



**SCOPE AND SEQUENCE**

**Early Reading Stage: Guided Reading Levels E – F (7 – 10)**

| Title  | High-frequency words: New             | High-frequency words: Revisited and reinforced  | Phonically accessible vocabulary: New  | Phonically accessible vocabulary: Revisited and reinforced  | Key vocabulary: New | Key vocabulary: Revisited and reinforced  | Reading strategies<br>These suggestions are indicative only. There are many opportunities for addressing a range of reading strategies in each book. |
|--|---------------------------------------|---|--|---|---------------------|---|--|
| <b>Early Stage: Level E (7 – 8)</b>                  |                                       |   |  |   |                     |   |  |
| <b>Insects</b><br>Word count: 178                    |                                       | all an do has have no not yes   | wings  | insects legs  |                     | ant bee butterfly ladybug spider worm bird two six eight                        | Understanding needed to read a puzzle book   |
| <b>Where are the Grapes?</b><br>Word Count: 188      | know one which would                  | an are but do for has have no not of said saw so that them then there they too where which yes  | animals crack kept fit made tracks   | insect/s into legs lots mud must  |                     | ant/s bee bird butterfly worm grapes six  | Drawing inferences – carrying meaning from one page to the next  |
| <b>Squid</b><br>Word count: 124                      | be if or                              | all are big get from little make of out put their them then there they  | cannot eggs hide ink lives off rocks sea skin squid                                  | into lots plants  |                     | black eat green red yellow swim fish water                                      | Reading a report and using an index  |
| <b>Big Squid and Little Squid</b><br>Word count: 266 |                                       | am are be big but came did do from going he if little make no not now or put said that them then up us where will                     | yelled   | cannot help ink into made plants sea skin squid   |                     | black eat green red fish water play/ing   | Using punctuation to support reading   |
| <b>The Plum Tree</b><br>Word count: 177              | many                                  | are for from make of out put/s that their they too  | eggs grub/s leaves nest plum/s sap   | animals feed insect/s need  |                     | ant/s bee/s butterfly caterpillar/s bird/s eat/s flowers tree                   | Checking pictures and labels to support reading  |
| <b>My Tree</b><br>Word count: 147                    |                                       | but has make no not out said so then too your if one  | thing  | grub/s need leaves nest plum/s sap  |                     | ant/s bee/s bird caterpillar/s eat flowers tree                                 | Using letter cues  |
| <b>When the Sun Comes Up</b><br>Word count: 162      | eat/s when                            | do for gets have little make/s many of then they up will  | hole hunts safe sits twigs wake  | animals bat bugs dives fox frog insects into keep leaves log nest plants pond spins sun things web    |                     | bird rabbit duck spider/s worm/s catch jump/s sleep/s swims water under         | Using letter cues – Does it look right?  |
| <b>When the Sun Goes Down</b><br>Word count: 286     | before                                | am but do down eat/ing for get going have little no not now said so up when yes   | bat bugs dive hunting keep need sing still time wake                                 | bed fox must nest sun web   |                     | bird rabbit duck spider worms sleep swim mother                                 | Using letter cues – scanning the word to look for the final letter   |
| <b>Our Spot</b><br>Word count: 247                   | again boys day good new our very were | all are be but came did do for get going have no not now of one out said saw so that then there they too was what where when will yes | hit locked sad same skip skipping spot time today                                    | cannot flat let's next ran run stop   | first               | play/ing rope swings school   | Reading punctuation marks  |
| <b>Where Can We Play?</b><br>Word count: 258         | her worked                            | all be came day down good had his know long make new now of one put said so their them then there they up very were                   | back bricks cleaned dug fantastic gave picked rubbish skate stones swept upset weeds | big bag/s best cannot cut fix flat helped hole/s into land need/s next off plants safe skip spot time |                     | catch paint/ed play/ed shop/s bulldozer truck blue red yellow father/s mother/s | Self-monitoring when an error is made  |

