

Book 4
/er/



Sant's first race

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:

purple

looks

hard

watch

how

fast

now

into

close

cheer

can't

Help with syllables:

pur/ple

ye/llow

si/ster

cla/pping

ru/nners

fi/nish

pu/ffing

sprin/ting

wi/nning

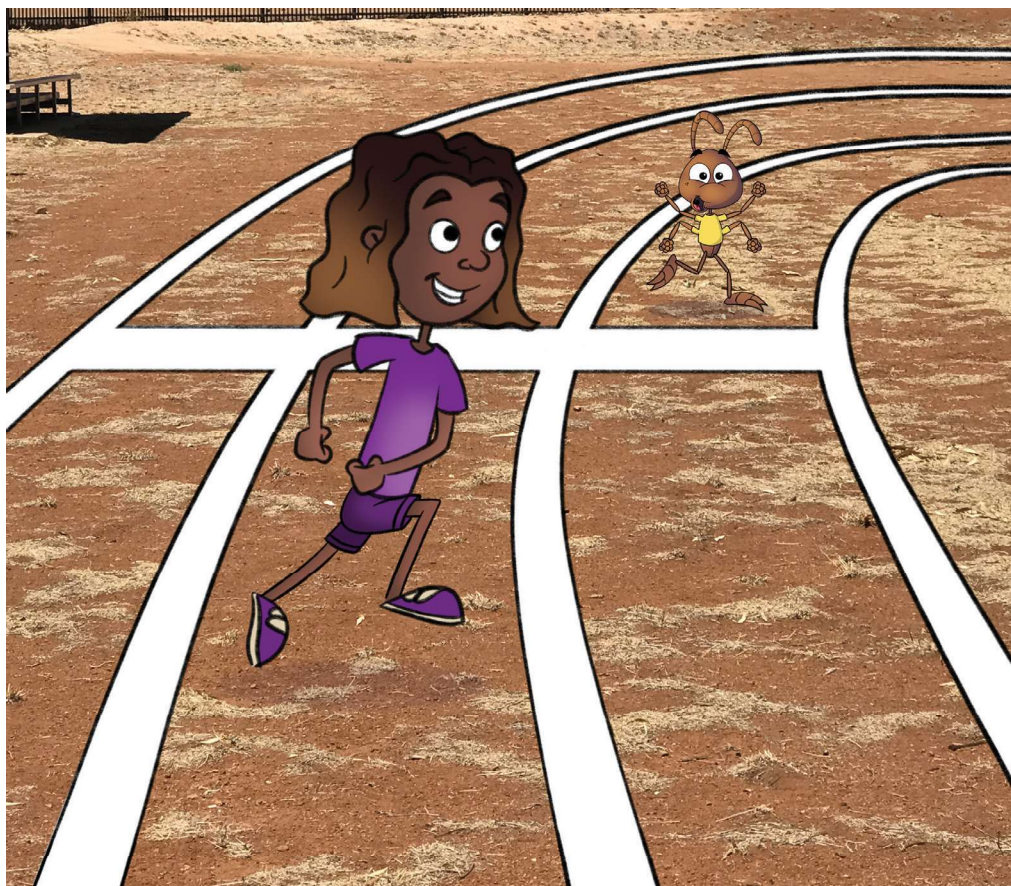
ru/nning



It is Sant's first race day! He has a yellow shirt to show the team he is running for.



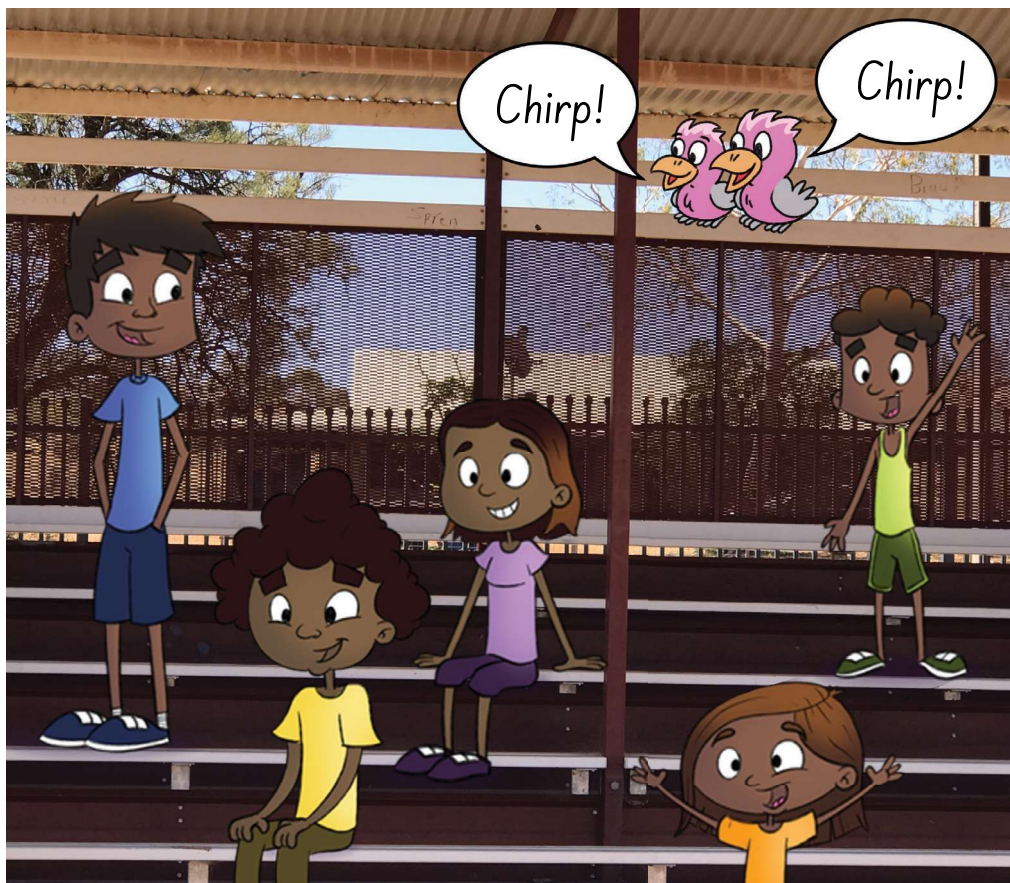
Shan is running for the purple team.
Her sister looks on from the stand.



The runners burst onto the track. Their feet beat the dirt of the track, as they turn into the first bend.



The dirt kicks up and their team mates cheer. Jack and Tim run fast, as the track turns. Tim jerks close to Jack. He works hard to be first.



Their mates clap and twirl from the stand. They can't wait to see who will be first. Even the birds chirp and watch from the stand!



The runners can see the finish flag.
Their legs hurt, but they keep running
as fast as they can. Sant is puffing and
sprinting now. Shan is close to Sant.



Sant wins the race! It is the yellow team's turn to take the winning cup. Sant feels on top of the world.



Fern is Shan's sister. She is the first to say how well she ran. Fern was clapping for her every lap of the race.

Words with alternate spellings for the sound /er/ .

Practise blending sounds in words:

<er>

her
sister
Fern
jerks

<ir>

first
dirt
twirl
shirt
birds
chirp

<or>

work
world

<ur>

turn
hurt
purple
burst

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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