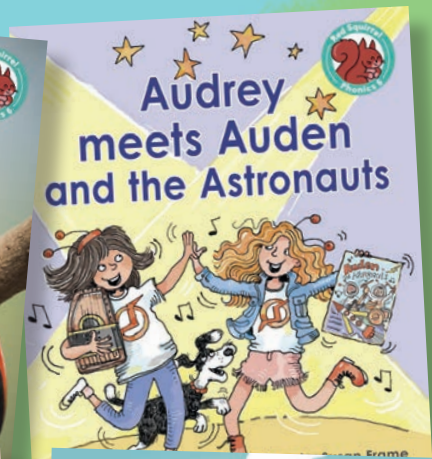


**40
NEW
TITLES**

Decodable Books

180 books that children can read.

Perfect for use in the classroom or for home reading!



Red Squirrel Phonics Decodable Books



180 books that children **can** read

Red Squirrel Phonics helps teach children phonics skills in a sequential and systematic way, so that they can learn the sounds (phonemes), and the letters that represent them (graphemes) and then practise and apply this knowledge through reading a text that makes sense. This ensures that every beginning reader will experience success in their reading from their very first book!

It features:

- 180 enjoyable stories and non-fiction texts
- Decodable vocabulary with some high-frequency words
- Systematic progression for learning the sounds (phonemes) and the letters that represent them (graphemes)
- Comprehensive Teachers' Books that include guided reading lesson plans, activity sheets and assessment
- Levels 1 to 5 feature recurring characters from the same family along with their pets and friends
- Levels 6 and 7 introduce a wider range of characters and artwork styles perfect for readers beginning to grow in confidence
- Teaching notes included in each book



Starter set of 70 titles + 2 teacher books • €426.75

Complete set of 180 titles + 5 teacher books • RSPCOMPLETE • €1,114



Visit our website www.folens.ie to see how Red Squirrel Phonics can be used to complement Letters and Sounds and other systematic synthetic phonics programmes.

Real Stories

180 fun stories and non-fiction texts that children can read! The books at Levels 1 to 5 follow the adventures of Nat, Dan and Sam and their pets and friends. All young children can relate to the fun storylines and always enjoy the humorous endings.

Words Children Can Read

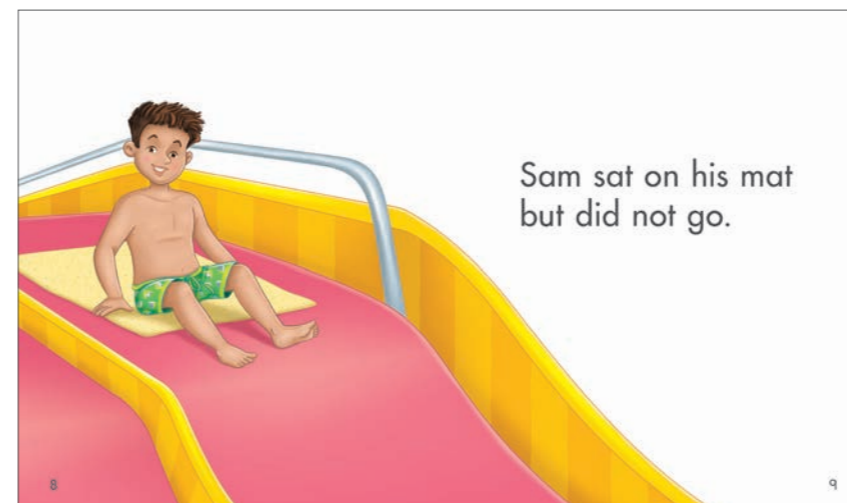
The Red Squirrel Phonics books allow students to practise their developing phonic knowledge by reading books that only include the sounds that they have learnt. Some tricky words (not easily decodable high-frequency words) are also learnt as these words are necessary for any story. The result is reading success for all children!

Clear, colourful illustrations to support the text and storyline

Real stories featuring the same key characters – Dan, Nat and Sam



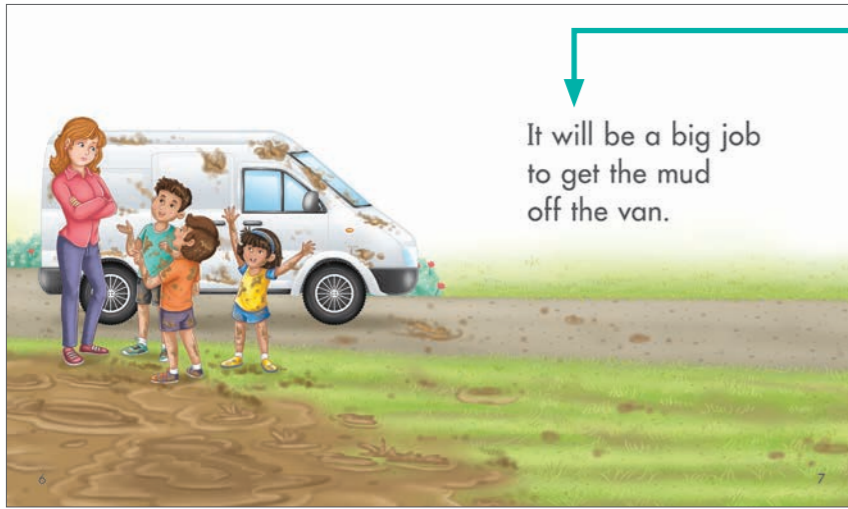
Some “tricky words” are introduced. These are high-frequency words that are not easy to decode at this stage.



