



Jess and Bess

Written by SPELD SA. Illustrated by Amber Edwards



Phonic Book Series

Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. The books support the learning of letter-sounds and blending in a sequential phonic order, helping readers to develop their independent decoding skills.

Reading tips:

- Have the reader point to each letter, saying the sound it represents. Swipe left to right under the letters, saying the sounds quickly and smoothly together to read the word. e.g. p-a-t is 'pat'; s-a-n-d is 'sand'; n-e-s-t is 'nest'.
- If the reader is having difficulty hearing the word when blending, try to model stretching the sounds together without pauses, e.g. *nnnniiiiip*, is 'nip'. If you can't stretch the sounds, e.g. 'tap', have the reader put the first two sounds together before adding the final sound. Alternately you can use letter tiles and push them together while saying the sounds.
- Check that the reader understands the meaning of the words in the book.
- Some words include sounds that will be taught in later units. Many of these words will be able to be sounded out as the reader learns more alternate spellings. For these words tell the reader the word and determine any 'tricky' parts by breaking it up into its sounds.

Readers may need help with these words:

here

High-frequency words in this book:

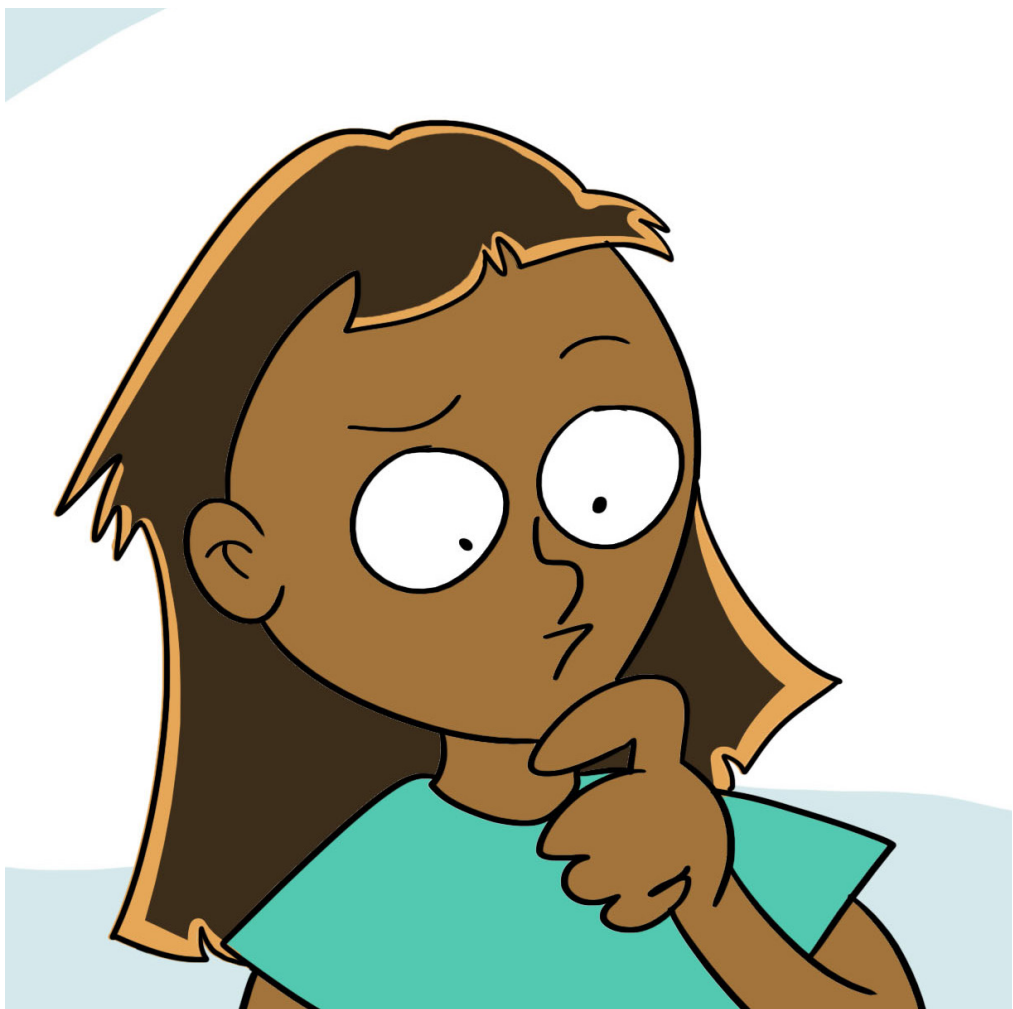
of



"Miss Fizz! It is a fox, a box, a bell and a hill."



Here is Jess and Bess.



*Miss Fizz will mull. Is it a
hill? Is it a fox?*



Yes, it is a fox on a hill.



*Jess did well. The fox is
on a hill. The fox is fat!*



Bess will mix the fox, box
and bell on the hill.



Will Miss Fizz fuss?



A fat fox on a hill. A mix of
a fox, a box, and a bell on a
hill.

Practise blending sounds in these words:

Jess

Bess

Miss

Fizz

fox

box

bell

hill

will

mull

yes

mix

fuss

Cover artwork by Elizabeth Close

'This artwork represents the literacy and numeracy learning journey, and the path towards independent learning. The circles represent the collaborative learning and supports around children with specific learning difficulties, including children, schools, families, SPELD SA and others.' **Elizabeth Close**, Artist.

Acknowledgments

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Thanks to the Anangu Lands for their contribution, including cultural advice on Anangu communities and language, for the original series.

We understand that the content, settings and characters may not reflect all Aboriginal people and their experiences but hope that Aboriginal students learning to read can find some familiarity in and connection with these books in their literacy journey.

SPELD SA is grateful for the contributions of staff and volunteers for: consultation and project development; writing texts; illustrating, photography and graphic design; character development and cultural advice; speech and language advice. This is a wide community effort, with talents, expertise and knowledge being shared for a common purpose – to improve literacy. Thank you all.

This set of SPELD SA Phonic Books aligns with the learning objectives of the Sounds-Write linguistic phonics program. [Sounds-write.co.uk](https://sounds-write.co.uk)

Initial Code:

Unit 1	a i m s t	It is Tim
Unit 2	n o p	Tip - top
Unit 3	b c g h	It is big!
Unit 4	d e f v	The Van
Unit 5	k l r u	Lap it up
Unit 6	j w z	Zig - zag, wag
Unit 7	x y ff ll ss zz	Jess and Bess
Unit 8	VCC CVCC	Jim held his hat
Unit 9	CCVC	Snug in a swag
Unit 10	CCVCC CVCCC CCCVC	Liz and Jeff



**Specific Learning
Difficulties SA**

SPELD SA acknowledges the traditional custodians of the lands on which we deliver our services. We pay our respects to elders past, present and emerging, and recognise their cultural heritage, beliefs and relationship with the land.

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