

# FAO: Learning Support Teacher

**New** reading scheme for guided reading, independent reading or EAL.  
High Interest Level / Low Reading Age

## STORY SEEKERS



# Literacy learning resources for guided reading, independent reading or EAL support

## High Interest Level / Low Reading Age

Created by *Essential Resources*, *Story Seekers* chapter books are specifically designed for reluctant readers and students with a language background other than English to help fill in the gaps in their literacy knowledge. The books captivate students with compelling plots, high-interest non-fiction topics, and support them by developing their decoding and comprehension skills.



### What makes *Story Seekers* different?

*Story Seekers* have two years of research and development behind them. The books reinforce the alphabetic code as an integral part of improving the comprehension skills of struggling readers.

### Features of *Story Seekers*

All of the engaging chapter books feature:

- + a wide phonemic and phonological scope and sequence
- + a phonics focus, reinforced by questions throughout the text and a language task at the end to build higher-order thinking and vocabulary.

“I like how the books include a specific phonics focus, based on a programme-wide scope and sequence!”

LITERACY TEACHER



***Story Seekers* – the ultimate literacy support. Learn more today!**  
[www.otb.ie/story-seekers](http://www.otb.ie/story-seekers)

### The importance of comprehension

Student comprehension is addressed in multiple ways:

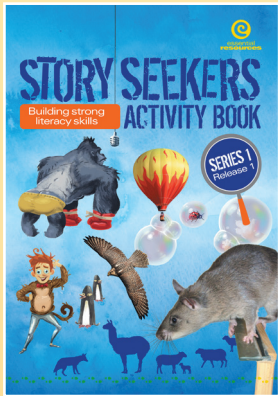
- + **High-interest text** – each book connects to a recognised area of interest in students aged 8 to 12+ so students can begin reading with knowledge of, and interest in, the text.
- + **Level-specific vocabulary** – language is selected at a reading age of 6.5 to 8 yearsold to promote comprehension, while topics are selected for ages 8 to 12+ to promote interest.
- + **Integrated literacy approach** – the books focus on phonemic and phonological awareness and strong linguistic comprehension.
- + **Visual cues** – illustrations, photographs, diagrams and maps provide cues for interpreting text.
- + **Independent literacy activity** – each book includes an independent, low-level literacy activity to establish students’ level of basic understanding of the text.
- + **Teacher editions and activity books** – support teachers so they can extend literacy skills and make the most of each student chapter book.

# SERIES 1 Release 1

## Story Seekers: Series 1 - Release 1

(Reading age: 6.5 to 7 / Interest Level: 8 to 10+)

Story Seekers Series 1 (Release 1) is written specifically for students aged 8 to 10+ years who have a reading level of 6.5 to 7 years. It features captivating fiction storylines and high-interest non-fiction topics to appeal to reluctant readers and maintain engagement while improving their literacy outcomes. The accompanying Activity Book is full of teaching ideas and activities to extend the learning experience.



### Contents & Features:

- + 8 x High-Low Student Chapter Books
- + Corresponding Teacher Edition for each Student Title containing:
  - » 10–15-minute Phonics Lesson Plan
  - » Text-based, HOT (Higher Order Thinking) Comprehension Questions
  - » Vocabulary Questions to Reinforce Morphological Links
  - » Decoding Questions to apply Phonological Knowledge in context
- + Activity Book for Teacher

# Phonics Scope and Sequence

## Story Seekers Series 1 -Release 1

Focus sound or rule	Possible spelling forms	Book(s) featuring the sound or rule
/k/	<b>c, ck, cc, ch</b>	• A World Full of Plants: c, ck, k
/l/	<b>l, ll, al, el, le</b>	• Floating on Air: l, ll
/m/	<b>m, mb, me, mm, mn</b>	• Animal Helpers: m, mb, me, mm
/n/	<b>gn, kn, n, ne, nn</b>	• Sounds Good: gn, kn, n, ne, nn
/r/	<b>r, rh, rr, wr</b>	• Win, Win: r, rh, rr, wr
/sh/	<b>ci, sh, ti, ch, s, si, ss, ssi</b>	• What's Cooking at Shine Hill School?: ci, sh, ti
Short 'i'	<b>i, u, ui, y</b>	• Do You Dare?
VCe (magic 'e')	<b>a_e, i_e, o_e, u_e, e_e</b>	• Welcome to Shine Hill School: a_e, i_e, o_e, u_e

Note: Series 1 covers the spelling forms in **bold** but not the **toned** spelling forms.