Decodable text featuring mostly CVC words in Levels 1–3.

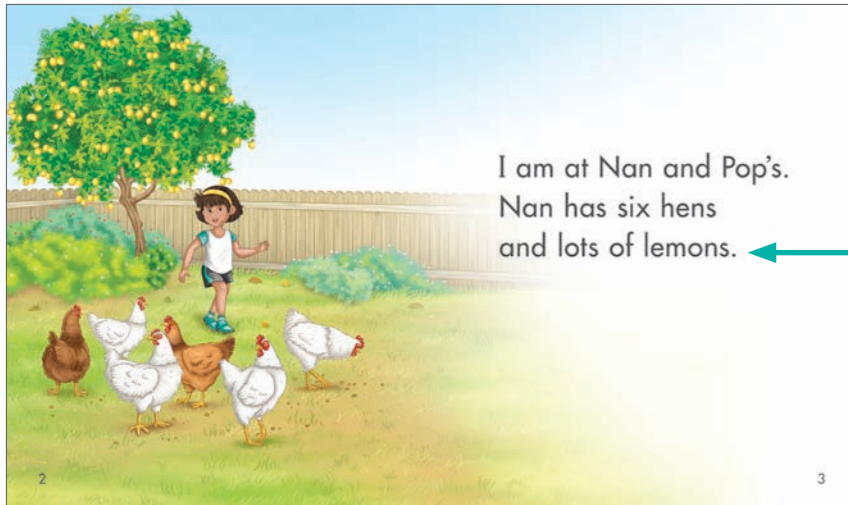
Large, well-spaced text

TESTIMONIALS



It will be a big job to get the mud off the van.

In Level 3, double letters are introduced.



I am at Nan and Pop's. Nan has six hens and lots of lemons.

In Level 3, two-syllable decodable words are introduced.



Consonant digraphs are introduced in Level 4.

Adjacent consonants are introduced from Level 4.

Each book in Level 4 Sets 1 and 2 and Level 5 Sets 1 and 2a has a focus digraph or trigraph. In this book it is the trigraph /igh/.

I am so delighted that we introduced Red Squirrel decodable texts this year in Primary 1. These books expose the children to a selection of letter sound correspondences that they have learned in the classroom.

"They get to practice their skills through real reading experiences. Since using Red Squirrels, I have noticed that children are decoding more accurately. Pupils have more confidence. The stories capture the children's interest and there is always lots to talk about. We are so impressed with how well the children are progressing that we have invested in extra levels to use as reading interventions for older children. Thanks for making reading affordable for us! I happily recommend."

– Karen Mc Ginn, Saint Macartan's Primary School

We unreservedly recommend this product to add to your reading repertoire!

"As advisers for Kent primary schools, we feel happy and confident to promote Red Squirrel decodable books to our English Leaders. We particularly like the clarity of each page, the simplicity of the font and the presentation of clear pictures, which are easy to process and understand. Even the earliest books are based on a meaningful story, making them interesting to read and talk about. There's plenty of guidance inside the cover for the adult too. It's very easy to see at a glance which phonemes and graphemes are included, so that the book can be matched to what the child already knows. This scheme could be used alongside the Letters and Sounds phonics programme, as it complements (rather than copies) each phase from phase 2."

– Penelope Bill, Specialist Improvement Adviser (English), Primary School Improvement, The Education People

The important point is that the series isn't just decodable texts. What makes them stand out is the quality of the stories.

"Raintree's phonics programme does an excellent job of teaching children to decode, but the resources offer plenty more besides...What is most impressive is the clarity of the learning journey. The books are designed for success from the outset and Red Squirrel Phonics has pitched the challenge of each text perfectly."

– Adam Riches, Teach Reading & Writing

Best of all, the Red Squirrel's series worked! Not only were my pupils strong, confident readers at the end of the year but they LOVED reading.

"I taught reading using the Red Squirrel series this year and loved it. It's great to find a phonetic series with authentic story lines and fun characters. The illustrations are super cute as well and not too busy. The book levels are carefully sequenced phonetically with plenty of practice at the critical CVC stage. I like the slow, steady build-up of sight vocabulary, too – it freed up more brain space for decoding. As a teacher, the layout of the book is super helpful. The skills practice page on the inside cover is a great idea, providing a great warm-up before reading the text. The teaching notes at the back are very helpful – clear, concise, no fluff!"

– Kaye Twomey, Presentation Primary School, Limerick City



Sets 1 & 2 Phonics Overview

Teaching the 44 Phonemes of English

The first three levels cover 23 phonemes of English.

- Levels 1–3 introduce all consonants and short vowels.
- Levels 1–3 focus is on predominantly VC and CVC words and a few tricky words.

LEVEL 1 • LEVEL 1 Set 2 • 20 BOOKS

s a t p i n m d

LEVEL 2 • LEVEL 2 Set 2 • 20 BOOKS

g o b h e r f u l

LEVEL 3 • LEVEL 3 Set 2 • 20 BOOKS

c k ck j qu v w x y z zz ff ll ss

The next four levels cover 21 phonemes of English.

- Levels 4–5 introduce consonant digraphs, vowel digraphs and trigraphs and adjacent consonants.
- Levels 6–7 introduce new graphemes for known phonemes.

Further fiction and non-fiction texts to add to Set 1, Levels 4–5!

