



Sant on a snail

Written by Jacqui Edwards. Illustrated by Dave Atze.



Practice page

Practise the sounds

s a t i p n
 c k ck e h r m d
 g o u l f b
 ai j oa ie ee or

Practise blending sounds

jam	pie	nail	soap
fork	train	toast	floats

Practise high frequency words

the	your	a	has
is			

Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. They are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. The books support the learning of letter-sounds and blending in a sequential phonic order, helping students to develop their independent decoding skills. The books also contain limited high frequency words that need to be taught before reading the book. The questions and activities focus on increasing a student's vocabulary and fluency and encourage the student to make deeper connections with the author's message.

Sant on a snail (49 words)

Before reading the book, use the practice page to:

1. Revise the letter-sounds

2. Teach the blending of letter-sounds in regular words

The student points 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-ie is 'pie'; n-ai-l is 'nail'; s-oa-p is 'soap'; f-or-k is 'fork'; t-r-ai-n is 'train'; t-oa-s-t is 'toast'; f-l-oa-t-s is 'floats'.

During single word practice, check that the student understands the meaning of the word.

If the student is having difficulty hearing the word when blending:

- repeat the sounds more than once in succession to help the student 'hear' the word
- model stretching the sounds together without pauses, e.g. nnnnniiiiip, is 'nip'
- use letter tiles and push them together while saying the sounds.

3. Teach the high frequency words (words that the student will not be able to sound out)

Tell the student the words and determine any 'tricky' parts by breaking up the word into its sounds. Many high frequency words will be able to be sounded out later as the student learns more sounds and how they are written.

Provide practice through games like matching flash cards and Snap. For extra support, write the high frequency words on cards for the student to refer to as they read.

Reading tips

In some words, <s> is pronounced /z/, for example 'is', 'as', 'his'.

The suffix <ed> can represent the sound /d/ as in 'rubbed', /t/ as in 'packed' and /id/ as in 'landed'.

Words can contain schwa vowel sounds. The schwa is pronounced as an /uh/ sound, such as in, 'Nana', 'butter', 'across', 'the'. Explore with the student which part of the word has the schwa sound by breaking the word into its sounds. Take note of how the schwa sound is spelt.

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

snail – a small soft animal (mollusc) that has a shell and moves very slowly

nail – metal hammered into two pieces of wood to keep them together

train – a railway engine

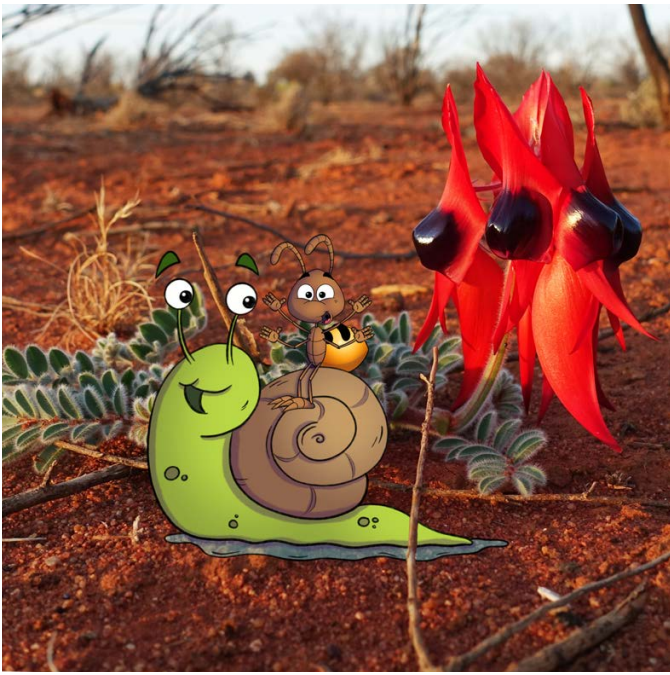
drain – a hole in a sink to take away water