## Story Seekers: Series 2 (Reading age: 7 to 7.5 / Interest Level: 8 to 11+)

Story Seekers Series 2 is written specifically for students aged 8 to 11+ years who have a reading level of 7 to 7.5 years. It features captivating fiction storylines and high-interest non-fiction topics to appeal to reluctant readers and maintain engagement while improving their literacy outcomes. The accompanying Activity Books are full of teaching ideas and activities to extend the learning experience.



### Features:

- + 21 high-interest non-fiction and engaging fiction chapter books
- + language activities to improve comprehension and reading skills
- + 2 activity books with teaching ideas and activities to extend the learning experience
- + teacher editions for each chapter book to support guided reading sessions

# Phonics Scope and Sequence

Story Seekers Series 2		
Focus sound or rule	Possible spelling forms	Book(s) featuring the sound or rule
/s/	<b>s, ss, se, ce, c, st, sw, sc</b>	<ul style="list-style-type: none"> <li>Max and the War Box: s, ss, se, ce</li> <li>All Kinds of Eyes: s, ss, se, ce, c, st</li> </ul>
/sh/	<b>sh, ch, s, ti, ci, ssi, ce, che, sci, si, ss, xi</b>	<ul style="list-style-type: none"> <li>Billy Saves the Beach: sh, s, ti, ci, ce, ssi</li> <li>Max and the War Box: sh, s, ti, ci</li> <li>Geocaching: sh, ch, ti, che, ci</li> <li>Getting Around: sh, ch, ti</li> </ul>
/n/	<b>n, nn, kn, pn, gn</b>	<ul style="list-style-type: none"> <li>Amazing Festivals: n, kn, nn</li> <li>Adventure in the Park: n, kn, nn</li> </ul>
/ng/	<b>ng, n</b>	<ul style="list-style-type: none"> <li>Adventure in the Park: ng, n</li> </ul>
/k/w/	<b>qu, cqu</b>	<ul style="list-style-type: none"> <li>The Mystery of the Iceman: qu</li> <li>Payback Time: qu</li> </ul>
/ch/	<b>ch, tch, tu, ti</b>	<ul style="list-style-type: none"> <li>Payback Time: ch, tch, tu</li> <li>Teeth Talk: ch</li> <li>The Mud Run: ch, tch, tu</li> <li>Getting Around: ch, tu</li> <li>Skate Mates: ch, tch, tu, ti</li> </ul>
/j/	<b>j, g, ge, dge, dg</b>	<ul style="list-style-type: none"> <li>Teeth Talk: j, g, ge, dge</li> </ul>
/k/s/	<b>x, ks, cks, k-s, cs, cc</b>	<ul style="list-style-type: none"> <li>Chariot Race!: x, ks, k-s, cks</li> <li>Know Your Robots: x, ks, cs, cks</li> <li>Mysterious Lights in the Night: x, ks, cks, k-s, cc</li> </ul>
/v/	<b>v, ve, f</b>	<ul style="list-style-type: none"> <li>Know Your Robots: v, ve, f</li> </ul>
/w/	<b>w, wh</b>	<ul style="list-style-type: none"> <li>Know Your Robots: w, wh</li> </ul>
/th/	<b>voiced, voiceless</b>	<ul style="list-style-type: none"> <li>Food from There to Here: voiced, voiceless</li> </ul>
/h/	<b>h, wh</b>	<ul style="list-style-type: none"> <li>Watch Out in the Sea!: h, wh</li> </ul>
/l/	<b>l, ll</b>	<ul style="list-style-type: none"> <li>Watch Out in the Sea!: l, ll</li> <li>Deep Dreams: l, ll</li> </ul>
/ks/ or /gz/	<b>ex</b>	<ul style="list-style-type: none"> <li>Animals in Danger: ex</li> </ul>
FLSZ rule	<b>ff, ll, ss, zz</b>	<ul style="list-style-type: none"> <li>Watch Out in the Sea!: ff, ll, ss</li> </ul>
consonant + '-le'	<b>ble, cle, dle, gle, ple, tle, zle, fle, kle</b>	<ul style="list-style-type: none"> <li>Watch Out in the Sea! cle, dle, ple, tle</li> <li>What a Tail!: ble, dle, gle, ple, tle</li> <li>Deep Dreams: cle, dle, ple, zle</li> </ul>
VCe syllable	<b>a_e, e_e, i_e, o_e, u_e</b>	<ul style="list-style-type: none"> <li>Wild, Wild Weather: a_e, e_e, i_e, o_e, u_e</li> </ul>

