /igh/ i-e, /oo/ u-e, ew, ou, /oa/ o, o-e, /or/ al, our /ol/ a, /ow/ ou, /ul/ o-e, /ar/ a, /air/ are /oo/ oul, /ur/ ir	of, to, the, into, put, are, be, have, so
How to Draw Cat and Dog	/ar/ a, /or/ aw, our, al, /ow/ ou, /ai/ a-e, /el/ ea, /igh/ i-e, i, /ee/ ea, /ure/ our, /oa/ o, ow, o-e	where, of, to, the, put
Blackcurrant Jam	/ai/ a-e, ey /oo/ ui, ou /oa/ ow, o /ar/ a /or/ our, al /el/ ea /oi/ oy /ur/ ir /ul/ o, o-e /oo/ oul /ow/ ou /ee/ ea /igh/ y, i-e	of, to, the, into, by, are, little, one, when, their
The Grasshopper and the Ants	/ai/ ay, ey, a-e /ee/ ea /igh/ i-e, i /oa/ ow, o, oe, ou, o-e /oo/ ew, u-e, ou, u /oo/ oul /ow/ ou /ul/ o, o-e /or/ our, al /ur/ or /ar/ a /air/ ere, are /ol/ a	to, the, are, into, my, of, said, have, little, we, me, were, she, our, what, be
Wild Homes	/igh/ i, i-e /ai/ ay, ey, a-e /oa/ o, ow, o-e /oo/ ue, ew, ui, u-e /ee/ ea /ow/ ou /oo/ oul /ar/ a /or/ augh, al /air/ are /ur/ ir, ear /el/ ea /il/ y /ol/ a /ul/ o	of, the, to, into, are, what, their
Dragon Owner's Manual (by Sir Bertram the Bold)	/igh/ i, i-e /ai/ ay, a-e /oa/ o, oe, ow, o-e /oo/ ue, ew, ui, u-e /ee/ ie, ea /oi/ oy /ow/ ou /or/ our, al /er/ ir, or, ear /ear/ ere /el/ ea /ul/ o-e	of, to, the, my, he, be, have, (all)so, do, what, their, friend
Welcome to my Home	/igh/ i, i-e /ai/ ay, a-e /oa/ o, ow, o-e /oo/ u, ew, ou /ee/ ie, ea /ow/ ou /ar/ a /or/ al /air/ ere /ul/ o-e	to, the, are, my, we, so, little, our, their, friend(s)
Not in Otter's Pocket!	/igh/ i, i-e /ai/ ay, ey /oa/ o, o-e /oo/ ue, ew /ow/ ou /ee/ ea /ar/ a /or/ aw, augh, al /air/ ere /ur/ ir, or, ear /ear/ ere, eer /el/ a /ol/ a /ul/ o-e	the, into, put, my, he, said, one, where, oh, today
Super Sharks	/igh/ i, i-e /ai/ ay, ey, a-e /oa/ o, ow, o-e /oo/ ue, ew, u-e /ee/ ea /ow/ ou /oo/ oul /or/ aw, augh, al /er/ or, ear /el/ a /ul/ o, our, o-e	of, to, the, are, we, be, one, have, so, when, their, people
Pixie Makes a Friend	/ai/ ay, ey, a-e /ee/ ie, ea	I, liked, the, of, to, she, are, me, my, we, said, one, do, were, what, friend, be, asked, some, you, out
The Stone Shadows	/ai/ ay, a-e, /ee/ ie, ea, /oa/ o, oe, ow, ou, o-e /igh/ i-e	the, are, we, me, you, said, have, to, do, were, when, people, he
Don't Blame Me!	/ai/ ay, ey, a-e /ee/ ea /igh/ i, i-e /oa/ ow, o, oe, ou, o-e	me, she, he, what, said, my, out, was, to, when, the, oh, into, of, you, all, one
Jake and Jen in the Balloon of Doom	/ai/ ay, ey, a-e /ee/ ie, ea /igh/ i, i-e /oa/ o, ow, ou, o-e /oo/ ue, ui, ew, ou, u-e /oo/ oul	out, there, some, of, to, the, into, pulled, she, he, we, be, said, my, were, when, what, their, our, ask
Iris's Wild Ride	/ai/ ay, ey, a-e, /ee/ ie, ea, /igh/ i, i-e	the, to, she, when, me, you, all, of, there, was, said, friend, into, were, do
Be a Cave Explorer	/ai/ a-e, ay, ey /ee/ ie, ea	the, by, of, are, were, into, when, so, their, have, do, people, you, there, some, here, be, what, to, was
Animal Tricks: Sticking Power	/ai/ a-e, ay, ey	of, to, the, have, their, when, little, some, go
Bertha Benz	/ai/ ei, ay, ey, a-e	no, out, there, was, of, to, the, push, she, he, have, so, were, little, when, house, people, Mrs, these, go
This is Our Planet	/ai/ ay, ey, a-e /ee/ ie, ea /igh/ i, i-e	of, you, all, to, the, full, are, be, one, have, so, houses, our, their, people, here, comes, there, we, little
Show Time	/ai/ ay, a-e, ey /ee/ ea, ie /igh/ i, i-e /oa/ o, ow, o-e /oo/ u, ue, ew, ui, ou, u-e /oo/ oul	out, all, there, here, some, of, to, the, put, full, are, be, by, one, have, do, what, school, their, friends, we