| Title  | High-frequency words: New | High-frequency words: Revisited and reinforced  | Phonically accessible vocabulary: New  | Phonically accessible vocabulary: Revisited and reinforced  | Key vocabulary: New      | Key vocabulary: Revisited and reinforced   | Reading strategies<br>These suggestions are indicative only. There are many opportunities for addressing a range of reading strategies in each book. |
|--|---------------------------|---|--|---|--------------------------|--|--|
| <b>Looking After Your Frogs</b><br>Word count: 168 | after give how long       | are be before but do eat for get good have if know little make not out put so that them they up what will your  | crickets fill lid pat pellets pets set tadpoles tank   | cannot eggs frog/s hole log must plant pond sand sit time   |                          | water jump swim fish   | Understanding how procedural texts work  |
| <b>Frog's New Pond</b><br>Word count: 195          |                           | but eat for good had no not new now of out said saw so then there was were very   | hot  | frog insects kept lots need plants pond rocks sand set  |                          | water worms  | Using syntax to support reading – Does it sound right?   |
| <b>Early Stage: Level F (9 – 10)</b>               |                           |   |  |   |                          |  |  |
| <b>Bat Rescue</b><br>Word count: 232               | about other take          | after are as day do down eat for from get going if not of out put so that their them then they up when will   | bite branches check close cloth figs free hang home name net/s panic see sometimes such trapped until well | bats best feed help insects keep leaves must plants safe set stop stuck sun things wake wings           | grapes sleep tree/s over |  | Reading a text written in the first person   |
| <b>Sally and the Bats</b><br>Word count: 229       | long were                 | all be but came day did do for get had have know new no not now of out put said she so their them then there they this too what when will                       | ate awake banged bell drum fire flapped hose picked rang rid smiled smoke wet                              | back bats cannot cooked keep made net off planted plum/s trap wings                                     | under five               | water tree   | Using visual cues independently  |
| <b>Teach Me How</b><br>Word count: 335             |                           | do down eat for from get her how other out put she so their them they too up when where will  | chase chimp/'s copy creep cub/s dolphin/'s feet grab quickly rest shade sticks teach teeth trunk           | animals branch crack dig hot hunt insects into keep mud need pick rock safe sand skin spot things until |                          | elephant/'s lion/'s tiger/'s zebra/'s fish ants dogs mother/s playing jump run swim water tree first | Self-extending – Being able to discover new things independently   |
| <b>Little Cub</b><br>Word Count: 291               |                           | all am are be but day did do/ing eat for from get going had have his how know little no not one said saw she so that their them there up was were what will yes | hungry   | box log map must steps ran  |                          | across bird blue boat red run yellow over  |  |
| <b>The Jump Rope Team</b><br>Word Count: 228       | any just would            | after again all be before but day did doing get going good had have make not of one that their then they said saw so was very were will                         | coach each mistakes more ropes speak team tricks week  | fit fun help home jump jumping kids keep kept lots next rest sometimes still stop time                  | two                      | mother school  | Understanding the use of tense to support reading  |
| <b>The Fun Run</b><br>Word Count: 245              |                           | all after are be but day do for get have if just long not of said then there they too very was were will  | began end finish grinned hop line pant/ed puff/ed vet winning  | animals best fit fun keep log must need ran rest stop time week win                                     | first                    | beach jump/ed lion run tiger zoo   | Using visual cues to support reading   |

| Title   | High-frequency words: New | High-frequency words: Revisited and reinforced  | Phonically accessible vocabulary: New                    | Phonically accessible vocabulary: Revisited and reinforced   | Key vocabulary: New | Key vocabulary: Revisited and reinforced                                 | Reading strategies<br>These suggestions are indicative only. There are many opportunities for addressing a range of reading strategies in each book. |
|---|---------------------------|---|--|--|---------------------|--|--|
| <b>Animals That Need Mud</b><br>Word Count: 181   |                           | all do down eat/s from getting little makes many of or puts so them then they too   | cold crab/s dust soft                                    | animals cannot digs eggs frog hides hole hot keeps need/s off safe see skin things into mud nest stops sun wet                             |                     | catch elephant hippopotamus pig turtle water                             | Reading labels to get information  |
| <b>Mud, Mud, Mud</b><br>Word Count: 247           |                           | again all but came day do down for from getting good her how know make no of one put said she so that then there too up very was were what where will | hill   | animals back bad bugs cold crab dust eggs frog help hot keeps lots mud must need nest off pond sad sat safe skin stops sun trunk           |                     | birds elephant jump/ed over pig turtle water                             | Using syntax to support meaning  |
| <b>Keeping Safe</b><br>Word Count: 200            |                           | be but down eat from just know many other so that them there they very what where would   | holds hidden moth seen                                   | animals cannot feet hangs helps hide insect/s keep leaf plant safe silk sit/s stick still stop   |                     | bird/s butterfly catch caterpillar frog/s spider/s snake two             | Using semantic cues to decode  |
| <b>Looking for Lunch</b><br>Word Count: 235       |                           | all am any are did do eat/ing for from get just know long not of out said saw so then there they too us will yes                                      | brown eek hid hissed lunch ouch screeched tuck           | animals cannot feet hide forest hungry insect/s into keep leaf leg let/s log's moth must pond rock sat sit something slid stick still time |                     | bird butterfly caterpillar frog/s green spider/s snake under worm/s tree | Using semantic cues to re-read and correct   |
| <b>Big Ships Need Tugboats</b><br>Word count: 203 |                           | are but by for from get if long not or out other takes their them they very when work   | bump/ing dock hitting pads safely ship/s strong tugboats | back big close each need help sea soft stop team things time   | second third        | around boats first ropes two three water                                 | Reading diagrams to help meaning   |
| <b>The Tugboat Team</b><br>Word count: 239        | old                       | am are did if little make not other out said saw their then they too very work  | deep tug   | back big bumped cannot dock each help hit need next pads rocks sat sea ship/s soft strong team tugboat/s                                   |                     | around boat/s first ropes second third three two water yellow            | Self-monitoring when reading   |