



Walk around your town

Written by Jacqui Edwards. Illustrated by Leanne Nugent.



SPELD SA
Phonic Book Series

Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. They are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. The books support the learning of letter-sounds and blending in a sequential phonic order, helping students to develop their independent decoding skills. The books also contain limited high frequency words that need to be taught before reading the book. The questions and activities focus on increasing a student's vocabulary and fluency and encourage the student to make deeper connections with the author's message.

Walk around your town (208 words)

Before reading the book, use the practice page to:

1. Revise the alternative spellings for sounds

2. Teach the blending of letter-sounds in regular words

The student points to each letter or combination of letters, saying the sound they represent. Swipe left to right under the letters, saying the sounds quickly and smoothly together to read the word. e.g. *p-i-ll-ow-s* is 'pillows'; *c-r-ow-d-s* is 'crowds'; *y-aw-n* is 'yawn'.

During single word practice, check that the student understands the meaning of the word.

If the student is having difficulty hearing the word when blending:

- repeat the sounds more than once in succession to help the student 'hear' the word
- model stretching the sounds together without pauses, e.g. *nnnniiiiip*, is 'nip'
- use letter tiles and push them together while saying the sounds.

3. Teach the high frequency words

Tell the student the words and determine any 'tricky' parts by breaking up the word into its sounds. Many high frequency words will be able to be sounded out later as the student learns more sounds and how they are written.

Reading tips

A combination of letters can represent a sound, such as in boat (b-oa-t), song (s-o-ng), fern (f-er-n), shout (sh-ou-t), or night (n-igh-t).

A sound can be written as different letters or letter combinations, such as the sound /ai/ in 'rain', 'play', 'make', the sound /ee/ in 'sleep', 'heat', 'happy' and the sound /ou/ in 'shout' and 'brown'.

A letter or letter combination can also represent different sounds, such as <ow> in 'how' and 'grow' or <y> in 'yellow', 'try' and 'mystery'.

Words can contain split vowel digraphs, such as in 'make', 'eve', 'bite', 'note' and 'tune'.

The suffix <ed> can represent the sound /d/ as in 'rubbed', /t/ as in 'packed' and /id/ as in 'landed'.

Words can contain schwa vowel sounds. The schwa is pronounced as an /uh/ sound, such as in, 'Nana', 'butter', 'across', 'the'. Explore with the student which part of the word has the schwa sound by breaking the word into its sounds. Take note of how the schwa sound is spelt.

Practice page

Set 10 includes words with alternate spellings for the sounds /oa/, /ou/, /er/, /ue/, /oo/ and /or/.

Practise blending sounds in words

ow /oa/	show	windows	pillows
ow /ou/	town	crowds	
ir /er/	birds		
ew /ue/	dew	new	
aw /or/	yawn		
al /or/	walk	tall	small
Revision	mountain	cute	dreaming

Practise high frequency words

your	what	do	you
the	their	into	does
something		coming	comes
purple	turtles		

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

- sunrise** – early in the morning, the sun is first appearing
- swag** – a sleeping bag and mattress with a canvas cover, to sleep in when camping
- morning dew** – drops of water on leaves in the early morning before the sun has risen
- the wet** – heavy rain in the wet season
- plains** – flat land
- community** – where you live and belong
-