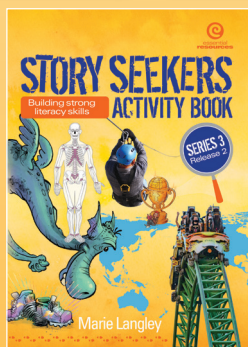
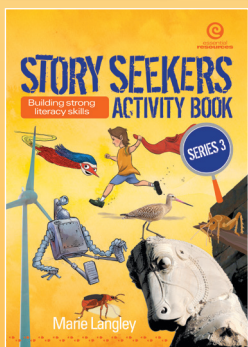
Note: Series 2 & Series 3 covers the spelling forms in **bold** but not the **toned** spelling forms.

Story Seekers Series 3		
Focus sound or rule	Possible spelling forms	Book(s) featuring the sound or rule
/sh/ revision	<b>ce, ch, ci, sh, s, ss, ti, xi, che, sci, si, ssi</b>	<ul style="list-style-type: none"> <li>Seb Is a Hero: ce, ci, s, sh, ss, ti</li> <li>Brave Sir Lionel: ch, ci, s, sh, ti, xi</li> </ul>
/k/	<b>c, cc, ch, ck, k, que, qu</b>	<ul style="list-style-type: none"> <li>JJATHOF – Smell-a-Screen: c, cc, ch, ck, k, que</li> </ul>
/f/	<b>f, ff, gh, ph, ffe</b>	<ul style="list-style-type: none"> <li>So Much Water: f, ff, gh, ph</li> <li>The World's Greatest: f, ff, gh, ph</li> </ul>
/z/	<b>s, se, z, ze, zz, ss, x</b>	<ul style="list-style-type: none"> <li>Our Super Day of Super Powers: s, se, ze, z, zz</li> </ul>
/zh/	<b>si, su, ti, zu</b>	<ul style="list-style-type: none"> <li>A World under the Ground: si, su</li> </ul>
Long 'a'	<b>a, a-e, ai, aigh, ay, ea, eigh, ey, ei</b>	<ul style="list-style-type: none"> <li>Amazing Animal Journeys: a, a-e, ai, ay, eigh, ey</li> <li>Lost Cities: a, a-e, ai, ay</li> <li>JJATHOF – Spring-ee Shoes: a, a-e, ai, aigh, ay, ea, ey</li> </ul>
Long 'e'	<b>e, ea, ee, e-e, ei, ey, i, ie, y</b>	<ul style="list-style-type: none"> <li>Space Rocks!: e, ea, ee, e-e, ie, y</li> <li>Lost Cities: e, ea, ee, e-e, ey, ie, y</li> <li>Powered with Adrenaline: e, ea, ee, e-e, ei, ey, ie, y</li> <li>Wave Warnings!: e, ea, ee, e-e, i, ie, y</li> </ul>
Long 'i'	<b>i, ie, i-e, igh, uy, y, eigh, ig</b>	<ul style="list-style-type: none"> <li>Watch Out on the Land!: i, ie, i-e, igh, y</li> <li>JJATHOF – Robo-Phone!: i, ie, i-e, igh, uy, y</li> </ul>
Long 'o'	<b>o, oa, oe, o-e, ow, ou, ough</b>	<ul style="list-style-type: none"> <li>Surprise Discoveries: o, oa, o-e, ow</li> <li>The Secret Cave: ow, o, oe, o-e</li> </ul>
Long 'u'	<b>ew, u, ue, u-e, eau, eu, iew, ui</b>	<ul style="list-style-type: none"> <li>Medicines Old and New: ew, u, u-e</li> <li>Power to the People: ew, u, ue, u-e</li> <li>What's Up with Gravity?: ew, u, ue, u-e</li> </ul>
Long 'oo'	<b>ew, o, o-e, oo, ou, ough, u, ue, u-e, oe, ui</b>	<ul style="list-style-type: none"> <li>Power to the People: ew, o, o-e, oo, u, ue, u-e</li> <li>What's Up with Gravity?: o, o-e, oo, ou, ough, u, ue</li> </ul>
FLSZ rule revision	<b>ff, ll, ss, zz</b>	<ul style="list-style-type: none"> <li>So Much Water: ff, ll, ss</li> <li>Our Super Day of Super Powers: ff, ll, ss, zz</li> </ul>
Types of syllables	<b>VCe (silent 'e'), vowel teams</b>	<ul style="list-style-type: none"> <li>Amazing Animal Journeys, Lost Cities: a-e, ai</li> <li>Watch Out on the Land!, JJATHOF – Robo-Phone!: ie, i-e</li> <li>Surprise Discoveries, The Secret Cave: oa, o-e</li> <li>Medicines Old and New: u-e</li> <li>Power to the People: ue, u-e</li> <li>Wave Warnings!: ea</li> <li>Bare Bones: a-e, e-e, i-e, o-e, u-e</li> </ul>



