





## REGIONAL SALES CONSULTANTS

For more information, please contact your Regional Sales Consultant:

WESTERN CAPE, EASTERN CAPE  
AND NORTHERN CAPE

**Zambi Grimston**  
Sales Consultant

Tel: 021 659 2580

Fax: 021 659 2662

Cell: 073 421 6238

Email: [zgrimston@juta.co.za](mailto:zgrimston@juta.co.za)

GAUTENG, LIMPOPO, MPUMALANGA,  
NORTH WEST AND FREE STATE

**Michael Ntuli**  
Sales Consultant

Tel: 011 217 7200

Fax: 011 883 6825

Cell: 073 185 2020

Email: [mntuli@juta.co.za](mailto:mntuli@juta.co.za)

KWA-ZULU NATAL AND EASTERN CAPE

**Tami King**  
Sales Consultant

Tel: 087 820 5889

Fax: 086 269 7660

Cell: 083 215 6742

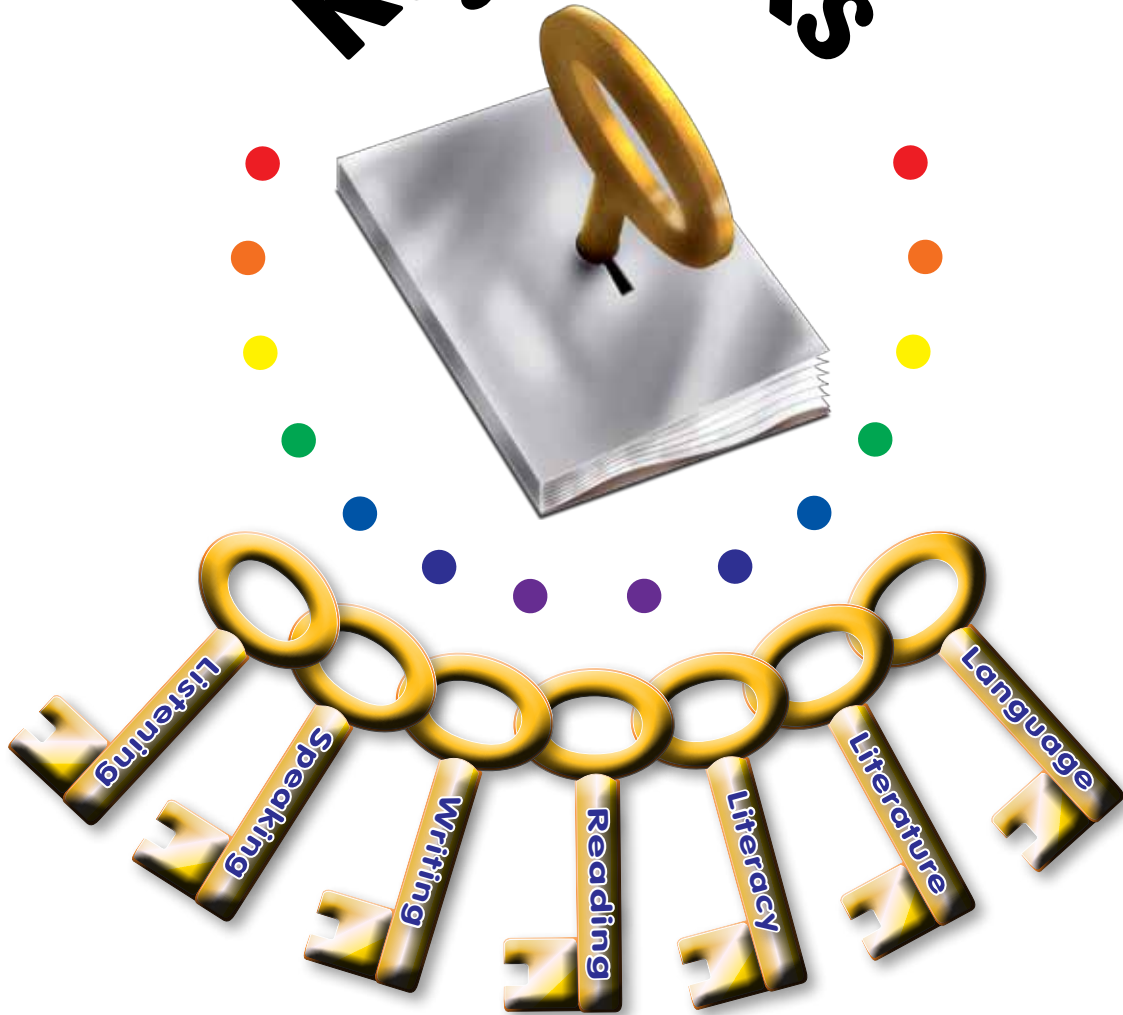
Email: [tking@juta.co.za](mailto:tking@juta.co.za)



[www.juta.co.za](http://www.juta.co.za)



# Key Links



## CATALOGUE

by **Jill Eggleton** QSO



[www.juta.co.za](http://www.juta.co.za)





# Unlock the keys and meet the needs of the new CA

**Key Links** encourages explicit teaching through engaging fiction and nonfiction texts.

**How?** Easy-to-access prompts focus teacher-learner discussions to maximise teaching opportunities. The lessons address all three curriculum strands of language, literacy and literature. They give specific focus to active learner interaction. Learners are expected to think and talk about what and how they read.

**So?** Learners are specifically taught processing skills, such as word recognition and sound and letter knowledge. They also explicitly discuss and use comprehension strategies right from the beginning. As they develop their reading skills, links between reading and writing are made more precise.

**Why?** Learners learn to read text, comprehend it, and learn from what they read.

## What makes *Key Links* truly different for learners?

### The books

- The humorous fiction titles and fascinating non-fiction titles engage readers.
- The wrap-around covers increase excitement and add information about the book before reading.
- There is a good balance of fiction and non-fiction titles at each level.

