

EVALUATION PACK

FULLY DECODABLE AUSTRALIAN GUIDED READING FOR F-2

What's inside:

• Series overview

• Detail on the series phonic and comprehension frameworks



DEVELOP PHONIC AND COMPREHENSION SKILLS FROM THE START

Oxford Reading for Comprehension Decodables (ORFC Decodables) is a unique, fully decodable, guided reading series, underpinned by a proven, finely sequenced phonics framework (aligned to Letters and Sounds) and a research-based Comprehension Skills Framework. In addition, ORFC Decodables is structured so that the introduction of new GPCs (grapheme-phoneme correspondences) is supported by one fiction title and one non-fiction title in Oxford Levels 1–6, supporting strong early vocabulary acquisition.



"The two vital aspects to becoming an accomplished and motivated reader (word recognition and language comprehension processes) are brought together in this exciting new series."

Laura Sharp

Phonics Expert

WHY CHOOSE ORFC DECODABLES?

ORFC Decodables have a unique phonic and comprehension approach that supports every student to become a successful reader.

- The series builds strong phonic knowledge in every student by practising new sounds introduced via a proven phonic framework. *Letters and Sounds*.
- The series enables strong comprehension development in every student through the research-based Comprehension Skills Framework.
- The introduction of new sounds is supported by one fiction title and one non-fiction title in Oxford Levels 1–6, supporting strong early vocabulary acquisition.
- ORFC Decodables feature fully decodable non-fiction titles from the earliest level.
- ORFC Decodables incorporate the latest Oxford Wordlist with guidance on its use aligned to the phonic progression of the series.



SUPPORT PHONIC AND COMPREHENSION SKILL DEVELOPMENT IN EVERY STUDENT

60 Fully Decodable Guided Reading Texts:

- support strong phonic knowledge in every student by practising new sounds introduced via a proven phonic framework, *Letters and Sounds* (see p4 of this brochure for the full phonic structure of the series)
- are structured so that the introduction of new sounds is supported by one fiction title and one non-fiction title
- are meticulously levelled to both phonic and wider reading levelling criteria, ensuring skill progression across word reading and comprehension.

Phonics and Comprehension Coaching for Every Text:

- supports embedding phonic knowledge, with guidance for the practice of newly introduced sounds and high-frequency words
- includes guidance for explicitly teaching and modelling comprehension strategies
- provides comprehension questions to monitor students' use of comprehension skills during reading
- includes supportive before-, during- and after-reading materials.

Teacher Handbook:

- gives an overview of the phonics framework and introduction of high-frequency words
- suggests phonic warm-up activities, tips on practising sounds, support for segmenting and blending
- supports teaching, modelling and developing comprehension strategies and skills in the classroom
- provides an overview and explanation of the Comprehension Skills Framework and its application across the series
- provides guidance for monitoring and assessment of phonic knowledge and comprehension skills using the series.

Digital Resources on Oxford Owl:

- guidance for using the *Oxford Wordlist* with the series, with access to the 500 words aligned to the *Letters and Sounds* phonic sequence
- 'Think Aloud' and Strategy Tip Flashcards
- Graphic Organiser templates
- Student Assessment templates.

eBook Library

Whole-school access to eBooks of all 60 titles when you adopt the full ORFC Decodables print series.

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PHONIC STRUCTURE OF ORFC DECODABLES

ORFC Decodables is underpinned by a proven phonic framework, Letters and Sounds. The gradual introduction of new GPCs supports the practice and consolidation of phonic knowledge in guided reading sessions.