## Story Seekers: Series 3 (Reading age: 7.5 to 8 / Interest Level: 9 to 12+)

Story Seekers Series 3 is written specifically for students aged 9 to 12+ years who have a reading level of 7.5 to 8 years. It features captivating fiction storylines and high-interest non-fiction topics to appeal to reluctant readers and maintain engagement while improving their literacy outcomes. The accompanying Activity Books are full of teaching ideas and activities to extend the learning experience.



### Features:

- + 21 high-interest non-fiction and engaging fiction chapter books
- + language activities to improve comprehension and reading skills
- + 2 activity books with teaching ideas and activities to extend the learning experience
- + teacher editions for each chapter book to support guided reading sessions

# Sample pages

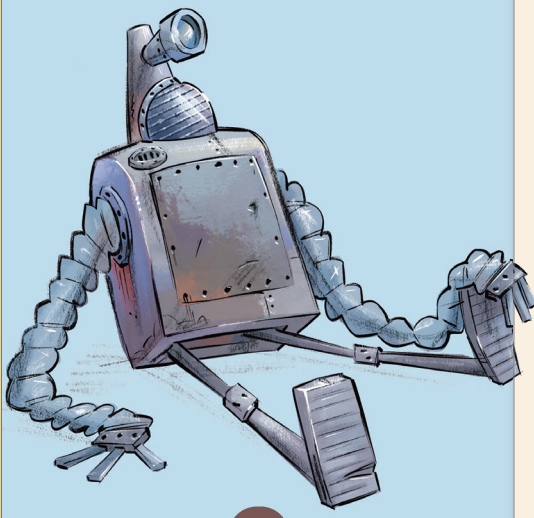
## Fiction example

Larger fonts, spacing and coloured backgrounds improve reading speed and accuracy.

Vocabulary is carefully chosen based on the level of the text.

Quality illustrations, including comic style, link closely to the text, aiding comprehension.

I wanted to try the robot. This robot had long, bendy arms. It had a head shaped like a cone. It had a big telescope for an eye.



4

What does he do, Auntie?

That guy? He's the Robo-Phone.

When your phone rings, Robo answers it for you.

No way. A robot helper!

Well, kind of ...


You've got to let me borrow Robo, Auntie. Please?

Before Auntie could say no, I switched Robo on and pointed him at the door.


5

Antarctica is very cold and dry. That helps to preserve the meteorites.

Every year people go there to hunt for meteorites. They put them in special bags and send them back to America.



14



Scientists look at the meteorites and work out where they came from. They use them to learn more about outer space.

15

## Non-fiction example

Text is broken into smaller chunks enabling a feeling of accomplishment.

Engaging illustrations give students opportunities to make meaning from the text.

Multiple formulas are used to determine the reading level of each text.

# Literacy activities at the end of each book

Each text provides a selection of literacy activities to reinforce learning.

*Say it* – an oral language activity for developing literacy skills.

