

Book 11  
/s/



# Spotty's birthday

Written and illustrated by SPELD SA.



Phonic Book Series

## Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. The books support the learning of letter-sounds and blending in a sequential phonic order, helping readers to develop their independent decoding skills.

### Reading tips:

- Have the reader point to each spelling, 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. s-t-art-s is 'starts'; h-ou-se is 'house'; ch-a-n-ce is 'chance'.
- If the reader is having difficulty hearing the word when blending, try to model stretching the sounds together without pauses, e.g. lllloong, is 'long'. If you can't stretch the sounds, e.g. 'tap', have the reader put the first two sounds together before adding the final sound. Alternately you can use letter tiles and push them together while saying the sounds.
- Check that the reader understands the meaning of the words in the book.
- Some words include sounds that will be taught in later units. Many of these words will be able to be sounded out as the reader learns more alternate spellings. For these words tell the reader the word and determine any 'tricky' parts by breaking it up into its sounds.

Readers may need help with these words:

arrive

honey

bowling

freeze

pass

toy

asks

grass

friends

party

parcel

starts

Help with syllables:

fan/cy

ex/ci/ted

ce/le/brate

whis/pers

sci/ssors

ca/lling

ho/ney

co/ming

rea/dy

li/sten

ex/plains

po/ster

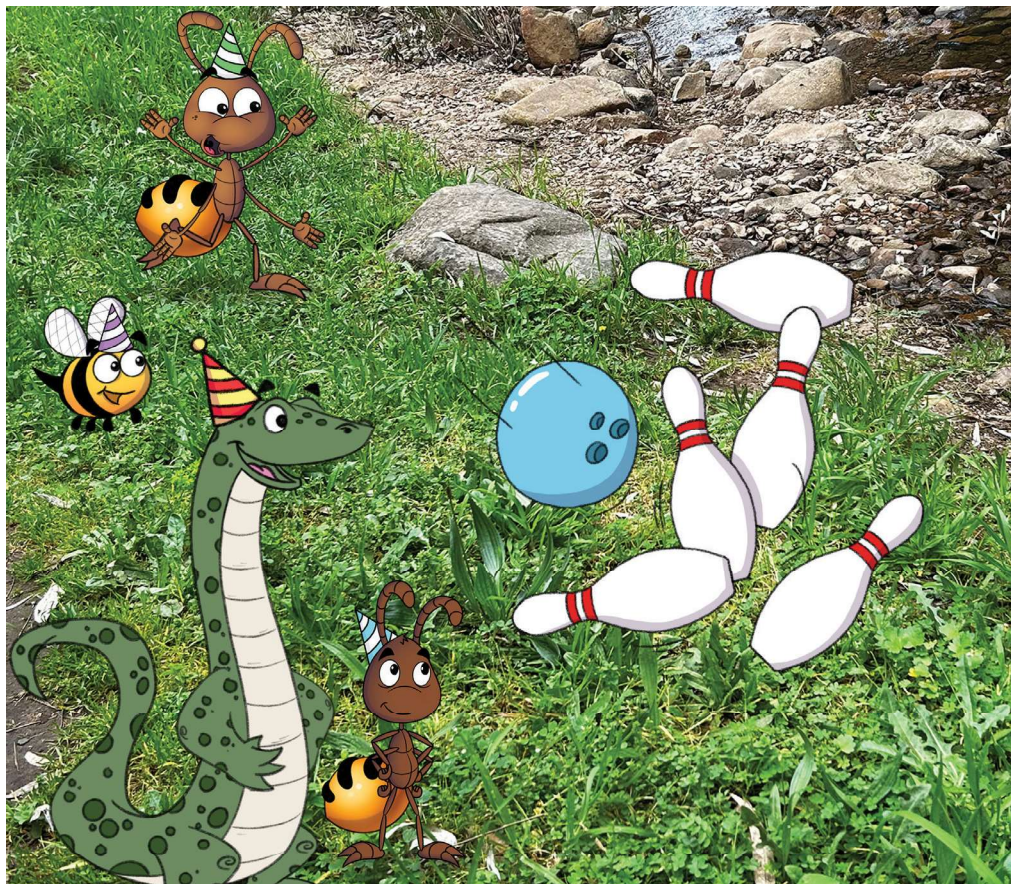


It is the day of Spotty's birthday party! Spotty is excited, waiting for his friends to come to his house and celebrate.



Buzz, Sant and Doug arrive. Spotty has lots of games planned.

"Hello, it's good to see you all," Spotty beams. "Put on a fancy party hat and get ready for the fun!"



The pals rush onto the grass to start bowling. Sant is ready. He runs, jumps and with a quick bounce, he rolls the ball.

**STRIKE!** All the pins are down.



"Listen," Buzz whispers, "Spotty's mum is calling us back for snacks."

They run back to find Spotty's mum with sweet honey treats laid out.



"What else is there to play Spotty?" asks Doug. "Pass the parcel is the next game", Spotty says. Inside each layer is a toy mouse. Sant lets out a playful squeal.



"Dance and Freeze is a fun party game," says Doug as he starts to bounce.

"Yes!" Spotty jumps up. "Let's dance. Listen and try to stop when the song stops."