Oxford Level	L&S	Focus	Во	ok titles
	phase	GPCs	Fiction	Non-fiction
1	Phase 1	n/a	The Giant Turnip	A Trip to the Zoo
	Phase 2, Set 1	s, a, t, p	What's That Sound?	A Year in the Garden
1+	Phase 2, Set 2	m, i, d, n	Pip the Kitten	Tin, Pan, Cook!
	Phase 2, Set 3	g, o, c, k	Nap Time!	A Dog Can
	Phase 2, Set 4	ck, e, u, r	Get Up, Sam!	On the Farm
	Phase 2, Set 5	h, b, f, l, ff, ll, ss	The Bug Bus	Cricket
2	Phase 3, Set 6	j, v, w, x	A Big Mess	Hot and Wet
	Phase 3, Set 7	y, z, zz, qu	Buzz the Bot	I Can
	Phase 3	ch, sh, th, ng	Thud!	Fun with Nan and Pop!
3	Phase 3	ai, ee, igh, oa	The Buzzing Bee	I Can See a Sheep!
		oo, oo, ar, or, ur	A Shark at the Pool	A Week in the North
		ow, oi, ear, air, ure, er	A Vet on the Farm	Rain and Hail
4	Phase 4	adjacent consonant words (CVCC)	The Lost Lunchbox	In the Summer
		adjacent consonant words (CCVC)	A Good Spot	Get Fit!
		adjacent consonant words (CCVCC)	The Shelter	Park Jobs
5	Phase 5	ou /ow/; ie /igh/; ea /ee/; oy /oi/; ir /ur/; ue /oo/, /(y)oo/; aw /or/	Layla and the Blue Bird	Swoop, Creep and Cling
		wh /w/; ph /f/; ew /oo/, /(y)oo/; oe /oa/; au /or/; ey /ee/; a-e /ai/; e-e /ee/; i-e /igh/; o-e /oo/, (y)oo/	A New Home	Helping at Home
		Alternative Pronunciations a /ai/, /ar/, /o/; e /ee/; i /igh/; o /oa/; u /oo/, /oo/, /(y)oo/; c /s/; ow /oa/; ie /ee/; ea /e/; er /ur/; ou /oo/; ou /oa/	Putting on a Show	Grow, Tomato, Grow!



Oxford	L&S phase	Focus GPCs	Book titles	
Level			Fiction	Non-fiction
6	Phase 5 Alternative pronunciations Alternative spellings	Alternative Pronunciations y /igh/, /i/, /ee/; ch /c/, /sh/; g /j/; ey /ai/ Alternative Spellings /c/ c, k, ck, ch; /f/ ph; /v/ ve; /w/ wh; /e/ ea, ie; /ow/ ou	The Biggest Pet	The Night Sky
		Alternative Spellings /ch/ tch, t; /j/ g, dg, dge, ge; /m/ mb; /n/ gn, kn; /r/ wr; /s/ st, se, ce, c; /z/ se; /u/ o; /i/ y; /ear/ eer, ere; /o/ a	Five Holidays	Welcoming Spring
		Alternative Spellings /ar/ a, al; /air/ are, ere, ear; /or/ a, our, augh, aw; /ur/ or, ear, ir; /oo/ u, oul; /ai/ ay, a-e, eigh, ey; /ee/ ea, e-e, y, ie, e, ey; /igh/ y, ie, i-e; /oa/ ow, o-e, oe, o; /(y)oo/ ew, u-e, ue; /oo/ ew, u-e, ue, ou; /sh/ ch, ti, ci, s, ss; /zh/ si, s	The Fishing Trip	In My Town
7	Phase 6	Words with alternative spellings for rare GPCs (for a full phonic overview for each book in Phase 6 see the ORFC Decodables Teacher Handbook)	The Photo Box Best Friends The Right Track	All About Instruments Big Animals Rock Art
8			New Pen Pals The Trampoline Machine The Great Castle Fair	Life Cycles Superfoods Team Players
9			The Monster Under the Bed A Weekend Off Issun Boshi	Get Active at the Beach Measure the Weather Shopping: Then and Now

COMPREHENSION SKILLS FRAMEWORK

ORFC Decodables is underpinned by Oxford's Comprehension Skills Framework. Developed by leading experts, the Framework supports the development and practice of key interactive comprehension strategies and the ongoing independent application of comprehension skills. The comprehension strategies outlined in the Framework are the actions readers do in the moment of reading to help build meaning; comprehension skills are practised after reading.