Phase/Title	Phonic Focus	High Frequency Words (Common Exception Words)	
PHASE 5	Cave Art	/ai/ a-e, ey, ay /ee/ ea /igh/ i, i-e /oa/ o, ow, o-e, oe, ou	come, into, there, was, some, your, of, to, the, by, are, were, people, their
	Beaches and Bays	/ai/ ay, ey, a-e /ee/ ie, ea	be, by, you, there like, have, your, to, the, are, their, of, when
	The Train Set	/ai/ ay, ey, a-e	the, of, to, into, he, we, said, one, have, were, was, full, I, she, all, put, asking
Hugo's Moon Crew	/ai/ ey, a-e /ee/ ea /igh/ i, i-e /oa/ o, oe, ow, o-e /oo/ ue, ui, ew, ou, u, u-e /oo/ oul	of, to, the, he, we, be, out, have, says, there, here, some, come, she	
Big Cat Phonics for Letters and Sounds – Orange 6 (24pp)			
Watch Out, Nebiti!	/f/ ph, /w/ wh, /ee/ e-e, e, y, /igh/ y, /ch/ tch, /j/ g, ge, dge, /l/ le, /z/ se, /sh/ ch, /ai/ a	of, to, the, into, are, one, oh, their, friend	
Disaster Duck	/w/ wh, /f/ ph, /igh/ ie, y, /ee/ y, e-e, e /j/ g, ge, /ch/ tch, /cl/ ch, /l/ le, /sh/ ch	of, to, the, one, were, oh	
Noisy Neesha	/ee/ e, ey, y, /l/ le, /oo/ u, /igh/ y, /ai/ a, /z/ se, /v/ ve, /f/ ph, /w/ wh	of, to, the, are, said, Mr, Mrs, friend, were	
The Hide and Seek Squirrels	/ai/ a /j/ ge, g, dge /ch/ tch, t /ee/ e, y /w/ wh /cl/ ch /s/ se /igh/ y, ie /l/ le /f/ ph /v/ ve /oo/ u /z/ se	of, to, the, are, said, were, our, their	
Beetles Around the World	/igh/ y, ie, /ee/ y, e, /w/ wh, /v/ ve, /l/ le, /ch/ t, /ai/ a, /j/ g, ge, /f/ ph, /z/ se	of, to, the, into, are, were, their, people	
The Equator	/ai/ a, eigh, /ee/ y, e-e, e, ey, /igh/ y, /j/ ge, g, /l/ le, /f/ ph, /z/ se, /ch/ tch, t, /w/ wh, /v/ ve, /cl/ ch, t, /s/ se	of, to, the, into, their, people	
Smart Gadgets	/ai/ a, /ee/ e-e, y, e, /igh/ y, /w/ wh, /sh/ ch, /cl/ ch, /j/ g, ge, /f/ ph, /z/ se, /ch/ t, /l/ le	of, to, the, into, do, one, were, their, people, today	
The Loch Ness Mystery	/v/ ve /j/ g, ge, /cl/ ch /ee/ y, e /f/ ph /ch/ tch, t /w/ wh /igh/ y /l/ le /s/ se	of, to, the, are, said, were, their, people	
A Helping Hand	/ee/ y, e, ey /j/ g, ge, dge /oo/ u /w/ wh /v/ ve /igh/ y /cl/ ch /f/ ph /ai/ a /s/ se /z/ se /l/ le /ch/ t, tch	of, to, the, one, were, friends	
Around the World in 72 Days	/ai/ a, eigh /j/ g, ge, /ch/ tch, t /ee/ e, y, ey, e-e /w/ wh /igh/ y /l/ le /f/ ph /v/ ve /z/ se /oo/ u /sh/ ch	of, to, the, said, were, people, today	
Jake and Jen and the Sea of Sharks	/ai/ a, eigh /ee/ y, e, /oo/ u /igh/ y /ch/ tch, t /cl/ ch /j/ g, ge, dge /l/ le /f/ ph /w/ wh /v/ ve /s/ se /z/ se	the, said, (in)to, their, of, do, our	
Strange Bridges	/ai/ a, eigh /ee/ e-e, ey, e, y /oo/ u /igh/ y /cl/ ch /j/ g, ge, dge /l/ le /f/ ph /w/ wh /v/ ve /s/ se /z/ se	people, of, (in)to, the, are, once	
Witney and Boscoe's Lost and Found	/ai/ a, eigh /ee/ e-e, ey, e, y /oo/ u /igh/ ie, y, /ch/ tch, t /j/ g, ge, dge /l/ le	of, to, the, are, one, were, their	
Fly Secrets	/ai/ a /ee/ y, e, /igh/ ie, y /ch/ tch /j/ g, dge /l/ le /f/ ph /w/ wh /v/ ve /z/ se /s/ se	of, to, the, into, are, one, our, their	
Oodles of Noodles	/igh/ i, y /ee/ y, e, e-e /v/ ve /j/ g, ge, /s/ se /z/ se /ai/ eigh, a /ch/ tch /sh/ ch /l/ le /w/ wh /f/ ph	of, to, the, into, are, says, one, Mr	
The Heroes of White Whale Lighthouse	/ai/ a /ee/ e-e, e, y /oo/ u /igh/ ie, y /ch/ tch /j/ g, ge, dge /l/ le /f/ ph /w/ wh /v/ ve /s/ se /z/ se	of, to, the, said, do, were, their	
Little Pickle and Greedy Giant	/l/ le /j/ g, ge, /ee/ y, e, e-e /igh/ y, ie /sh/ ch /cl/ ch /v/ ve /oo/ u /s/ se /w/ wh /ch/ tch /ai/ a	of, to, the, into, are, said, were, one, water, friend	
Crocs and Rocks	/ee/ y, e, e-e /j/ g, ge, /f/ ph /l/ le /z/ se /igh/ y /w/ wh /ai/ a /ch/ tch /v/ ve /s/ se	of, to, the, are, one, their, people	
Extraordinary Pets	/igh/ ie, y /ee/ ey, e, y, e-e /ch/ tch, t /cl/ ch /l/ le /j/ ge, dge, g /f/ ph /w/ wh /v/ ve /s/ se /ai/ eigh, a /z/ se	of, to, the, are, do, one	
Mystery Structures from the Past	/ai/ a, eigh /ee/ e-e, y, e, ey /oo/ u /igh/ ie, y /ch/ tch, t /cl/ ch /j/ g, ge, dge /l/ le /f/ ph /w/ wh /v/ ve /s/ se /z/ se	of, to, the, into, are, were, people, because, break	
Amazing Raptors	/igh/ y, ie /ee/ y, e, ey, e-e /j/ g, ge, /ai/ a, eigh /ch/ t, tch /v/ ve /oo/ u /w/ wh /cl/ ch /l/ le	of, to, the, are, do, were, once, their	
The Incredible Whale and Other Poems	/ai/ a, eigh /ee/ y, e, y /oo/ u /igh/ y, ie /ch/ tch, t /j/ g, ge, /l/ le /f/ ph /w/ wh /v/ ve /z/ se /s/ se	of, to, the, into, are, said, our	
The Incredible Lives of Monarch Butterflies	/ai/ eigh, a /ee/ y, ey, e-e, e /igh/ ie, y /cl/ ch /ch/ tch /l/ le /w/ wh /v/ ve /j/ g, ge, /s/ se /oo/ u	of, to, into, the, are, do, once, their	
It Looks Like Rain	/ai/ a /ee/ y, e, y /ch/ tch, t /l/ le /s/ se /igh/ y /cl/ ch /v/ ve /oo/ u /j/ g, dge /z/ se	of, to, the, into, are, their	
Animal Tricks: Glow in the Dark	/ai/ a /ee/ y, e, y /oo/ u /igh/ ie, y /ch/ tch, t /j/ g, ge, dge /l/ le /w/ wh /v/ ve /cl/ ch	of, to, the, are, their	
Jake and Jen and the Castle of Kings	/ai/ a, eigh /ee/ y, e, ey /oo/ u /igh/ y, ie /ch/ tch, t /cl/ ch /j/ g, ge, dge /l/ le /f/ ph /w/ wh /v/ ve /s/ se /z/ se	of, to, the, into, said, do, someone, our, their	
Yummy Stone Soup	/ai/ a, eigh /ee/ e-e, ey, e, y /ch/ tch /j/ g, ge, /l/ le /w/ wh /v/ ve /z/ se /sh/ ch /oo/ u /igh/ y, ie	of, to, the, into, said, one, were, our, their, people	
The Paper Planes Club	/ai/ a /j/ dge, g, ge /ee/ y, e, y /l/ le /f/ ph /ch/ t, tch /oo/ u /igh/ y, ie /w/ wh	of, to, the, are, said, one, were, people	

Phase/Title	Phonic Focus	High Frequency Words (Common Exception Words)
Big Cat Phonics for Letters and Sounds – Turquoise 7 (24pp)		
Living Fossils	/s/ c, c, /m/ mb, /sh/ ci, si	of, to, the, into, are, so, do, were, their, today, water, many, shoe
Space Science	/n/ kn, /s/ c, ce, sc, /sh/ ti, ssi, /zh/ s	of, to, the, into, are, so, were, one, our, their, people, because, break, many, who, half
Big Questions	/n/ kn, /r/ wr, /s/ c, ce, sc, /sh/ ti, ci, si	of, to, the, into, are, so, do, one, our, their, because, water, many, move, eye
Jake and Jen in the Tomb of Ice	/sh/ ti, ssi, /m/ mb, /n/ kn, gn, /r/ wr, zh /s/ ce, sc, /zh/ sure	of, to, the, into, are, said, were, one, their, water
Nibble, Nosh and Gnasher	/r/ wr, /s/ c, /n/ kn, kn, /c/ que, x, /sh/ ci, /m/ mb	of, to, the, into, said, so, were, one, friend, great
The Dragon King's Daughter	/n/ kn, gn /m/ mb /s/ c, ce /zh/ su /sh/ ti, si, ssi	of, to, the, into, are, said, so, were, because, water, any, many
Tim and the Tiger	/c/ que, ch /sh/ ci, ssi, ti, ch /zh/ s /m/ mb /n/ kn /s/ c, ce, sc /r/ wr	of, to, the, said, do, were, one, once, our, their, whole, eye(s)
What's it made from?	/n/ kn, gn /m/ mb /sh/ ci, ti, si, ssi /s/ c, ce, sc /c/ qu(e) /zh/ s	of, to, the, into, are, so, one, our, their, people, break (unbreakable), water, who, move, eye(s)
The Only Rosie Maloney	/c/ que, x /sh/ ssi, ti, si, /zh/ s /m/ mb /n/ kn, gn /s/ c, ce /r/ wr	of, to, the, so, our, into, are, said, beautiful, friends, their, were, any, one
How to be a Magician!	/c/ que /sh/ ssi, ti, si, ci /zh/ s, si /m/ mb /n/ kn /s/ c, ce, sc /r/ wr	of, to, the, into, are, so, one, once, people, friends, move, water, any
The Knight Who Could Knit	/n/ kn, gn /m/ mb /r/ wr /s/ c, ce /c/ x /zh/ s /sh/ ti, ci	of, to, the, are, said, do, once, their, people, beautiful, any, many, who, prove
Reptiles Break Rules	/n/ kn, gn /m/ mb /r/ wr /s/ c, ce, sc /c/ x /zh/ sion /sh/ ti, ci	of, to, the, are, one, their, break, pretty, water, many, who, move, eye
Jake and Jen in the Mission to Mars	/n/ kn, gn /m/ mb /r/ wr /s/ c, ce, sc /c/ qu, x /zh/ s /sh/ ti, si, ssi	of, to, the, into, are, said, do, were, one, once, our, their, who, eye(s)
The Great Fire of London	/n/ kn, gn, mb /r/ wr /s/ c, ce, sc /c/ x /sh/ ti, si, ssi, s	of, to, the, are, one, their, people, door, poor, great, water, any, improve, many, hour, half
The Shy Monster	/n/ kn /m/ mb /r/ wr /s/ c, ce /sh/ s, ci, ti /zh/ s	of, to, the, into, are, said, do, oh, says, busy, anything
Titanic Survivor	/n/ kn, gn /m/ mb /r/ wr /s/ c, ce /zh/ s /sh/ ti, si, ssi, s, ci /c/ x	of, to, the, into, said, were, one, our, people, friends, door, water, many
The Clockwork Hand	/m/ mb /n/ kn, gn /r/ wr /s/ c, ce /sh/ ci, ti, s /zh/ s /c/ x	of, to, the, into, where, once, who, one, door, beautiful, waterfall, move
Poles Apart	/n/ gn, kn /m/ mb /r/ wr /s/ c, ce, sc /sh/ ti, si, ci /zh/ s	of, to, the, into, are, do, their, seawater, many
Plastic Planet	/r/ wr /s/ c, ce, c /m/ mb /sh/ ti, ssi, s /n/ kn	of, to, the, into, are, do, once, our, their, people, today, because, great, break, beautiful, water, many, any, move, parents
Down the Drain	/n/ kn, gn /sh/ ti, s, ci /s/ c, ce /zh/ s	of, to, the, into, are, once, our, today, water, any, do
Powerful Queens	/s/ ce, c, sc /n/ kn, gn /sh/ ti, ci, ssi /c/ qu /r/ wr /zh/ s	of, to, the, said, were, one, people, today, great, many, who, eye, their
Flick the Switch!	/sh/ ti, ssi, ci /s/ c, ce, sc /zh/ s /n/ gn /m/ mb	of, to, the, into, are, do, were, one, our, their, floors, water, whole
Top Hunters	/n/ kn /s/ c, ce, sc /sh/ ci, ti, ssi, s /zh/ si, s /r/ wr /m/ mb	of, to, the, into, are, do, their, move, any
The Garden Invention Invasion	/n/ kn, gn /sh/ ti, ci, s /s/ c, ce, sc /c/ qu /r/ wr, si /r/ wr	of, to, the, into, are, do, one, our, their, Mrs, says, door
The Owl in the Mirror	/m/ mb /n/ kn, gn /r/ wr /s/ c, ce /sh/ ti /zh/ s, si /c/ que	of, to, the, into, said, do, were, one, once, their, because, beautiful, move, eyes
Hitty's Goose	/n/ kn /m/ mb /r/ wr /s/ c, ce, sc /c/ x /zh/ s /sh/ ti, si, ssi, s	of, to, the, into, are, said, were, their, today, because, great, water, parents
Don't pet the plants!	/n/ kn /m/ mb /r/ wr /s/ c, ce, sc /zh/ s /sh/ ti, ci, ssi, s	of, to, the, are, said, do, were, one, our, oh, their, today, says, door, because, busy, watering, many, anything, hours, eyes, whole
The Right Bite	/n/ gn, kn /sh/ ci, ti /zh/ s /s/ c, ce	of, to, the, are, do, their, one, whole, water
Big Cat Phonics for Letters and Sounds – Age 7+		
Big Cat Phonics for Letters and Sounds – Age 7+ Blue 4 (24pp)		
Mega Slug And Big Dash	/ch/ /sh/ /th/, and adjacent consonants	of, the, no, I, all, full, he, was, like, so, do, out, what, me, one
The Thing In The Deep	/sh/ /th/ /ng/ /ai/ /ee/, and adjacent consonants	of, to, the, no, I, all, my, he, she, be, was, you, said, like, come, were, there, when, out, what, once
Night Of The Chickens	/ch/ /sh/ /th/ /ng/ /ai/ /ee/ /igh/ /oa/ /oo/ /oo/, and adjacent consonants	of, to, the, no, I, into, all, by, are, he, we, me, was, you, they, do, come, were, there, one, out, what, her
Hanako's Egg	/ch/ /sh/ /th/ /ng/ /ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /or/ /ur/, and adjacent consonants	of, to, the, no, go, puts, my, she, we, me, be, you, they, do, some, come, there, little, one, out, house, asks, love, her