- Covers 20 phonemes of English.
- Level 4 Set 2 and Level 5 Set 2a introduce consonant digraphs, vowel digraphs and trigraphs.
- Level 5 Set 2b and Level 5 Set 2c introduce adjacent consonants with short and long vowels.

LEVEL 4 Set 1 • LEVEL 4 Set 2 • 20 BOOKS

th/th ch ng sh ai ee igh oa oo/oo

LEVEL 5 Set 1 • LEVEL Set 2a • LEVEL 5 Set 2b • LEVEL 5 Set 2c • 40 BOOKS

ar or ur ow oi ear air ure er review

LEVEL 5 Set 2b

ADJACENT CONSONANTS WITH SHORT VOWELS

LEVEL 5 Set 2c

ADJACENT CONSONANTS WITH LONG VOWELS

Further fiction and non-fiction texts to add to Set 1, Level 6!

- Covers 24 phonemes of English.
- Levels 6 Set 2a and 2b introduce new graphemes for known phonemes.

LEVEL 6 Set 1 • LEVEL 6 Set 2a NEW LEVEL Set 2b NEW • 30 BOOKS

Phonemes	f w	ai	ee	igh	oa	oo	or	ur	ow	oi
Graphemes	ph	ay	ea	y	ow	ew	aw	ir	ou	oy
	wh	a-e	e-e	ie	o-e	ue	au	er		
		eigh	ie	i-e	oe	u-e	al	ear		
		ey	y	i	o	u	our			
		ei	ey			oul				
		a	e							

Further fiction and non-fiction texts to add to Set 1, Level 7!

- Covers 24 phonemes of English.
- Levels 7 Set 2a and 2b introduce new graphemes for known phonemes.

LEVEL 7 Set 1 • LEVEL 7 Set 2a NEW • LEVEL Set 2b NEW • 30 BOOKS

Phonemes	ear	air	j, s	c	u, e, r	ar, o, m	n, i	l, v, z	sh, ch	zh
Graphemes	ere	are	g	k	o	a	kn	le	ch	s(ion)
	eer	ear	dge	ck	ea	(w)a	gn	ve	t(ion)	
			c	qu	wr	mb	y	se	ss(ion, ure)	
			sc	x					s(ion, ure)	
				ch					c(ion, ious, ial)	
									tch	

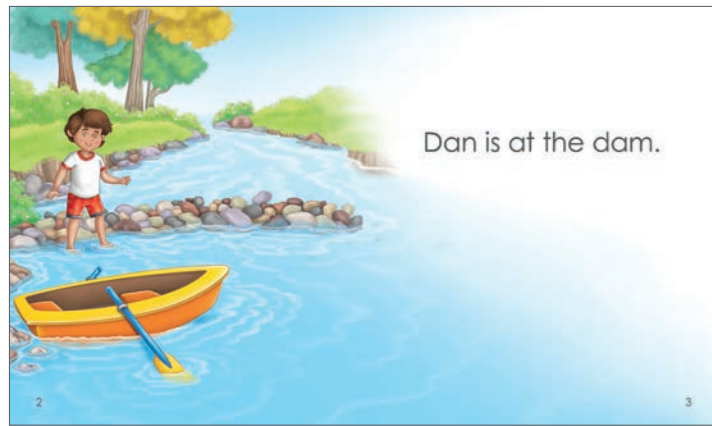
LEVEL 1 Set 1 - Reading Recovery Levels 1-2 • €56.50



Phonemes:
s a t p i n m d

High-frequency words:
in it at am and did Dad

Tricky words:
I is the



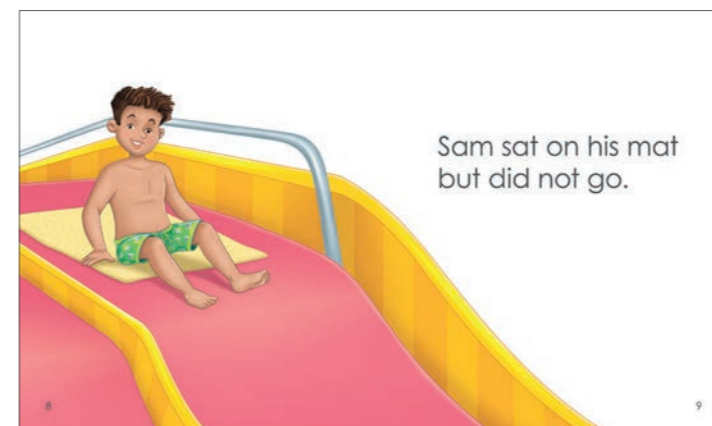
LEVEL 2 Set 1 - Reading Recovery Levels 3-5 • €56.50



Phonemes:
g o b h e r f u l

High-frequency words:
on get up big Mum got had not but

Tricky words:
go no to his into has of



LEVEL 1 Set 2 - Reading Recovery Level 1-2 • €56.50



High-frequency words:
in it am at Dad a

Tricky words:
I is the and

**20 Books
Per Magenta Level**



Level 2 Set 2 - Reading Recovery Level 3-5 • €56.50



High-frequency words:
on get up big Mum him not but

Tricky words:
to his no of into has go

**20 Books
Per Red Level**



LEVEL 3 Set 1 - Reading Recovery Levels 6-8 • €56.50



9781398216709 9781398216990 9781398216723 9781398216983 9781398216839
9781398216556 9781398217034 9781398216778 9781398216525 9781398217041