Help with syllables

fam/i/ly

comm/u/ni/ty

fluff/y

rain/bow

snow/man

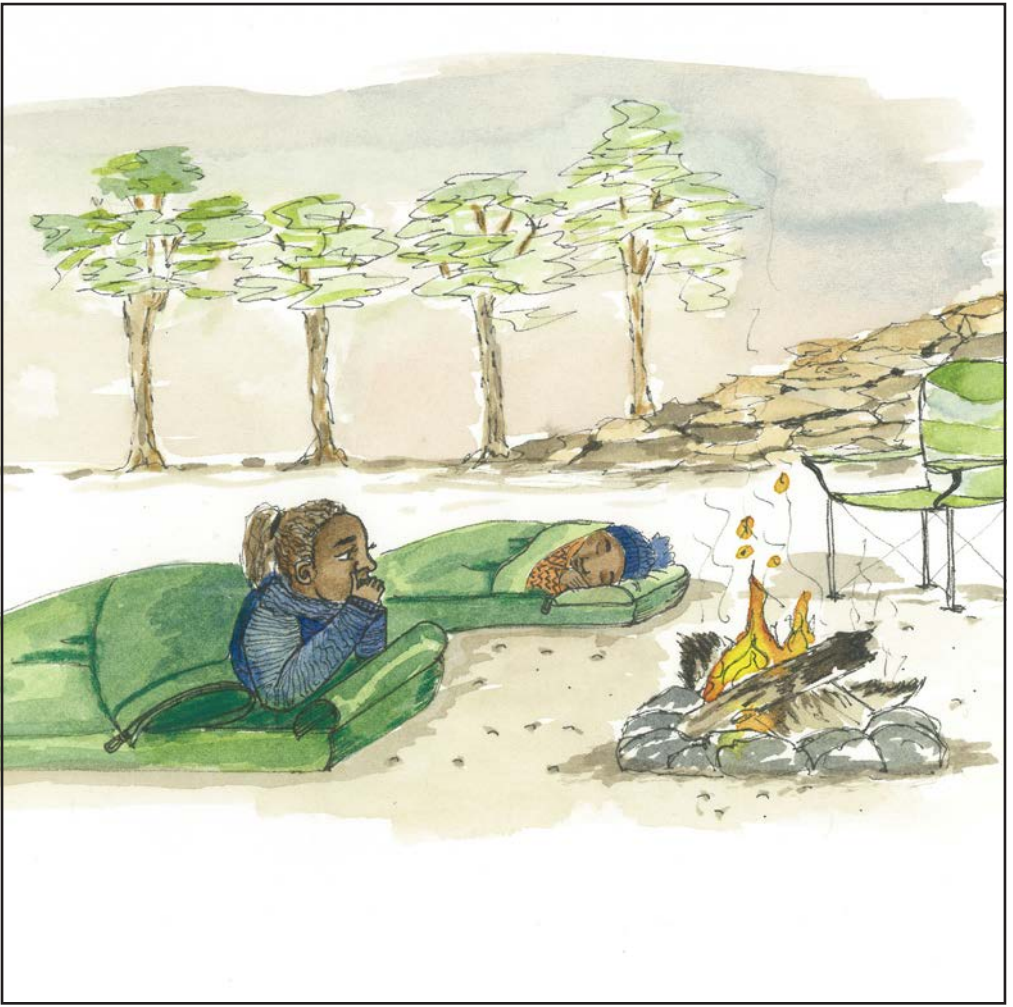
soak/ing



Walk around your town – what do you see?



A purple sunrise on the hills and
birds in a tree.