Phase/Title	Phonic Focus	High Frequency Words (Common Exception Words)
Bor Of The Forest	/sh/ /th/ /ng/ /ai/ /ee/ /igh/ /oo/ /oo/ /ar/ /or/ /ur/ /ow/ /oi/ /ear/, and adjacent consonants	of, to, the, no, I, he, we, be, was, you, they, said, like, so, do, come, were, there, out
My Gran Is A Fibber	/ch/ /sh/ /th/ /ng/ /ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /or/ /ow/ /air/ /ure/ /er/, and adjacent consonants	of, to, the, no, go, I, pulls, are, my, she, me, be, you, do, out, what, once, school, your, our, was, we, when, there
What Happens Next?	/ch/ /sh/ /th/, and adjacent consonants	of, to, the, I, into, all, by, put, pull, full, push, are, we, be, you, they, like, so, some, comes, when, out, what
In A Rainforest Tree	/ch/ /sh/ /th/ /ng/ /ai/ /ee/, and adjacent consonants	of, to, the, by, we, be, you, they, have, like, so, some, there, one, out, what, here
Goat Skills	/ch/ /sh/ /th/ /ng/ /ai/ /ee/ /igh/ /oa/ /oo/ /oo/, and adjacent consonants	of, to, the, are, we, be, they, have, like, do, some, when, out, what, our, go
Hidden Bugs	/ch/ /sh/ /th/ /ng/ /ai/ /ee/ /igh/ /oo/ /oo/ /ar/ /or/ /ur/, and adjacent consonants	of, to, the, full, are, you, they, like, do, some, when, out, what, love, be
How To Fight Fear	/ch/ /sh/ /th/ /ng/ /ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /or/ /ur/ /owl/ /oi/ /ear/, and adjacent consonants	of, to, the, go, into, all, by, are, we, be, you, do, some, come, when, out, what, your
Bigger, Better, Stronger!	/sh/ /th/ /ng/ /ai/ /ee/ /igh/ /oa/ /oo/ /ar/ /ur/ /ow/ /ear/ /air/ /ure/ /er/, and adjacent consonants	of, to, the, no, are, you, like, do, were, when, what, some
Big Cat Phonics for Letters and Sounds – Age 7+ Green 5 (32pp)		
Kay And Aiden – The Tram Bell	/ai/ ay, a-e, ey, ei	of, to, the, are, we, be, have, so, do, were, little, when, what, where, school, our, people, no, go, I, like, there, here, your, out, was, you, one
Stranded Under The Stars	/ai/ ay, a-e, ey /ee/ ie, ea /igh/ i-e, i	of, to, the, into, put, he, she, we, said, have, were, when, what, their, no, go, all, there, here, asked, your, out, was, some, are, by, come, you
The Forgotten Garden	/ai/ ay, a-e, ey /ee/ ea /igh/ i-e, i /oa/ o, oe, ow, oul, o-e	of, to, the, into, by, put, are, my, she, we, be, said, have, do, when, what, school, Mrs, friends, there, out, was, you, asked, he, some, love, come
Lucas Dives Deep	/ai/ ay, a-e, ey /ee/ ie, ea /igh/ i-e, i /oa/ o /oo/ ue, ui, ew, ou, u, oul, u-e	of, to, the, into, are, my, he, we, be, said, do, were, when, what, school, our, their, people, Mrs, friends, your, out, was, come, asked
Man-Yee And The New School	/ai/ ay, a-e, ey /ee/ ea /igh/ i-e, i /oa/ o, oe /oo/ ew, ou, u, oul /ar/ a /ow/ ou /or/ al, our, augh, aw, au	of, to, the, into, by, put, full, are, my, she, we, be, said, have, do, were, when, what, where, school, people, Mrs, some, love, one
Dark Dawn	/ai/ ay, a-e, ey /ee/ ea /igh/ i-e, i /oa/ o, ow, o-e /oo/ ew, ou /ow/ ou /or/ al, our, aw /ur/ ear, or, ir /el/ ea /il/ y	of, to, the, into, my, he, we, me, be, have, were, there, was, come, are, one, what
Kay And Aiden – The Stolen Trumpet	/ai/ ay, a-e, ey /ee/ ea /igh/ i-e, i /oa/ o, ow, o-e /oo/ ou, u, oul /ar/ a /ow/ ou /or/ al, our /ear/ ere, eer /oi/ oy /ol/ a	of, to, the, into, pushed, are, my, he, she, we, me, be, have, were, when, what, where, school, their, come, Mrs
Zayn Levels Up	/ai/ ay, a-e, ey /ee/ ea /igh/ i-e, i /oa/ o, oe, ow, oul, o-e /oo/ ew, ou /ar/ a /ow/ ou /or/ al /ur/ ear, or, ir /el/ ea /ol/ a /air/ ere, ear, are /ul/ o, our, o-e	of, to, the, by, my, he, we, me, be, said, have, were, when, are
The Case Of The Piltown Man	/ai/ ay, a-e, ey, ei	of, to, the, all, by, full, are, he, we, said, have, were, when, people, friend, like, there, was, some, what, wasn't
Spider Strike!	/ai/ ay, a-e, ey /ee/ ie, ea /igh/ i-e, i	of, to, the, by, are, be, so, do, when, our, their, no, out, some, you, all, one
Feel Strong With Yoga	/ai/ ay, a-e, ey /ee/ ie, ea /igh/ i-e, i /oa/ o, oe, ow, oul, o-e	of, to, the, into, by, pull, push, we, be, have, do, little, when, what, people, all, your, out, you
Super Dogs	/ai/ ay, a-e, ey /ee/ ie, ea /igh/ i-e, i /oa/ o, o-e /oo/ ue, ui, ew, ou, u, oul, u-e	of, the, into, by, pulling, he, she, be, have, little, when, their, people, there, out, was, some, to, are, one, once
Football Skills	/ai/ ay, ey /ee/ ea /igh/ i-e, i /oa/ o, oe, ow, o-e /oo/ ew, ou, u, u-e /ar/ a /ow/ ou /or/ al, our, augh, aw, au	of, to, the, put, are, have, do, what, their, people, some, into, one, be
Our Fantastic World	/ai/ ay, a-e, ey /ee/ ie, ea /igh/ i-e, i /oa/ o, ow, o-e /oo/ ue, ou, u, oul /ar/ a /ow/ ou /or/ al, our /ur/ ear, or, ir /el/ ea /il/ y	of, to, the, are, he, said, have, do, when, what, house, says, our, friend, there, was, some, people, be, into
A Day In The Life Of An Astronaut	/ai/ ay, a-e, ey /ee/ ie, ea /igh/ i-e, i /oa/ o, ow, o-e /oo/ ew, ou, u-e /ar/ a /or/ al, au /ur/ ear, or, ir /el/ ea /il/ y /ear/ ere, eer /oi/ oy /ol/ a	of, to, the, into, by, put, are, be, when, their, there, people, we
Stargaze	/ai/ ay, a-e, ey /ee/ ie, ea /igh/ i-e, i /oa/ o, ow /oo/ ou /ow/ ou /or/ al /ur/ ear /el/ ea /il/ y /ear/ ere /air/ ere, ear, are /ul/ o, our, o-e	of, to, the, full, are, be, do, when, what, where, says, our, their, people, one