*Get it* – a comprehension activity aimed at developing skills and vocabulary.

## Activities

### Say it

- The *Robo-Phone* story is about a robot that can answer the phone. The robot comes from the House of Fails. So, is it likely to be a good invention? What do you think now you have read the story?
- Think of a different story about a robot that goes wrong. You may have read this story or you could make it up. Tell this other story to a partner. Talk about:
  - what the robot was meant to do
  - how the robot got it all wrong.
- Narrative is another word for storytelling. Your partner can ask you questions about your narrative.

### Get it

Did these events happen in the story? On a piece of paper, write the numbers 1 to 5. Next to each number, write "True" or "False" to show whether the event happened.

- Robo-Phone answered a call from Nina.
- Robo-Phone cleaned Nina's car.

- Robo-Phone tidied the shelves in Mr Morris's shop.
- Robo-Phone saved a dog from running into busy traffic.
- Robo-Phone rode a skateboard.

Did the *Robo-Phone* story end well? Give a reason for your answer.

### Nail it!

Read and spell these words, which all have the long 'i' sound.

ideas	try
like	eye
sometimes	guy
giant	cried
right	find
either	sighed

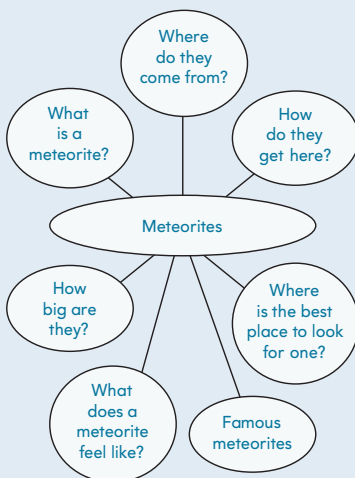
28

29

### Get it

How many facts can you remember from this book?

Draw a web diagram like this one on a large piece of paper. Fill in as many facts as you can remember from the book under each heading.



30

### Nail it!

Read and spell these words, which all have a long 'e' sound.

been	these
feel	every
field	because
pieces	heavy
meteorite	areas
enormous	*breathe

\*This word is not in the text.

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*Nail it!* – a decoding activity to build phonics skills.

# Teacher editions – inside covers

## Story Seekers – Series 2

### Teacher notes

The readers and lessons in this series have been written based on extensive research findings into improving English literacy learning outcomes. Although the lesson appears to be prescriptive, teachers should tailor each reading session to meet their students' needs. It is expected that the lesson will take place across several reading sessions. Additional teacher support and lesson notes are provided in the Series 3 Activity Book.

#### Lesson

1. Revise prior learning, typically from the last few reading sessions.
2. Conduct the phonics focus session, supporting systematic word-level decoding through guided practice.
3. Introduce the book. Have students make predictions about the text and make links to prior knowledge.
4. Guide students through the book, using the **C** and **V** questions in the teacher panels to prompt comprehension and develop vocabulary.
5. Revisit the book, using the **D** questions to reinforce the phonics focus and support decoding skills.
6. Have students complete the Say it oral language activity, further developing their literacy skills.
7. Have students complete the Get it activity. This will give formative insight into their understanding of the text and images.
8. Have students complete the Nail it! activity to further reinforce the phonics focus. Students can simply read and spell the listed words with a partner, play a spelling game (which may also include words from other lists) or use these words as a springboard for further revision of the phonics focus.
9. Reinforce phonics, vocabulary, and/or text structure and features learning with one or more of the relevant tasks from the Activity Book. This reinforcement may happen at a time other than the scheduled reading session.

Teacher panel key:

**C** Comprehension    **V** Vocabulary    **D** Decoding

Teacher lessons and notes to guide students through the book.

Use the **C** and **V** questions to prompt comprehension and develop vocabulary.

Revisit the book and use the **D** questions to reinforce the phonics focus and support decoding skills.

Indepth reinforcement of the phonics focus area of the book.

Oral and written language lessons that can take place across several reading sessions.

Teachers can tailor each reading session to meet their students' needs.

