

SPELD SA Phonic Books Set 5

Ben Fell in the Pond



**Text by Angela Weeks
Illustrations by Dick Weigall**

Ben Fell in the Pond (85 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
ai, j, oa, ie, ee, or
z, w, ng, v, oo, oo

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

- Teach the student to blend letter sounds in regular words, eg, 'p-i-c-n-i-c' is 'picnic'
- 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

for, a, to, the, was, too, out, of, so, were, they

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

1. Have you ever fallen into the water accidentally? What happened?
2. Do you know any real life stories where a dog has saved a person's life?
3. Dogs are sometimes used to help people who are sick or old or disabled. Have you seen or heard about these dogs? How do they help people? What do we call a dog who helps people that can't see?
4. Tell me a sentence with the word, 'to', spelt 't-o'.
Tell me a sentence with the word, 'too', spelt 't-o-o'.

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.



The kids set off
for a picnic: Brad,
Pip, Ben and Ben's
dog, Wags.



**Brad and Pip went
on the swings.**



Ben and Wags went
to the pond.



Ben fell in the pond.



Wags bent to help Ben but Ben was too big for the dog to lift.



**Wags went to get
Ben's pals.**



**The kids lifted Ben
out of the pond.**



Ben was wet. So the
kids had to miss the
picnic.

Were the kids sad?
Were they cross?



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, 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
SPELD SA Phonic Books.

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