

Tupu



Swim Day



Ready to Read Phonics Plus

By Maggie Boston | Illustrated by Stevie Mahardhika

Swim Day

Published 2021 by the Ministry of Education,
PO Box 1666, Wellington 6140, New Zealand.
www.education.govt.nz

Developed by Child Well-being Research Institute, University of Canterbury,
Private Bag 4800, Christchurch, 8140, New Zealand.
www.canterbury.ac.nz/childwellbeing/betterstartliteracy

Text copyright © Crown 2021
Illustrations copyright © Crown 2021
Teacher notes © Crown 2021

All rights reserved.
Enquiries should be made to the publisher.

Editors: Alison Arrow, Gail Gillon, Brigid McNeill, Amy Scott,
Child Well-being Research Institute, University of Canterbury
Designed and typeset by Smartwork Creative, www.smartworkcreative.co.nz

ISBN 978-1-77663-823-9 (print)
ISBN 978-1-77663-824-6 (online)

Teacher notes written by the Child-Wellbeing Research Institute, University of Canterbury
Teacher support materials for the Ready to Read texts can be found
online at www.readytoread.tki.org.nz

Replacement copies may be ordered from Ministry of Education Customer Services,
online at www.thechair.co.nz
by email: orders@thechair.minedu.govt.nz
or freephone 0800 660 662
Please quote item number 63823.



Written by Maggie Boston

Illustrated by Stevie Mahardhika



It is swim day.
Tāne and Nat rush
to kura.

“We need sun screen,”
says Nat.
Slip, slop, slap.





“Get set . . .”
yells Miss Lee.
Sam starts too soon.
“Swim back, Sam.”

“Get set . . . go!”
Splash!
The kids swim fast.





“Swimming is such fun,” says Sam.

“Even when I start too soon!”

TEACHING NOTES

Swim Day

■ Reading practice

This story provides children with the opportunity to practise reading the letter-sound patterns they have learned, alongside learning other high utility non-decodable words.

Focus sounds

s blends, ee

Introduce the story to children and read the story aloud together. There are two types of words in the story: regular decodable words and other words that are not. The decodable words that contain the focus sounds are listed below, along with the words that can't be sounded out. There will also be other words containing sounds that should have been previously taught. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the other words that can't be sounded out, children can simply be told the words. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out

swim, need, screen, slop, slip, slap, Lee, step, splash

Other words to tell your child

sports, Miss, start, too, even, swimming, go

■ Phonological awareness

Practise segmenting and blending sounds together to make words. You could say, "Let's say the sounds (phonemes) together in each word I say."

Have children find each word you segment and blend on the page.

Use the table below for suggestions on how to segment and blend target words from this story.

slip	s-l-i-p
Lee	L-ee
swim	s-w-i-m
screen	s-c-r-ee-n
splash	s-p-l-a-sh

■ Morphological awareness

Bring attention to how words can change (e.g. swim, swimming, swam). Draw attention to the part of the word that is the same and the part that is different. Highlight how **swim** changes to **swam** for the regular past tense form of the word. Create sentences using different forms of the word **swim**.

■ Vocabulary

Discuss that one meaning of the word **kura** is school. Practise pronouncing the word correctly using <https://maoridictionary.co.nz/> as a guide.

■ Spelling

Support children to listen and identify where the sound change occurs in words. Use the suggested letters or letter blocks to spell and read the words. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells **meet**, spell **mat**. If this word spells **mat**, spell **sat**."

Easier changes:

meet > mat > sat > pat

Harder changes:

speed > seed > need

■ Story discussion

Discuss why the race had to start again when Sam began too early.

Invite children to talk about a time they have been swimming, and games they like to play in the swimming pool.

■ Story retell

Ask the children to retell the story to a friend or family member. Prompt as necessary, using picture cues. Give plenty of praise and encouragement for verbal responses.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



Rākau
Tree



Māhuri
Sapling



Kākano
Seed



Focus sounds

s blends

ee

Tupu

Seedling

Initial and final blends

Long vowels

Consonant patterns

