

RHYME TIME DECODABLES

TASH AND THE FISH

Decodable Readers Australia

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NOTES FOR EDUCATORS

The Rhyme Time books are decodable which means that they are phonetically controlled, matching our level 4 letter-sounds. Follow the steps when using these books during supported reading time.

Supporting the Reader

1. Read the title of the book and predict what might happen.
2. Read through the sounds by having the student tap and say the sounds that match the letters.
3. Read through the sight words. These words will appear often in the book and may have spelling that is either irregular or unknown to the reader at this stage.
4. Read through the rhyme word warm up words to practise decoding.
5. Encourage the reader to read the story. If the reader comes to a word that they may not know, it is important to encourage the blending process (sounding out and sliding the sounds together). Reread the sentence if errors are made to help with fluency and comprehension.
6. Stop occasionally and talk about the events and characters in the story. There are questions at the back.
7. At the end of the story there are follow up activities.
8. Lots of positive praise is recommended for struggling readers, as reading can sometimes be strenuous for some.

NOTES ON RHYME

Rhyme plays a vital role in early literacy because it helps children hear and recognise sound patterns in spoken language. When children engage with rhyming words, they begin to notice similarities and differences between sounds, which strengthens phonological awareness—a key foundation for reading and spelling.

Decodable texts that include rhyme are especially powerful in early reading instruction because they combine the use of systematic phonics with engaging, predictable language patterns. By using only the letter-sound correspondences children have been explicitly taught, decodable rhyming texts enable young readers to apply their phonics knowledge successfully, while also holding the structure of a poem. The added element of rhyme further supports phonological awareness by helping children recognise and anticipate sound patterns, which in turn strengthens decoding skills and builds fluency.

Because rhyming texts are enjoyable, children are more motivated to reread them, leading to increased confidence, and automatic word recognition. This repeated, successful reading experience helps establish strong reading habits and supports the transition from sounding out words to reading with accuracy and expression.

SOUND WARM UP

Tap and say the sounds!

Level 1 Sounds

s	a	t	p	i	n
---	---	---	---	---	---

Level 2 Sounds

m	d	g	o	c
k	ck	e	u	r



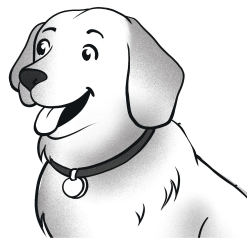
Level 3 Sounds

b	h	f	l	j
v	w	x	y	z



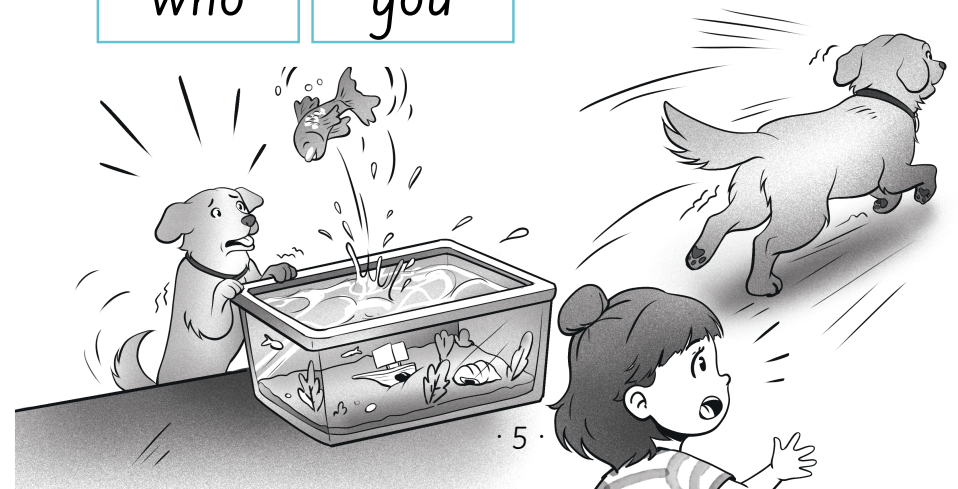
Level 4 Sounds

sh	ch	th them	th thin	qu
ng	wh	ph	g gent	c circle



SIGHT WORD WARM UP

a	be	do	for
her	is	no	of
one	or	she	so
h	their	they	to
too	want	was	what
who	you		



RHYME WORD WARM UP

fish	⇒	wish	⇒	dish
in	⇒	spin	⇒	grin
rubs	⇒	grubs	⇒	shrubs
rash	⇒	Tash	⇒	cash
ink	⇒	sink	⇒	wink
lash	⇒	splash	⇒	nash
tap	⇒	lap	⇒	clap
zip	⇒	nip	⇒	flip