### Phonics focus: The long 'i' sound

1. Say: When a word has a long 'i' sound, the sound is the same as the name 'i'. One way of spelling the long 'i' sound is with the magic 'e'. Can you spot how the magic 'e' does its magic? Write two columns of words on the board, saying each pair with the students as you write it.  
quit quite  
slid slide  
fin fine
2. Say: Which are the words with the short 'i' sound? Yes, they are 'quit, slid, fin'. Which are the words with the long 'i' sound? Yes, they are 'quite, slide, fine'. The spelling of each pair of words is very similar, except for one letter. What is that letter? Yes, all of the long 'i' words end with 'e'. That's the magic 'e'. We can't hear the 'e' – it is silent – but it does its magic by making the long 'i' sound.
3. Say: We can see the magic 'e' in all sorts of words but they generally follow the same pattern. Can you see what it is? Write 'smile, sometimes, likely, realise' on the board, saying each word with the students as you write it.  
Say: Where is the magic 'e' that makes the long 'i' in 'smile'? When students identify it, circle the letters 'i' and 'e' and draw a link between them: sm(i)e. Do the same with the other examples.  
Say: These words are very different in some ways but can you see what they all have in common? Yes, they all have the letter 'i', then a consonant and then the magic 'e' that we can't hear but it makes the letter 'i' into the long 'i' sound.
4. Say: The magic 'e' can make a long 'i' sound with another letter too. What letter is it turning into a long 'i' sound in these words? Write 'type, byte, style' on the board, saying each word with the students as you write it. When they identify 'y' is linked to the magic 'e', say: We know that 'y' can sometimes be a vowel and sometimes a consonant. Here it is a vowel that makes the long 'i' sound when it is linked up with the magic 'e'.
5. Say: Today we have learnt how the magic 'e' does its magic. When the letter 'i' is followed by a consonant and then a silent 'e', the sound becomes a long 'i'. In a few words, it does its magic with the letter 'y' too. The magic 'e' does its magic by turning a short vowel sound into a long vowel sound. The magic 'e' works for all the other vowels too – 'a', 'e', 'o' and 'u'.

Note: For related phonics focus lessons, see: *Watch Out on the Land* (Series 3, Book 9 – other spelling patterns for the long 'i'); *Bare Bones* (Series 3, Book 21 – magic 'e' variations); and *Wild, Wild Weather* (Series 2, Book 20 – magic 'e' with all vowels).

# Teacher editions – internal pages

## Story Seekers – Series 2

Each *Story Seekers* book focuses on one or more sounds within the English alphabetic code.

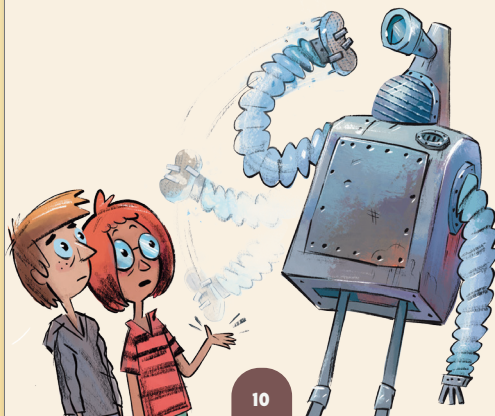
Decoding questions to apply phonological knowledge in context will strengthen students' skills and improve their phonemic and phonological awareness.

Robo's eyes flashed. His head spun around. **Buzz, squeak, zing!**

Down came his arm. Robo took the sponge from Nina's hand. Up went his arm.

Up, down. Up, down. Fast.

"Look, he thinks the sponge is a phone," I said.

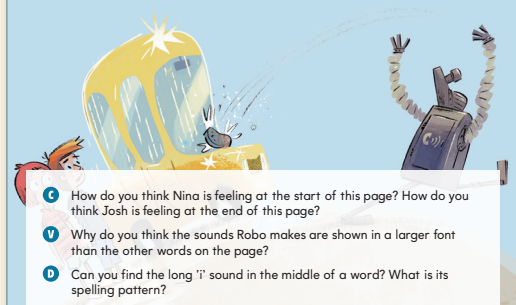


"Great! Robo is cleaning the car for me," said Nina.

The car was clean. Robo's head spun around. His eyes flashed. **Bloop, clunk, honk!** said Robo.

Then he raced down the street, waving his arms wildly.

"I don't think he should be doing that," I said.