Comprehension Skill Category		Linked Comprehension Strategies
	Finding information Retrieving literal information from the text or pictures about characters, settings and overtly expressed feelings.	 Determine importance Monitor comprehension Activate prior knowledge Ask questions Visualise
•\$	Making connections and inferences Reading between the lines of the text, finding clues and building meaning from information that isn't explicitly stated in the text.	 Infer Predict Monitor comprehension Visualise Ask questions Activate prior knowledge Determine importance
	Understanding vocabulary Identifying the meaning of words and phrases.	 Monitor comprehension Infer Visualise Ask questions
	Using structure and organisation Making sense of a text by understanding the message, ordering events and identifying main ideas, drawing on knowledge of text conventions, forms and features.	 Monitor comprehension Determine importance Infer Activate prior knowledge
	Appreciating the author's toolkit Understanding how the author uses language and punctuation to create effect, being aware of the author's intent and expressing evaluative opinions on a text.	InferActivate prior knowledgeAsk questionsVisualise

Look inside

ORFC Decodables titles at Oxford Levels 1–6 introduce new GPCs via a fiction and non-fiction title, supporting phonic practice and comprehension skill development. Review the two sample titles below to see how this works in the books at the following phase:

Oxford Level 1+

Letters and Sounds Phase 2, Set 3

Phonic focus: g, o, c, k

HFWs (high-frequency words): on, can, got, not





Look inside

Oxford Level 3

Letters and Sounds Phase 3 Phonic focus: ai, ee, igh, oa

HFWs (high-frequency words): see, was





Look inside

Oxford Level 6

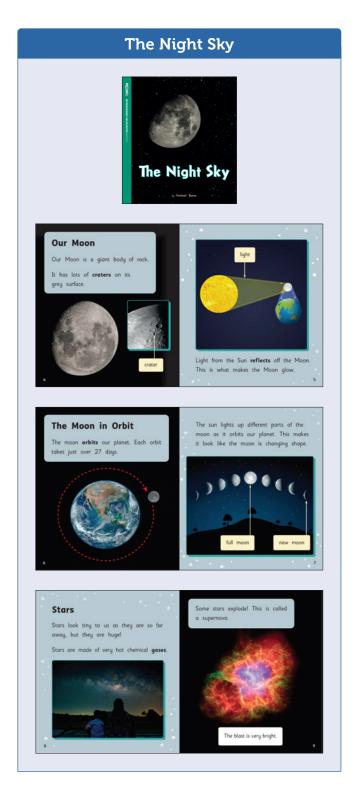
Letters and Sounds Phase 5

Alternative pronunciations: y, ch, g, ey

Alternative spellings: /c/, /f/, /v/, /w/, /e/, /ow/

HFWs (high-frequency words): by, very

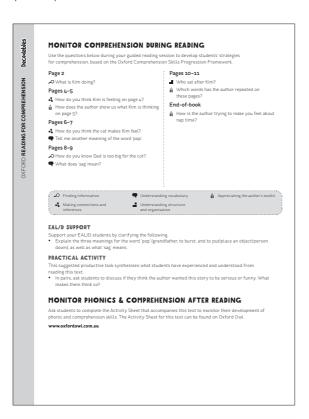




PHONICS AND COMPREHENSION **COACHING NOTES**

Phonics and Comprehension Coaching Notes provide before-, during- and after-reading guidance, assisting teachers to practise and consolidate the focus GPCs and high-frequency words. Also included are suggested points to model and teach comprehension strategies and for the use of metacognitive 'think aloud' prompts.

