



SPELD(SA) Phonic Books follow the sequence of letter sounds used in the Jolly Phonics early literacy program  
[www.jollylearning.co.uk](http://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](http://www.speld-sa.org.au) for additional games to support SPELD SA Phonic Books

Reproduction of this material, with appropriate acknowledgement, for non-commercial or private purposes is permitted.

Compiled by Sandy Russo, 2013

SPELD SA Phonic Books Set 1

# Ants at the Tip



Text by Angela Weeks  
Illustrations by Dick Weigall

## Ants at the Tip (41 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

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

- Teach the student to blend letter sounds in regular words, eg, 't-i-p' is 'tip'
- 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.**

on, the



An ant on a tap.





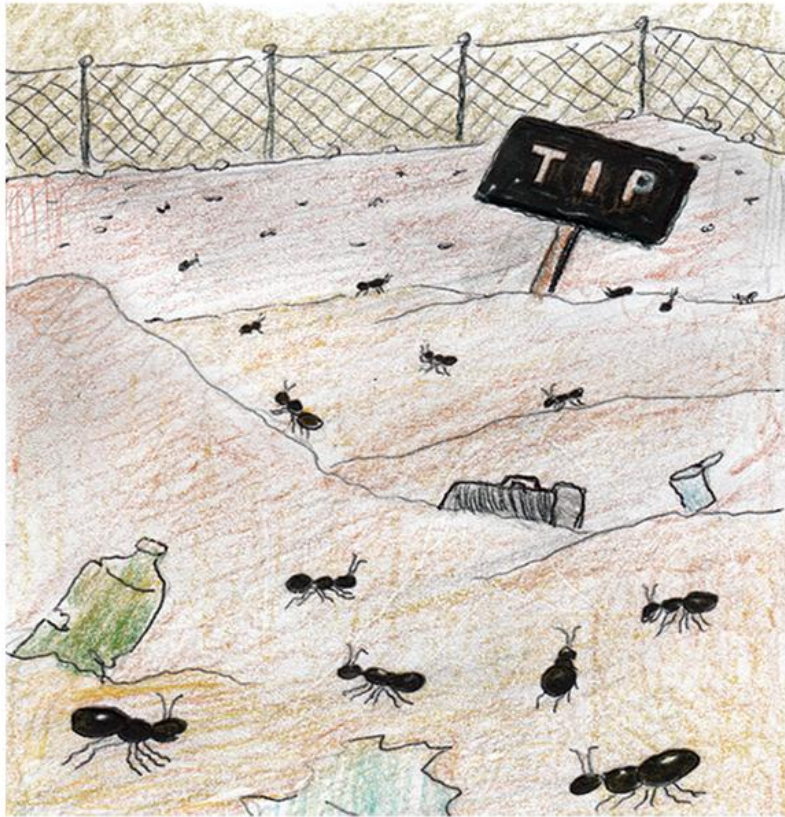
Pat at a tap.

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

1. Pat was at the tip collecting items made of tin. What do you think Pat will do with the tin?
2. What do you think the ants were doing in the tin?
3. Why do you think the ants climbed up Pat's arm?
4. What do you think the ant on the tap at the end might be thinking? Let's write the words for a thought bubble for the ant.

**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.



Ants in a pit at the tip.