TASH AND THE FISH



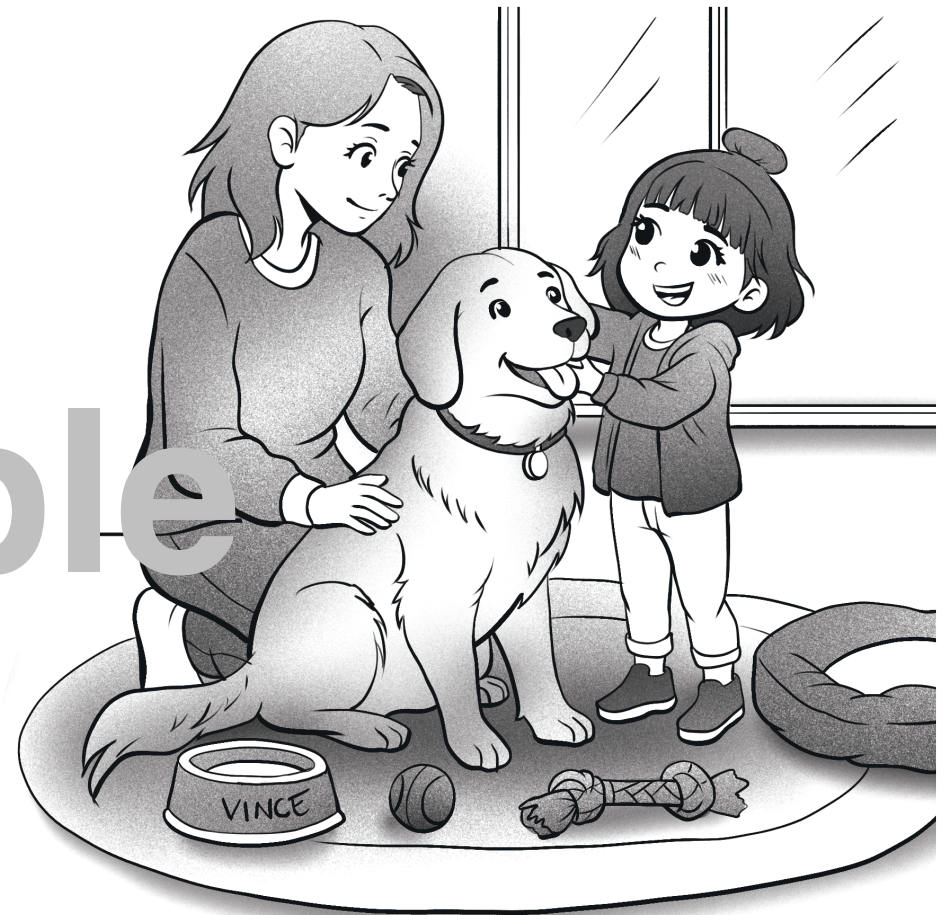
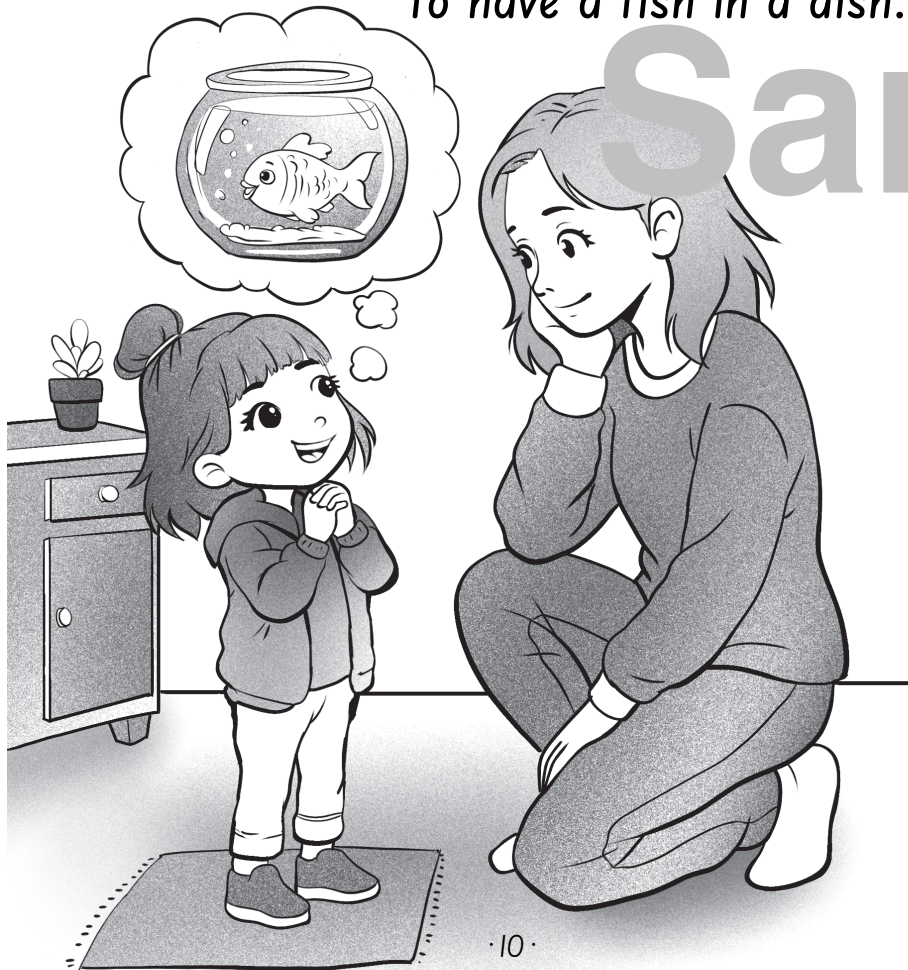
This is Tash
and she has a wish.
She wishes for a fish
in a big, thick dish.