Phonemes:
c k ck j qu v w x y z zz ff ll ss

High-frequency words:
will off can

Tricky words:
too she he be my for her

Level 3 Set 2 - Reading Recovery Level 6-8 • €56.50



9781398246805 9781398246836 9781398246867 9781398246898 9781398246928
9781398246959 9781398246980 9781398247017 9781398247048 9781398247079

High-frequency words:
will off can back got as

Tricky words:
too she he for her

20 Books Per Yellow Level

LEVEL 4 Set 1 - Reading Recovery Levels 9-11 • €56.50



9781398217072 9781398216419 9781398217010 9781398216792 9781398216655
9781398216594 9781398216624 9781398216785 9781398216754 9781398216617

Phonemes: th/th ch ng sh ai ee igh oa oo/oo

High-frequency words:
that this then them with see went from just help

Tricky words:
we me as all was you they are have out

Level 4 Set 2 - Reading Recovery Level 9-11 • €56.50



9781398249387 9781398249394 9781398249400 9781398249417 9781398249424
9781398249431 9781398249448 9781398249455 9781398249462 9781398249479

High-frequency words:
that this then them with see

Tricky words:
me are they you we all was have out oh

20 Books Per Blue Level

LEVEL 5 Set 1 - Reading Recovery Levels 12-14 • €56.50



9781398216532 9781398216846 9781398217058 9781398216389 9781398216969
9781398216501 9781398216464 9781398216914 9781398216884 9781398216631

Phonemes: ar or ur ow oi ear air ure er

High-frequency words:
down it's now

Tricky words:
so do oh there said your one

Level 5 Set 2a - Reading Recovery Level 12-14 • €56.50



9781398249493 9781398249486 9781398249509 9781398249516 9781398249523
9781398249530 9781398249547 9781398249554 9781398249561 9781398249578

High-frequency words:
down now

Tricky words:
so do there your old by

Level 5 Set 2b - Reading Recovery Level 12-14 • €56.50



9781398249585 9781398249592 9781398249608 9781398249615 9781398249622
9781398249639 9781398249646 9781398249653 9781398249660 9781398249677

High-frequency words:
went from just help look day children looked

Tricky words:
here like some come put pull full were little says when what today said one

Level 5 Set 2c - Reading Recovery Level 12-14 • €56.50



9781398249738 9781398249745 9781398249752 9781398249769 9781398249776

Tricky words:
our love push

40 Books Per Green Level

LEVEL 6 Set 1 - Reading Recovery Levels 15-16 • €56.50



Alternative Graphemes

High-frequency words:
look saw make day very
by don't children looked
made

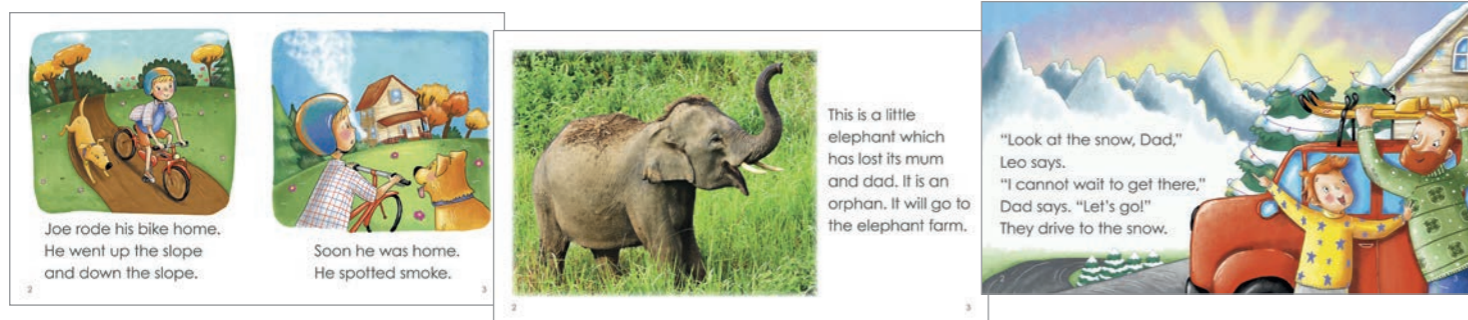
Tricky words:
come what people put
could some when like
here called were asked

Level 6 Set 2a - Reading Recovery Level 15-16 • €56.50



NEW

Tricky words:
call, could, people,
should, their, would



Level 6 Set 2b - Reading Recovery Level 15-16 • €56.50



NEW

Tricky words:
ask, water, want, any,
many, again, who, whole,
where, two, school,
thought, thought, friend,
work