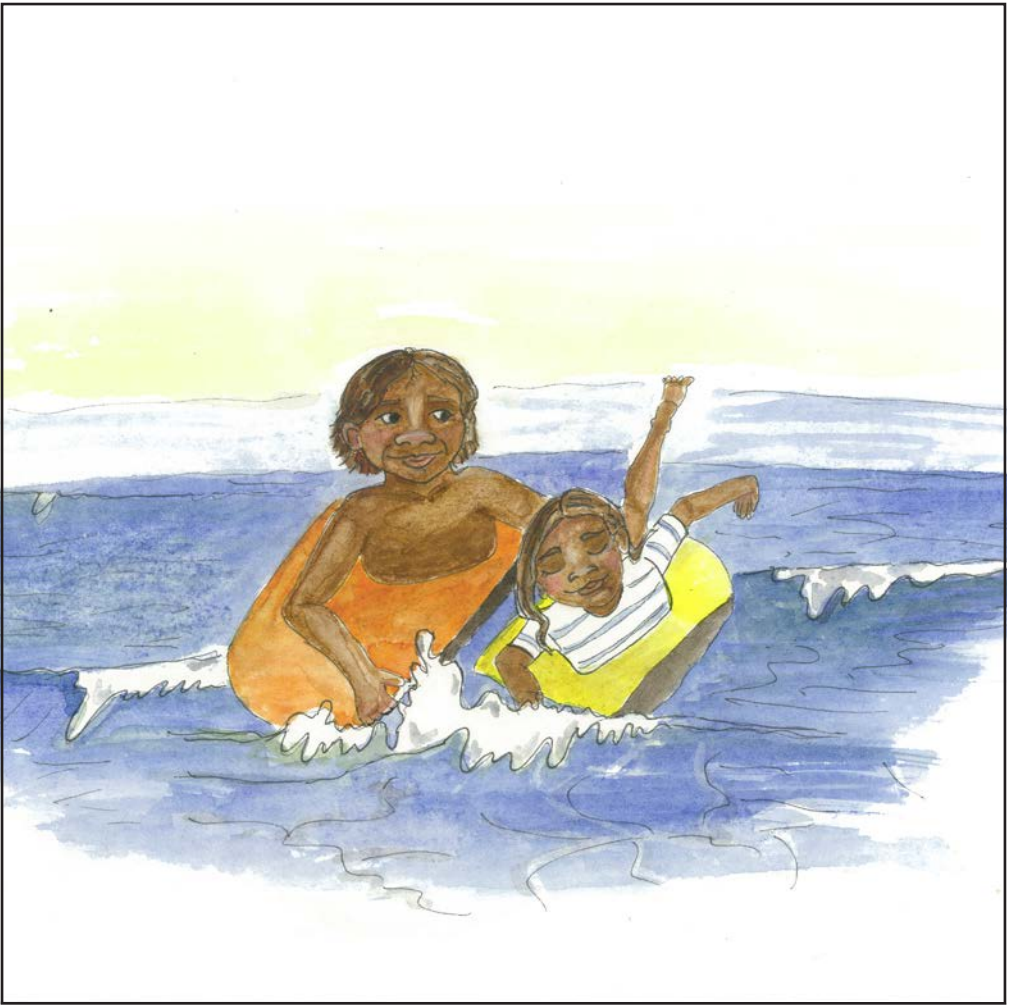


Smoke rises from each camp, kids
yawn in their swags,
Dreaming on their pillows in their
sleeping bags.



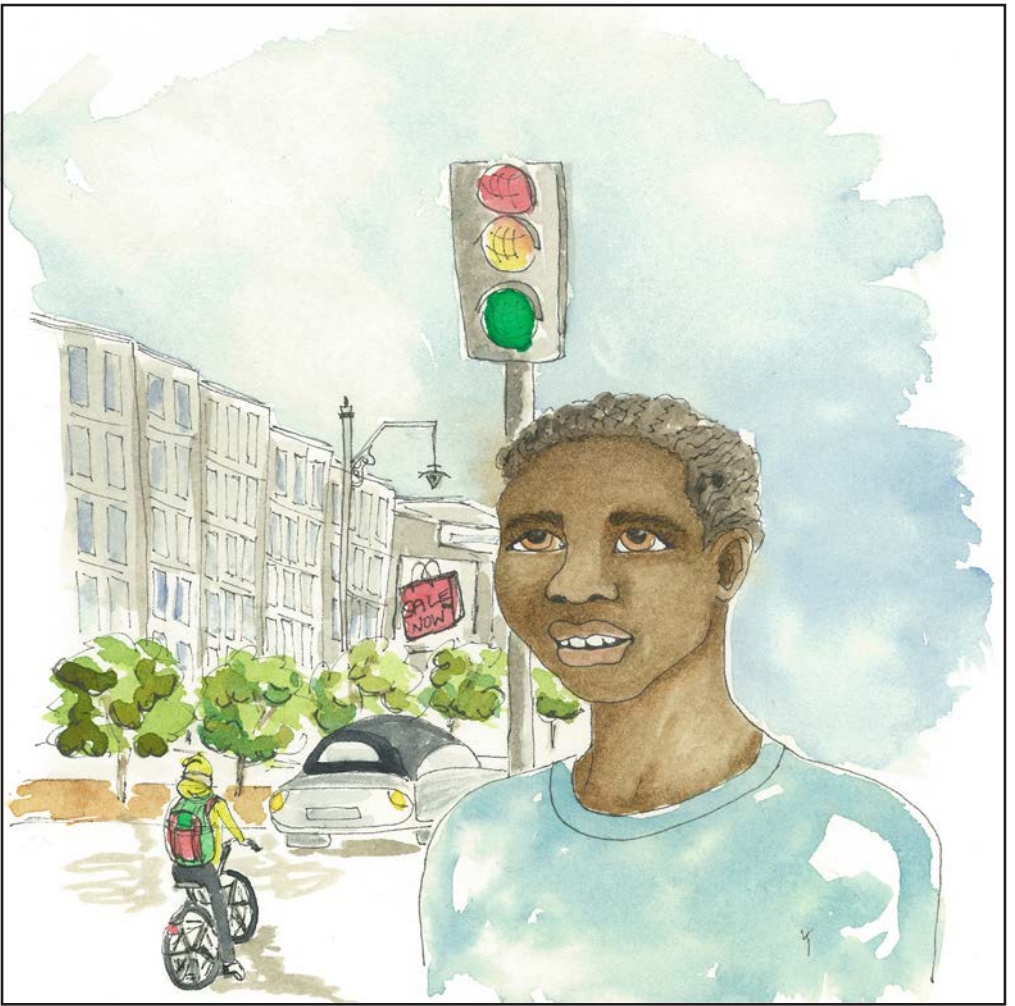
Walk around your town – what do you see?