### The design

- The design is cutting edge, to appeal to young, visually savvy learners. Features include speech bubbles, variety of fonts and design, and non-fiction features.

### Documentary-Style Non-Fiction

- To make non-fiction more accessible to beginning readers *Key Links* uses a documentary style.
- Using a 'case study' approach, experiences of animals or people are recounted to give students a more familiar story-like feel.

## What makes *Key Links* truly different for teachers?

The Focus Panel provides practical support 'on the page'.



The FOCUS PANELS provide prompts to use

- PREVIEW – before reading
- VIEW – during reading
- REVIEW – after reading

The prompts focus on:

- oral language – thinking and talking about text.
- comprehension strategies – making meaning.
- processing skills – unlocking the text
- vocabulary and letter-sound relationships in context
- reading fluency
- writing letters, words and word families

The prompts for non-fiction titles focus students on:

- clarifying and building vocabulary
- 'reading' the non-fiction features
- making connections
- forming opinions
- making inferences
- comparing and contrasting
- posing questions
- summarising

# to reading success

## PS - Foundation & Intermediate Phase



### Activities

#### Paired Activities

- each title includes a paired activity to practice oral language and reinforce comprehension

#### Independent Activities

- each title includes an independent activity that encourages learners to develop their critical thinking skills and expand their horizons

#### Glossary

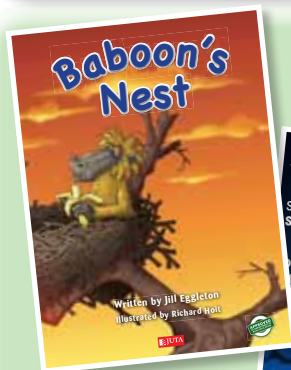
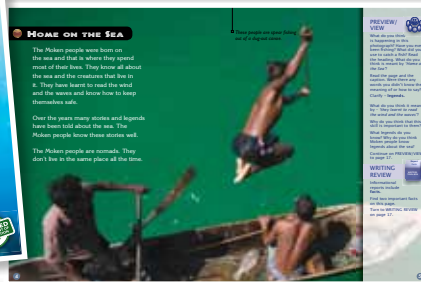
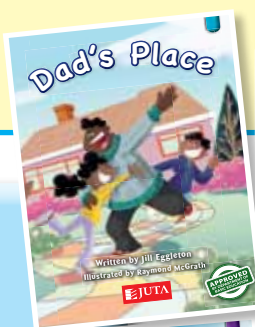
- each title includes a glossary of new words to build learners' vocabulary

## Guided Reading

Levelled fiction and nonfiction

Scaffolded skills, strategies and processes

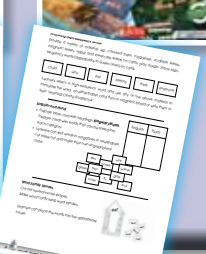
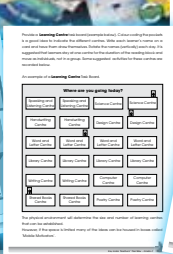
Opportunities for explicit teaching through prompts for speaking, listening, reading and writing



## Shared Reading

Specifically model language, literature, literacy skills and strategies in context

- 24 books
- 4 "age-appropriate" levels



## Teacher's Tool Box

3 Teacher's Tool Boxes for foundation phase include classroom organisation and independent Learning Centre ideas

# Keylinks Graded Reader

## Scaffolded imaginative

### Magenta to Green



*Key Links'* fiction and non-fiction titles engage beginning readers in carefully-crafted texts. They provide rich opportunities for developing early understandings of language, literacy and literature concepts, skills and strategies.

### How?

To get the most out of each title, there is an easy-to-access Focus Panel on each page. This 'pedagogy on the page' changes as learners develop their skills and strategies.

#### Magenta

#### Red

#### and Yellow

For Magenta, Red and Yellow titles, the Focus Panel invites learners to:

**PREVIEW** – the images before reading

**VIEW** – the text during reading

**REVIEW** – discuss the story, write and respond after reading. At the end of each Magenta, Red or Yellow fiction title the images are replicated so learners are able to use them for **retelling**.



#### Magenta - Emergent

#### Blue

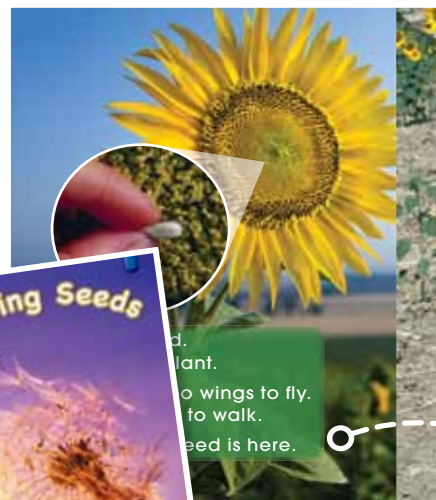
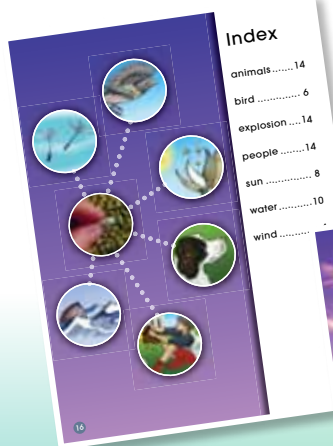
#### and Green

Some Blue titles and all Green titles combine **PREVIEW/VIEW** prompts, because:

- learners are able to 'read' both images and text at the same time.
- the characters and plots are more complex
- learners are able to participate in a more comprehensive discussions

For Blue titles, there is a **REVIEW** prompt in each Focus Panel. In Green titles, as the text is becoming more sophisticated, there is a **REVIEW** prompt on selected pages.

