



# The missing remote

Written by Jacqui Edwards. Illustrated by Amber Edwards.

**SPELD SA**  
Phonic Book Series

# Learning to read

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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.

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## The missing remote (131 words)

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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. b-l-a-me is 'blame'; r-e-m-o-te is 'remote'.*

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

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 8 includes words with alternate spellings for the sounds /ai/, /ee/, /ie/, /oa/ and /ue/.

Practise blending sounds in words

y /ee/	baby		
a-e /ai/	blame	game	take
i-e /ie/	hideout		
o-e /oa/	stolen		
a /ai/	paper	April	Jacob
e /ee/	remote	secret	behind
i /ie/	I	spider	behind
o /oa/	program	mobile	
u /ue/	Superman		

Practise high frequency words

want	to	my	have
you	saw	what	before
anyone	TV	OK	don't
maybe	villain	table	something

# Vocabulary

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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.

- villain** – the main bad character in a story or film
- remote control** – a device to control something, such as a TV, from a distance
- secret hideout** – a secret place to hide to avoid being found
- ripped** – torn
- flush** – wash away; the sound of the toilet flushing
- stolen** – taken something that belongs to another person
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## Help with syllables

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re/mote

A/pril

spi/der

pa/per

se/cret

hide/out

pro/gram

be/hind

mo/bile


Su/per/man

Ja/cob

I want to see my program  
on TV. Have you seen the  
remote, April?

Don't blame me!  
I saw Dad take it to  
the toilet.





Dad! Have you got the remote?

I think it's  
with my paper  
on the table!

No! The dog's  
ripped the paper!




Wait! What about  
the baby? She has  
something in her mouth.



No, she's just sucking  
on her fingers.  
Is it behind the couch?







No, just a spider.


Jacob, have you stolen the remote?

I am not Jacob.  
I am Superman.

OK Superman.  
Have you got the  
remote?

Maybe it's  
in the villain's  
secret hideout!





This is not  
a game, Jacob.

Well, I did see it  
before, on the couch  
with mum's mobile.

I found it! Thanks  
Superman!



Has anyone seen  
my mobile?

# From blending to fluency

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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.

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## Making connections - questions and discussion

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

1. What happened in the story? Where did the main character look for the remote? Where did she find it?
2. Have you had something go missing? Tell me about it.  
Did you find it? Did anyone help you?
3. The term 'remote' is short for remote control. What does a remote control do? Can you think of other devices that use remote controls?
4. Why do you think Jacob said, 'Maybe it's in the villain's secret hideout?'
5. Do you think the mum will find her mobile phone easily?  
Will she have to ask everybody in the family too?

## Fluency chart

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me

it's

wait

she's

couch

bang

just

baby

game

flush

think

blame

spider

toilet

sucking

fingers

stolen

secret

remote

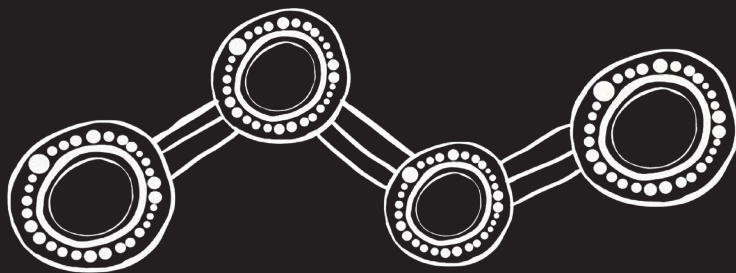
missing

ripped

mobile

hideout

program



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



**Specific Learning  
Difficulties SA**

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