Waves crashing on the rocks, sand hills with seaweed.



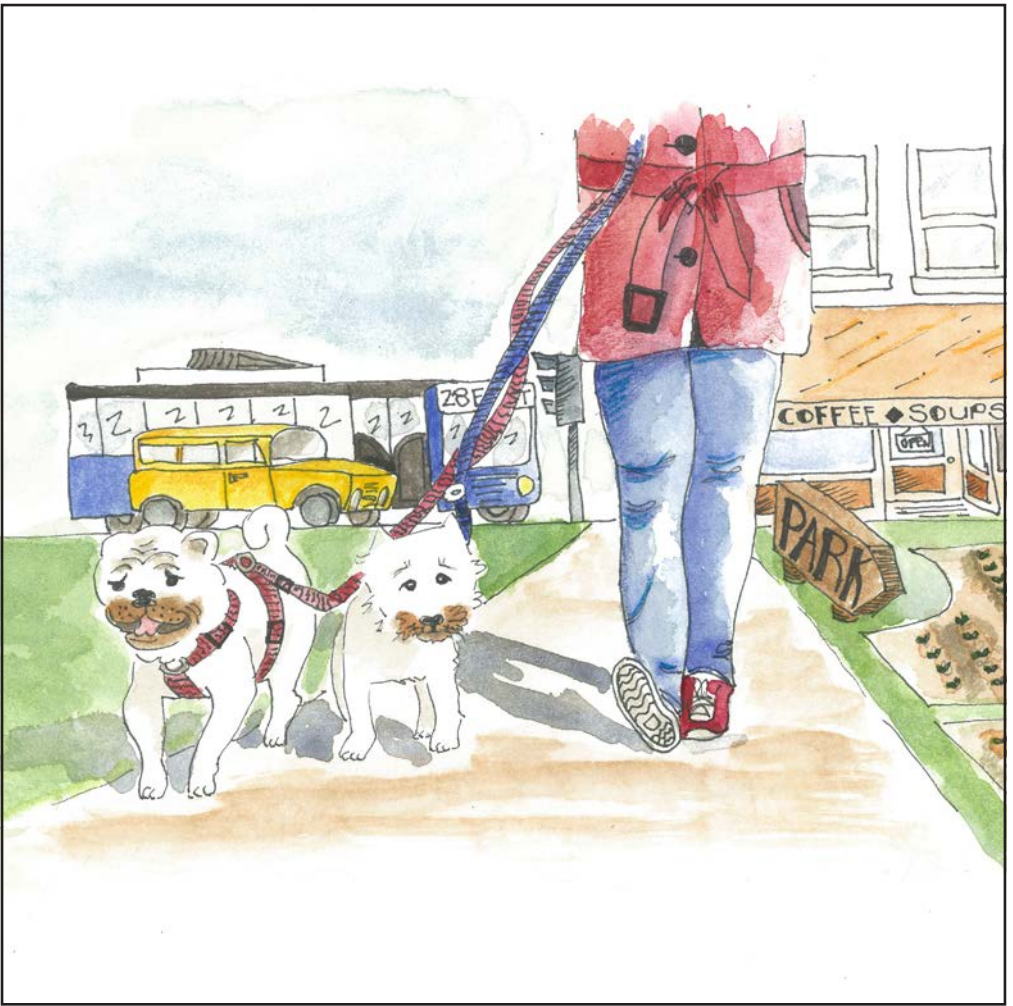
Crabs are in the sand and turtles in the sea.

