



Good dog, Harry!

Written by Jan Polkinghorne, based on an original story by Angela Weeks.
Illustrated by Trent Lambert.

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.

Good dog, Harry! (141 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. *l-ea-n-s* is 'leans'; *w-ea-k* is 'weak'; *r-igh-t* is 'right'; *l-oy-al* is 'loyal'.

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 9 includes words with alternate spellings for the sounds /ai/, /oi/, /i/, /ee/ and /ie/.

Practise blending sounds in words

ay /ai/	hay	sideways	way
oy /oi/	loyal	Roy	
ea /ee/	leans	weak	leaves
ie /ee/	Josie		
y /ie/	sky	by	
igh /ie/	right		
Revision	avoid	swerves	

Practise high frequency words

to	of	into	all
the	something	when	
goes			

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.

loyal	– a good supportive friend
swerves	– turns sharply away from danger
avoid	– intentionally miss contact with an object
sideways	– to one side
out of control	– unstoppable, uncontrollable
escape	– to break free
weak	– not very strong, no energy

Help with syllables

Ha/rry

luck/i/ly

kang/a/roo

con/trol

es/cape

in/side

a/rrives



Tom has a truck and a loyal dog, Harry. Tom and Harry start off with a load of hay, as the sun sets in the sky.



Suddenly a kangaroo hops over the road and Tom swerves to avoid it.



The truck is out of control.
It leans sideways and crashes into
a tree.



Harry escapes from the truck but
Tom is stuck inside.



Harry runs away to get help. He runs all the way to Josie and Roy, barking and looking back. “Something is not right. Harry never leaves Tom.”



Josie rings for help. Roy runs to the crashed truck and gets Tom out.



When help arrives, Tom is standing with Roy, Josie and Harry by a tree. Tom is weak and in pain but is luckily okay.



Tom goes to the clinic with Harry by his side. Good dog, Harry!

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. Who were the characters in this story? Can you retell the story?
2. Harry is a loyal dog. Look at the meaning of the word 'loyal' on the vocabulary page. How did Harry show that he was loyal to Tom?
3. Is there a time when an animal has been a good friend to you?
4. Talk about a time you have seen an animal on the road when you have been driving in a car. What happened?
5. Josie rang for help in the story.
Do you know the emergency phone number to call in your area?
Who could help you if you hurt yourself?

Fluency chart

by

off

way

sky

good

pain

load

with

lean

crash

side

weak

right

never

runs

avoid

rings

start

okay

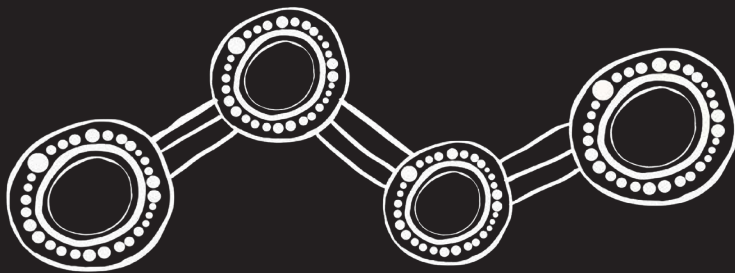
loyal

barking

arrives

clinic

escapes



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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A decorative pattern of interconnected circles and lines in gold and dark grey, resembling a traditional Aboriginal dot painting, is located at the bottom of the page.

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