At the end of each Blue and Green fiction, there are selected images from the story. Learners are able to **sequence** and **retell** the story using them.



#### Blue

# Books for Foundation Phase

## texts for beginning readers

The Focus Panel provides prompts to encourage oral interaction between the teacher and learners, and learners in pairs.

Learners are encouraged to:

- question
- answer
- listen
- express opinions
- retell and sequence

Through expressing their ideas, learners are actively involved in developing:

- comprehension strategies
- processing skills
- early concepts about text structure and organisation
- vocabulary and sound and letter knowledge
- drawing conclusions

The **FOCUS PANEL** supports parents and ensures to ensure they are 'on the same page', if books are taken home.



**The lizard is under a rock.**

**The snake is under a rock.**

**The rabbit is under the ground.**

**PREVIEW**

What do you notice now in the photograph? Why are the animals back in these places?

**VIEW**

Read the sentences. How do we know it is daytime? Find the sentence that tells you...

**REVIEW**

These animals live in the desert and they do different things in the day and the night. What do you do at night? What do you do in the day? Are they the same things or different? Why?

**Red - Early**

**"Bla! Bla! Bla!" they said and they kicked all the apples out of the box.**

**PREVIEW**

What are the aliens doing now? Are they having fun? How can you tell? What do you think the shopkeeper might do now?

**VIEW**

Read the pages. Would there have been any apples left in the box when the aliens had finished? How do you know? Find the sentence that tells you. Find the words that tell you...

**REVIEW**

Write the word all. Write it again and again. Add a letter to the start of the word to make a new word. How many other words can you write with \_all? Put the two letters (blend) sm in front. What word have you written?

**Yellow - Early**

**PREVIEW**

What are the aliens doing now? Are they having fun? How can you tell? What do you think the shopkeeper might do now?

**VIEW**

Read the pages. Would there have been any apples left in the box when the aliens had finished? How do you know? Find the sentence that tells you.

**PREVIEW**

What do you know about seeds? What helps to make seeds grow? Can seeds move? Why do you think that? What can you see in this photograph? What do you think the arrow might be showing you?

**VIEW**

Read the page. What doesn't a seed have? Find the words that tell you.

What did you find interesting about this information? Read the sentence. How do you think the seed got there?

**REVIEW**

Which words are plural? (wings, feet) Write the word wings. Write the word that makes it just one. (singular) Write the word feet. Now write the word that makes it just one. What is different about the word feet?

**Blue - Early**

**In the night, there was a big wind. The tent went ... flap! flap! flap!**

**"I will have to tie it down," said Uncle Al. "But how? There's nowhere to tie it."**

**PREVIEW / VIEW**

What is happening now? What do you think a problem might be? How do the boy and Dad feel? Why do you think they feel like this?

**VIEW**

Read the pages aloud together. Use the punctuation and other clue to help you read with expression.

Which word tells you a sound? What does flap mean? What can make things flap?

Do you think Uncle Al's idea was a good one? Why or why not?

**Green - Early**

**PREVIEW / VIEW**

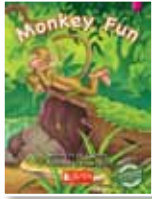
What is happening now? What do you think a problem might be? How do the boy and Dad feel? Why do you think they feel like this?

Read the pages aloud together. Use the punctuation and other clue to help you read with expression.

Which word tells you a sound? What does flap mean? What can make things flap?

# Key Links Graded Reader

Magenta - Emergent



Monkey Fun  
978-0-7021-9002-5



I am a Robot  
978-0-7021-9003-2



What Next?  
978-0-7021-9004-9



Sleeping Animals  
978-0-7021-9005-6



Racing  
978-0-7021-9006-3



What is Long?  
978-0-7021-9007-0



Whiskers  
978-0-7021-9008-7



No Bones  
978-0-7021-9009-4



A Place to Live  
978-0-7021-9010-0



Where can they Live?  
978-0-7021-9011-7



Wheels  
978-0-7021-9012-4



Kind Bird  
978-0-7021-9013-1



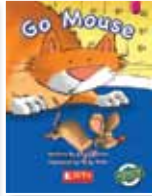
Night in the Garden  
978-0-7021-9014-8



Dinner for Baby  
978-0-7021-9015-5



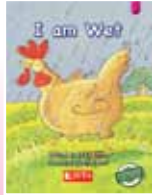
Look at the Web  
978-0-7021-9016-2



Go Mouse  
978-0-7021-9017-9



The Kings Pants  
978-0-7021-9018-6



I am Wet  
978-0-7021-9019-3



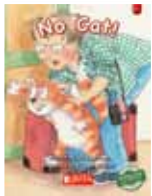
Tricky Tiger  
978-0-7021-9020-9



Look Bee!  
978-0-7021-9021-6



Key Links Grade 1  
Teachers Tool Box  
978-0-7021-9155-8



No Cat  
978-0-7021-9022-3



Racing Cars  
978-0-7021-9023-0



Dad's Boot  
978-0-7021-9024-7



Rabbit and the Frog  
978-0-7021-9025-4



Lucky Seal  
978-0-7021-9026-1



Look! No Tail  
978-0-7021-9027-8



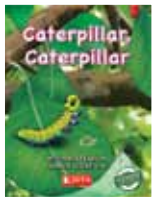
Day and Night in the Desert  
978-0-7021-9028-5