My family is having fun splashing with me.



Walk around your town – what do you go by?

Traffic lights and tall windows that reach into the sky.



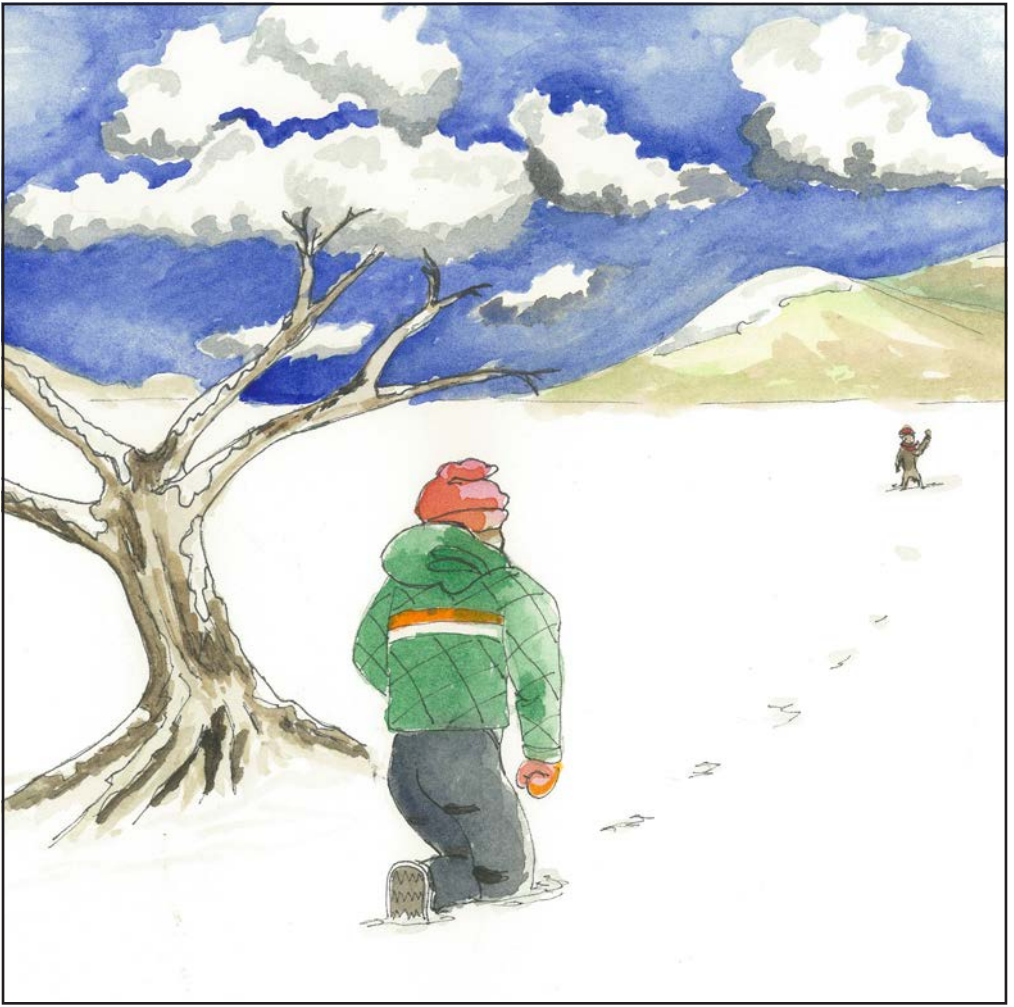
Small, cute dogs on leads and
joggers jogging slow.

Cars and buses bring the crowds,
their number slowly grows.