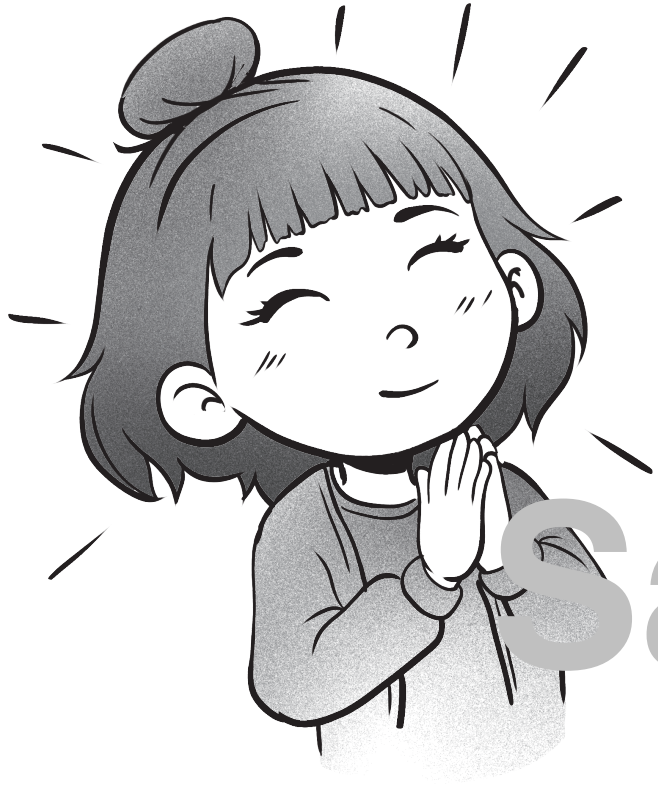
A fish that's big
and has a long lush fin.
A fish that's red
and swims with a grin.