The Turtle's Journey  
978-0-7021-9029-2



Crazy Cat  
978-0-7021-9030-8



Caterpillar, Caterpillar  
978-0-7021-9031-5



No Kings in the Kitchen  
978-0-7021-9032-2



Hide and Seek  
978-0-7021-9033-9



Hungry Fox  
978-0-7021-9034-6



Brown Bear  
978-0-7021-9035-3



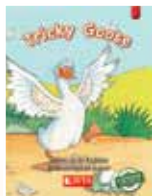
Big Gorilla  
978-0-7021-9036-0



A Crocodile Mother  
978-0-7021-9037-7



Frogs in the Pool  
978-0-7021-9038-4



Tricky Goose  
978-0-7021-9039-1



Where is Dad?  
978-0-7021-9040-7



Sailor Sid is Sick  
978-0-7021-9041-4



Where are the Bats?  
978-0-7021-9042-1



Food for Zebras  
978-0-7021-9043-8



Down at the Waterhole  
978-0-7021-9044-5



Helicopters Help  
978-0-7021-9045-2



Key Links Grade 1  
Teachers Tool Box  
978-0-7021-9155-8



Red - Early



# ers for Foundation Phase

## Yellow - Early



Octopus is a Friend  
978-0-7021-9046-9



Greedy Rabbit  
978-0-7021-9047-6



Crazy Cat Helps Out  
978-0-7021-9048-3



Hippo's Egg  
978-0-7021-9049-0



Animal Fathers  
978-0-7021-9050-6



Octopus Mothers  
978-0-7021-9051-3



Smoke Jumpers Help  
978-0-7021-9052-0



Going Under  
978-0-7021-9053-7



The King's Ride  
978-0-7021-9054-4



Cat and Fish  
978-0-7021-9055-1



The Aliens Go Shopping  
978-0-7021-9056-8



TJ's Car  
978-0-7021-9057-5



The Tall Tree  
978-0-7021-9058-2



It Started with a Plant  
978-0-7021-9059-9



Super Dog  
978-0-7021-9060-5



Going Up  
978-0-7021-9061-2



Big Bull  
978-0-7021-9062-9



Cool Sails  
978-0-7021-9063-6



Jake's Job  
978-0-7021-9064-3



Big Dinosaur  
978-0-7021-9065-0



Under the Ice  
978-0-7021-9066-7



Changing Colours  
978-0-7021-9067-4



Robot Crab  
978-0-7021-9068-1

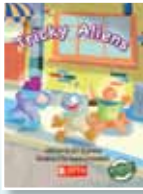


Living in Space  
978-0-7021-9069-8



Key Links Grade 2  
Teachers Tool Box  
978-0-7021-9156-5

## Blue - Early



Tricky Aliens  
978-0-7021-9070-4



Saving Shark  
978-0-7021-9071-1



Robber Cat  
978-0-7021-9072-8



Sailor Sid is Clever  
978-0-7021-9073-5



Baby Bonobos Alone  
978-0-7021-9074-2



Dolphins to the Rescue  
978-0-7021-9075-9



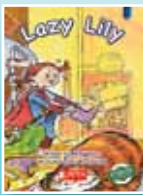
In a Nutshell  
978-0-7021-9076-6



Moving Elephants  
978-0-7021-9077-3



Big Bull Gets Bored  
978-0-7021-9078-0



Lazy Lily  
978-0-7021-9079-7



Mrs Spatt and Spider  
978-0-7021-9080-3



Tricera's Lesson  
978-0-7021-9081-0



Living in a Cave  
978-0-7021-9082-7



A Handy Horse  
978-0-7021-9083-4



Moving Seeds  
978-0-7021-9084-1



A Big Earthquake  
978-0-7021-9085-8



Key Links Grade 3  
Teacher's Tool Box  
978-0-7021-9157-2

## Green - Early



Spider Gets Jealous  
978-0-7021-9094-0



Moon Mouse  
978-0-7021-9095-7



Mr Rooster  
978-0-7021-9096-4



Tilly's Tantrum  
978-0-7021-9097-1



Knut A Pet or Not  
978-0-7021-9098-8



Junk Raft Journey  
978-0-7021-9099-5



Battle to Breathe  
978-0-7021-9100-8



A Real Tree House  
978-0-7021-9101-5



I Dare You  
978-0-7021-9102-2



Alien Trouble  
978-0-7021-9103-9



A Bag in the Jungle  
978-0-7021-9104-6



Uncle Al  
978-0-7021-9105-3



A Snake Wrangler  
978-0-7021-9106-0



Bully Bugs  
978-0-7021-9107-7



Up Pops a Mushroom  
978-0-7021-9108-4



Bug Hunters  
978-0-7021-9109-1



Cousin Kate  
978-0-7021-9110-7



Baxter  
978-0-7021-9111-4

## Models for demonstrating concepts

- *Key Links'* Big books provide a source of literature-quality text for beginning readers.
- They are language-rich, humorous and filled with lively, rhythmical, rhyming text.
- They also provide the opportunity for teacher-led demonstrations of reading concepts, skills and strategies, in context.
- These skills and strategies are reinforced and carefully scaffolded through the prompts in the *Key Links'* Guided Reading books.

### KEY FEATURES

- Specifically designed for "age" not "stage"
- Strong characters
- Engaging visuals
- Humour
- Emotion
- Rich and descriptive language

### There is a different focus for each day.

The FOCUS PANEL provides prompts to support each focus.

- Day 1:** Comprehension
- Day 2:** Vocabulary
- Day 3:** Flow/Phrasing/Fluency
- Day 4:** Phonic Knowledge, Phonemic Awareness
- Day 5:** Oral, Written and Visual Language

*'Shared reading is where the language beats its way through the book, inspires children and motivates them to want to read'* Jill Eggleton

### Each title is written specifically for Shared Reading and is designed to:

- inspire a love of reading, language and literacy
- tap into children's imaginations
- trigger emotion
- promote discussion
- enable learners to make connections
- extend and enrich their vocabulary
- enrich and extend learners' language experiences beyond their independent reading ability

#### Day 1

Read the entire story to the learners. Use expression and voice characterisations.