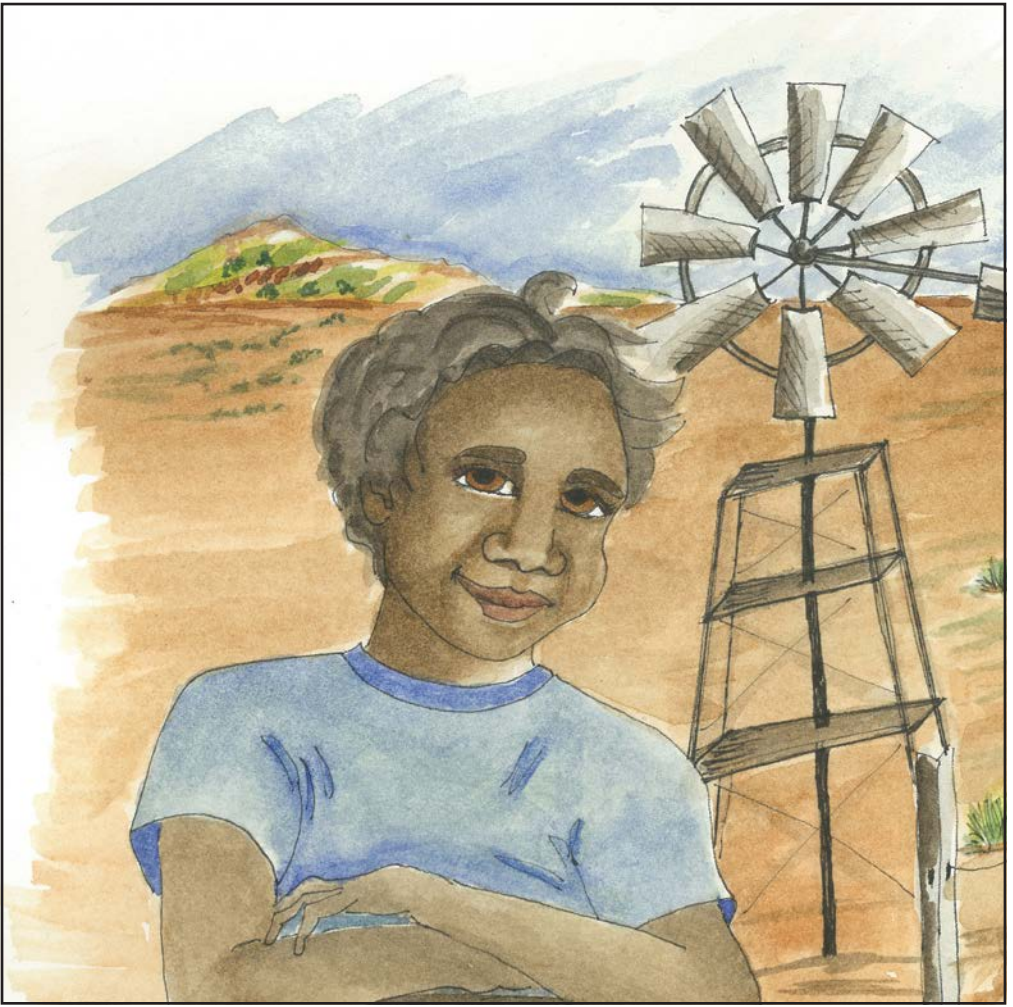
Walk around your town – do you see something new?

A cool, blue sky with fluffy clouds and leaves with morning dew.



Snow on the mountain and a
snowman in my yard.

The snow is so cold and deep, it
makes walking hard.



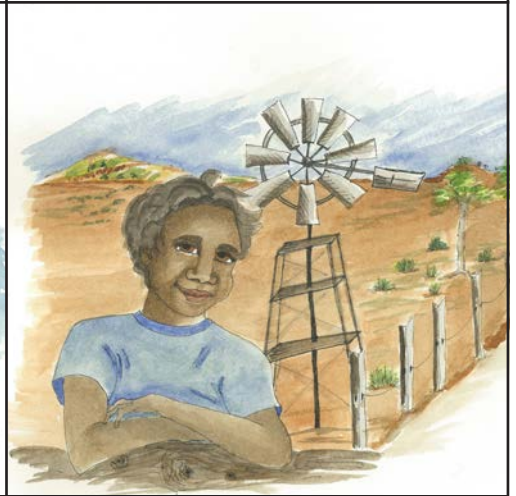
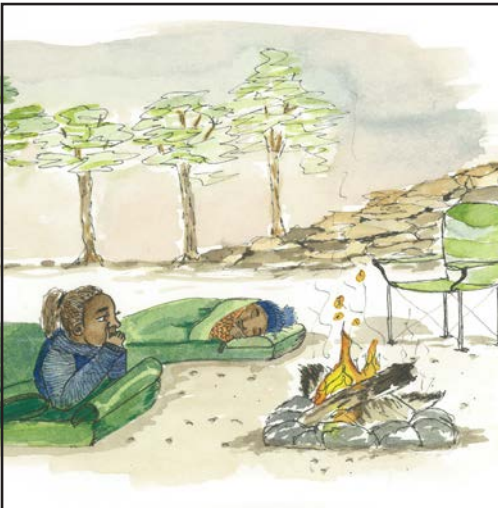
Walk around your town – what does it show?

