

Book 13
/or/



A warm autumn day

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-t-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. llllooong, 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:

friends

hear

idea

know

autumn

Help with syllables:

mor/ning

wa/ter

hea/ding

a/nnoun/ces

mi/ddle

gi/ggle

de/cide

a/no/ther

stea/dy

ri/pple

ba/lan/cing

won/der/ful



It is a warm autumn day at the water hole. The water is still and everything is quiet. This morning, Spotty is laying in the sun on a warm rock. He can hear the distant playful call of boys heading his way.



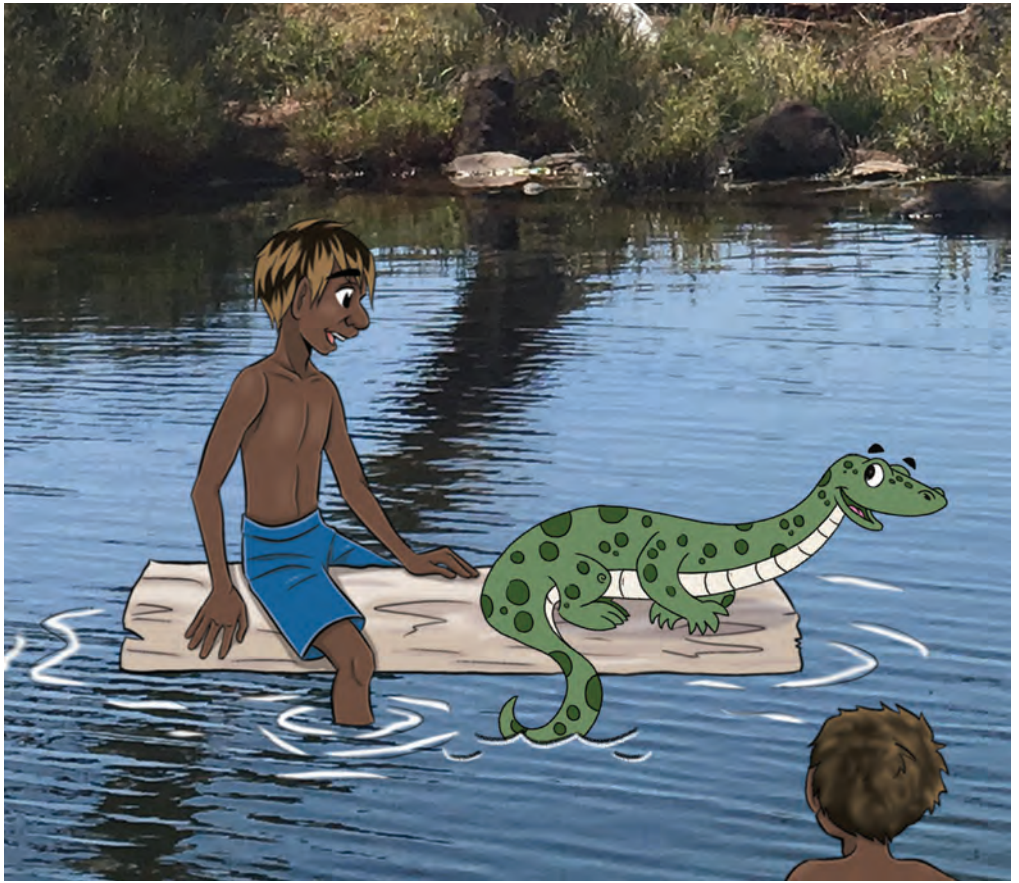
Wilfred, Gavin and Brad decide to walk to the water hole to cool off. Brad finds a rope hanging from a tree. He will use it to fly into the middle. Gavin jumps in. "Look out, here I come!" he warns.



Brad hauls on the rope and swings across the water. He holds on and looks down for a good place to fall. He stalls, but there is no going back. He has to let go!



Brad falls with a great big SPLASH!
He can feel the cool water and starts to relax. The splash causes the water to ripple and move a log closer to the middle of the water hole.



Spotty sees Brad's brave entry into the water hole. He jumps in and calls out Brad, "This log would make a good boat!"

They clamber onto the floating log and Spotty sprawls back, catching the warm autumn sun.



"I think I could have a go at balancing on the log," Gavin calls.

"Steady as you go. Make small movements to get on, or you may cause the log to roll," Spotty explains. The boys giggle and try sitting tall to keep good balance.



Wilfred begins to taunt his friends. "I don't think you can stay on the log. It's going to roll!"

Brad and Gavin feel the log roll to one side and know that they will fall. SPLASH!

"Let's play water wars," announces Gavin. They begin to splash each other.



Wilfred uses the log to flip from, while Brad and Gavin hold it steady. Spotty can feel a yawn coming on. He is ready for another nap in the warm sun. The boys talk about how wonderful it is to play at the water hole. Maybe next time they can make a fort close by and stay all day.

Words with alternate spellings for the sound /or/ .

Practise blending sounds in words:

<or>

<aw>

<a>

morning sprawls water

fort yawn small

<ar>

<au>

<al>

warm autumn walk

warns hauls

wars taunt

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

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.

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