#### Focus on comprehension.

- Ask the learners:  
*Who were the characters?*  
*Who was the main character?*  
*Where did the story happen? (setting/s)*  
*What was the problem/s?*  
*Did the problem/s get solved?*  
*Why not?*
- Ask the learners:  
*What did Suzee Sing think about herself?*  
*Why do you think Suzee Sing didn't find out who was causing the problem in the museum?*  
*Who do you think did it?*  
*Why do you think that?*  
*How do you know Suzee Sing wanted to really find out what was happening in the museum? (She stayed there all day and all night.)*  
*If you were the museum man, what would you do next?*
- Ask one learner to be Suzee Sing. Say to the learners:  
*What question can you ask Suzee Sing?*  
*You can use: how, why, when, where, what?*
- Say to the learners:  
*Suzee Sing had a job to do. She tried but it was a difficult job and in the end she never found the answer to the problem in the museum. She was a good spy and knew a lot, but not everything. Nobody can know everything. Have you ever tried to do something that you have found too hard?*  
*Why?*  
*What did you do?*

#### Day 2

Read the pages. Focus on the word **special**. Talk to the learners about what they think this word means.

Focus on the words **ring ringetty ring**. Talk about them being words for a sound. Ask the learners what other words could have been used to make the sound of a phone ringing.

Read the rest of the story, encouraging the learners to join in when they can, particularly at repetitive parts. Stop only on the pages as indicated by 'Day 2' to clarify vocabulary. Otherwise continue reading.

Read the page, encouraging learners to join in the reading. Focus on the words **rap tap tap**. Talk about what they mean here.

Write **rap** and **tap** on the WOW WORDS chart.

Read the pages, encouraging learners to join in the reading. Focus on the words **peered/peeked/crowled/sneaked**. Talk about what they mean. Ask learners to demonstrate the meaning through action.

Write them on the WOW WORDS chart.

# Reading

## of language, literature and literacy

### Shared Reading 1



**Baboon's Nest**  
978-0-7021-9130-5



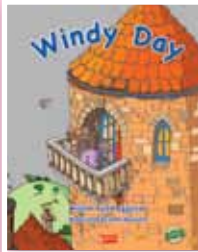
**How Boring**  
978-0-7021-9132-9



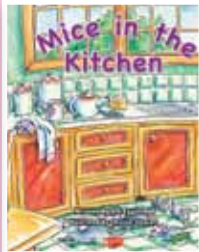
**Bad Luck Duck**  
978-0-7021-9131-2



**Shoo Fly**  
978-0-7021-9134-3



**The King and the Windy Day**  
978-0-7021-9135-0



**Mice in the Kitchen**  
978-0-7021-9133-6

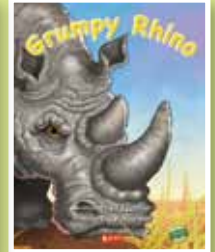
### Shared Reading 2



**Another Mother**  
978-0-7021-9136-7



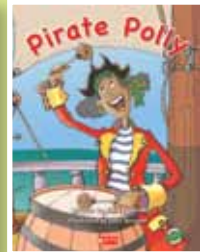
**Cass and the Colour Robber**  
978-0-7021-9137-4



**Grumpy Rhino**  
978-0-7021-9139-8



**Mrs McFee**  
978-0-7021-9140-4



**Pirate Polly**  
978-0-7021-9141-1



**Coco the Ratty Tatty Cat**  
978-0-7021-9138-1

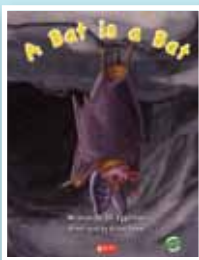
### Shared Reading 3



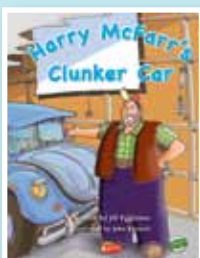
**Monkey's Mistake**  
978-0-7021-9146-6



**Fish Head Soup**  
978-0-7021-9144-2



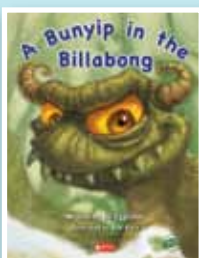
**Bat is a Bat**  
978-0-7021-9142-8



**Harry McFarr's Clunky Car**  
978-0-7021-9145-9



**Suzee Sing Special Spy**  
978-0-7021-9147-3



**Bunyip in the Billabong**  
978-0-7021-9143-5

### Shared Reading 4



**The Enormous Gynormous Hole**  
978-0-7021-9149-7



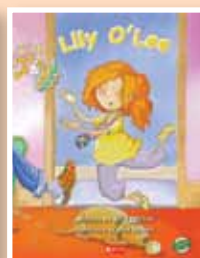
**Otis O'Doodle**  
978-0-7021-9152-7



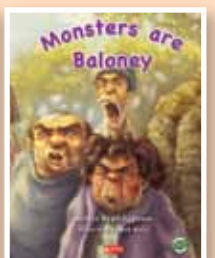
**Super Squid**  
978-0-7021-9153-4



**The Cantankerous Camel**  
978-0-7021-9148-0



**Lily O'Lee**  
978-0-7021-9150-3



**Monsters are Baloney**  
978-0-7021-9151-0

# Key Links Graded Reading for Development

At the Fluency level, *Key Links* presents titles. These titles then become a source of discussion and models.

