



# Kip has a nap

Written by SPELD SA. Illustrated by Dave Atze.





## 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 letter, saying the sound it represents. Swipe left to right under the letters, saying the sounds quickly and smoothly together to read the word. e.g. p-a-t is 'pat'; s-a-n-d is 'sand'; n-e-s-t is 'nest'.
- If the reader is having difficulty hearing the word when blending, try to model stretching the sounds together without pauses, e.g. *nnnniiiiip*, is 'nip'. 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:

has

his

he

laptop

the

is

a



*Kip is a pup.*



*Kip the pup has a nap.*



*Ken let Kip nap on his lap.*



*Kip has a nap on mum.*



*He has a nap in a kit bag.*



Kip has a nap on the big,  
red rug.





*He has a nap on the  
laptop.*



*Kip the pup has a nap on  
a log.*



## Cover artwork by Elizabeth Close

Elizabeth Close is an Anangu woman from the Pitjantjatjara and Yankunytjatjara language groups in the APY Lands in outback South Australia. She was born in Adelaide and spent much of her upbringing in remote communities, learning her language and receiving cultural education.

*'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.

## About this series

The SPELD SA Phonic Book Series complements the teaching of reading and writing using a structured synthetic phonics approach. SPELD SA aims to help Aboriginal students engage with phonic books by having characters, content and settings that reflect Aboriginal communities. 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

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Thanks to the Anangu Lands for their contribution, including cultural advice on Anangu communities and language.

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 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)

Initial Code:

Unit 1 a i m s t

Unit 2 n o p

Unit 3 b c g h

Unit 4 d e f v

Unit 5 k l r u

Unit 6 j w z

Unit 7 x y ff ll ss zz

Unit 8 vcc cvcc

Unit 9 ccvc

Unit 10 ccvcc cvccc ccvcc

Unit 11 sh

Unit 11 ch

Unit 11 th

Unit 11 ck

Unit 11 wh

Unit 11 ng

Unit 11 qu

Bridging Unit ch tch

Bridging Unit c k ck

Bridging Unit w wh



**Specific Learning Difficulties SA**

SPELD SA acknowledges the traditional custodians of the lands on which we deliver our services. We pay our respects to elders past, present and emerging, and recognise their cultural heritage, beliefs and relationship with the land.

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