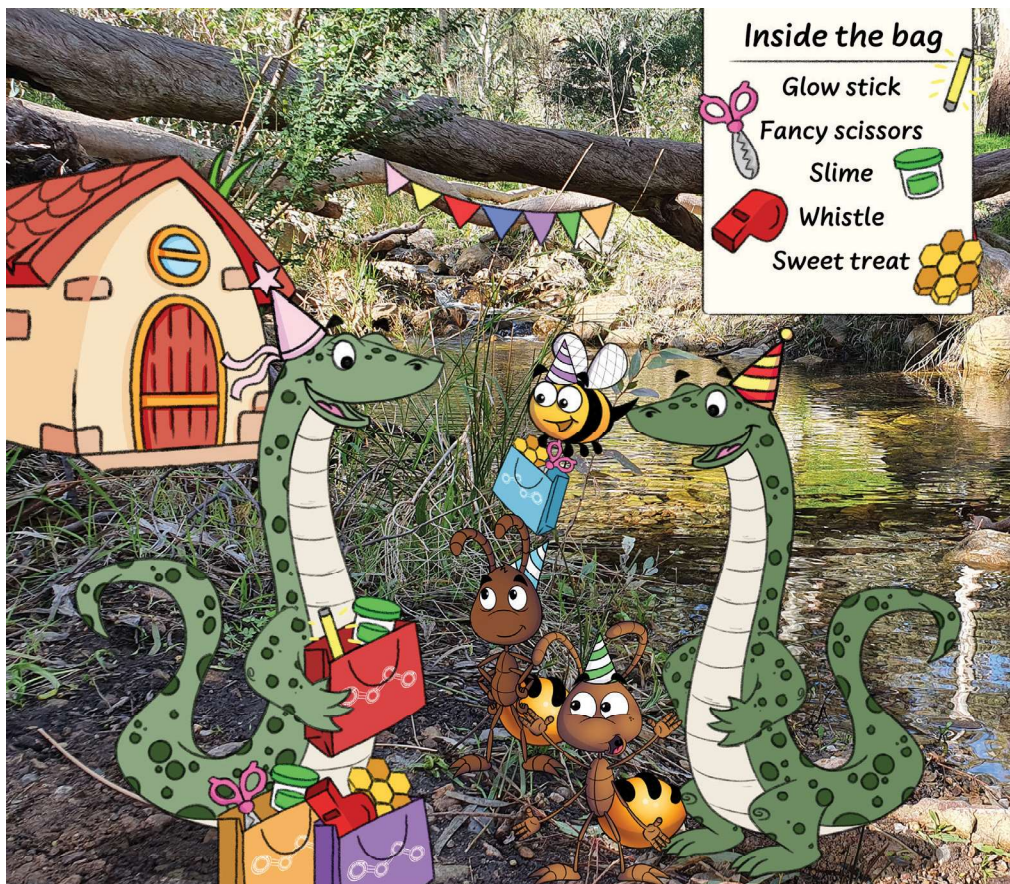




Everyone lines up and gets ready to play pin the tail on Spotty.

"Press the tail onto the poster. Try not to miss," Spotty explains.

Buzz steps up. This is her chance to try and she is spot on!



It's time to go and Sant's mum is happy to pass the party bags around to the pals.

"Thanks for coming," smiles Spotty.

"Thanks, Spotty. It was a great party," Spotty's friends chime.

## Words with alternate spellings for the sound /s/ .

Practise blending sounds in words:

<s>

<ss>

<st>

strike

scissors

listen

squeal

press

whistle

<c>

<ce>

<se>

excited

bounce

house

celebrate

chance

else

fancy

dance

mouse

---

### About this series

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.

### Acknowledgments

SPELD SA is grateful for the contributions of staff and volunteers for: consultation and project development; writing texts; illustrating, photography and graphic design; character development and cultural advice; speech and language advice.

This series has been illustrated by Dave Atze, Helen Manley, Tsunami Hee Ja and Trent Lambert.

This is a wide community effort, with talents, expertise and knowledge being shared for a common purpose – to improve literacy. Thank you all.

This set of SPELD SA Phonic Books aligns with the learning objectives of the Sounds-Write linguistic phonics program. [Sounds-write.co.uk](http://Sounds-write.co.uk)

Extended Code:

Book 11	/s/ <s> <ss> <st> <c> <ce> <se>	Spotty's birthday
Book 12	/l/ <l> <ll> <al> <el> <le>	Little legs on the hill
Book 13	/or/ <or> <aw> <a> <ar> <au> <al>	A warm autumn day
Book 14	/air/ <air> <are> <ear> <ere>	Hands in the air
Book 15	/ue/ <ue> <ew> <u> <u_e>	Let's unite!
Book 16	/oy/ <oi> <oy>	Avoid sharp rocks
Book 17	/ar/ <ar> <a> <al> <au>	Sant's blast off
Book 18	/o/ <o> <a>	A kite contest
Book 19	/d/ <d> <dd> <ed>	Riverside versus Dingoes
Book 20	/i/ <i> <ui> <y>	Missing biscuits



Cover art by Elizabeth Close

*'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.

Copyright SPELD SA, 2023