PHASE 5-6

PHASE 5

PHASE 4



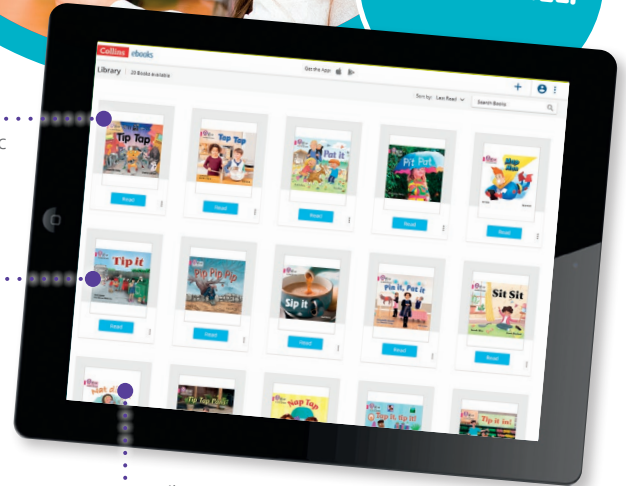
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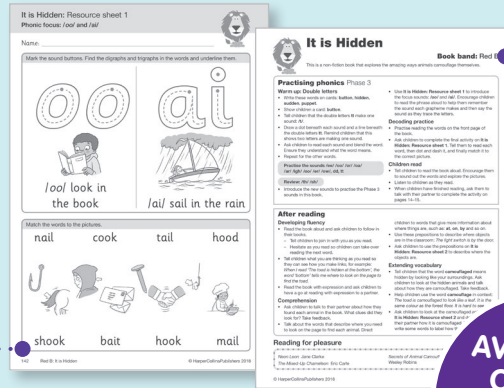
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Phonics Teacher Support

Integrate **Big Cat Phonics for Letters and Sounds** books into your phonics teaching.

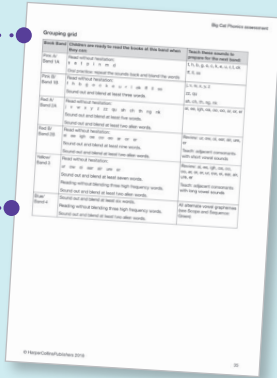
- **Ensure every student meets age-related expectations** with targeted lesson plans that guide practice of reading comprehension strategies and vocabulary development
- **Develop fluency and correct pronunciation from the start** using the advice for demonstration and modelling.

Visual resource sheets provide engaging activities to reinforce children's phonic learning.

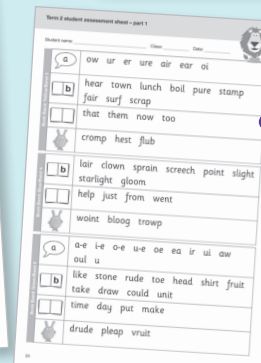
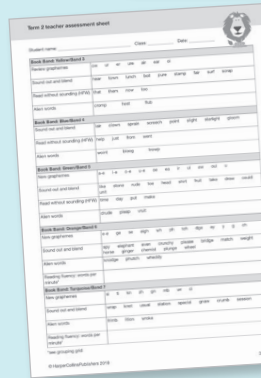


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Guidance on which graphemes to teach at each band of Big Cat Phonics for Letters and Sounds is included in the grouping grids.



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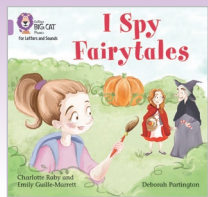
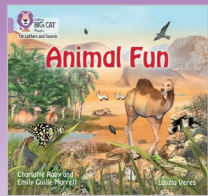
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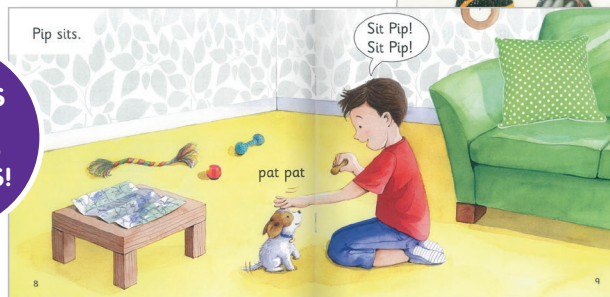
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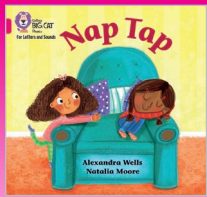
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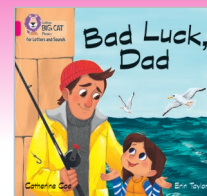
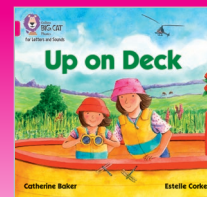
PINK 1A PHASE 2



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Fiction

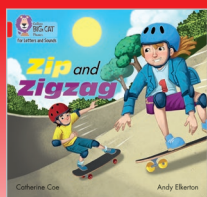
PINK 1B PHASE 2



Non-Fiction

Fiction

RED 2A PHASE 3



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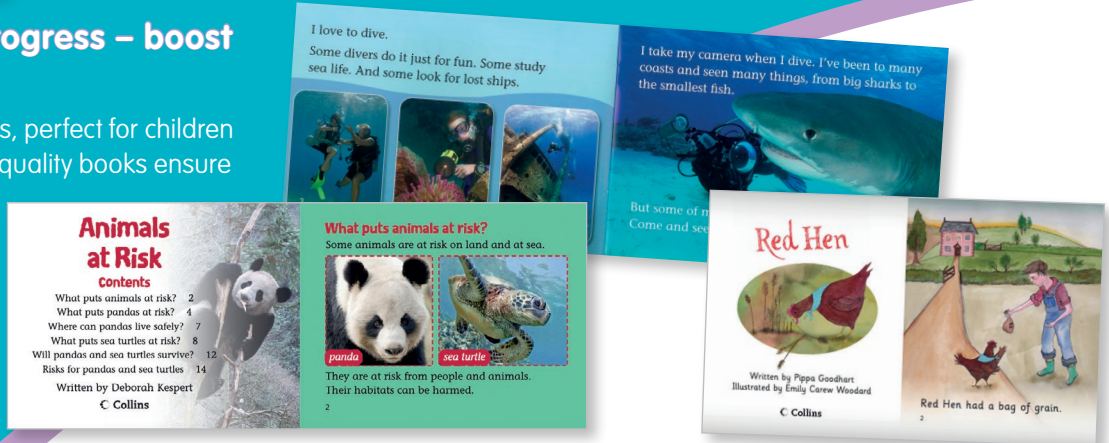
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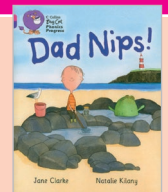
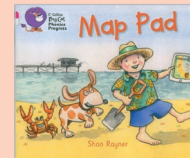
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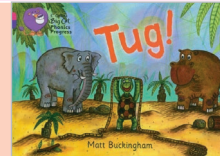
NON-FICTION

FICTION

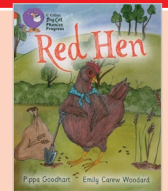
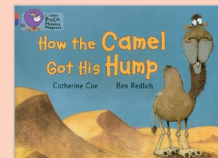
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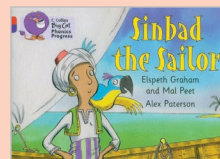
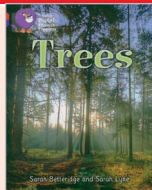
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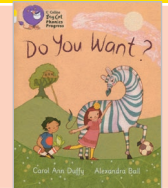
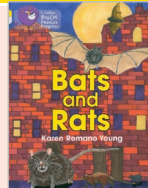
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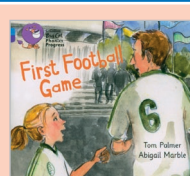
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48 NEW TITLES!

About the Rocket Phonics program

Rocket Phonics is a decodable part of the **Reading Planet** whole-school solution that will ensure every student achieves reading success and develops a real love of reading.