*"Mum, Mum!
Can I get a fish?
It is my wish
to have a fish in a dish."*

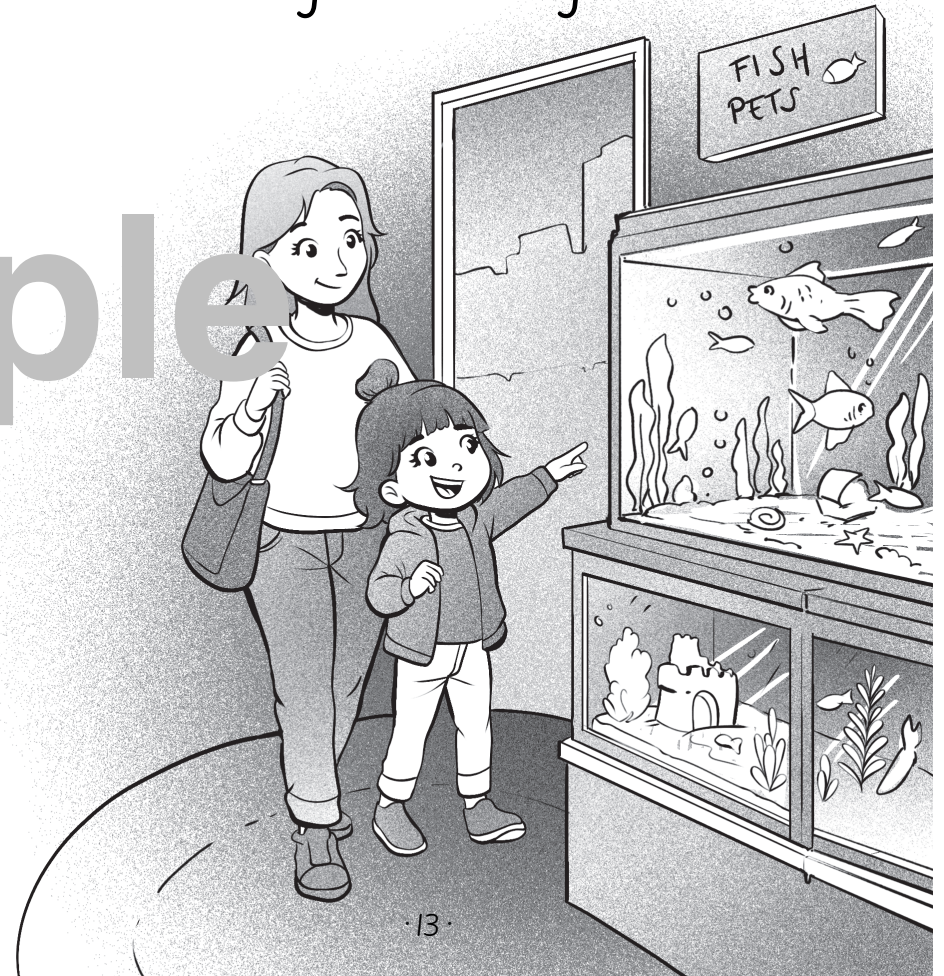


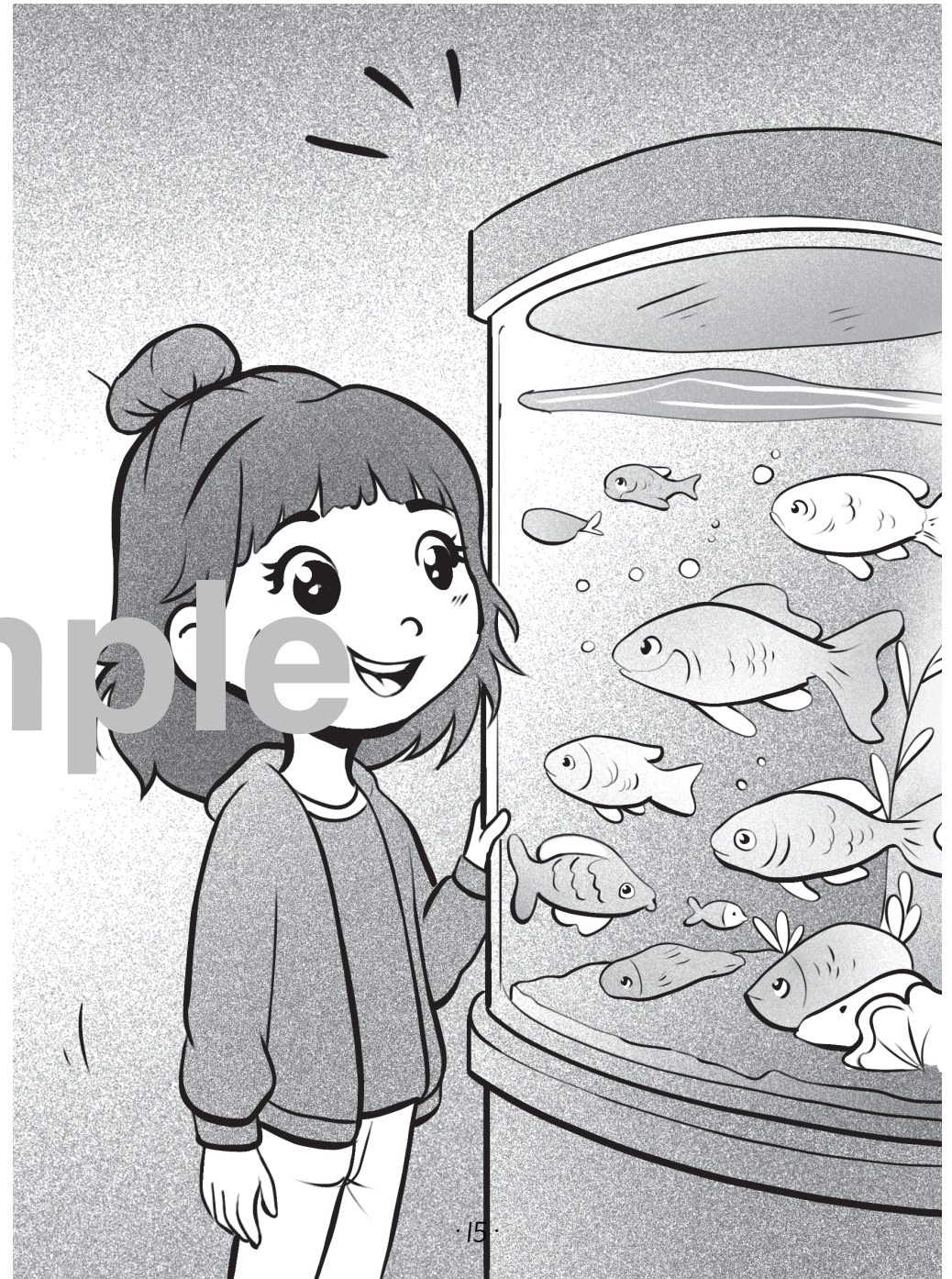