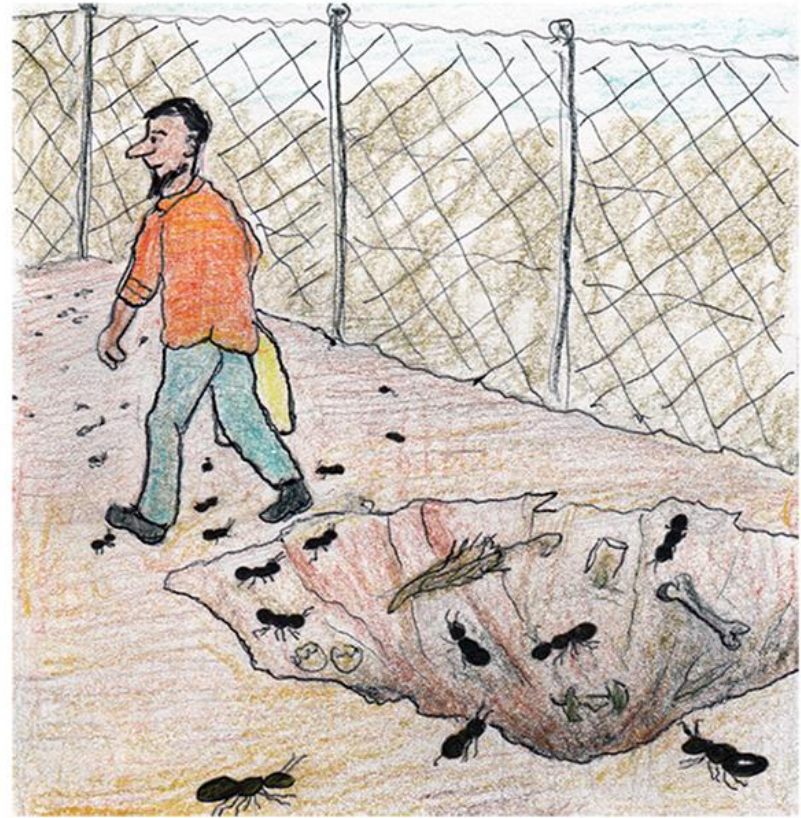


Ants on Pat.



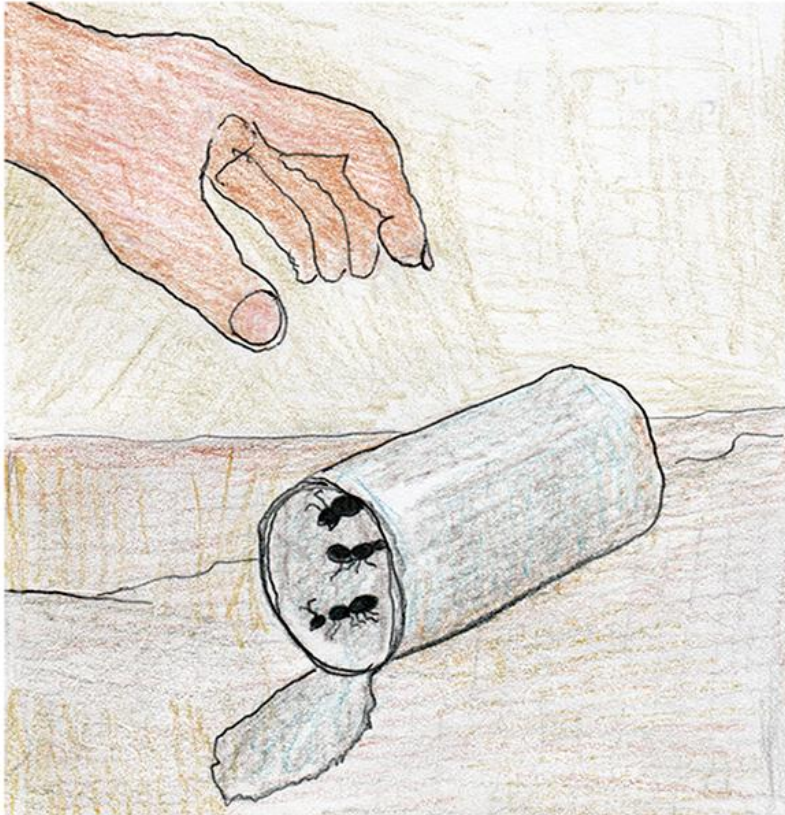


Ants in a pan.



Pat is at the tip.





Ants in a tin.



An ant is on Pat.