Rocket Phonics is a story-based Systematic Synthetic Phonics program for Foundation to Year 2 [Y1-3].

This 'next generation' program is based on the progression of Letters and Sounds and provides a complete package of print and digital resources to teach reading and writing. Importantly, you can also access everything via **Reading Planet Online**. With interactive libraries every book is provided as an eBook with additional features and resources for teachers, students and parents.

Rocket Phonics has been written by educational consultant and phonics expert, Abigail Steel. Using feedback from primary schools, this is a rigorous program that combines beautiful and engaging stories with in-depth phonics knowledge and skills.



- 96 Target Practice Books p.26
- 132 Reading Practice Books p.28
- Rocket Phonics Online p.32
- Teacher Resources p.34



The best way to try **Rocket Phonics** is to **REGISTER FOR A FREE ROCKET PHONICS ONLINE TRIAL**

You'll get online access to the whole program for 30 days. To sign up visit:
AU lioncrest.com.au/freetrial
NZ lioncrest.co.nz/freetrial

- Ensure students keep up rather than catch up: the steady pace and progression deeply embeds knowledge and skills from the start.
- Feel empowered to deliver a rigorous phonics program whatever your teaching level, with step-by-step daily plans, flexible weekly overviews, assessment guidance, tracking documents and continuing Professional Development.
- Develop essential literacy skills using a balanced approach that focuses equally on blending for reading, and segmenting for writing and spelling.
- Enliven your phonics teaching using a blend of digital and print resources, including flashcards, sound mats, friezes, write-in student booklets, reading books and eBooks.
- Ignite a love of reading and consolidate decoding skills by immersing students in captivating illustrated stories (online Big Books) and a rich variety of fully-decodable fiction and non-fiction titles.





Rocket Phonics



Reading Planet Rocket Phonics Target Practice Books

48 NEW TITLES!

Target Practice – 96 fully decodable reading books, fiction and non-fiction, aligned to the program for focused decoding practice and an additional 132 fully-decodable reading books for extra reading practice.

Target phonemes/graphemes:

- 96 fully-decodable reading books for Pink to Orange bands, mapped to the progression of the program
- A range of fiction and non-fiction including comic-style stories
- Each book covers a small group of letter-sounds for graduated practice of decoding
- Can be used for whole-class shared reading, group guided reading or one-to-one sessions.

To use alongside the existing 132 fully-decodable **Rocket Phonics** Reading Practice books which cover a broader range of letter-sounds.

For detail on **Rocket Phonics** phonemes and graphemes please visit:
AU lioncrest.com.au/rocket
NZ lioncrest.co.nz/rocket



ROCKET PHONICS – TARGET PRACTICE • SET OF 96 \$962.80

PINK A • L & S PHASE 2 • YEARS F/K-1 [Y1-2] • \$9.50 EACH • SET OF 16 PINK A & B \$152.00

96 Books

Fiction & Non-Fiction.



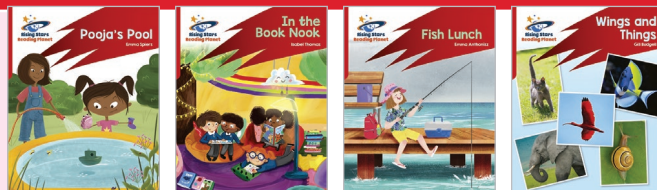
PINK B • L & S PHASE 2 • YEARS F/K-1 [Y1-2] • \$9.50 EACH



RED A • L & S PHASE 3 • YEARS F/K-1 [Y1-2] • \$9.50 EACH • SET OF 16 RED A & B \$152.00



RED B • L & S PHASE 3 • YEARS F/K-1 [Y1-2] • \$9.50 EACH



**READING PLANET – ROCKET PHONICS
COMPLETE Single PACK:**

• All 228 Titles: 96 Target Practice,
132 Reading Practice **\$2,257.00**

**READING PLANET – ROCKET PHONICS
COMPLETE Multi PACK:**

• All 228 Titles x 6 copies each
• 4 Teachers Guides

NOW \$11,847.30 (normally \$13,938.00)

*Complete Packs discount applies to schools only.

**SAVE
\$2,090.70***



ROCKET PHONICS – TARGET PRACTICE • CONTINUED

YELLOW • L & S PHASE 3-4 • YEAR 1 [Y2] • \$9.95 EACH • SET OF 8 YELLOW \$79.60



BLUE • L & S PHASE 4-5 • YEAR 1 [Y2] • \$9.95 EACH • SET OF 16 BLUE \$159.20



GREEN • L & S PHASE 5 • YEAR 1 [Y2] • \$10.50 EACH • SET OF 16 GREEN \$168.00



ORANGE • L & S PHASE 5-6 • YEAR 2 [Y3] • \$10.50 EACH • SET OF 24 ORANGE \$252.00





Rocket Phonics

Reading Planet Rocket Phonics Reading Practice Books

ROCKET PHONICS – READING PRACTICE • SET OF ALL 132 \$1,294.20

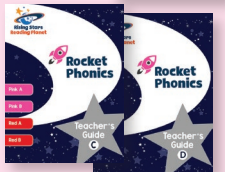
PINK A • L & S PHASE 2 • YEARS F/K-1 [Y1-2] • \$9.50 EACH • SET OF 12 PINK A \$114.00

132 Books

4 Teacher's Guides

A & B plus Extended Editions C & D.

Teaching notes available, check with Lioncrest Education, see back cover for details.



PINK B • L & S PHASE 2 • YEARS F/K-1 [Y1-2] • \$9.50 EACH • SET OF 12 PINK B \$114.00



PINK C • L & S PHASE 2 • YEARS F/K-1 [Y1-2] • \$9.50 EACH • SET OF 12 PINK C \$114.00



RED A • L & S PHASE 3 • YEARS F/K-1 [Y1-2] • \$9.50 EACH • SET OF 12 RED A \$114.00



Exciting stories and engaging artwork make phonics fun for young readers!



Kangaroos are the biggest animal that hops. Kangaroos like munching on fresh, green grass.

Kangaroos have long tails that help them hop high. A kangaroo turns its ears to hear.

There are lots of plants and animals in the Outback. The Outback is hot.

The sun is strong. Lots of animals shelter in dens and come out at night.

ROCKET PHONICS – READING PRACTICE • CONTINUED

RED B • L & S PHASE 3 • YEARS F/K-1 [Y1-2] • \$9.50 EACH • SET OF 12 RED B \$114.00

Topics & themes in Pink-Red include:

- Friendship
- Animals
- Caring for the environment
- Insects
- Sports
- Moving house.



RED C • L & S PHASE 3 • YEARS F/K-1 [Y1-2] • \$9.50 EACH • SET OF 12 RED C \$114.00



- Helpful reading notes and comprehension questions for before, during and after reading in every book.

Reading Planet Notes

In this book
Your child will practice these key sounds:
ck (as in checker) ee (as in week)
sh (as in sheep) oo (as in book)
th (as in this/thank) oo (as in moon/book)
ng (as in ring)
all (as in water)

Your child may need help with these words they you are

Ready-to-read activity
Say each sound in a word, e.g. food/drink and ask your child to blend the sounds together to read the whole word (bookish). Repeat this for other words, e.g. moonfish, crab, shrimp and finger.

Before reading
Before you begin, talk about the cover and the title. Ask your child: What do you think this book is about? Where do you see the book is this?

While reading

- Talk about what is happening on each page. For example, can your child explain what is happening on pages 2-3?
- If your child gets stuck, you can help them not to panic by being calm and positive, e.g. Don't worry, that's a tough word. Let's see it together.
- Build your child's confidence by telling them what they have done well on. You need to read that word again? I got that you read again... Well done!

After reading, encourage your child to talk about what they have read. You'll find ideas for questions and activities at the back of this book.

YELLOW • L & S PHASE 3-4 • YEAR 1 [Y2] • \$9.95 EACH • SET OF 12 YELLOW \$119.40



Reading notes to support teachers and parents.

Talk about the book

Ask your child these questions:

- 1 Why shouldn't you bang on the glass?
- 2 What was inside the first tank in the book?
- 3 Which fish had spots?
- 4 Which fish had big teeth?
- 5 Why should you ask an adult if you can pick up a crab?
- 6 What would you like to see at an aquarium?



Comprehension questions to check understanding.

YELLOW PLUS • L & S PHASE 3-4 • YEAR 1 [Y2] • \$9.95 EACH • SET OF 12 YELLOW PLUS \$119.40





Rocket Phonics



Reading Planet Rocket Phonics Reading Practice Books

ROCKET PHONICS – READING PRACTICE • CONTINUED

BLUE • L & S PHASE 4-5 • YEAR 1 [Y2] • \$9.95 EACH • SET OF 12 BLUE \$119.40

Topics & themes in Yellow-Orange include:

- Facing fears
- World Book Day
- Space
- Ancient Egypt
- Starting school
- Team work.



