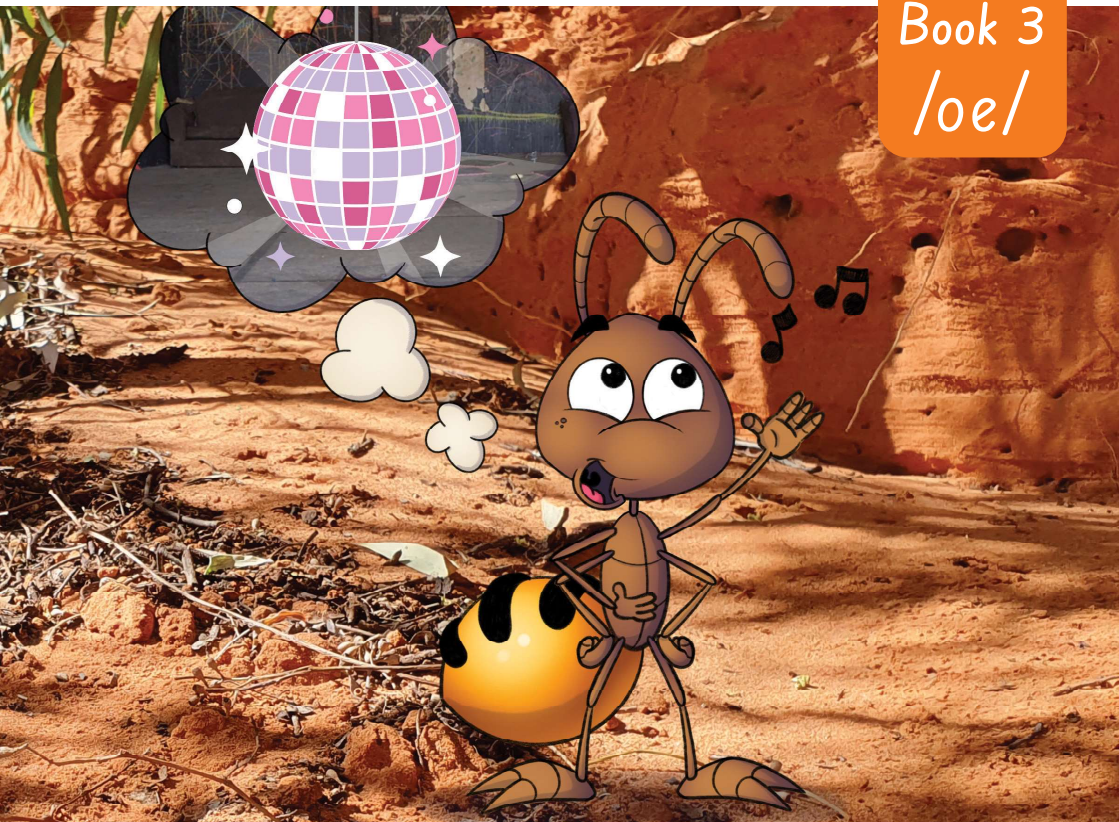


Book 3
/oe/



Sant the disco ant

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:

out

arms

here

phones

bass

visit

as

ask

over

known

Help with syllables:

dis/co

To/by

o/ver

o/pens

tem/po

fo/llows

grow/ing

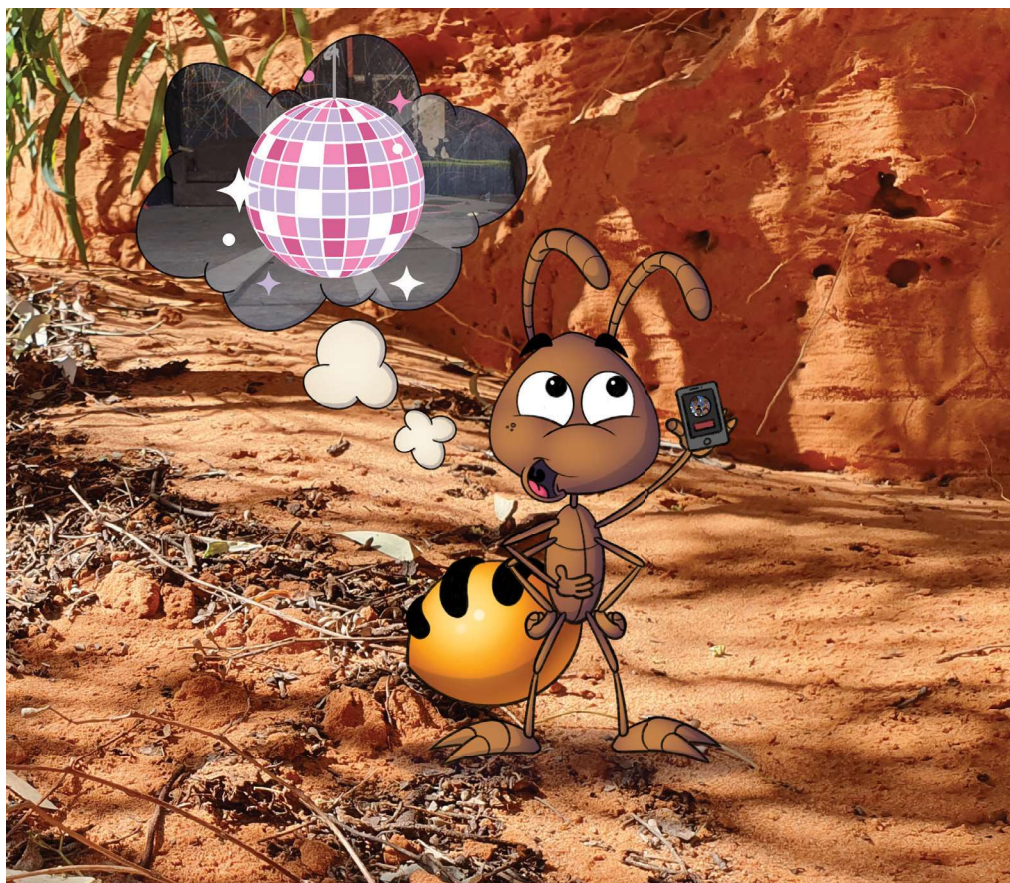
ta/pping

wai/ting

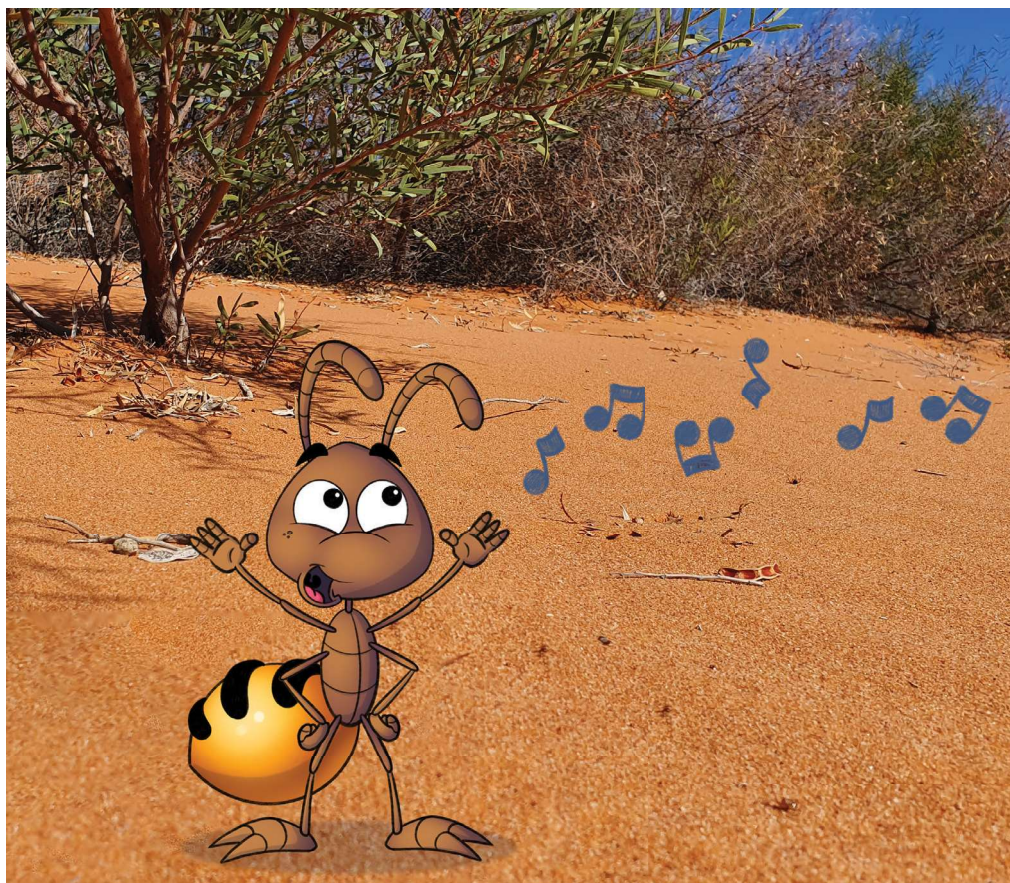
ha/ppy

Da/vid

sing/ing



Sant is happy when he sings. His dream is to sing at the disco with his band mates up the road. Sant phones to ask if he can visit. They say, "Yes!"



He only needs to take a quick stroll up the road to meet his band mates. The song notes from the band float to Sant as he goes up the road.



Clint and Ash know that to be the best and grow, they must play the same beat over and over.



Ned can play along when the beat is known. His bass is low. He follows the beat well and taps his toes.



Jaz taps her tapping sticks. The song is growing and there is no way of knowing when Sant will sing. He is waiting for his big break.



Here comes Sant, he is singing with the band. He opens his arms and puffs out his chest. Singing is what he knows best!



The tempo is slow. Sant asks to speed up the tempo so they can play the song at the disco.



Sant's dream to sing at the disco is real. He is so happy to know that he is part of the disco.

Words with alternate spellings for the sound /oe/ .

Practise blending sounds in words:

<o>

disco

only

opens

tempo

so

<oa>

road

float

<ow>

low

slow

grow

growing

follows

<oe>

goes

toes

<o_e>

phones

notes

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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