



# A day with Doug

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. t-r-ai-l is 'trail'; ch-i-p-s is 'chips'; g-r-ea-t is 'great'.
- 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:**

*weigh*

*one*

*shove*

*honey*

**Help with syllables:**

*hea/vy*

*a/bove*

*bro/ther*

*cou/sin*

*out/side*

*tea/cher*

*ex/plains*

*ho/ney*

*trou/ble*

*a/round*

*hea/ding*

*slee/ping*



Sant is visiting his cousin Doug. "It's been a long time Sant, have you been keeping out of trouble?" smiles Doug. "I think so, Doug. Can you show me around your town?" asks Sant.



"Here come brothers, Jon and Lea, they love to drive. Quick, jump up on their car, Sant. You never know where they are heading next. They are double trouble, like us," Doug giggles.



Jon and Lea drop the cousins off at the trucks. Doug helps to drive the forklift. He jumps up on the seat and lifts the heavy crates high above the ground. The crates can weigh a ton.



Sant is in luck and jumps up on the crate for a nap. He dreams of a yummy honey treat. "It's no time for sleeping Sant. Wake up or I will come up and give you a shove!" yells Doug. Sant wakes with a jump!

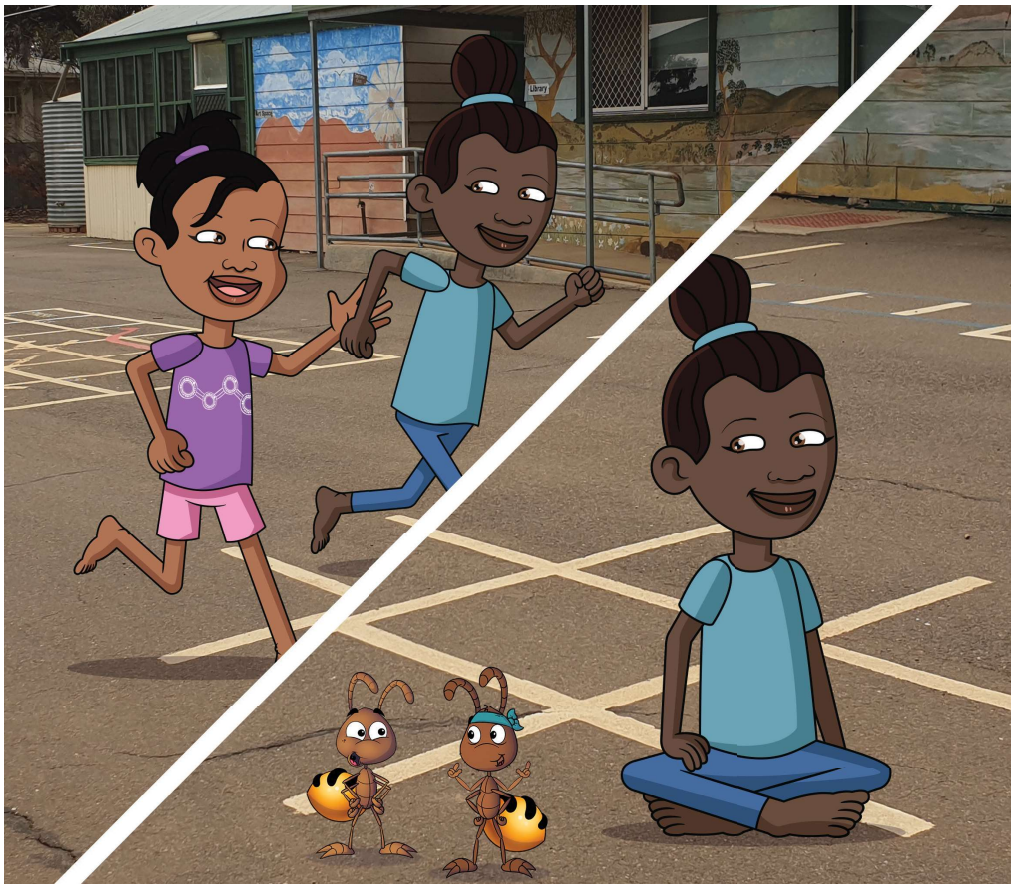


"I want to show you the school," says Doug. "This is Mr Young, he is one of the teachers. Mr Young was in the School Fun Run and he won!"



"The kids love it when Mr Young takes them outside to run and jump. They are lucky to have a teacher who is lots of fun." Says Doug.





"Look Sant, here is Ann and Nat playing chase. Ann is chasing Nat. Ann can touch Nat's arm and then she sits down. Nat is stuck and counts to ten, then she can run again," explains Doug.



At the end of their big day, they see Nana. "Hello Doug and Sant! Come and sit by the fire. Have you been looking after each other?" asks Nana. "Yes, Nana. Doug has shown me all over the town!" Sant beams.

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

Practise blending sounds in words:

<u>

<ou>

<o>

jump

Doug

brothers

up

cousin

come

us

trouble

above

trucks

double

ton

luck

young

shove

cup

touch

honey

fun

other

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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, 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 1	/ae/ <ai> <ay> <ea> <a_e>	Sant and Kale
Book 2	/ee/ <e> <ea> <ee> <y>	Three great mates
Book 3	/oe/ <o> <oa> <ow> <oe> <o_e>	Sant the disco ant
Book 4	/er/ <er> <ir> <or> <ur>	Sant's first race
Book 5	/e/ <e> <ea> <ai>	Quest to the shed
Book 6	/ow/ <ou> <ow>	Lilly's loud crowd
Book 7	m/oo/n <oo> <ew> <ue> <u_e> <o>	Cooper and Tan-Tan
Book 8	/ie/ <i> <ie> <y> <i_e> <igh>	Ride a bike or fly a kite
Book 9	b/oo/k <oo> <u> <oul>	Camping in the bush
Book 10	/u/ <u> <ou> <o>	A day with Doug



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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