GREEN • L & S PHASE 5 • YEAR 1 [Y2] • \$10.50 EACH • SET OF 12 GREEN \$126.00



ORANGE • L & S PHASE 5-6 • YEAR 2 [Y3] • \$10.50 EACH • SET OF 12 ORANGE \$126.00





Rocket Phonics NURSERY



COMING LATE 2024

Build a firm foundation in literacy with a NEW interactive phonics program for Nursery/Preschool.

- Prepare children for formal phonics teaching with a phonics program for Nursery (age 3-4) based on Letters and Sounds Phases 1-2
- Feel confident that you are covering the essential skills with comprehensive teaching plans and guidance written for the revised EYFS Framework and Early Learning Goals for literacy and language
- Practise early blending using beautiful child-friendly I Can Blend reading books for Lilac+ band
- Develop letter-formation and letter-recognition skills using fun Activity Booklets
- Nurture a love of reading with a story-based approach using original adventure stories told through innovative online Big Books
- Build children's confidence and develop aural skills with much-loved nursery rhymes brought to life with audio.

Band	Phonics Phase	Grapheme-Phoneme Correspondences	High Frequency Words (Common Exception Words)	Print Resources 	Digital Resources* 			
Foundation [Year 1]								
PINK A	2	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect	/p/ as in pan /n/ as in net /m/ as in mouse /d/ as in dog	/g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite	<p>Flashcards</p> <p>x 70</p> <p>Pupil Practice Booklets</p> <p>x 3</p> <p>Target Practice reading books</p> <p>x 48</p> <p>Additional Rocket Phonics reading practice books</p> <p>x102</p>	<p>*Resources in digital format via the Rocket Phonics Online 1-year subscription (covers Foundation & Year 1 [Y1-2])</p> <p>Flashcards x 70</p> <p>Teaching storybooks (Big Books) x 3</p> <p>Target Practice reading books as eBooks x 48</p> <p>Additional Rocket Phonics reading practice eBooks x102</p> <p>Teacher's Guide (including Assessment) x 1</p>		
	PINK B	2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit	/h/ as in hat /b/ as in bat /f/ as in frog and cliff /l/ as in ladder			/l/ as in shell /s/ as in dress	l, the, to, go, no, into
	PINK C	2	Review of the grapheme-phoneme correspondences from Pink A and Pink B. Introduces some longer words, such as CVCCVC.					
RED A	3	/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox	/y/ as in yellow /z/ as in zebra and puzzle /z/ as in bugs /k+w/ as in queen					
RED B	3	/ch/ as in chick /sh/ as in sheep /th/ as in thumb & feather /n+g/ as in ring	/ai/ as in train /ee/ as in bee /igh/ as in light /oa/ as in boat	short /oo/ as in book long /oo/ as in moon	he, she, we, me, be, was, my, you, her, they, all, are			
RED C	3	Review of the grapheme-phoneme correspondences from Red A and Red B with slightly longer texts.						
YELLOW	3-4	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl	/oi/ as in coin /eer/ as in ear /air/ as in chair	/y+oor/ as in manure /uh/ as in hammer				
	3-4	Review of the grapheme-phoneme correspondences from Yellow band with slightly longer texts.		some, one, said, come, do, so, were, when, have, there, out, like, little, what				
BLUE	4-5	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake	/ai/ as in acorn /ee/ as in scene /ee/ as in shield /ee/ as in peach					
Year 1 [Y2]								
BLUE	4-5	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy	/oa/ as in rope /oa/ as in snow /oa/ as in toe /oa/ as in piano	/ee/ as in happy /ee/ as in key	some, one, said, come, do, so, were, when, have, there, out, like, little, what			
GREEN	5	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute	/y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw	/ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please			
		/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup	short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here	/air/ as in square, bear and there /or/ as in ball, four, core, door, daughter				
ORANGE	5-6	/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house	/s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge	/j/ as in package /uh/ as in mother				
		/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb	/n/ as in knot /n/ as in sign /r/ as in writing /ch/ as in hatching	/zh/ as in treasure, television, collage				
		/ch+u/ as in picture /l/ as in pyramid /s/ as in scissors /s/ as in whistle	/o/ as in watch /sh/ as in station /sh/ as in musician /sh/ as in percussion					



1. Review and revisit

previously taught sounds using colourful Flashcards.

2. Teach

using online Teaching Storybooks (Big Books) to present new letter-sound correspondences within the context of stories.

5. Apply and consolidate

using additional Rocket Phonics Reading Practice books.

3. Practise

reading and writing skills daily using write-in 30 Practice Booklets.

4. Apply

knowledge and skills through fully-decodable Target Practice books.

SEE
TEACHER'S
GUIDES & OTHER
RESOURCES
PAGE 34

ROCKET PHONICS ONLINE SUBSCRIPTION

1 YEAR ACCESS SUBSCRIPTIONS

Rocket Phonics Online \$699.00

- 180 eBooks – PLUS: • 140 Flashcards • 6 Big Books
- 6 Read-only Student Practice Booklets • Online Games
- Friezes • Sounds Mats • 2 Teacher's Guides • CPD Videos
- Student Quizzes • Teacher Reporting Tool.

Rocket Phonics Online Next Steps \$349.00

- 72 eBooks including Comet Street Kids & Galaxy titles
- PLUS: • 111 Flashcards • 3 Teaching Storybooks (Big Books) • 6 Read-only Student Practice Booklets
- 1 Teacher's Guide • CPD Videos • Additional Downloadable Teaching Notes & Reporting Tools.

Rocket Phonics Online Training Course \$825.00

- 12 hours of 40 pre-recorded CPD lessons.

Flashcards

- 70 colour-banded flashcards per year group
- With picture mnemonics for Foundation [Year 1]
- Print: A5 size with target letter-sound on one side and key decodable word(s) on the reverse
- Online: Animated with audio modelling.

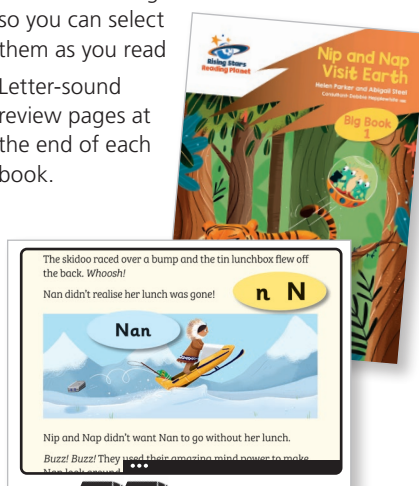
REVIEW
AND
REVISIT



Teaching Storybooks (Big Books)

- 3 Teaching Storybooks (Big Books) per year group
- Online with audio and sound effects for the story narrative
- Click-to-play target letter-sounds and decodable words
- Flashcards and games launch from the books so you can select them as you read
- Letter-sound review pages at the end of each book.

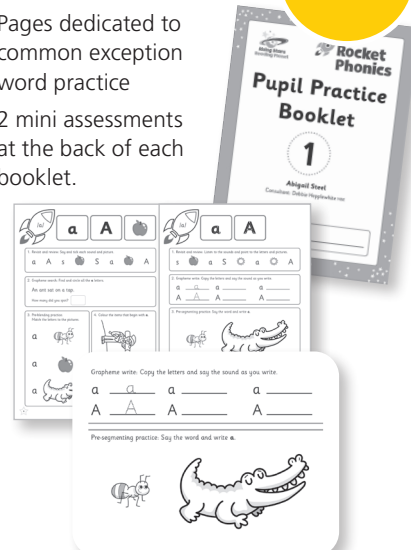
TEACH



Pupil Practice Booklets

- 3 booklets per year group
- Daily reading and writing practice
- Equal focus on blending (decoding) and segmenting (spelling/writing)
- Pages dedicated to common exception word practice
- 2 mini assessments at the back of each booklet.

PRACTISE



The best way to try Rocket Phonics
30 DAY FREE TRIAL

30-day no strings attached free online trial.
AU lioncrest.com.au/freetrial
NZ lioncrest.co.nz/freetrial

= All on these 2 pages available in digital format via the **Rocket Phonics Online 1-year subscription** (including online Teacher Resources page 34).

= Available in print format.

Target Practice reading books

- 96 fully-decodable reading books for Pink to Orange band mapped to the progression of the program
- A range of fiction and non-fiction including comic-style stories
- Each book covers a small group of letter-sounds for graduated practice of decoding
- Can be used for whole-class shared reading, group guided reading or one-to-one sessions.



SEE PAGES 26-27
APPLY

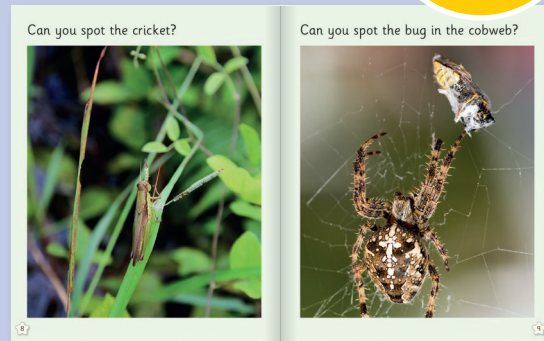


Additional reading practice books

- 132 fully-decodable **Rocket Phonics** reading books aligned to the program
- Each book covers a broader range of letter-sounds than the Target Practice reading books
- Ideal for whole-class shared reading, group guided and one-to-one reading.