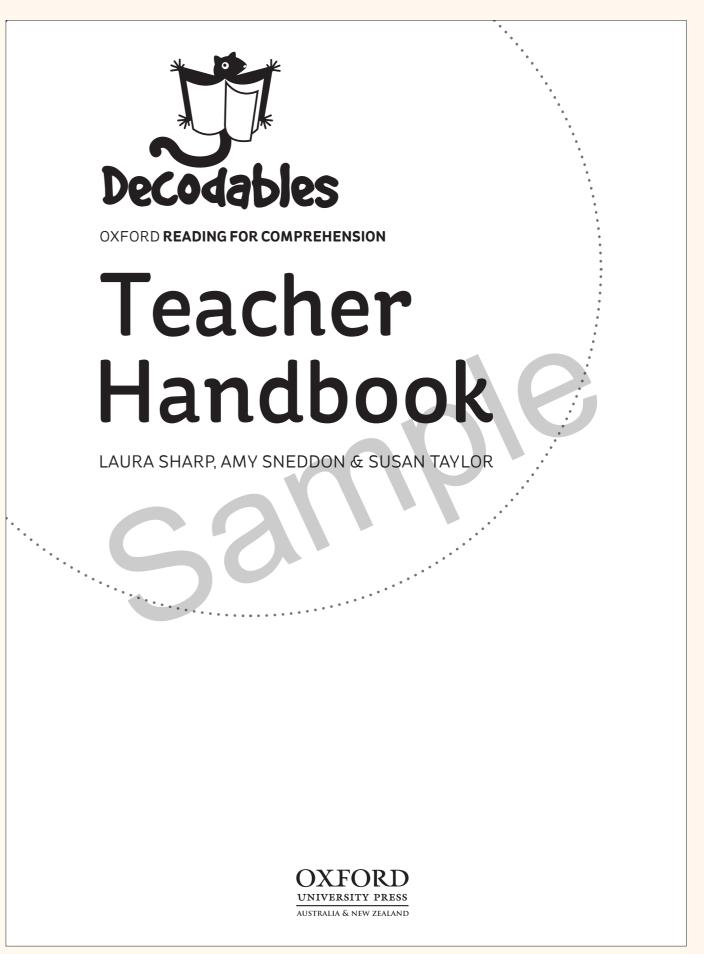






TEACHER HANDBOOK

Sample pages



TEACHER HANDBOOK

Sample pages

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TEACHER HANDBOOK

Sample pages

Welcome to Oxford Reading for Comprehension Decodables

Oxford Reading for Comprehension Decodables (ORFC Decodables) is a unique guided reading series comprising 60 titles, with a balance of fiction and non-fiction from its earliest levels. All the books are finely levelled using the well-established Oxford Levels. Importantly, the series is fully decodable to reflect the pace and progression for phonics as set out in the synthetic phonics program Letters and Sounds (Department of Education and Skills, 2007). The small steps in phonic progression ensure that young students, in the early stages of learning to read, practise and consolidate their accumulating phonics knowledge and skills.

High-frequency words are included from Book 4 and **tricky words** from Book 9 onwards. This allows a variety of phrases, sentences, captions and labels to be read by students in the earliest stages of learning to read. The phonic focus and information on the high-frequency words are set out plainly on the back covers. Consequently, teachers can quickly and easily choose books at the right level for students.

Learning to read is a long and multifaceted journey. Teachers need reading material for their students that reflects this complexity. *ORFC Decodables* are carefully constructed to be decodable and to offer the opportunity to develop reading comprehension. The series is underpinned by a Comprehension Skills Framework. The Framework was developed by comprehension experts Professors Jane Oakhill and Kate Cain, following the review of extensive comprehension research. Through the use of this framework, *ORFC Decodables* provides a systematic approach to the explicit teaching of **comprehension strategies** and skills alongside carefully scaffolded practice of phonic knowledge.

Therefore, the two vital aspects to becoming an accomplished and motivated reader (word recognition and language comprehension processes) are brought together in this exciting new series.

Written by experienced educational authors, the series reflects the reading requirements of the Australian Curriculum (2015) Language strand – Phonics and word knowledge sub-strand (Threads: Phonological and phonemic awareness and Alphabet and phonic knowledge). The 30 fiction titles offer engaging texts introducing interesting characters and storylines that young students can easily relate to. The 30 non-fiction titles reflect topics in wider curriculum areas such as science, humanities and the arts. Thus, in addition to supporting phonics learning, the series offers a balanced approach to reading.

ORFC Decodables features:

- 60 fully decodable fiction and non-fiction texts
- fine phonic progression to support students in practising and embedding their phonic knowledge
- alignment to the Letters and Sounds phonic framework
- a research-based Comprehension Skills Framework underpinning the series
- full support for incorporating research-based metacognitive strategies to support comprehension development
- incorporation of the latest *Oxford Wordlist* with guidance on its use aligned to the series' phonic progression
- a clear teaching and learning pathway, with extensive teacher support materials detailing the
 phonics knowledge, high-frequency words and tricky words in each title, giving a clear overview
 of the phonics content and how this builds up over the series.

