



The Flash [2]

Written by Jacqui Edwards. Illustrated by Dave Atze.

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.

The Flash [2] (109 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. b-o-x is 'box'; f-i-sh is 'fish'; y-e-l-p is 'yelp'; f-l-a-sh is 'flash'; r-u-sh-e-s is 'rushes'; b-u-n-ch is 'bunch'; ch-i-p-s is 'chips'.*

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. nnnnniiiiip, 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, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

y, x, sh, ch, th (think), th (that)

Practise blending sounds

box, fish, yelp, flash, rushes,

bunch, chips, shopping

Practise high frequency words

the, she, of, all, likes, I, some, to,

my, puts, what, was, little, into,

when, who, most

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.

likes – enjoys

Little Max – Max is young or small

bumped – knocked against or hit something

dropped – let something fall

pick up – lift by hand

puts – places

YAP – a quick, sharp bark noise

YELP – a bark a dog makes when hurt or in trouble



Nikisha is The Flash.
She is cool, she can run, but
most of all, she likes to help.



BANG! CRASH!
“What was that?” thinks
Nikisha.



The Flash rushes to help.



Little Max has bumped into a truck and dropped his shopping.



“I wish I had some help to pick up my shopping,” wishes Max, rubbing his leg.



“The Flash can help!”
Nikisha rushes to pick up his
rolls, his torch, the bag of chips,



the tin of fish, the bunch of carrots and the milk. She puts them in the box.



When, all of a sudden...
YAP! YELP! "What was that?"
thinks Nikisha. Who will The
Flash help next?

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. How did The Flash save the day in this story? Who is The Flash?
Who needed help?
2. How did The Flash know to help Max?
3. How many things did The Flash help Max pick up?
Count them on your fingers. Turn to pages 6 and 7 to check.
4. Why do you think Max bumped into the truck?
Was his box too big for him to see over?
Try putting some things into a box and carrying it.
Can you see in front of you clearly?
5. Do you think Max's box was heavy?
What heavy thing have you carried before?

Fluency chart

leg

Max

box

had

bag

yap

fish

that

pick

bang

them

yelp

milk

bunch

flash

truck

torch

chips

rolls

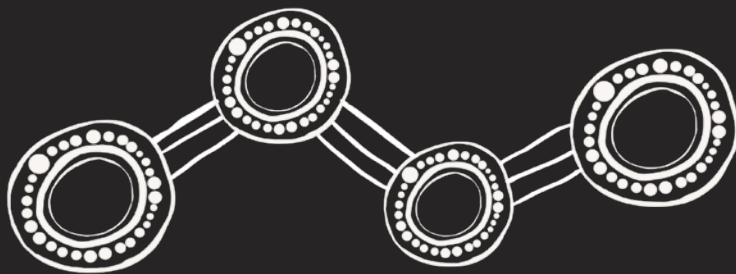
thinks

bumped

wishes

shopping

dropped



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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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)



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