**30 Books
Per Orange Level**

LEVEL 7 Set 1 - Reading Recovery Levels 17-18 • €56.50

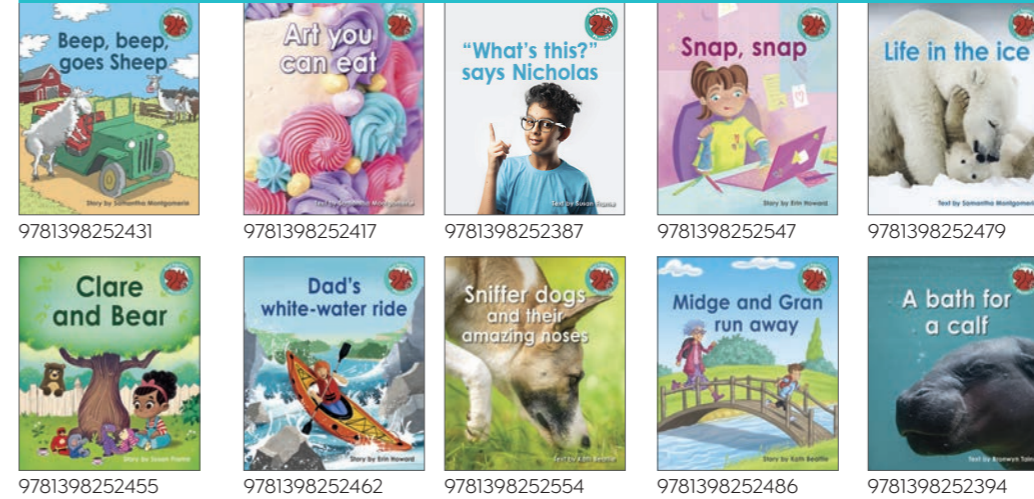


Alternative Graphemes

High-frequency words:
came house little about
I'm

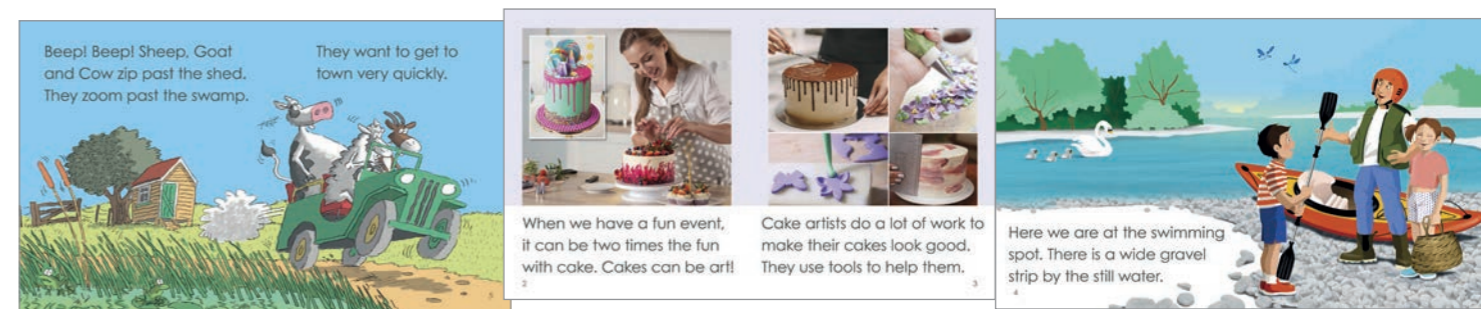
Tricky words:
Mr Mrs their

Level 7 Set 2a - Reading Recovery Level 17-18 • €56.50



NEW

Tricky words:
because, laugh, once,
watch



Level 7 Set 2b - Reading Recovery Level 17-18 • €56.50



NEW

Tricky words:
busy, eye, hour, improve,
move, Mr, Mrs, parents,
pretty, tomorrow

**30 Books
Per Turquoise Level**

Teachers' Books

In addition to the summary of teaching points provided in each book, we also offer five comprehensive Teachers' Books. Each Teachers' Book includes:

- Phonics Overview for the appropriate Levels
- Scope and Sequence
- Explicit Small Group Teaching Notes
- Photocopiable Activity Pages for every book
- Word Banks
- Assessments



Scope and Sequence Chart

The Scope and Sequence Chart sequentially and systematically introduces grapheme-phoneme correspondences starting with simple code moving to complex code and then to extended code. It provides the basis for explicit teaching using the Red Squirrel Phonics books in the first two years of school.

Title	Tricky Words	Teaching Points
71. Orphan elephants	all, are, be, go, have, like, little, ones, the, their, they, to	• phoneme /, grapheme ph (elephant, orphan) • phoneme w, grapheme wh (which, when) • orphan - meaning • their - air makes /air/ sound
72. A snake's day	be, come, do, full, go, into, like, little, of, out, some, the, their, they, to, wait, you	• phoneme ai, graphemes ay, ie, ee (snake, steak) • delay - meaning • little - ie makes /i/ sound
73. Ada, the caterer	all, are, be, have, here, like, loves, of, out, people, put, she, some, the, there, to, today	• phoneme ai, graphemes eight, ey, igh, a (freight, they, straight, Ada) • freight - meaning • people - eo makes /ee/ sound and lo makes /lo/ sound
74. Beach	all, are, be, full, go, have, I, into, my, one, out, people, put, she, says, she, should, some, something, this, there, to, see, what	• phoneme ee, graphemes ea, e (eat, Pete) • heap - meaning • our - ou makes /ow/ sound
75. Tommy helps	are, be, have, he, it's, of, out, says, she, so, some, the, to, today, we, you	• phoneme ee, graphemes y, ey (Tommy, turkey) • booty - meaning • some - e makes /ee/ sound, e is silent
76. Lemon skin thief	are, come, could, my, no, out, says, so, some, the, there, to, what, would	• phoneme ee, graphemes le, e (leat, Pete) • past - meaning • could, would - ou makes /oo/ sound as in good

Word Banks

The word banks provide a reference for the words that can be created at each stage of the programme using the sounds that students know at that point.

Word banks
Because children already know the phonemes and graphemes in these words, they can be encouraged to sound them out and blend them for reading, e.g. /d/ /o/ /l/ /i/ /p/ /h/ /i/ /n/ = dolphin. When spelling these words, encourage children to say the whole word first and then attempt to sound out each sound (blend then segment), e.g. dolphin = /d/ /o/ /l/ /i/ /p/ /h/ /i/ /n/.

