

Written by Jacqui Edwards. Illustrated by Trent Lambert.


## 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.

## Chicken and sweetcorn broth (141 words)

## Before reading the book, use the practice page to:

## 1. Revise the letter-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. $m-i-x$ is 'mix'; $y-u$-m is 'yum'; $b-r-u$-sh is 'brush'; b-r-o-th is 'broth'; p-i-n-ch-e-s is 'pinches'; m-u-sh-r-oo-m is 'mushroom'.

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. nnnniiiiiip, is 'nip'
- use letter tiles and push them together while saying the sounds.

3. Teach the high frequency words (words that the student will not be able to sound out)

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.

Provide practice through games like matching flash cards and Snap. For extra support, write the high frequency words on cards for the student to refer to as they read.

## 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).

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

Practise the sounds
s, a, t, i, p, n
$c, k, c k, e, h, r, m, d$
g, o, u, l, f, b
ai, j, oo, ie, eoe, or
z, w, ing, v, oo (book), oo (room)
$y, x, s h, c h$, th (think), th (that)
Practise blending sounds mix, yum, brush, broth, cook, pinches, three, mushroom

Practise high frequency words my, likes, because, of, you, what, to, do, into, the, they, go, put, boil, herb, water, vegetables, ingredients, teaspoons, potatoes, minutes, little

## 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.

## broth - a clear flavoured liquid used in soups

vegetables - part of a plant that we eat e.g. carrot, beans or spinach
teaspoons - a small spoon used to measure food e.g. 4 teaspoons of chicken stock
dried - having had all the water or moisture taken out
herb - a plant with leaves, seeds, or flowers used for flavouring food
grams - a weight measurement used in cooking
uncooked - raw
pinches - measure food by taking it between a finger and thumb
peel - remove the skin of fruit or vegetables
chop - cut something into pieces
brush - remove dirt by wiping lightly


My mum likes this broth because it has lots of vegetables. Good food helps you get big and strong.

## Ingredients (the things you need):

- 4 cups of hot water
- 4 teaspoons of dried chicken stock
- dried herb mix
- three carrots
- 2 potatoes
- 1 cup of button mushrooms
(or 1 tin)
- a tin of sweetcorn
- 600 grams of uncooked chicken



## Method (what to do):

1. In a big pot with 4 cups of hot water, add the dried chicken stock and three pinches of herb mix.

2. Peel the carrots and potatoes and chop into little bits. Put them in the pot.


## 3. Brush and chop the mushrooms.


4. Mix in the sweetcorn.
5. Chop the chicken into little bits. Put them in the pot.

6. Bring the broth to the boil and cook for 15 minutes, or until the chicken is cooked.


## Yum, yum!

## 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. Do you like cooking? Do you help cook at home? What do you make?
2. Which ingredients in the recipe are root vegetables?

Check the ingredients list.
3. Do you think you could make this broth?

What part of the method would you need help for?
4. What would you add or take out for this recipe to be yummy for you? You could use your favourite vegetables instead of carrot, mushroom and potato.
5. Is this a healthy recipe? Talk about foods that are healthy and unhealthy.
6. Count the syllables in these words by clapping the beats in the word as you say them: chicken (2); pinches (2); potatoes (3); mushrooms (2); button (2); bring (1); ingredients (4); chop (1); vegetables (4).

Fluency chart
pop mix add cup
yum chop peel rootbits them three brushstock pinch until grams
button strong spoon chicken
dried broth carrots
sweetcorn


## 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.

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Government of South Australia

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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 $1 \quad s, a, t, p, i, n$
Set $2 c, k, c k, e, h, r, m, d$
Set 3 g, o, u, l, f, b
Set $4 a i, j, o a, i e, e e$, or
Set 5 z, w, ng, v, oo (book), oo (room)
Set $6 y, x, s h, c h$, th (think), th (that)
Set $7 \quad q u, o u, o i, u e, ~ e r, ~ a r ~$
Set $8 \quad y$ (sunny), a (apron), $\boldsymbol{a}-\boldsymbol{e}$ (cake), $\boldsymbol{e}$ (female), $\boldsymbol{e}-\boldsymbol{e}$ (eve), $\boldsymbol{i}$ (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune)
Set $9 \quad a y$ (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)

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SPELD SA Phonic Book Series

