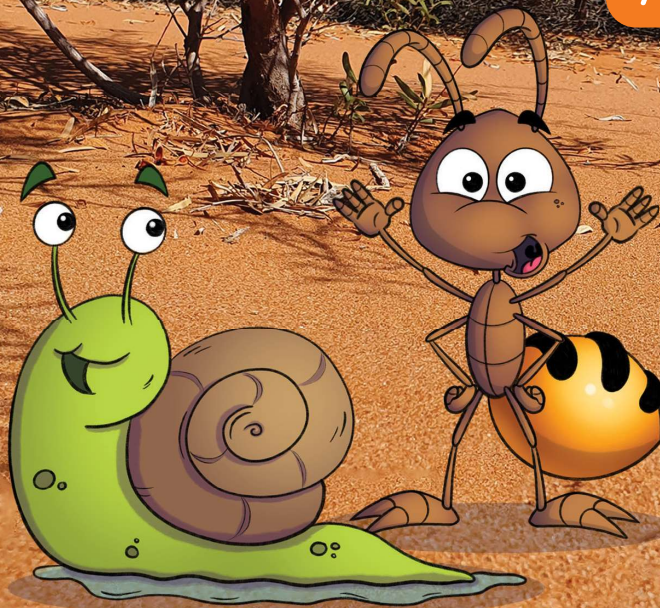


Book 1
/ae/



Sant and Kale

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. 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:

his

he

across

getting

they

last

sunset

so

today

chase

Help with syllables:

ge/tting

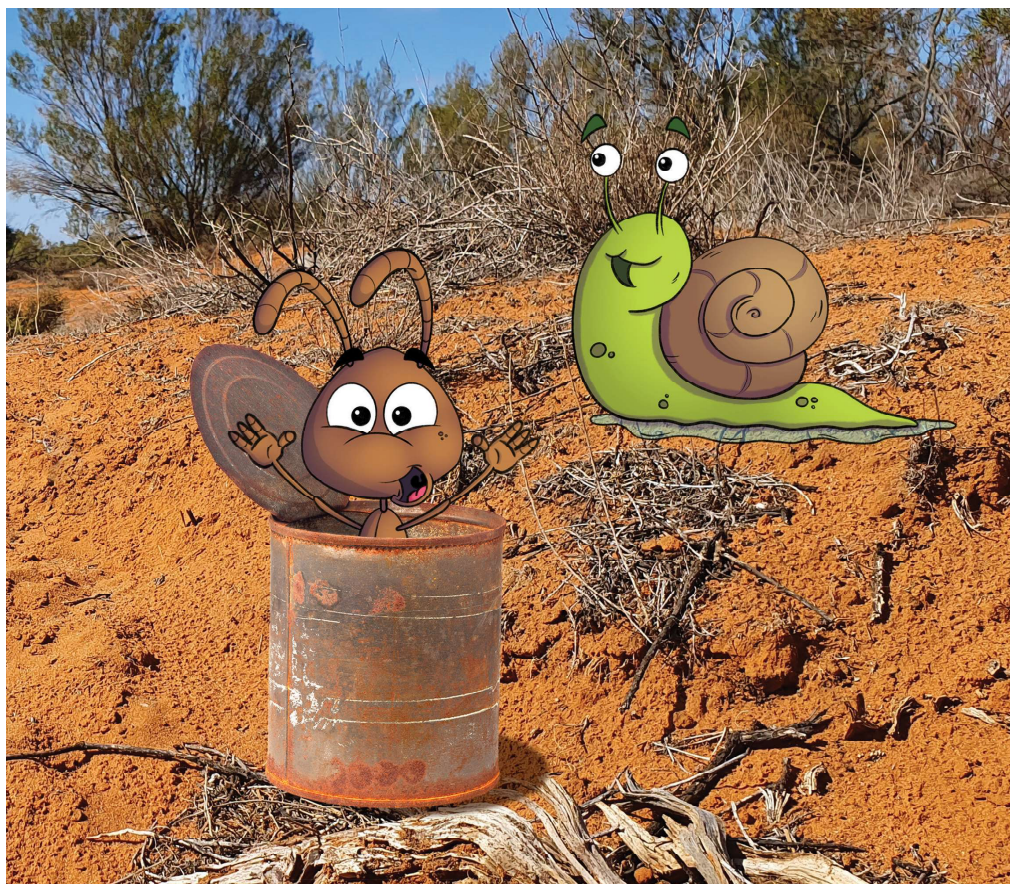
sun/set

a/cross

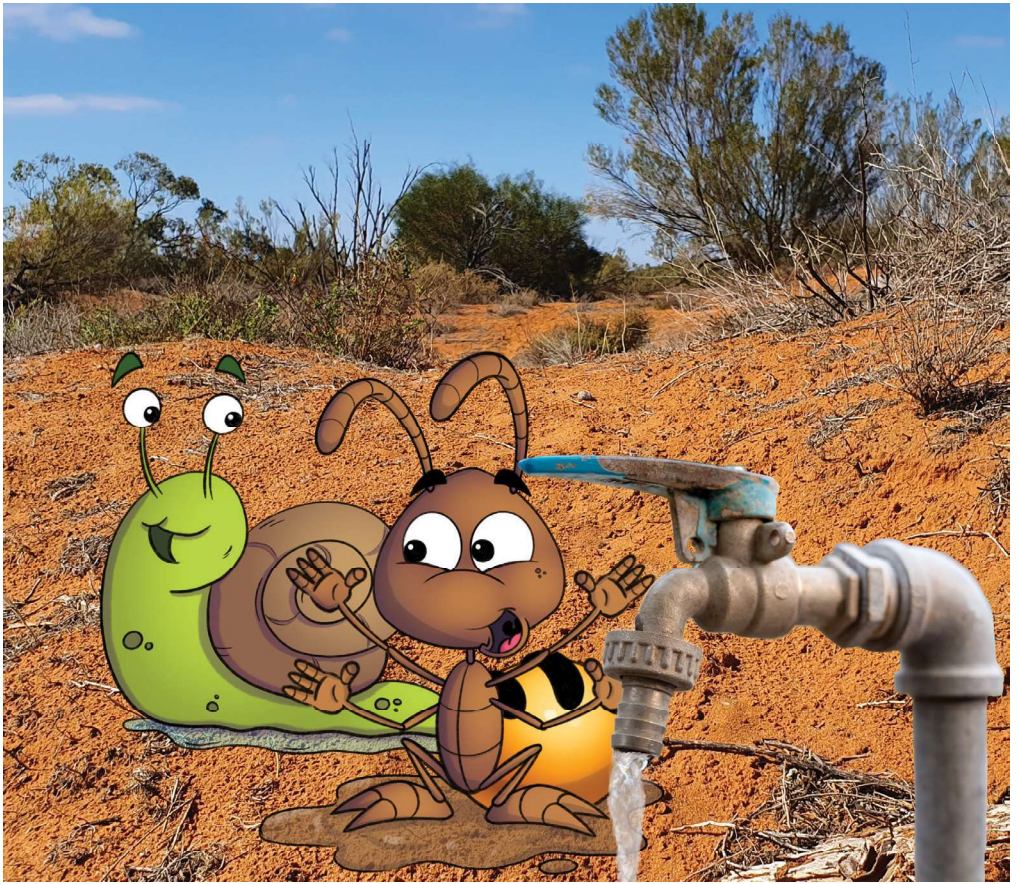
to/day



*Sant the ant and his pal Kale the snail,
play on the trail. It is a hot day.*



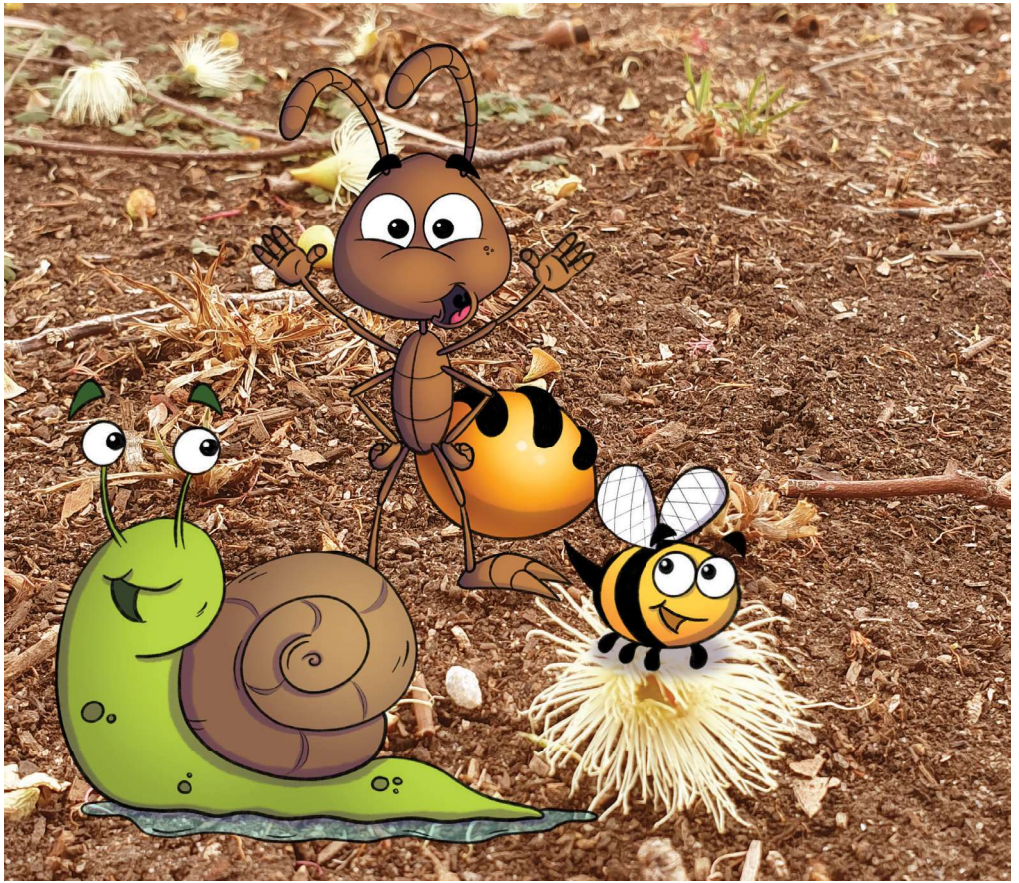
Sant tricks Kale and hops in a tin. Will he wait long?