Bank of words using Level 6, Set 2a sounds (79 words)
The words in blue are high-frequency words.

Alternative graphemes

Phonemes	f	w	ai	
Graphemes	ph	wh	ay	a-e
dolphin/s	what	away	wake	came
elephant/s	wheel	bay	bake	amaze
graph	when	clay	blaze	ate
orphan/s	which	crayon	brave	blame
phantom	whip	day	cake	cave
phonics	whisk	daylight	cane	date
	whisker	days	cape	escape
	whisper	hay	fake	fade
		hooray	gave	game/s
		lay	graze	gate
		may	lake	grapes
		pay	make	late
		play	mane	later
		pray	mistake	made

Teachers' Books

Teaching Notes

Explicit small-group lesson plans with a focus on phonics, vocabulary, comprehension and fluency

A job for Thog

Level 4, Set 2: Story 31

Zin and Thog are having a race to see who can get to the hidden hut first.



Level 4, Set 2 phonemes: th/th ch ng/nk sh ai ee igh oa oo/oo

Learning Intention

Phonics: Recap the phonemes c k ck j qu v w x y z zz ff ll ss, and read words using these and the new grapheme/phoneme th (both pronunciations – as in thin and as in then). Check that children can sound out and blend these sounds to read a range of words, including words with two syllables.

Comprehension: Make sure that children understand and can talk about the story and explain what is happening. Check that they can read with appropriate pace and expression to show understanding, especially when characters are talking.

Tricky words: I, the, to, into, of, too, she, he, for, you, no, all, we

Decodable words using review graphemes and phonemes: job, will, win, Zin, off, rock/s, luck, jetpack, rocket/s, back, zigzag/s, hill, miss, yak/s, duck/s, quick, zap/s

Decodable words using the new grapheme/phoneme: Thog, that, this, thin, moths, with, thud, thick, then

Before Reading

Story discussion: Look at the cover, and read the title together. Ask: What kind of name is Thog? Who do you think he is? What do you think will happen in this story?

Link to prior learning: Display the grapheme th. Say: These two letters are a digraph – that means they make one sound together. The sound is a little bit different in different words. Write or display the words that start with th. Say the words together. Can children hear the difference between the two th sounds?

Vocabulary check: hidden – something secret or kept out of sight. Say: If you are looking for something and you can't find it, it might be hidden!

Decoding practice: Write these words on cards: this, thump, that, with, thick, then, maths, them, thanks. Challenge the children to read them, and then sort them into two piles, one for th as in that and the other for th as in thin.

Tricky word practice: Display the word you and ask children to circle the tricky part of the word (ou, which makes a long /oo/ sound). Practise writing and reading this word.

During Reading

Read the story: Ask children to read the story aloud at their own pace, sounding out and blending any words that they cannot read on sight. On pages 2 and 3, check that children can read the dialogue fluently and with expression. On pages 14 and 15 ask: How did Thog and Zin get into the hut?

Phonics support: Remind children to sound out and blend the letters as necessary to read any less familiar words, and praise them for reading more familiar words on sight without sounding out. If children get stuck on a word, model how to sound out and blend the sounds in the word. Encourage them to help each other with decoding if they get stuck on a word, and praise good examples of sounding out and blending, especially in two-syllable words.

Comprehension support: Pause occasionally to talk about the story and encourage children to make predictions, e.g. on page 4, say: What is the thin log really? Do you think it's safe to try and walk on it? What might happen to Thog? Revisit their predictions on page 6 to see if they were right.

After Reading

Apply learning: Ask: Why does Thog fall off the log on page 6?

Comprehension

- Whose toy is Zin? Whose is Thog?
- How does Thog get out of the pit of moths?
- Can you sum up what happens in this story in just one or two sentences?

Fluency

- Pick a page that most of the group read quite easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.
- Ask children to read the speech bubbles on pages 9, 11 and 12 with lots of expression. Can they make it sound like the characters are really talking?

Follow-up Activities

Activity 1 – Phonics: Children read the words and match the correct word to each picture. They choose the correct graphemes to fill the gaps in the words.

Extension: Challenge children to look in the book and see how many words they can find that start with th. (e.g. Thog, thin)

Activity 2 – Comprehension: Children add numbers to sequence the pictures, and then use them to help retell the story orally.

Activity Page

Two pages of follow up activities are provided for each book to reinforce and practice new learning

Activity 1

Level 4, Set 2: Story 31
A job for Thog

Draw a line to connect the words to the pictures.



moths Thog bath

Choose the correct grapheme from the grapheme bank to finish the word.

_aps du__s
__ud ro__ets
__ick __ig__ags

Grapheme bank

th z ck

Activity 2

Level 4, Set 2: Story 31
A job for Thog

Put the pictures from the book in the correct order of the story. Use the pictures to retell the story.



Teachers' Books – Phonics Assessment

The assessment pages in the Teachers' Books enable teachers to assess students' phonics knowledge – can they recognise and say the sounds, are they able to segment and then blend those sounds to make words, can they blend the sounds in nonsense words and can they read the tricky words for that stage of the programme? These assessments can be used for initial screening and placement within the programme and also for post-teaching assessment to determine mastery.