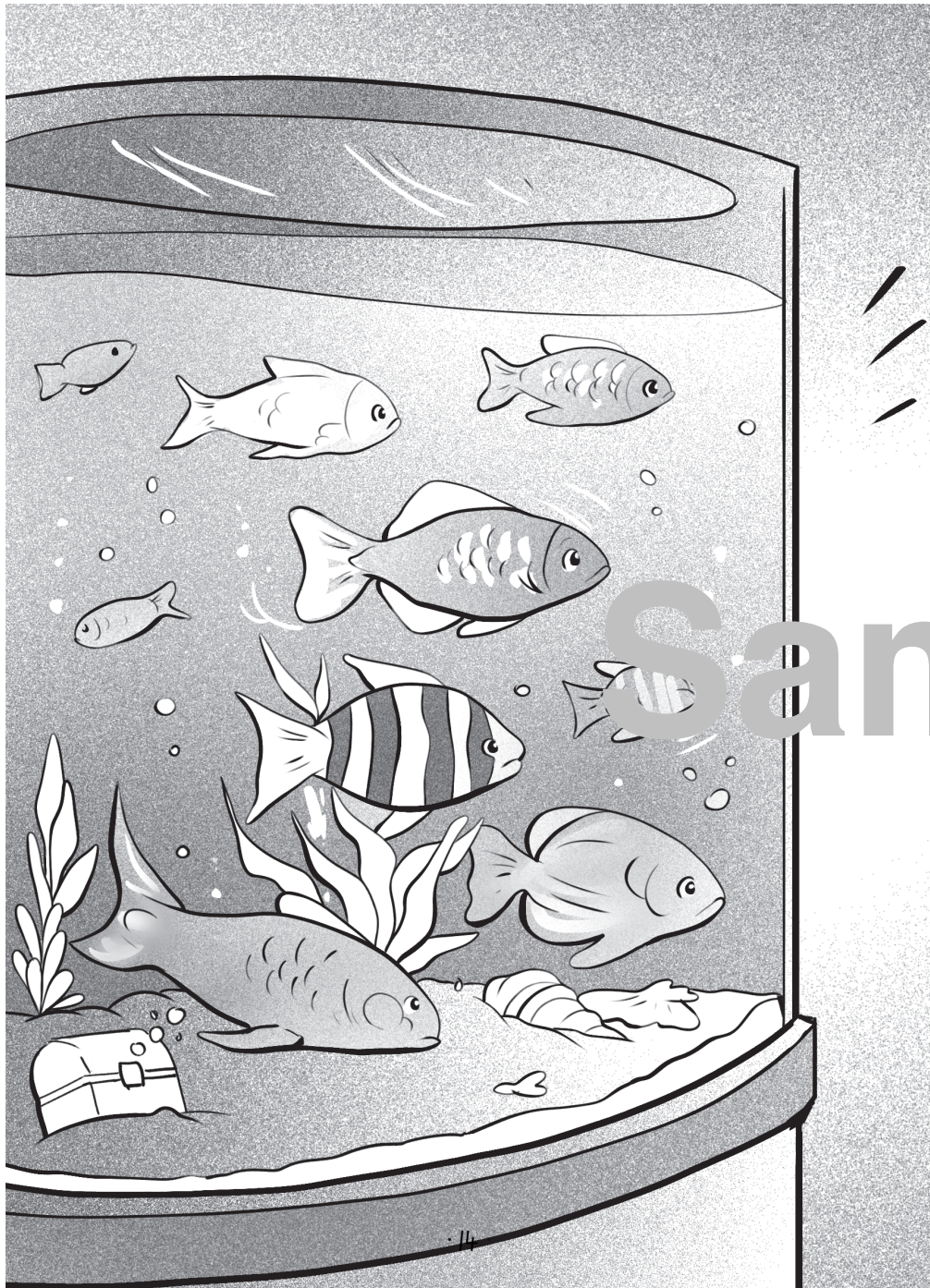
*"You have a big dog
and that's your pet.
He is the best pet
that you can get."*