SEE PAGES 28-30
APPLY AND CONSOLIDATE

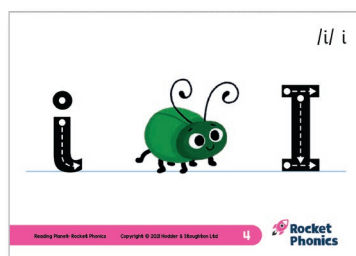


Online Games

- Over 100 fun and dynamic phonics practice games based on 10 different game types
- Launch the games from the 'Big Book' pages
- Games include:
 - 'Ice-Block Challenge' (hearing a sound and knocking over the grapheme)
 - 'Rock-Hopper' (hearing a common exception word and jumping to the correct stepping stone).



Friezes



- 1 downloadable frieze for each year group
- Foundation [Year 1]: features the lower-case and capital letter for each letter-sound, the letter-formation shape and a picture mnemonic
Year 1 [Y2]: shows the grapheme of the target letter-sound, key words with corresponding illustration
- Use as classroom display to support students with spelling and letter formation.

Sounds Mats

- 2 downloadable A3 Sounds Mats per year group
- Target letter-sounds shown with corresponding illustration and key word
- Ideal for laminating and using as a reference for writing and spelling.

Rocket Phonics Sounds Mat 1				
s sun	a apple	t tap	l insect	p pan
n net	o octopus	c cat	m mouse	d dog
k kite	ck duck	e elephant	u umbrella	r rabbit
b bat	f frog	ff cliff	l ladder	ll shell
j jug	v van	w web	x fox	y yellow
				ss dress
				g goat
				h hat
				z zebra



Rocket Phonics

Reading Planet Rocket Phonics Teacher Resources

Online Teaching materials (via the Rocket Phonics 1 year online subscription).

The Rocket Phonics program provides in-depth guidance, downloadable teaching plans, and assessment support.

- 1 Teacher's Guide per year group
- Half-terminly and weekly overviews and daily, step-by-step lesson plans
- Assessment guidance and sheets plus tracking grids.



Daily plans

Weekly plans

Assessment

WEEK 1 Lesson 2

SEGMENTING FOCUS /s/ /z/

SESSION AIMS

- To know that when we hear the sound /s/, it is sometimes spell with the letter s.
- To practise writing the letter s using the correct formation.
- To say /s/ and write the letter s.

RESOURCES:

- Flashcards 1-4
- Pupil Practice Booklet 1, page 3

REVISIT AND REVIEW

- Play spot the grapheme. Use Flashcards 1-4. Tell the children to watch carefully and quietly as you scroll through the flashcards. As you show each card say the sound for the children to hear. When they see the letter s and hear you say /s/ they should stand up and say /s/ in a loud voice.

TEACH

- Orally segment words that contain s as /s/ using sound fingers to scaffold. Call out the word slowly and cover the individual sounds on your left hand from thumb and across fingers. Words to segment: sun, sit, sand, pants, pins.
- Model segmenting using dotlines as a written scaffold. Orally segment words containing s as /s/ using the sound fingers, then show the corresponding number of dots in a line on your flashcard or whiteboard. Show how to write the letter s.

WEEK 1

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Blending practice	• Flashcard 1-6 • IWB Big Book 1 Episode 1: Spanish-landing; pages 1-3 • Pupil Practice Booklet 1, page 2	Phonics assessment: sat, sun, pants, pins, sit, sand, socks	• Write a sentence by progressive: /s/ at the end of words (e.g. sit, sun, pants, pins) on a line.
Tuesday	Segmenting practice	• Flashcard 1-6 • Pupil Practice Booklet 1, page 2	Phonics assessment: sat, sun, pants, pins, sit, sand, socks	• Some pupils pronounce letter s in a range of words (e.g. sun, pants, pins, socks, pants, pins).
Wednesday	Blending practice	• Flashcard 1-6 • IWB Big Book 1 Episode 1: Spanish-landing; pages 4-5 • Pupil Practice Booklet 1, page 3	Phonics assessment: sat, sun, pants, pins, sit, sand, socks	• For the wider reading of the text, look for the sound /s/ in the long vowel /ss/ (e.g. sun, pants).
Thursday	Segmenting practice	• Flashcard 1-6 • Pupil Practice Booklet 1, page 3	Phonics assessment: sat, sun, pants, pins, sit, sand, socks	
Friday	Consolidate: s as /s/	• IWB Big Book 1 Episode 1: Spanish-landing; pages 1-5	Phonics assessment: sat, sun, pants, pins, sit, sand, socks	

WEEK 1

Day	Teaching focus	Resources	Example
Monday	Introduce /s/ as s Blending practice	• Flashcards 1-6 • IWB Big Book 1 Episode 1: Spanish-landing; pages 1-3 • Pupil Practice Booklet 1, page 2	Phonics: sun, pants, sand, sunglasses, sit Sam sits on a...
Tuesday	/s/ as s Segmenting practice	• Flashcards 1-6 • Pupil Practice Booklet 1, page 3	Phonics: sun, pants, sand, sunglasses, sit Sam sits on a...
Wednesday	Introduce /s/ as a Blending practice	• Flashcards 1-6 • IWB Big Book 1 Episode 1: Spanish-landing; pages 4-5 • Pupil Practice Booklet 1, page 4	Phonics: sun, pants, sand, sunglasses, sit Sam sits on a...
Thursday	/s/ as a Segmenting practice	• Flashcards 1-6 • Pupil Practice Booklet 1, page 4	Phonics: sun, pants, sand, sunglasses, sit Sam sits on a...
Friday	Consolidate: s as /s/	• IWB Big Book 1 Episode 1: Spanish-landing; pages 1-5	Phonics: sun, pants, sand, sunglasses, sit Sam sits on a...

Baseline Assessment

Each section tests a different skill. The content within each section is progressive. Alternate each section for **step 1** and **step 2** on the next section or score as child can on larger range of questions.

1. Letter-sounds

Point to each grapheme and ask the child to say the sound.

s	a	t	i	p	n
o	c	k	e	e	u
f	ff	l	ll	ss	j
y	z	zz	qu	ch	sh
ee	igh	oa	oo	oo	ar

2. Oral blending

Adult says /s/ /at/ /s/. Can the child tell you 'sat'?

3. Oral segmenting

Adult says 'sat'. Can the child say /s/ /at/ /s/?

4. Word reading

Point to each word and ask the child to read it out.

Reception End of Half-Term 1 Assessment

Name: _____ Date: _____

Letter sounds for reading

s	a	t	i	p	n
m	d	g	o	c	k

Words for reading

slp	mop	can
kit	got	ant

Common exception words for reading

I the go to no into

Reception End of Half-Term 1 Assessment

Name: _____ Date: _____

Letter sounds for reading

s	a	t	i	p	n
m	d	g	o	c	k

Words for reading

slp	mop	can
kit	got	ant

Common exception words for reading

I the go to no into

Sentence for reading

the mat.

writing

The best way to try Rocket Phonics 30 DAY FREE TRIAL

30-day no strings attached free online trial. AU lioncrest.com.au/freetrial NZ lioncrest.co.nz/freetrial

SEE PREVIOUS PAGE 32 FOR ONLINE SUBSCRIPTION PRICING

Student quizzes (via Rocket Phonics 1 year online subscription)

- Each Target Practice and additional Rocket Phonics practice eBook features self-marking student quizzes
- Quizzes are designed to the Curriculum content domains to ensure students develop essential comprehension and vocabulary skills
- The quizzes can be used to support whole-class reading on an interactive whiteboard, group-guided reading or independent reading at home
- Once a quiz is completed, the results are recorded in the Reporting Tool.

It is a tennis lesson. The man hits it to Kat.

Tennis Checkpoint quiz

Click true or false for each sentence.

Kat has a blue racket.	<input type="radio"/>	<input type="radio"/>
Kat goes to tennis on the bus.	<input type="radio"/>	<input type="radio"/>
The man hits a ball to Kat.	<input type="radio"/>	<input type="radio"/>

Reporting Tool (via Rocket Phonics 1 year online subscription)

- Simply and easily assess students' progress in the end of book quizzes
- Track time spent on quizzes, 'Trouble Spots' and how your class or group is performing
- View individual student progress against expected standards
- Export and download reports.

Reading Planet Online

All pupils

Group Average

GROUP AVERAGE	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0%
SELECTED PUPILS AVERAGE	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
ALL PUPILS AVERAGE	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
ALL PUPILS	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Individual student progress table with columns for different skills and percentages.

Decodable Take Home Packs EXCELLENT VALUE!



Engaging, decodable, quality reading books, perfect for take home use.

Packs of assorted titles, pre-selected from across our large range of decodable programs.

Use these for classroom standalone decodable readers or take homes.

Note these phases are estimates.

Packs will vary depending on stock availability.

DECODABLE TAKE HOME – PACK 1

PHASES 2-3 • PACK OF 23 TITLES \$199.00

23 Individual titles

Assorted Fiction & Non-Fiction titles. Foundation – Year 1 [Y1-2].