- C** How do you think Nina is feeling at the start of this page? How do you think Josh is feeling at the end of this page?
- V** Why do you think the sounds Robo makes are shown in a larger font than the other words on the page?
- D** Can you find the long 'i' sound in the middle of a word? What is its spelling pattern?

## Chapter 4

Robo raced off down the street, waving his arms wildly. We ran after him.

Robo was in the park. His eyes flashed. His head spun around.

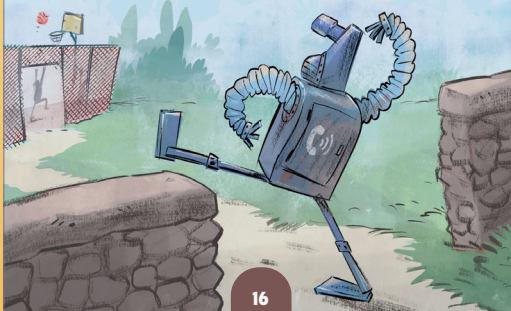
Robo ran onto the basketball courts. Some kids were playing a game.

"Hey, what are you doing? We're shooting hoops," said a girl.

**Plunk-plunk, swish!** said Robo.

Down came his arm. Robo grabbed the basketball. Up went his arm. The ball disappeared over the fence.

"Oops," I said.



- C** If Robo could answer the girl's question in words we can understand, what do you think he would be saying here?
- V** What prefix can we take away from 'disappeared' to make a word with the opposite meaning?

Text-based, **HOT** questions to encourage deeper understanding of the text and prompt rich discussion and build strong linguistic comprehension.

Vocabulary questions to help students develop and reinforce morphological links.

# Corresponding Activity Books

## Story Seekers Activity Book – Series 2



**Josh Jones and the House of Fails – The Robo-Phone**  
by Paul Mason

### Teacher tips

#### Introduction

Josh once again visits Auntie Deb and her house of failed inventions. This time he borrows the Robo-Phone, a robot that is meant to answer your phone when it rings. After Josh makes some adjustments, Robo-Phone causes trouble wherever he goes.

#### Pre-reading

Assign and support one or more of these activities.

##### Let your imagination go wild!

Do you think the Robo-Phone was a good or a failed invention? Think of some possible ways it could be a useful and then think of some crazy ways you could use it!

##### A picture paints a thousand words

Open out the cover of the book.

- What information does this picture give you about where and when the story is set?
- What information does it give you about the characters?
- What type of book do you think this is? Why do you think that?

##### Nailing the code

Phonics focus area: long 'i' sound – review

Spelling patterns	Long 'i'	Examples
At the start of words	i, i_e	ideas, ice cream
In the middle of words	i, ie, igh, i_e, y*	find, cried, sighed, like, lying
At the end of words	y, ie, igh*	my, pie, high

\* These spelling patterns do not feature in the text.

#### During reading – HOT questions

Page 3: Look at the picture, do you see a clue to what invention Josh will chose?

Page 6: Josh is keen to show off Robo. What do you think will happen next?

Page 8: What do you think is behind the door on Robo's back?

Page 13: The author repeats what Robo does with arm. Why?

Page 14: Why do you think the words 'Pow, clang, thud' have been written like this?

Page 17: Would Robo be good at basketball if he tried? Do you have any suggestions?

Page 20: What made Robo stop and take notice of the voice calling out?

Page 25: Will Robo be better behaved now he is back to the way he was? Why?

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Teaching ideas that build on concepts in the student books.

Supports teachers to extend student learning while reducing preparation time.



**Josh Jones and the House of Fails – The Robo-Phone**  
by Paul Mason

### Sounds like ...

The Robo-Phone robot makes weird noises each time he works but the story tells us why that is happening.

Write what is happening in the story that explains each noise on the chart. Then imagine that you hear each noise in real life instead of in a story. What could be going on if this was actually happening? Write your ideas in the final column.

Noise	What's happening in the story?	What could be happening in real life?
Bloop, clunk, honk!		
Gargle, pop, plop!		
Pow, clang, thud!		
Woof, woof, crunch!		
Ptunk-ptunk, swish!		
Click, ding, beep		
Biff, bam, boing!		
Belch, clap, splat!		
Buzz, squeak, zing!		
Woof, yank, clonk!		

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