SPED(SA) Phonic Books follow the sequence of letter sounds used in the Jolly Phonics early literacy program
www.jollylearning.co.uk

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, oo
Set 6 y, x, ch, sh, th, th
Set 7 qu, ou, oi, ue, er, ar
Set 8 y /ee/, a-e, e-e, i-e, o-e, u-e
Set 9 ay, oy, y/ie sound, y/i sound, ea igh
Set 10 ow/oa, ow/ou, ir, ur, ew, au, aw, al
Set 11 ph, soft c, soft g, silent b, w, k, h
Set 12 wh, ea/e, wa/wo, ou/u, air/are/ear
Set 13 ch/k, Silent c, tion, sion, ei, eigh/ai
Set 14 o/u, ture, ie/ee, ore, n/ng, tch, dge
Set 15 s/z, se/ze/z, ear, eer, ere, gn/n, gh/f

See www.speld-sa.org.au for worksheets to support
SPED(SA) Phonic Books.

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Compiled by Sandy Russo, 2014

Text by Angela Weeks
Illustrations by Dick Weigall
Sounds in the Attic (416 words)

How to get the most from this book

Before starting

1. Revise the letter sounds in the book
   a, e, i, p, n
   c, k, ck, e, h, r, m, d
   g, o, u, l, f, b
   a, j, oo, ie, ee, or
   z, w, ng, v, oo, oo
   y, x, ch, sh, th
   qu, ou, o, ee, er, ar
   y /ee/; a-e, e-e, i-e, o-e, u-e (y /ee/ means the letter y
   pronounced ee at the end of a word eg party)

2. Practise blending the sounds in unfamiliar words in the
   text
   eg, l-o-d-y > lady; b-e-c-a-m (long a) > became; g-r-a-n (long o) >
   grumpy, h-o-p (long o) > hope, t-i-m (long i) > time,

3. Teach the special words in the text by telling the student
   what they say and provide practice through matching
   games and Snap.

   lived, old, told, where, when, while, there, day, friends, was,
   sometimes, power, stories, babies, ghost, whose, said, my,
   reply, down, light, night, saw, heard, could, would, sure, house,
   are, before, 4pm, to, child, the, floors, clothes, glass, we,
   particularly, lady, behind, she, of, me, funeral, explored,
   evening, I, be, asked, no, don't, were, lam, tiptoed, door,
   together, opened, hatch, aware they
   <s> says /z/ in as, used, voices
   <le> says /I/ in rattled, huddle, horrible, candle, shuffled,
   middle

   Schwa sound at the beginning of the word - <o> says /u/ in
   about, around, across, alarm, aware.

As soon as we opened the hatch, we became aware of a horrible smell and, in the light of the torches, we saw animal droppings and babies in a nest. Then we understood. The shuffling sound was not a ghost. It was rats. We quickly closed the hatch and went back to bed.

Seemingly, Granny had not been aware of the family of rats that had made its home in her attic. But it looked as if they had been there for a long time!
The next evening, Penny and I set the alarm clock for 1 am and when it went off, we tiptoed to the attic door, torches in hand. Together, we dragged down the ladder and went up the steps.

4. After the reader has read the text, or the relevant page, ask them one or more of the following questions:

1. Do you believe in ghosts? Give a reason for your answer.

2. Have you ever had an animal or bird in your roof? Tell me what happened.

3. Do you like listening to someone reading a story? What is your favourite story and why is it your favourite? Briefly, tell me what the story is about.

4. Have you ever moved house? Tell me how you packed up your belongings and took them to the new house.

Why this approach?

In order to read a book successfully on their own, students need to be taught how to blend the sounds of the words in the book, and remember the irregularly spelt words, before they are asked to read it. Without this preparation, they may find reading difficult and become discouraged. The questions aim to increase vocabulary and encourage the student to relate the text to their own knowledge, feelings and experiences, so that reading is meaningful.
Granny, Mum’s mum, lived in a big, old house in the north of Scotland where winters are freezing cold and it gets dark before 4pm on the shortest day.

At bedtime on the first evening, Penny and I huddled around Mum on Granny’s big bed while she told us ghost stories. That night, Penny and I heard noises in the attic. The next morning, we told Mum.

“Could it be Elizabeth?” we asked, not sure if we hoped the reply would be ‘Yes’ or ‘No’. Mum smiled. “I don’t think so,” she replied. But we were not satisfied.
It was the middle of winter when Granny died and Mum took my sister, Penny and me to Scotland for the funeral, and to pack up the contents of the house. Mum spent her time filling boxes with Granny’s belongings while we explored the big house and its grounds.

Mum used to tell us about her life as a child in the old house with its five floors and the big attic under the roof where Granny kept trunks of clothes that Mum and her friends used for dress-ups.
She told us that when there was a storm, the roof tiles rattled, the wind moaned and the rain pelted against the glass. Sometimes, the power went off and the family huddled around a log fire, using torches and candles to see. It sounded quite spooky.

We liked Mum’s stories about life in the big house. We particularly liked her tales of the ghost that lived in the attic. Mum said she had seen the ghost when she was a child. It was an old lady whose dress trailed behind her as she shuffled across the floor. Mum and her sister had named the ghost, Elizabeth.