PACK CONTAINS 23 TITLES



DECODABLE TAKE HOME PACK 1 PHASES 2-3

DECODABLE TAKE HOME – PACK 2

PHASES 4-5 • PACK OF 22 TITLES \$199.00

22 Individual titles

Assorted Fiction & Non-Fiction titles. Years 1-2 [Y2-3].

PACK CONTAINS 22 TITLES



DECODABLE TAKE HOME PACK 2 PHASES 4-5

DECODABLE TAKE HOME – PACK 3

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22 Individual titles

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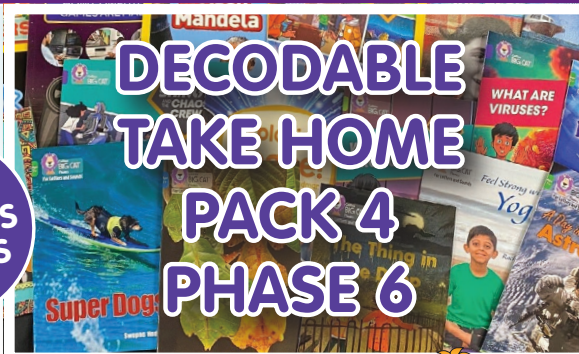
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About Letters and Sounds

Letters and Sounds is a structured synthetic phonics progression developed by the Department for Education in the UK.

Check out the following link for access to the complete 'Letters and Sounds' manual:

AU lioncrest.com.au/rocket NZ lioncrest.co.nz/rocket

Letters and Sounds – Six Phases

	Activities are arranged under the following seven aspects:
PHASE 1	<ol style="list-style-type: none"> 1. General sound discrimination – environmental sounds 2. General sound discrimination – instrumental sounds 3. General sound discrimination – body percussion 4. Rhythm and rhyme 5. Alliteration 6. Voice sounds 7. Oral blending and segmenting
PHASE 2	<p>Sounds Taught:</p> <ul style="list-style-type: none"> • Set 1: s, a, t, p • Set 2: i, n, m, d • Set 3: g, o, c, k • Set 4: ck, e, u, r • Set 5: h, b, f, ff, l, ll, ss • Tricky words: the, to, l, no, go
PHASE 3	<p>Sounds Taught:</p> <ul style="list-style-type: none"> • Set 6: j, v, w, x • Set 7: y, z, zz, qu • Consonant diagraphs: ch, sh, th, ng • Vowel diagraph and trigraphs: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er • Tricky words: he, she, we, me, be, was, my, you, they, her, all, are
PHASE 4	<ul style="list-style-type: none"> • Practice previously learned graphemes • Teach blending and segmentation of words with adjacent consonants and Polysyllabic words e.g. CVCC words: tent, bend, milk, CCVC words: spot, stop, trip and Polysyllabic words: sandpit, desktop • Reading Tricky words: said, so, have, like, some, come, were, there, little, one, do, when, out, what • Spelling Tricky Words: he, she, we, me, be, was, you, they, all, are, my, her
PHASE 5	<ul style="list-style-type: none"> • Teach new phoneme: zh (treasure) • Teach new graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e • Reading words: oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please • Spelling words: said, so, have, like, some, come, were, there, little, one, do, when, what, out, : oh, their, people, Mr, Mrs, looked, called • Alternative spelling for phonemes: c, ch, f, j, m, n, ng, r, s, sh, v, w, e, i, o, u, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er
PHASE 6	<ul style="list-style-type: none"> • Understanding rules and apply suffixes: -ing, -ed, -er, -est, -ful, -ly and -y, -ment, -ness, -s and -es. • Introduction of past tense • Learn how adding suffixes change words • Develop fluency and spelling accuracy



Lioncrest Education is proud to promote a comprehensive range of decodable resources to support Australian and New Zealand schools implementing a synthetic phonics program.

LETTERS AND SOUNDS PROGRAMS available from Lioncrest Education:

Collins Big Cat for Letters and Sounds and Reading Planet Rocket Phonics both follow the Letters and Sounds teaching sequence (see table below).

Letters and Sounds Correlation Chart

Letters and Sounds	Big Cat Phonics for Letters and Sounds	Big Cat Phonics for Letters and Sounds 7+	Rocket Phonics
PHASE 1	• Lilac		• Lilac
PHASE 2	• Pink A • Pink B		• Pink A • Pink B • Pink C
PHASE 3	• Red A • Red B	• Blue	• Red A • Red B • Red C • Yellow
PHASE 4	• Yellow • Blue	• Blue	• Yellow • Blue
PHASE 5	• Green • Orange • Turquoise	• Green	• Blue • Green • Orange
PHASE 6	• Turquoise		• Orange

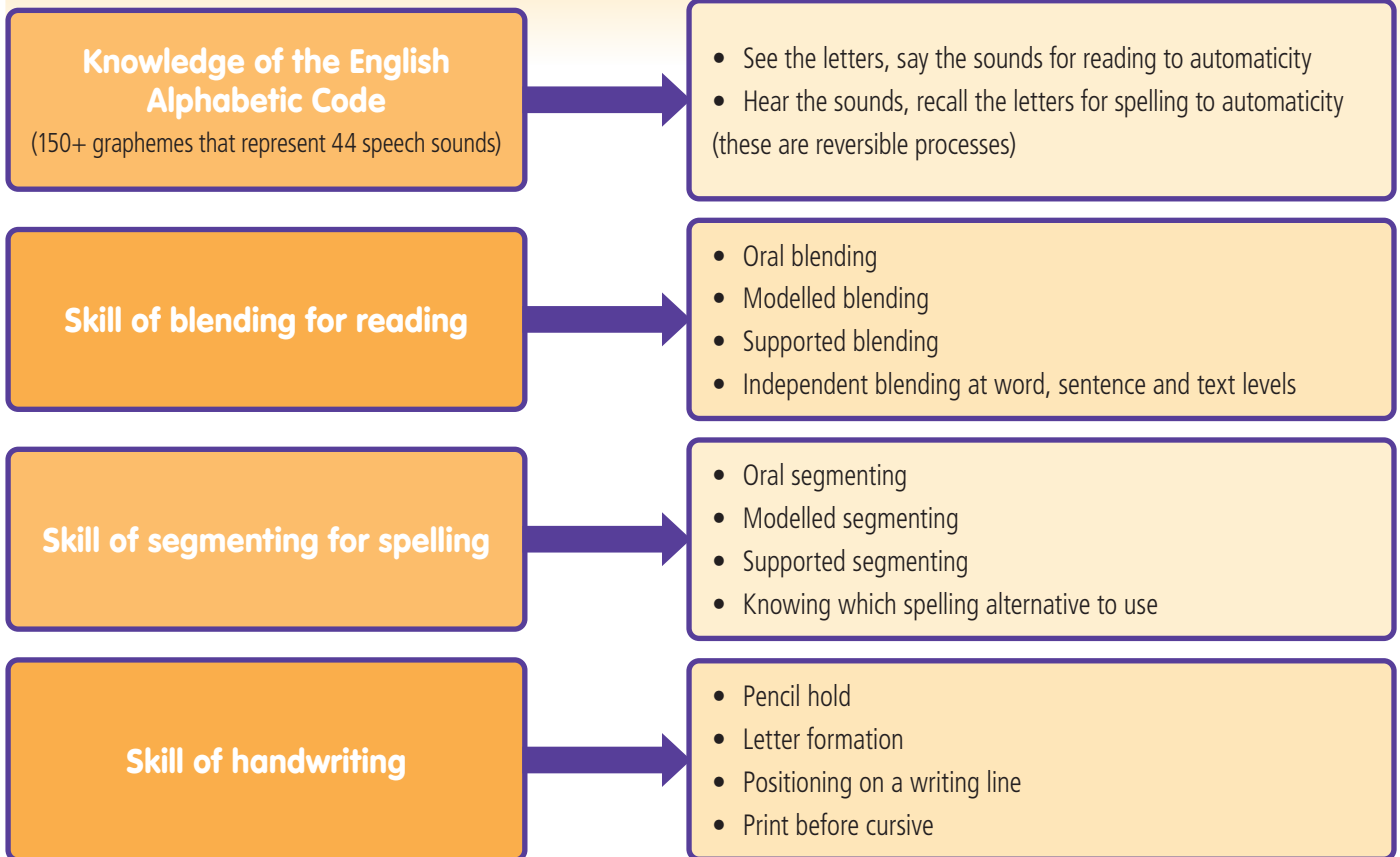


FOR MORE INFORMATION about these resources or to arrange a visit, contact one of our knowledgeable Lioncrest Educational Consultants (details on back cover) or FREEcall: AU 1800 249 727 NZ 0800 990 999

Systematic Synthetic Phonics Teaching Principles

These *Principles* are the specific knowledge and skills children need to be able to read and write in the English language. Snappy Sounds follows these principles.

The principles can be broken down into smaller steps:



Lioncrest Education also has an excellent range of Guided Reading Programs.

- Engage Literacy (precisely levelled books)
- Collins Big Cat (levelled titles)
- Reading Planet
- First Words and Pictures
- Learn to Read
- The Busy Monsters
- Big Cat Paddington™
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