Sant plays next to the tap. It is a great game to stomp in the thick mud.



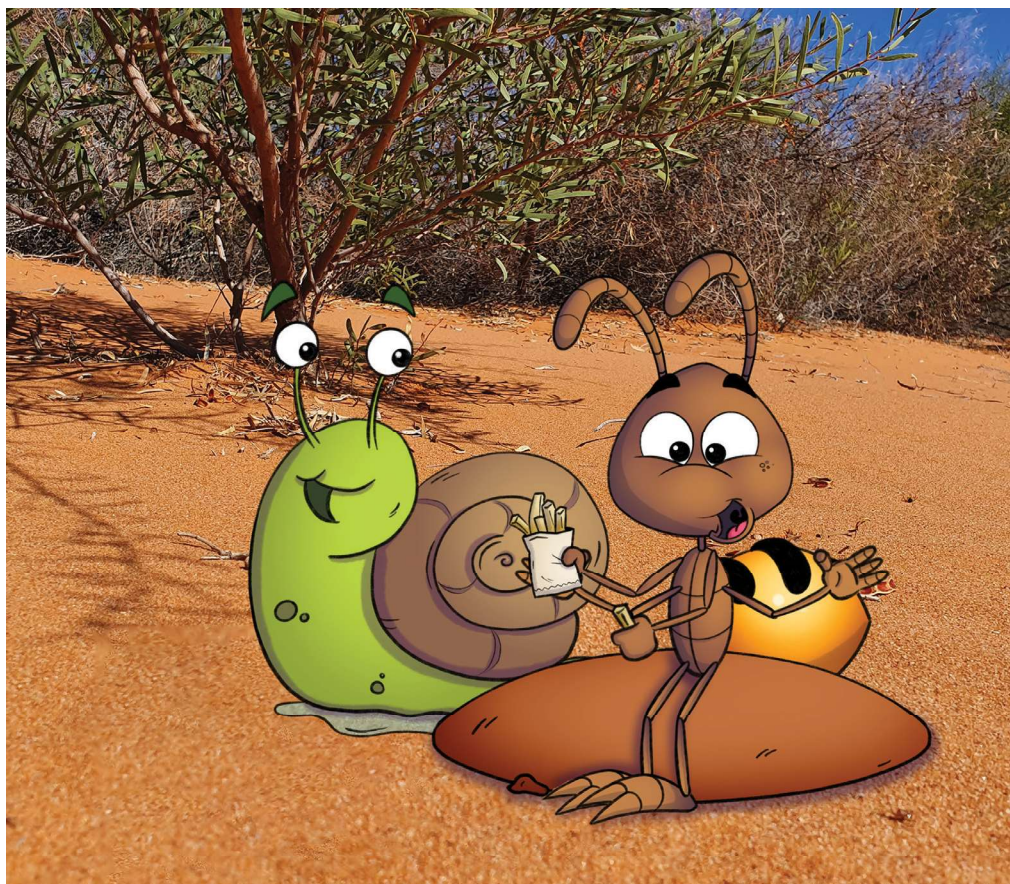
The pals take the train across the trail.
The train is quick and the wind whips
up.



On the way, Sant spots his mate, Buzz.
They stop to have a game of chase.



What's that? They are so glad for the fish and chip shop! Sant and Kale stay and take a break for lunch.



At last, Sant and Kale sit on a rock.
They have lunch in the shade. What fun
they had today!



It is getting late so Sant and Kale sit to rest. It is a great sunset. They make plans to play the next day.

Words with alternate spellings for the sound /ae/ .

Practise blending sounds in words:

<ai>

snail

trail

wait

train

<ay>

day

play

way

stay

<ea>

great

break

<a_e>

Kale

game

take

mate

chase

late

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

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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