## At the Fluency levels you will find

- ✓ a specific focus on a **READING REVIEW** for some pages and a **WRITING REVIEW** for other pages
- ✓ grammar is highlighted through **WORD SPOTTING**
- ✓ vocabulary is highlighted through **WORD WORK**



## Imaginative Texts

In the Fluency titles, there is a growing emphasis on the literary aspects of imaginative texts. Through Jill Eggleton's well-crafted writing, students are provided literature-quality narratives. The focus panel prompts discussion about:

- narrative settings
- identifying characters and building relationships between them
- establishing problems and resolutions
- using dialogue
- using literary elements, such as similes
- creating mood
- grammar in context
- using an underlying theme, eg bullying, selfishness

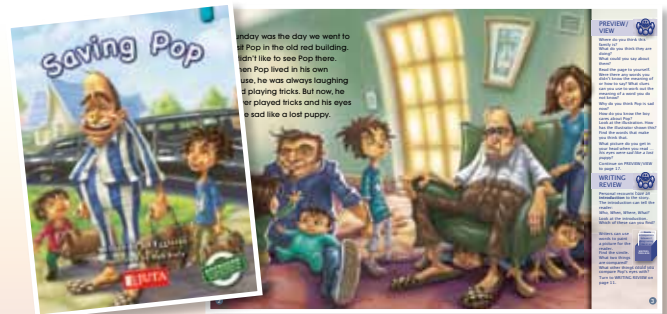
## Narrative

Narrative titles provide models for stories where the narrator is not part of the story, but an observer. They are told in the third person.



## Personal Narrative

Personal Narrative titles provide models where the narrator or storyteller is part of the story. They present a one-sided view, often based on the narrator's feelings and emotions. They are told in the first-person.



## Reading and Writing Links

At the Fluency level, the texts students read provide models for writing. At the back of each book, students are encouraged to engage in a Paired Activity. They are prompted to think and talk about key features of narratives and given a graphic organiser to assist them. At Turquoise, the focus is on discussion of ideas. At Purple and Gold, the students are encouraged to write in the text-type.

### Paired Activity

#### A NARRATIVE IDEA

RETELL A STORY I HAVE READ OR HEARD

1. Think about the story. What is the title?
2. Begin to retell the story to a partner. In the beginning, make sure you talk:
  - who the characters are
  - where the story is set
  - when the story happened.
3. Tell your partner what happened in the order it happened.
4. Make sure you tell your partner what the problem or problems were and how they were solved.
5. Get your partner to find out more by asking questions: How, Why, Where, Which, Who, What?

The story is called Alan Cat. One day a cat from space arrived into the Kiwi house and made a mess of things. They already had a cat but the Kiwi house made such a fuss of the Alan Cat that their own got very jealous.

What did the cat do to show it was jealous?

### Independent Activity

#### Writing a NARRATIVE.

A NARRATIVE HAS:

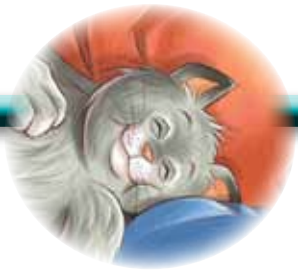
1. AN INTRODUCTION:
  - WHO the story is about
  - WHERE the story is set
  - WHEN the story happened.
2. A PROBLEM:
  - the events of the story and the problems the main characters face
  - what the characters do about the problem.
3. A SOLUTION:
  - how the problems is solved.

### INDEPENDENT ACTIVITY GRAPHIC

Think of a story idea to write your NARRATIVE about. Make a rocket graphic like this to help you with your planning.

From *KC Miggins*

# Developers Intermediate Phase Developing Readers



that are explicit models of specific text-types.  
for writing for imaginative, informative and persuasive texts.

Turquoise — Gold (RR 15-22)

## Informative Texts

At the earlier levels of *Key Links* a 'documentary' or 'case-study' approach to informative texts was taken. For the developing readers at the Fluency level, more conventional informative text-types are used, such as Information Reports and Explanations. These titles are written to provide examples of information:

- arranged under headings and sub-headings
- based on main ideas and supporting facts
- using photographs, illustrations and diagrams to support ideas
- written using appropriate grammar, vocabulary and generic structure
- using an extended range of nonfiction visual features

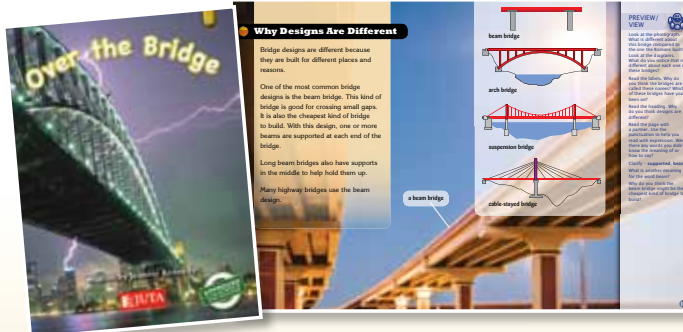
## Information Reports

The reports provide models of texts that define and classify the topic, then provide factual details.



## Explanations

The explanations go beyond the facts to provide 'how' and 'why' information about a topic.



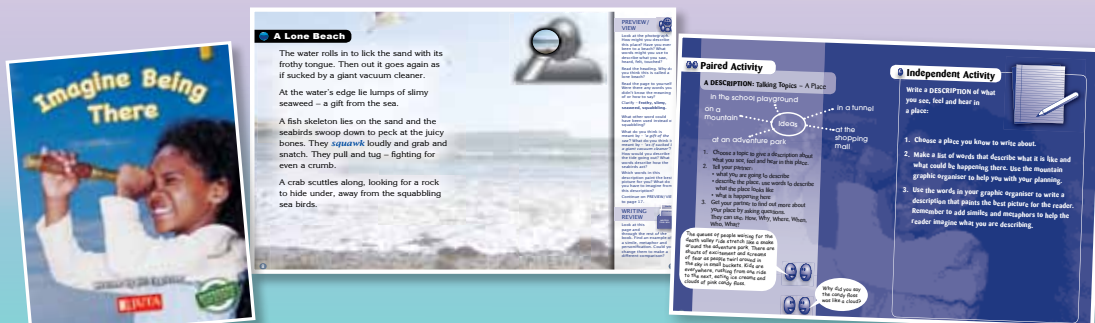
## Descriptions

Descriptions may be imaginative or informative and are often parts of other texts, such as narratives or factual texts. They are rich in vocabulary and imagery.