floats – stays on the surface of water and does not sink

lies – rests upon

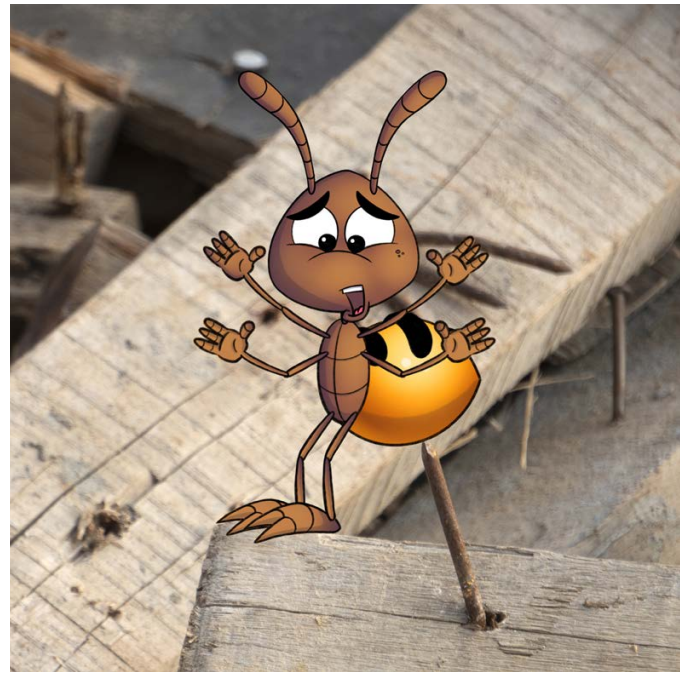
corn – a yellow vegetable you eat off the cob, also known as sweet corn

fork – a metal tool with 4 points used to pick up food



Sant the ant sits
on a snail.

1



Not on a nail, Sant!

2



Sant is on a train.

3



Not in the drain, Sant!

4



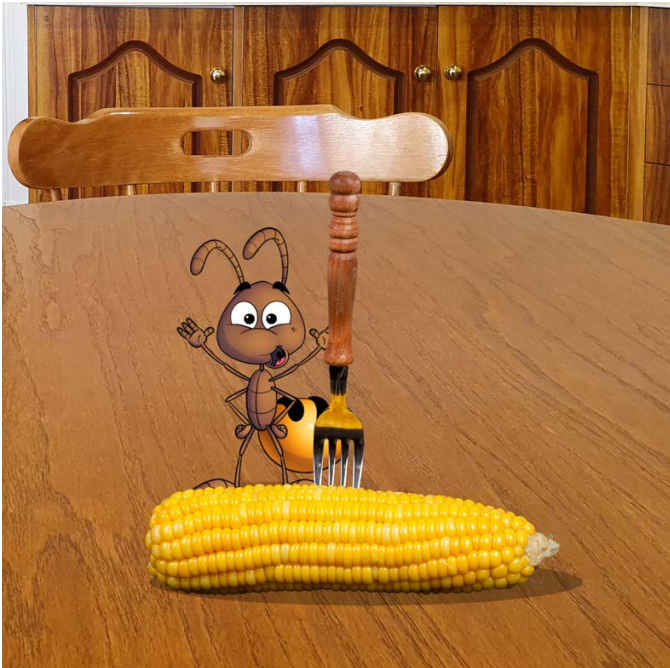
Sant floats on soap
and has jam on toast.