I can see dark storm clouds and a bright rainbow.



The wet is coming in – it comes
across the plains.

Soon the dry land will flow with the
soaking rains.



Walk around your town – what do you see?

I see a town that I call home, my community.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. Find a word that rhymes with:
 - 'grow' on page 7. Can you find others on page 10?
 - 'dew' on page 8
 - 'call' on page 6
 - 'sky' on page 6. Can you find another rhyming word on page 11?
 - 'yard' on page 9
2. Can you find a word with:
 - the same /er/ spelling as purple
 - the same /oa/ spelling as snowman
 - the same /ou/ spelling as town
3. What do you see when you walk around your town?
Which community do you live in?
4. Can you imagine how cold snow is?
What clothes would you have to wear in the snow?
5. Have you been to a city with tall buildings that have big windows?
Name something tall where you live.
6. Have you ever camped outside and had a campfire? Find out what a swag is. Why do people use swags instead of tents?

Fluency chart

by

dry

dew

cute

deep

walk

flow

tall

yawn

town

bird

snow

leads

cloud

rises

storm

pillow

waves

bright

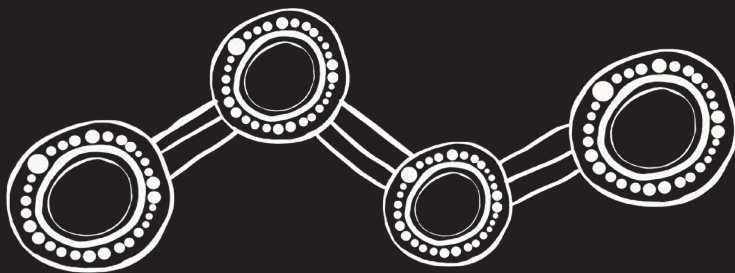
leaves

soaking

joggers

fluffy

splashing



Cover artwork by Elizabeth Close

Elizabeth Close is an Anangu woman from the Pitjantjatjara and Yankunytjatjara language groups in the APY Lands in outback South Australia. She was born in Adelaide and spent much of her upbringing in remote communities, learning her language and receiving cultural education.

'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.

About this series

The SPELD SA Phonic Book Series complements the teaching of reading and writing using a structured synthetic phonics approach. SPELD SA aims to help Aboriginal students engage with phonic books by having characters, content and settings that reflect Aboriginal communities. In developing this series, SPELD SA has consulted with people who live and work in the Anangu, Pitjantjatjara Yankunytjatjara (APY) Lands. 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.

Each set of books introduces a group of sounds for students to blend to read words. The books with a single star icon on the front cover contain a lower word count and less high frequency words. The books with two stars contain a higher word count, a greater number of high frequency words and/or more complex word structure. Please consider your student's ability when choosing a book for them to read. For a comprehensive explanation of the structure of the series, please refer to the SPELD SA website.

Acknowledgments

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**Government of
South Australia**

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

Book design by Tricia Smith Design, compilation and additional design by Janet Stone.

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	s, a, t, p, i, n
Set 2	c, k, ck, e, h, r, m, d
Set 3	g, o, u, l, f, b
Set 4	ai, j, oa, ie, ee, or
Set 5	z, w, ng, v, oo (book), oo (room)
Set 6	y, x, sh, ch, th (think), th (that)
Set 7	qu, ou, oi, ue, er, ar
Set 8	y (sunny), a (apron), a-e (cake), e (female), e-e (eve), i (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune)
Set 9	ay (play), ey (they), oy (toy), y (mystery), ea (dream), ie (chief), y (dry), igh (night)
Set 10	oe (toe), ow (rainbow), ow (now), ir (bird), ur (turn), ew (few), au (launch), aw (paw), al (talk)



**Specific Learning
Difficulties SA**

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