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Reading Progression

ORFC Decodables has been designed to support readers to develop strong phonic and comprehension skills from the very first year of school. Each book has been written according to a systematic synthetic phonics framework, and rigorously levelled against research-based criteria. Students encounter a gradual increase in the level of reading challenge, ensuring a manageable stretch at each step and continued successful progress.

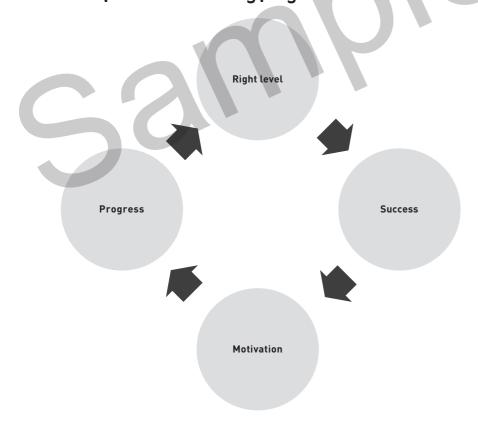
Oxford Levels

Oxford Levels help every child to progress in their reading journey, supporting both their phonic and comprehension skill development.

Oxford Levels are:

- expertly researched and well-established as a system of text levelling
- clearly aligned to Letters and Sounds Phases 1-6
- a guide to help match students to books that will be at or slightly above their reading level in order to help them build on their skills at every stage of their reading development.

A built-in process for reading progression



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TEACHER HANDBOOK

Sample pages

Reading Progression

A Guide to Oxford Levels and Phonic Progression

ORFC Decodables follows a structured phonic progression matched to *Letters and Sounds*Phases 1–6. Oxford Levels follow this sequence too, letting the teacher know exactly when new letters and sounds will be introduced in Oxford's decodable books.

Use the following table to get at-a-glance information on the letters and sounds that are introduced at each Oxford Level.

Oxford Level	Letters and Sounds Phase
1	Phase 1
	Phase 2, Set 1
1+	Phase 2, Sets 2–5
2	Phase 3, Sets 6-7+
3	Phase 3
4	Phase 4
5	Phase 5
6	Phase 5
7	Phase 6
8	Phase 6
9	Phase 6

To find out more about Oxford Levels, including detailed information on how students' reading skills develop and what texts look like at each level, download the Oxford Levels brochure from www.oup.com.au.

The Oxford Wordlist

The Research

In 2007 Oxford University Press conducted an extensive and rigorous study to find the words most frequently written by Australian early years students in their self-initiated writing. Since 2007, free access to the *Oxford Wordlist* has enabled educators to use it in a variety of ways to support literacy development.



In 2017 Oxford University Press conducted the same research and produced a revised list. Exploring these high-frequency words offers educators a valuable tool for the classroom when teaching word reading and comprehension.

For further *Oxford Wordlist* resources and to make a customised list, visit the *Oxford Wordlist* website (www.oxfordwordlist.com).

The Oxford Wordlist and ORFC Decodables

Words from the *Oxford Wordlist* appear in every *ORFC Decodables* book. OUP recommends students become familiar with the words in the list to aid their reading fluency and comprehension.

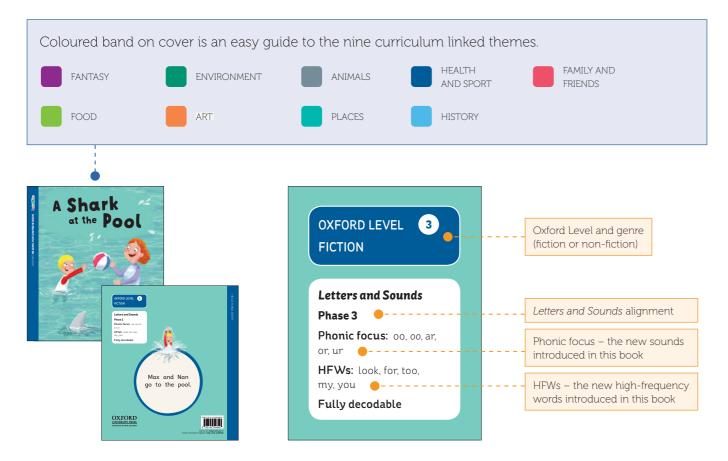
For teacher support and guidance on the introduction of *Oxford Wordlist* words in alignment with *Letters and Sounds* Phases 1–6, visit the *ORFC Decodables* section on Oxford Owl (www.oxfordowl.com.au).