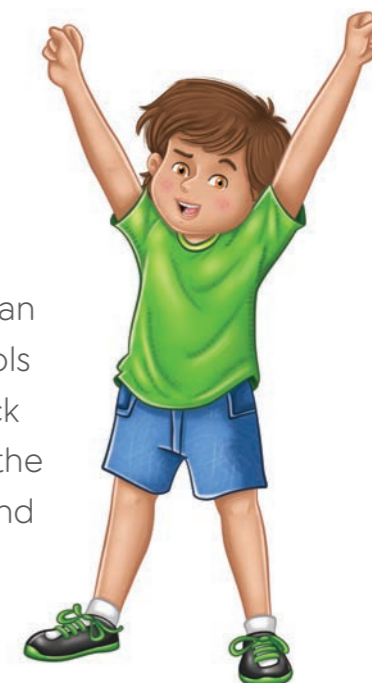
Assessment Kit

NEW!

The Red Squirrel Phonics Assessment Kit is:

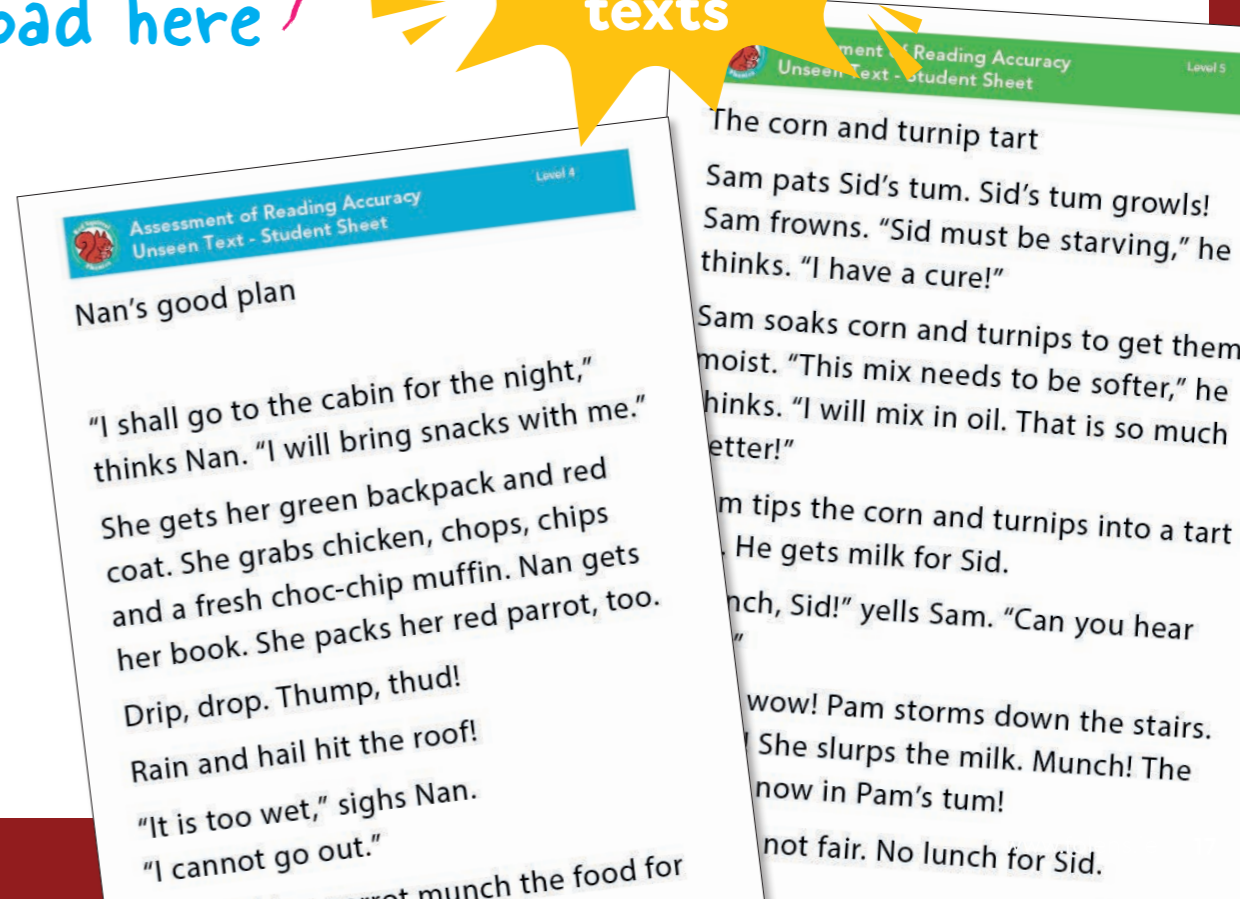
FREE TO DOWNLOAD!

We recognise that Assessment is a key part of tracking children's competence and progress in their reading journey. Assessment can take many forms and our new **Assessment Kit** has a range of tools that can be downloaded and used as required – teachers can pick and choose only those skills they want to assess, or they can use the whole Kit. These tools provide valuable data to inform teaching and show children's skills at a particular point in time.