5



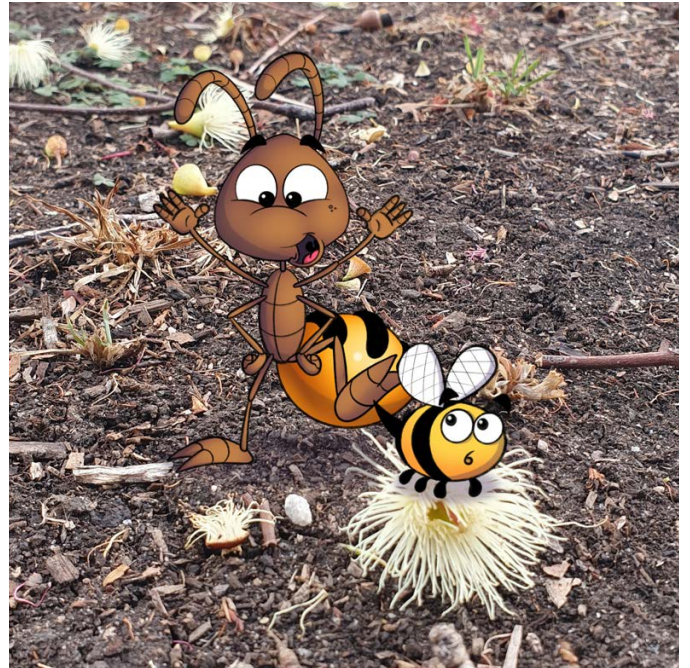
Sant lies on a pie.

6



Sant has corn on
a fork.

7



Sant! Keep your feet
off the bee!

8

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

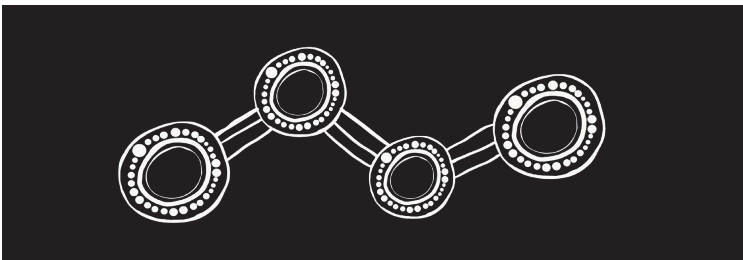
Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. What did Sant sit on in the story?
What would happen if you sat on a snail?
2. Why shouldn't Sant sit on a nail?
Have you ever sat or stepped on a nail? What happened?
3. Do you eat toast? What do you like to have on toast?
4. Have you ever been stung by an insect such as a bee?
What happened?
5. How many words can you find with the /ai/ sound?
Can you find words with the /or/ sound on page 7?
6. Listen to these word pairs. Which pairs rhyme?
snail/nail, toast/pie, train/drain, corn/bee

Fluency chart

on	off	pie	bee
and	ant	jam	not
Sant	feet	corn	fork
keep	soap	lies	nail
flag	must	drop	snail
drain	toast	train	floats



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.

Each set of books introduces a group of sounds for students to blend to read words. The books with a single star icon on the front cover contain a lower word count and less high frequency words. The books with two stars contain a higher word count, a greater number of high frequency words and/or more complex word structure. Please consider your student's ability when choosing a book for them to read. For a comprehensive explanation of the structure of the series, please refer to the SPELD SA website.

Acknowledgments

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SPELD SA is grateful for the contributions of volunteers for: consultation and project development; writing texts, comprehension questions, charts and games; illustrating, photography and graphic design; character development and cultural advice; speech and language advice. This is a wide community project, with talents, expertise and knowledge being shared for a common purpose - to improve literacy. Thank you all.

Book design by Tricia Smith Design, compilation and additional design by Janet Stone.

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

- | | |
|--------|--|
| Set 1 | s, a, t, p, i, n |
| Set 2 | c, k, ck, e, h, r, m, d |
| Set 3 | g, o, u, l, f, b |
| Set 4 | ai, j, oa, ie, ee, or |
| Set 5 | z, w, ng, v, oo (book), oo (room) |
| Set 6 | y, x, sh, ch, th (think), th (that) |
| Set 7 | qu, ou, oi, ue, er, ar |
| Set 8 | y (sunny), a (apron), a-e (cake), e (female), e-e (eve), i (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune) |
| Set 9 | ay (play), ey (they), oy (toy), y (mystery), ea (dream), ie (chief), y (dry), igh (night) |
| Set 10 | oe (toe), ow (rainbow), ow (now), ir (bird), ur (turn), ew (few), au (launch), aw (paw), al (talk) |



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