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STUDENT RESOURCES

Guided reading texts

The 60 fiction and non-fiction guided reading texts provide a wealth of resources for flexible use within the classroom program.



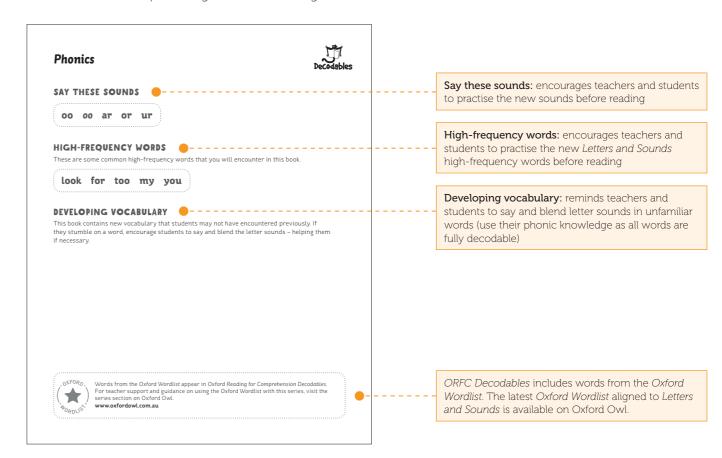
Engaging fully decodable texts, with strong storylines to support comprehension development.

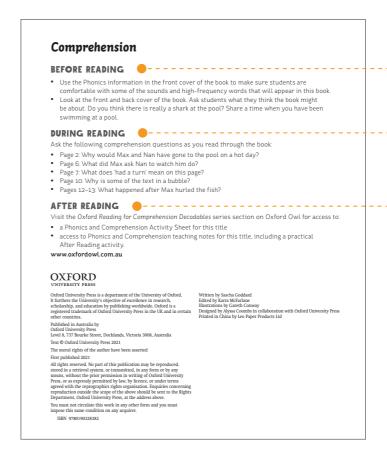


TEACHER RESOURCES

Inside front and back cover notes

The inside cover notes support teaching, modelling and developing comprehension strategies and skills in the classroom, and provide guidance for using the series.





Before reading: encourages teachers and students to predict before reading (different to those found in the teaching notes)

During reading: provides comprehension questions aligned to our Comprehension Skills Framework (different to those found in the teaching notes)

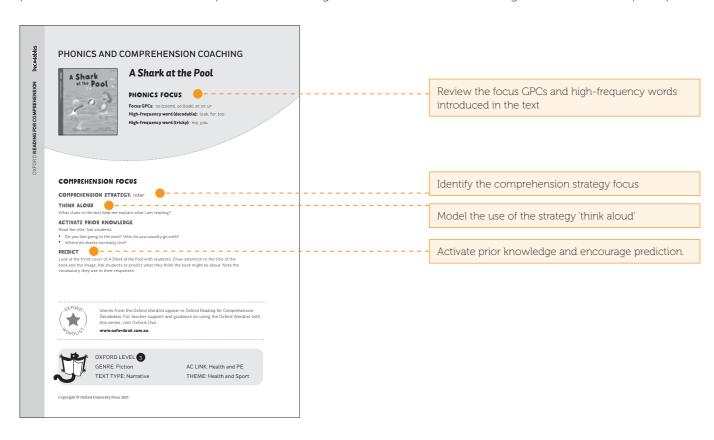
After reading: points schools to teaching notes and Phonics & Comprehension Activity Sheet available for the title

