

Tupu



The Long Swim



Ready to Read

Phonics Plus

By Maggie Boston | Illustrated by Giselle Clarkson

The Long Swim

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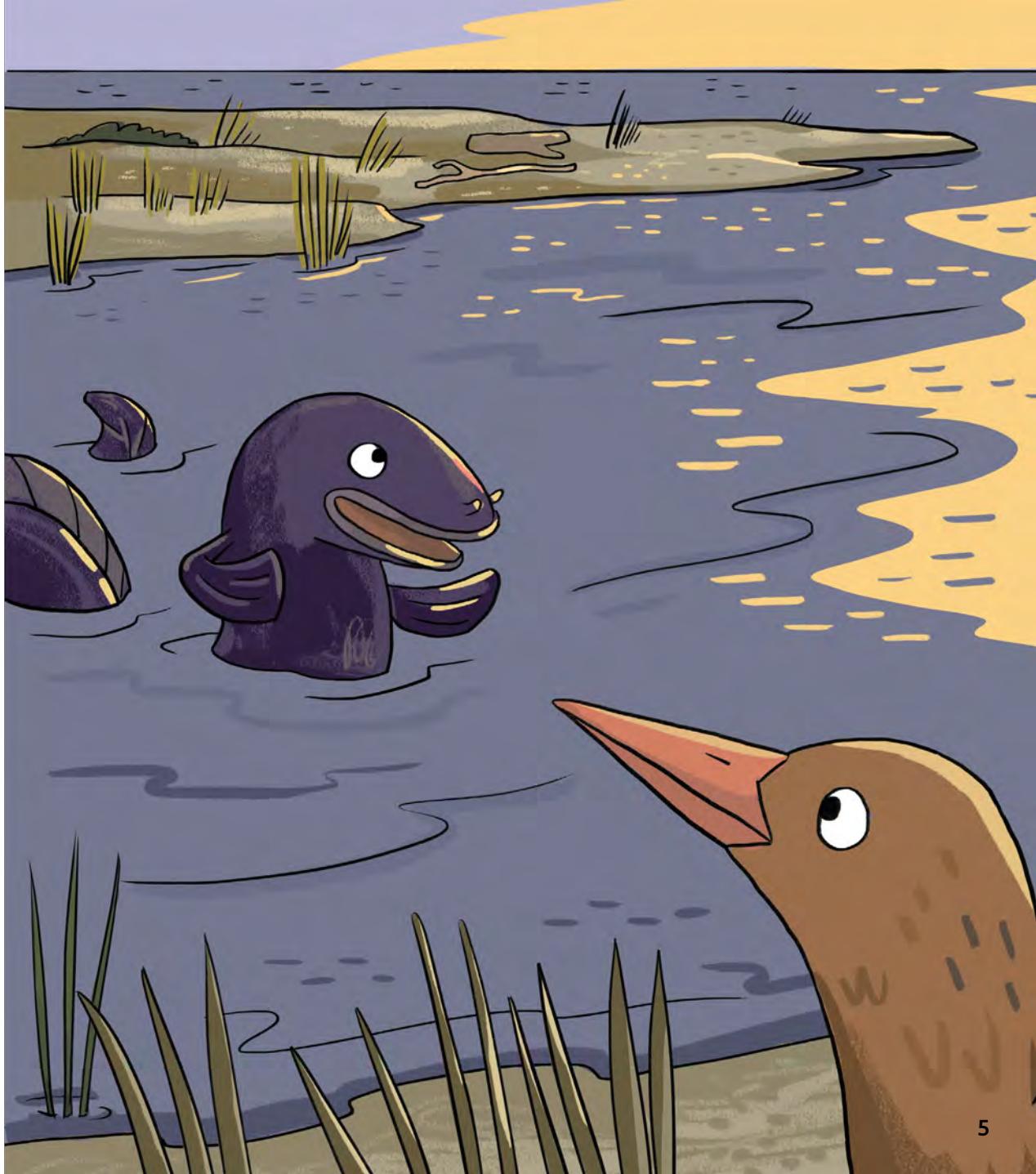
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Weka stands on the bank.
Tuna zig zags in the awa.
“Chat with me!” says Weka.

“I cannot chat,” says Tuna.
“I must swim to the deep
sea to breed.”





“What is the rush?”
asks Weka.

“I am on a quest,”
says Tuna.
“I am big and strong.”

“This is my big job,”
says Tuna.

“I need to go to the
deep sea to breed.”





“It is sad you must go.
We had fun in the awa,”
says Weka.
“Good luck. Haere rā!”

The Long Swim

■ 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

Revision

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

stands, on, bank, zig, in, chat, with, cannot, must, swim, deep, breed, big, rush, am, strong, this, quest, need, breed, had, fun, luck
sea, haere rā

Other words to tell your child

■ 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.

rush	r-u-sh
breed	b-r-ee-d
quest	qu-e-s-t
swim	s-w-i-m
stands	s-t-a-n-d-s

■ Morphological awareness

Bring attention to how words can change (e.g. rush, rushed, rushing). Draw attention to the part of the word that is the same and the part that is different. Create sentences using different forms of the word **rush**.

■ Vocabulary

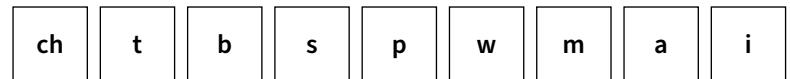
Talk about the meaning of the word **quest**. Think of other words with a similar meaning that would make sense in the sentence:

“I am on a **quest**,” says Tuna (e.g. adventure, job).

Ask children to create their own sentences using **quest**.

■ 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 **chat**, spell **bat**. If this word spells **bat**, spell **sat**.”

Easier changes: | chat > bat > sat > sap

Harder changes: | swim > swam > sam

■ Story discussion

Talk about the journey that longfin eels (tuna) make at the end of their life, travelling to the sea to breed. Look online for more about this journey at:

<https://www.doc.govt.nz/nature/native-animals/freshwater-fish/eels/>

■ 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

Revision

Tupu Seedling

Initial and final blends
Long vowels
Consonant patterns

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