*Key Links* makes a special feature of Descriptions so students have explicit experience with the rich language used in them.

The *Key Links* texts describe

- the specific appearance or actions of animals or people
- places, some imagined and some real



## Diaries

**Diaries are sequential recounts of events. There may not be a problem and resolution.**

Some *Key Links* diaries are imaginative. Although told as recounts in a diary format, there is a narrative storyline as each text reveals and resolves the plot.

Some *Key Links* diaries are informative. They provide a realistic retelling of a person's experience.



## Persuasive Texts

Persuasive texts in *Key Links* are models that present one or more points-of-view. They are designed to convince the reader of the writer's point of view.

These texts provide examples of:

- opinions for and against a topic
- presenting facts to back up opinions
- emotive language
- re-stating a point-of-view in several ways.



## Persuasive Argument

In the *Key Links'* Persuasive Argument titles, students are prompted to make text-to-self connections with the opinions expressed. Students are also prompted to agree or disagree with the opinions expressed and to justify their opinion.

In the some titles, a topic is presented as the basis of an argument, eg Chihuahuas are NOT like other dogs.

With other titles, a debate-style topic or dilemma is set up, eg. Should I change best friends? Arguments are then presented for and against.



# Turquoise - Grade 4

## Narrative



**Making a Choice**  
FAL: 978-0-7021-9208-1  
HL: 978-0-7021-9118-3



**Adventure in the Desert**  
FAL: 978-0-7021-9202-9  
HL: 978-0-7021-9112-1

## Personal Narrative



**Saving Pop**  
FAL: 978-0-7021-9211-1  
HL: 978-0-7021-9121-3



**Dad's Place**  
FAL: 978-0-7021-9203-6  
HL: 978-0-7021-9113-8

## Report



**The Hoatzin Bird**  
FAL: 978-0-7021-9206-7  
HL: 978-0-7021-9116-9



**Different Villages**  
FAL: 978-0-7021-9204-3  
HL: 978-0-7021-9114-5

## Explanation



**Hunting for Treasure**  
FAL: 978-0-7021-9207-4  
HL: 978-0-7021-9117-6

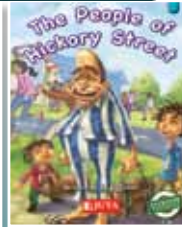


**Race to the Finish**  
FAL: 978-0-7021-9210-4  
HL: 978-0-7021-9120-6

## Description



**Word Pictures**  
FAL: 978-0-7021-9214-2  
HL: 978-0-7021-9124-4



**The People of Hickory Street**  
FAL: 978-0-7021-9209-8  
HL: 978-0-7021-9119-0

## Diary



**A Sneak Peek into Dylan's Diary**  
FAL: 978-0-7021-9212-8  
HL: 978-0-7021-9122-0

## Opinion



**Views on the News**  
FAL: 978-0-7021-9213-5  
HL: 978-0-7021-9123-7

## Narrative



**Banjo**  
FAL: 978-0-7021-9215-9  
HL: 978-0-7021-9178-7

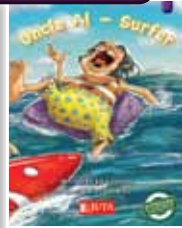


**KC Miggins**  
FAL: 978-0-7021-9221-0  
HL: 978-0-7021-9184-8

## Personal Narrative



**Fussy Ferret**  
FAL: 978-0-7021-9218-0  
HL: 978-0-7021-9181-7

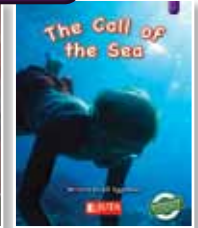


**Uncle Al - Surfer**  
FAL: 978-0-7021-9225-8  
HL: 978-0-7021-9188-6

## Report



**A Trip to Space Camp**  
FAL: 978-0-7021-9224-1  
HL: 978-0-7021-9187-9



**The Call of the Sea**  
FAL: 978-0-7021-9216-6  
HL: 978-0-7021-9179-4

## Explanation



**Circus Performers**  
FAL: 978-0-7021-9217-3  
HL: 978-0-7021-9180-0



**Inside-out Skeletons**  
FAL: 978-0-7021-9220-3  
HL: 978-0-7021-9183-1

## Description



**Spotlight on the People**  
FAL: 978-0-7021-9223-4  
HL: 978-0-7021-9186-2



**The Hand of Nature**  
FAL: 978-0-7021-9219-7  
HL: 978-0-7021-9182-4

## Diary



**Wildlife Detective**  
FAL: 978-0-7021-9226-5  
HL: 978-0-7021-9189-3

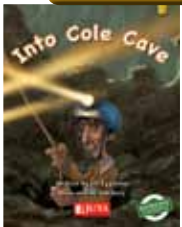
## Opinion



**Kids Speak Out**  
FAL: 978-0-7021-9222-7  
HL: 978-0-7021-9185-5

# Purple - Grade 5

## Narrative

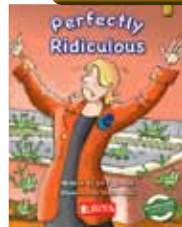


**Into Cole Cave**  
FAL: 978-0-7021-9229-6  
