



SPELD(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, i, p, 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

Set 6 y, x, ch, sh, 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/;ea,igh

Set 10 ow/oa/;ow/ou/;ir;ur;ew;au;aw;al

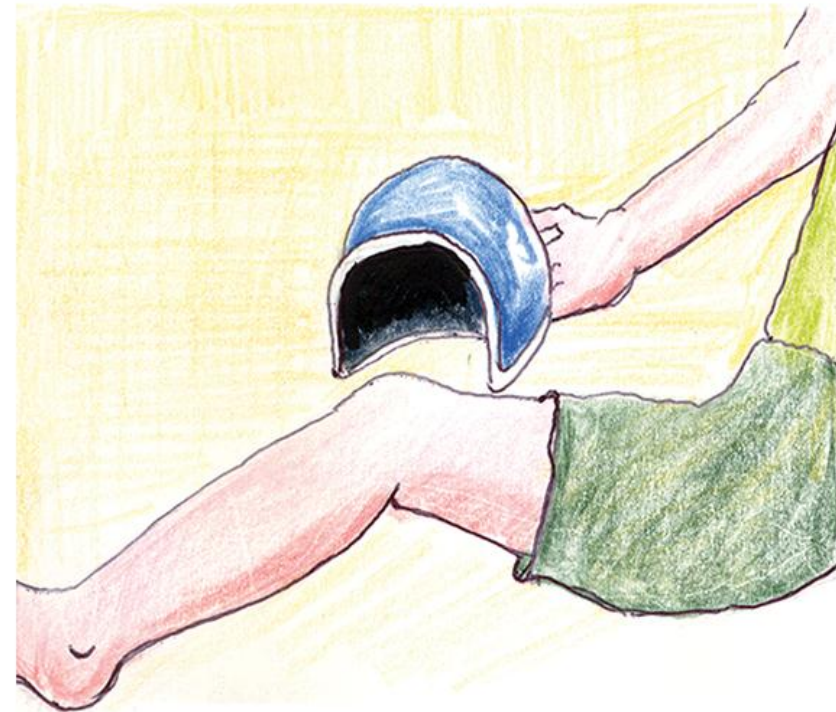
See www.speld-sa.org.au for additional games to support SPELD SA Phonic Books

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Compiled by Sandy Russo, 2013

SPELD SA Phonic Books Set 3

Does It?



Text by Angela Weeks
Illustrations by Dick Weigall

Does It? (164 words)

How to get the most from this book

Before starting

1. Revise the letter sounds in the book

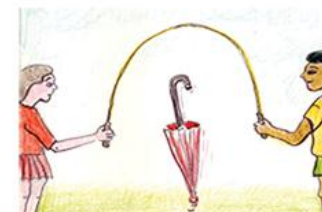
s, a, t, i, p, n
c, k, ck, e, h, r, m, d
g, o, u, l, f, b

2. Practise blending the sounds in unfamiliar words in the text

- Teach the student to blend letter sounds in regular words, eg, 'c-r-a-b' is 'crab'
- Say the sounds quickly to hear the word
- Say the first sound in the word louder - it makes the word easier to hear

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

Does, the, also



Does an umbrella skip?

No, an umbrella does not skip.
An umbrella _____.



Does the sun rain?

No, the sun does not rain.
The sun _____.



Does a pig grunt?

Yes, a pig grunts. A pig
also _____.



Does a crab run on the sand?

Yes, a crab runs on the sand.

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

1. What is a helmet? When would you wear a helmet?
2. What is a napkin?
3. What is an umbrella? Have you ever used one? Should they be opened inside? Why /why not?
4. What can hop?
5. What is special about the way a crab runs?
6. What goes 'tick-tock'?
7. The sun does not rain. What does the sun do?

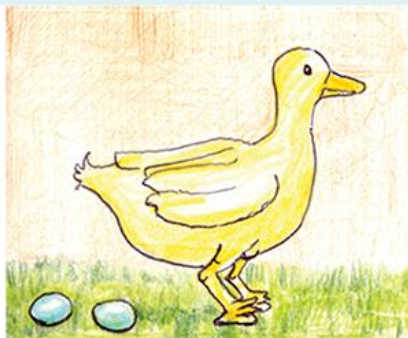
Why this approach?

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.

Does a helmet go on your leg?

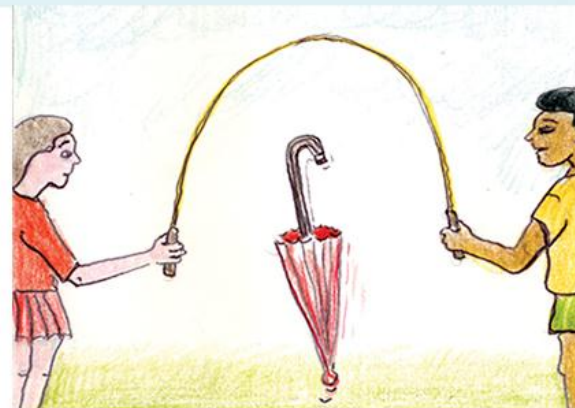


Does a duck sit on its eggs?



4

Does an umbrella skip?



Does the sun rain?



9

Does a pig grunt?



Does a crab run on the sand?



8

Does a panda go tick-tock?



Does a napkin hop?



5



Does a helmet go on your leg?

No, a helmet does not go on your leg. A helmet goes on your _____.



Does a duck sit on its eggs?

Yes, a duck sits on its eggs.



Does a panda go tick-tock?

No, a panda does not go tick-tock. A _____ goes tick-tock.



Does a napkin hop?

No, a napkin does not hop. A _____ can hop and a _____ can hop.