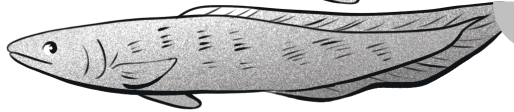
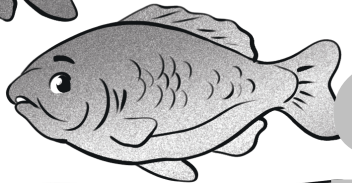
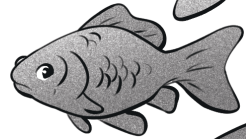
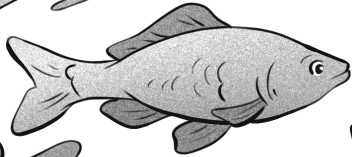
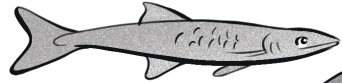
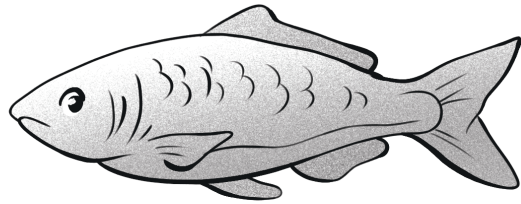


Tash begs and begs,
until Mum nods 'yes'.
Mum thinks that the fish
will not be much mess.

At the pet shop,
Mum and Tash go in.
"There's the fish!"
Tash yells with a grin.