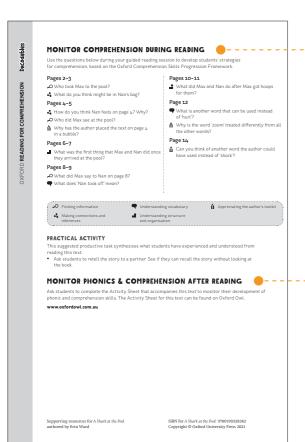


TEACHER RESOURCES

Phonics and Comprehension Coaching Notes

Phonics and Comprehension Coaching Notes provide before-, during- and after-reading guidance, assisting teachers to practise and consolidate the focus GPCs and high-frequency words. Also included are suggested points to model and teach comprehension strategies and for the use of metacognitive 'think aloud' prompts.





During reading: Comprehension questions tagged to the Comprehension Skills Framework help develop students' comprehension

After reading: Teachers are guided to a practical comprehension activity, along with the Phonics & Comprehension Activity Sheet to monitor students' phonic and comprehension skills after reading

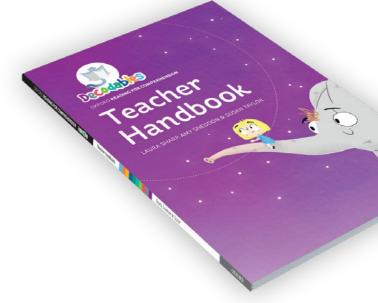
TEACHER RESOURCES

Teacher Handbook

- provides guidance on the phonic progression in Oxford Reading for Comprehension Decodables, including an overview of the series' systematic synthetic phonics framework aligned to Phases 1–6 of Letters and Sounds
- includes warm-up activities, tips on practising sounds, segmenting and blending, and guidance on using the decodable texts in the classroom
- includes phonic and vocabulary overviews for every book in the series
- explains the Comprehension Skills Framework and its application across the program
- explains and defines the comprehension strategies and skills employed

- gives guidance on modelling the comprehension strategies and using the metacognitive strategy of 'thinking aloud', which is proven to support comprehension development
- · contains high-quality, practical support in teaching, modelling and developing comprehension skills based on the latest research
- gives practical guidance on monitoring and assessing students' phonic knowledge and comprehension skills, along with next steps for teaching.





Additional downloadable resources on Oxford Owl

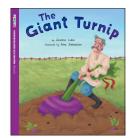
- quidance for using the Oxford Wordlist with the series, with access to the 500 words aligned to the Letters and Sounds phonic sequence
- 'Think Aloud' and Strategy Tip Flashcards
- Graphic Organiser templates
- Student Assessment templates
- Additional phonics resources
- Access to downloadable Phonics and Comprehension Coaching notes for every title

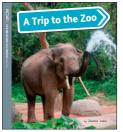
ORFC Decodables eBooks

Schools that adopt the full ORFC Decodables print series will have whole-school access to eBooks of all 60 titles.

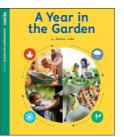
Oxford Reading for Comprehension Decodables 19 18 oup.com.au/orfcd

60 FULLY DECODABLE GUIDED READING TEXTS















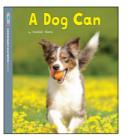


























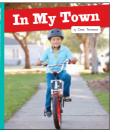


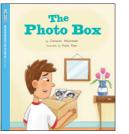




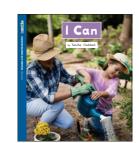


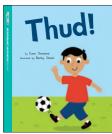






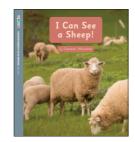






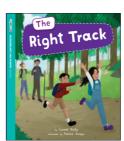


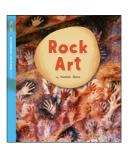




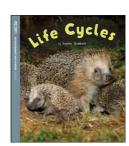


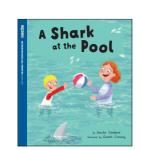
The Trampoline Machine

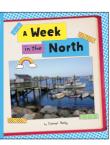










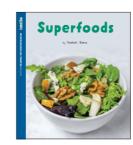


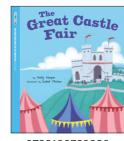


































NOTES	NOTES





Your next steps

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