Download here

18 new unseen texts



ASSESSMENT 1 LEVEL 4, SET 2 TEACHER SHEET		ASSESSMENT 1 LEVEL 4, SET 2 STUDENT SHEET	
Student: _____ Class: _____ Date: _____		Student: _____ Class: _____ Date: _____	
Consonant Digraphs th (voiced) th (unvoiced) ch ng nk sh	Segment and Blend th-e-m / them th-i-n / thin ch-e-ck / check ri-ng / ring p-i-nk / pink sh-o-p / shop	Segment and Blend Nonsense Words th-a-k / thak* ch-u-p / chup z-a-ng / zang v-a-nk / vank b-o-sh / bosh	Say the sound. th/th ch ng nk sh ai ee igh oa oo/oo
Vowel Digraphs and Trigraphs ai p-ai-n / pain ee p-ee-p / peep igh m-igh-t / might oa c-oa-t / coat oo (as in book) oo (as in food)		Sound out and blend. them thin check ring pink shop pain peep might coat book moon	
* Ask child if there are other ways you could say this word. Accept either pronunciation as correct.		Sound out and blend. thak chup zang vank bosh caif neek jight woaf goot	
Tricky Words me was have they are oh all you out we		Notes	
ASSESSMENT 1 TRICKY WORDS STUDENT SHEET LEVEL 4, SET 2 Read without sounding out. me they all out was are you we have oh		ASSESSMENT 1 LEVEL 5, SET 2a TEACHER SHEET Student: _____ Class: _____ Date: _____ Vowel Digraphs and Trigraphs or h-orn / horn t-orn / torn er b-e-tt-er / better sh-a-pp-er / shapper ow c-ow / cow p-ow-k / powk oi b-oi-l / boil b-oi-t / boit ur ch-urn / churn b-ur-f / burf ar p-art / part s-ark / sark air f-airs / fairs j-air / jair ear g-ear / gear k-ear / kear ure p-ure / pure g-ure / gure	
ASSESSMENT 2 TRICKY WORDS STUDENT SHEET LEVEL 4, SET 2 Read without sounding out. we oh you have all was me out are they		Tricky Words old there do so your by	
Notes		Notes	



Our Assessment Kit comprises the following parts:

1. Screening Test (Student Sheet and Teacher Sheet)

Red Squirrel Phonics Decodables
Sets 1 & 2 Phonemes Screening Test: Student Sheet

1 s a t p i n m d

2 g o b h e r f u l

3 c k ck j qu v w x
y z zz ff ll ss

4 th ch ng nk sh ai ee
igh oa oo

5 ar or ur ow oi ear air
ure er

Red Squirrel Phonics Decodables
Sets 1 & 2 Phonemes Screening Test: Teacher Sheet

Name: _____ Date: _____

Level 1 Score: _____ /8
s a t p i n m d

Level 2 Score: _____ /9
g o b h e r f u l

Level 3 Score: _____ /14
c k ck j qu v w x y z zz ff ll ss

Level 4 Score: _____ /10
th* ch ng nk sh ai ee igh oa oo*

Level 5 Score: _____ /9
ar or ur ow oi ear air ure er

* Ask the student if there are two ways they can say this sound.

NB: This extract from the assessment in Red Squirrel Phonics Decodables Teachers' Books allows teachers to quickly screen children to place them at the correct stage in the Red Squirrel Decodables series.

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3. Assessment of Reading Accuracy (ARA) (Student Sheet and Teacher Sheet)

Assessment of Reading Accuracy
Unseen Text - Student Sheet Level 1

Name: _____ Date: _____

At the dam

Nat sits at the dam.

Sid naps at the dam.

Dad, Dan and Sam dip in the dam.

Pam tips Sid in the dam!

Sit, Pam, sit!

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Comprehension Assessment
Teacher Sheet Level 6

Name: _____ Age: _____ Date: _____

Teacher: _____

If the student completes reading the unseen text for this Level, their comprehension skills can be assessed using this sheet.

Title: Pearl's birthday gift	Comments
<p>Retell</p> <p>Say "Tell me about the story". (If needed, use the questions as prompts. Give praise for any four accurate points retold, eg who? what? where?)</p> <ol style="list-style-type: none"> Where does the story take place? (at the zoo) What happens at the beginning of the story? (Pearl is getting ready to go to the zoo. It's her birthday) Who are the characters? (Pearl, her four neighbours, Ralph the elephant) What happens in the story? Is there a problem? (Ralph ate the birthday cake) <p>Quiz</p> <ol style="list-style-type: none"> How old is Pearl? (13) What kind of animal is Ralph? (elephant) What is a banjo? (a musical instrument) How do the children feel at the end of the story? (annoyed that there is no cake left) 	

Results:

Story Retell:	Reading Comprehension:
1/4 Needs help	1/4 Needs help
2/4 Developing	2/4 Developing
3/4 Developing well	3/4 Developing well
4/4 Good recall	4/4 Good understanding

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2. Phonics Assessment (Student Sheet and Teacher Sheet)

Phonics Assessment
Teacher Sheet Level 5
Assessment 2

Name: _____ Age: _____ Date: _____

Teacher: _____

Vowel Digraphs and Trigraphs	Segment and Blend	Segment and Blend Nonsense Words
ar	s-t-ar-t / start	sh-ar-b / sharb
er	r-u-nn-er / runner	z-i-n-t-er / zinter
air	ch-air / chair	n-air / nair
oi	p-oi-n-t / point	p-l-oi-k / ploik
ear	c-l-ear / clear	z-ear / zear
ur	h-ur-t / hurt	c-ur-g / curg
ow	d-ow-n / down	d-ow-g / dowg
or	s-p-or-t / sport	b-l-or-t / blort
ure	s-ure / sure	b-ure / bure

Tricky Words

so	your
one	do
there	said
oh	

Notes

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4. Comprehension Assessment (Teacher Sheet)



Download the **FREE** Assessment Kit here:
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