HL: 978-0-7021-9192-3



**The Secret**  
FAL: 978-0-7021-9237-1  
HL: 978-0-7021-9200-5

## Personal Narrative



**Perfectly Ridiculous**  
FAL: 978-0-7021-9234-0  
HL: 978-0-7021-9197-8



**Changes**  
FAL: 978-0-7021-9227-2  
HL: 978-0-7021-9190-9

## Report



**A Mammoth Eclipse**  
FAL: 978-0-7021-9230-2  
HL: 978-0-7021-9193-0

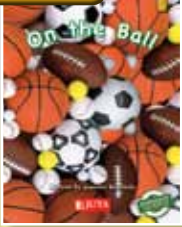


**Samsø, the Green Dream**  
FAL: 978-0-7021-9236-4  
HL: 978-0-7021-9199-2

## Explanation



**Over the Bridge**  
FAL: 978-0-7021-9233-3  
HL: 978-0-7021-9196-1



**On the Ball**  
FAL: 978-0-7021-9232-6  
HL: 978-0-7021-9195-4

## Description

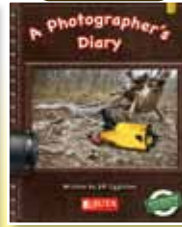


**Imagine Being There**  
FAL: 978-0-7021-9228-9  
HL: 978-0-7021-9191-6



**The Nature of Things**  
FAL: 978-0-7021-9231-9  
HL: 978-0-7021-9194-7

## Diary



**A Photographer's Diary**  
FAL: 978-0-7021-9235-7  
HL: 978-0-7021-9198-5

## Opinion



**Tall Tales or True Tales?**  
FAL: 978-0-7021-9238-8  
HL: 978-0-7021-9201-2

# Gold - Grade 6

# Key Links Graded Readers for Foundation Phase and Intermediate Phase



Key Links develops learners' language, literature and literacy strategies and skills

## Key Links Graded Readers Additional Bridging Materials for Foundation Phase to Intermediate Phase

Blue - Early



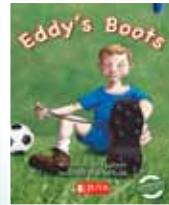
A Possum in the House  
978-0-7021-9086-5



Green Feathers  
978-0-7021-9087-2



A Job for Suzee Sing  
978-0-7021-9088-9



Eddy's Boots  
978-0-7021-9089-6



Harpy Eagle Chick  
978-0-7021-9090-2



Different Plants  
978-0-7021-9091-9



Rubbish in the River  
978-0-7021-9092-6



Robot Lander on Mars  
978-0-7021-9093-3

Green - Early



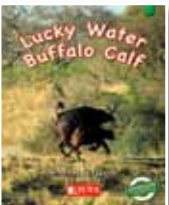
Uncle Al and the Soccer Game  
978-0-7021-9158-9



Robot RG9 Takes Over  
978-0-7021-9159-6



Battle in the Deep Sea  
978-0-7021-9160-2



Lucky Water Buffalo Calf  
978-0-7021-9115-2



Different or the Same  
978-0-7021-9161-9



The Stars Above  
978-0-7021-9162-6

### Narrative



The Storyteller  
978-0-7021-9125-1



The Flying Panini  
978-0-7021-9166-4



No Worries  
978-0-7021-9168-8



The Bedroom Swing  
978-0-7021-9163-3

### Personal Narrative



The Griffin Vulture  
978-0-7021-9167-1

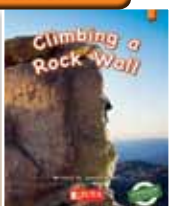


The Dingo Fence  
978-0-7021-9165-7

### Report



A Suit for Spacewalking  
978-0-7021-9170-1



Climbing a Rock Wall  
978-0-7021-9164-0

### Explanation

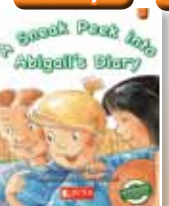


What's That?  
978-0-7021-9127-5



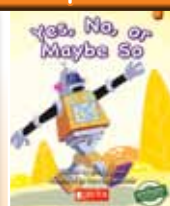
Who's Who?  
978-0-7021-9171-8

### Description



A Sneak Peek into Abigail's Diary  
978-0-7021-9169-5

### Diary



Yes, No, or Maybe So  
978-0-7021-9172-5

### Opinion





**Magenta**

**Grade 1**



**Red**

**Yellow**



**Grade 2**



**Blue**

**Green**

**Grade 3**



**Orange**

**Grade 3/4**



**Turquoise**

**Grade 4**



**Purple**

**Grade 5**



**Gold**

**Grade 6**





## REGIONAL SALES CONSULTANTS

For more information, please contact your Regional Sales Consultant:

WESTERN CAPE, EASTERN CAPE  
AND NORTHERN CAPE

**Zambi Grimston**  
Sales Consultant

Tel: 021 659 2580

Fax: 021 659 2662

Cell: 073 421 6238

Email: [zgrimston@juta.co.za](mailto:zgrimston@juta.co.za)

GAUTENG, LIMPOPO, MPUMALANGA,  
NORTH WEST AND FREE STATE

**Michael Ntuli**  
Sales Consultant

Tel: 011 217 7200

Fax: 011 883 6825

Cell: 073 185 2020

Email: [mntuli@juta.co.za](mailto:mntuli@juta.co.za)

KWA-ZULU NATAL AND EASTERN CAPE

**Tami King**  
Sales Consultant

Tel: 087 820 5889

Fax: 086 269 7660

Cell: 083 215 6742

Email: [tking@juta.co.za](mailto:tking@juta.co.za)

GAUTENG

**Pieter Smith**  
Sales Consultant

Tel: 011 217 7200

Fax: 011 883 8465

Cell: 083 283 7055



[www.juta.co.za](http://www.juta.co.za)