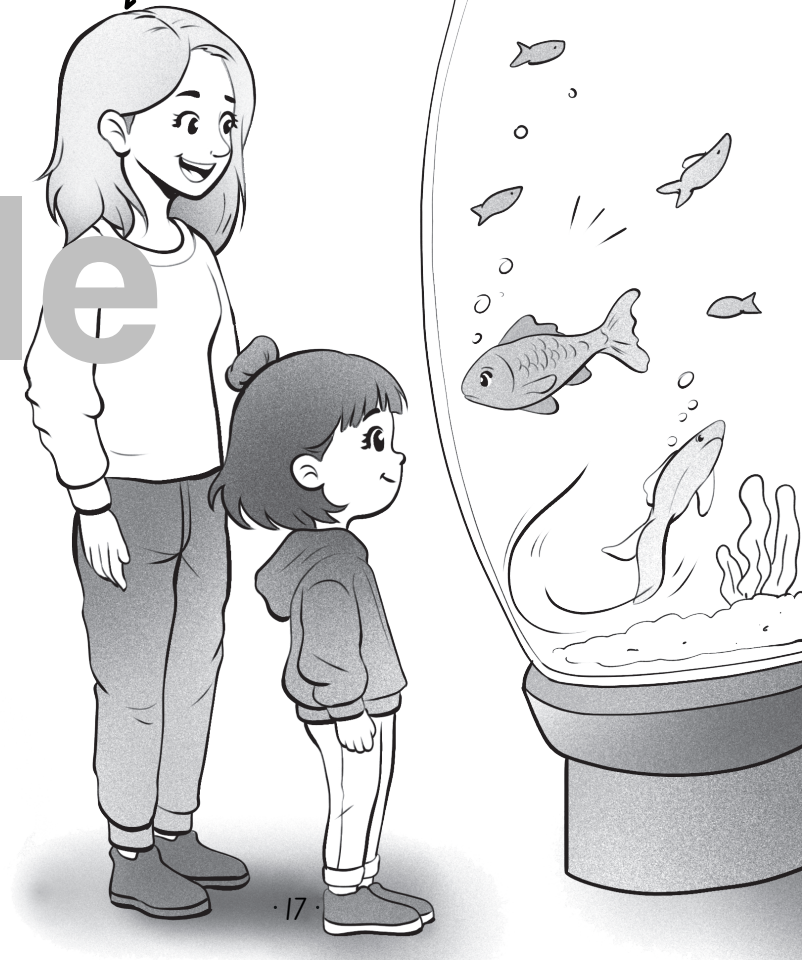






Big fish, thin fish,
fish that are gold.
Fat fish, long fish,
vivid and bold.

"Is this the fish
from your wish, Tash?"
But that fish swam off
as quick as a flash.



Tash spotted a fish
with long lush fins.
It was big and red
and swims with a grin.



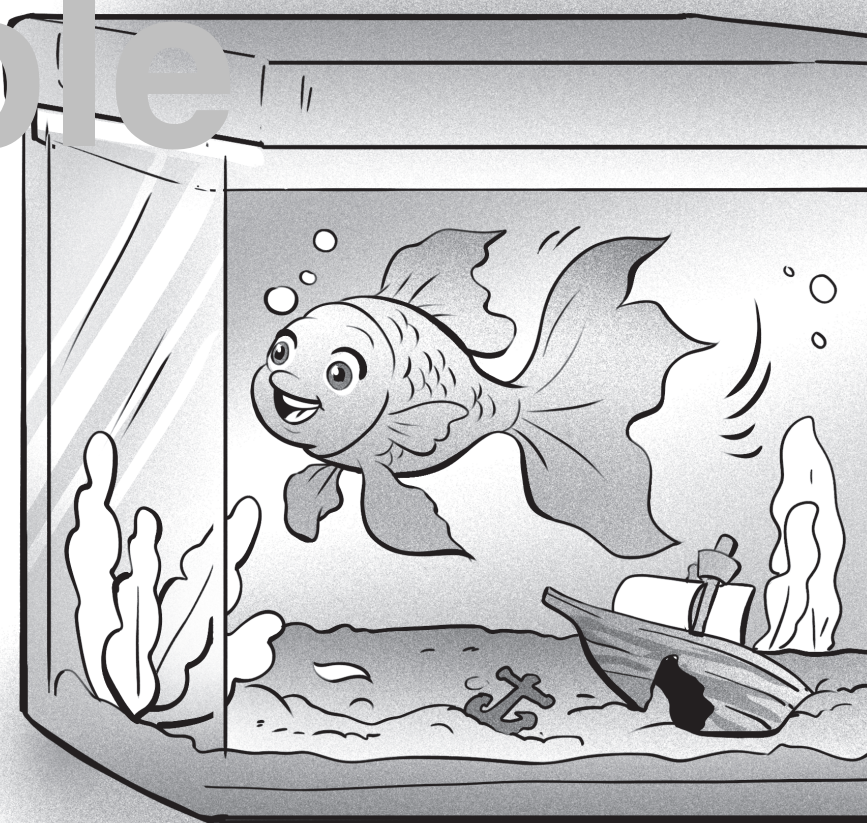
The fish swam up
to the top of the dish.
"I think you are it!
The fish from my wish."





