



# A kite contest

Written and illustrated by SPELD SA.



## 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:**

*because*

**Help with syllables:**

<i>ce/le/brate</i>	<i>lo/cal</i>	<i>fly/ing</i>	<i>wo/rried</i>
<i>ice/cream</i>	<i>high/est</i>	<i>show/ing</i>	<i>a/gainst</i>
<i>ha/ppi/ly</i>	<i>wi/nners</i>	<i>gli/ding</i>	<i>shou/ted</i>



The local school is holding a kite flying contest. Sant is showing the children how to make the best kite. "You want to make your kite strong and light so it can fly high," Sant explains. "You will need string, sticks, tape, and bright paper."



Mr Tom wants his class to watch a clip about the best kite flying tips.

"What tips do you have for us, Buzz?" asks Jazz.

"Hold your kite by the top of the frame and let the line out." Buzz can't wait to see the kites fly.



Jazz draws a wasp on her kite because she knows they are strong flyers. Cooper chooses a swan as his kite mascot.

"Swans glide across the water with grace. I want my kite to fly across the sky with grace," Cooper shares with the group.



Sant and Buzz offer to help find the winners of the kite contest.

"I will watch for kites that crash down. They are out of the contest," says Sant.

"I will fly up to see which kite flies the highest."  
Buzz starts to fly.



*The day was perfect for kite flying.*

*"Don't stop running! We want the kites to lift up on the wind," Sant calls as he watches from the stand.*

*"Let go of the kite, Tim. I think it will fly," Cooper shouts. He is running fast.*



"Our wasp kite is strong and flies so well!" Jazz is happy that their kite is up.

"How high do you think it will fly, Jazz?" Tina is watching Cooper and Tim's kite fly close to theirs.

"I don't know. Buzz is keeping watch to see which kite will be the winner," Jazz says.





"I hope the wasp team doesn't win for flying the highest," Cooper says as he holds the line up high.

"I hope our kite stays up and doesn't crash," Tim says with a worried look.

"I don't think it will crash. After all, it is a swan kite and swans fly with grace," Cooper smiles.



"Well done, class! The wasp team's kite was flying strong against the wind. The swan team's kite was gliding across the sky. Both kites flew high and didn't crash in the contest," says Mr Tom happily. "Who wants to celebrate with ice-cream?" "Me!" the children chime.

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

Practise blending sounds in words:

<o>

<a>

across

want

contest

watch

strong

was

Tom

what

holds

wasp

mascot

swan

offer

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### 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.

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