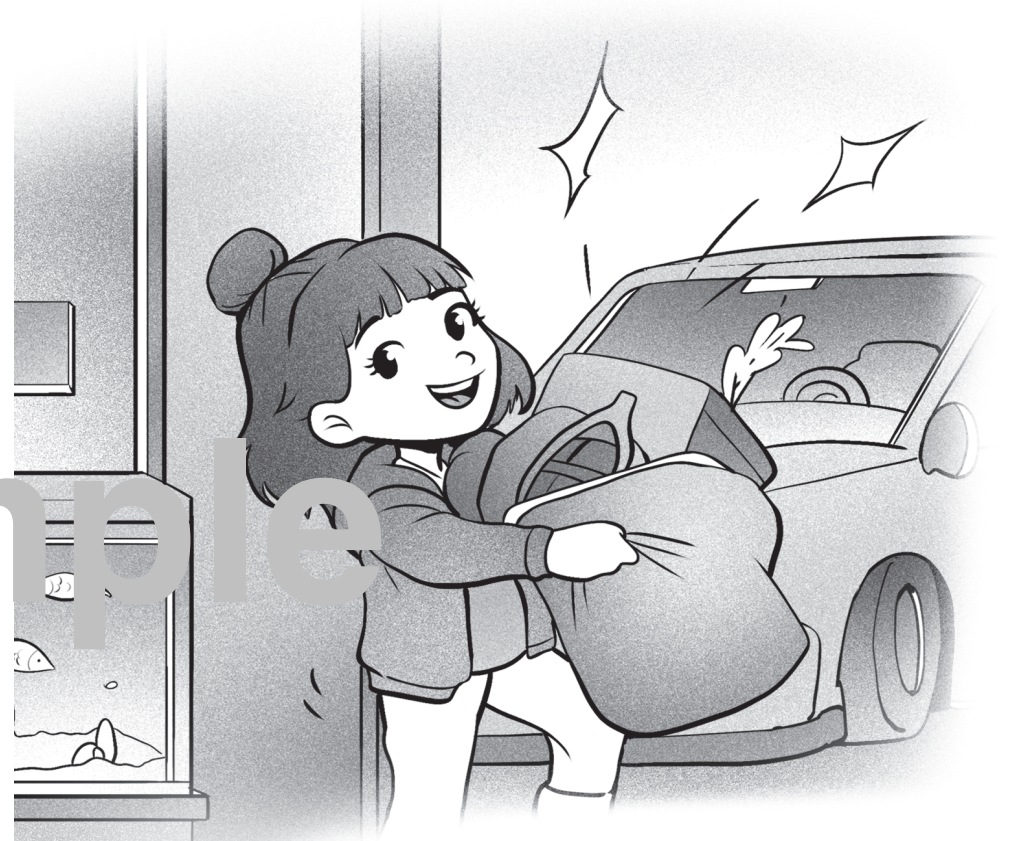
*Mum had a chat
with the pet shop man.
"I will help with the fish.
I am the shop man, Sam."*

*"This fish must go in a tank
with lots of shrubs.
Add a ship, a shell
and some little grubs."*

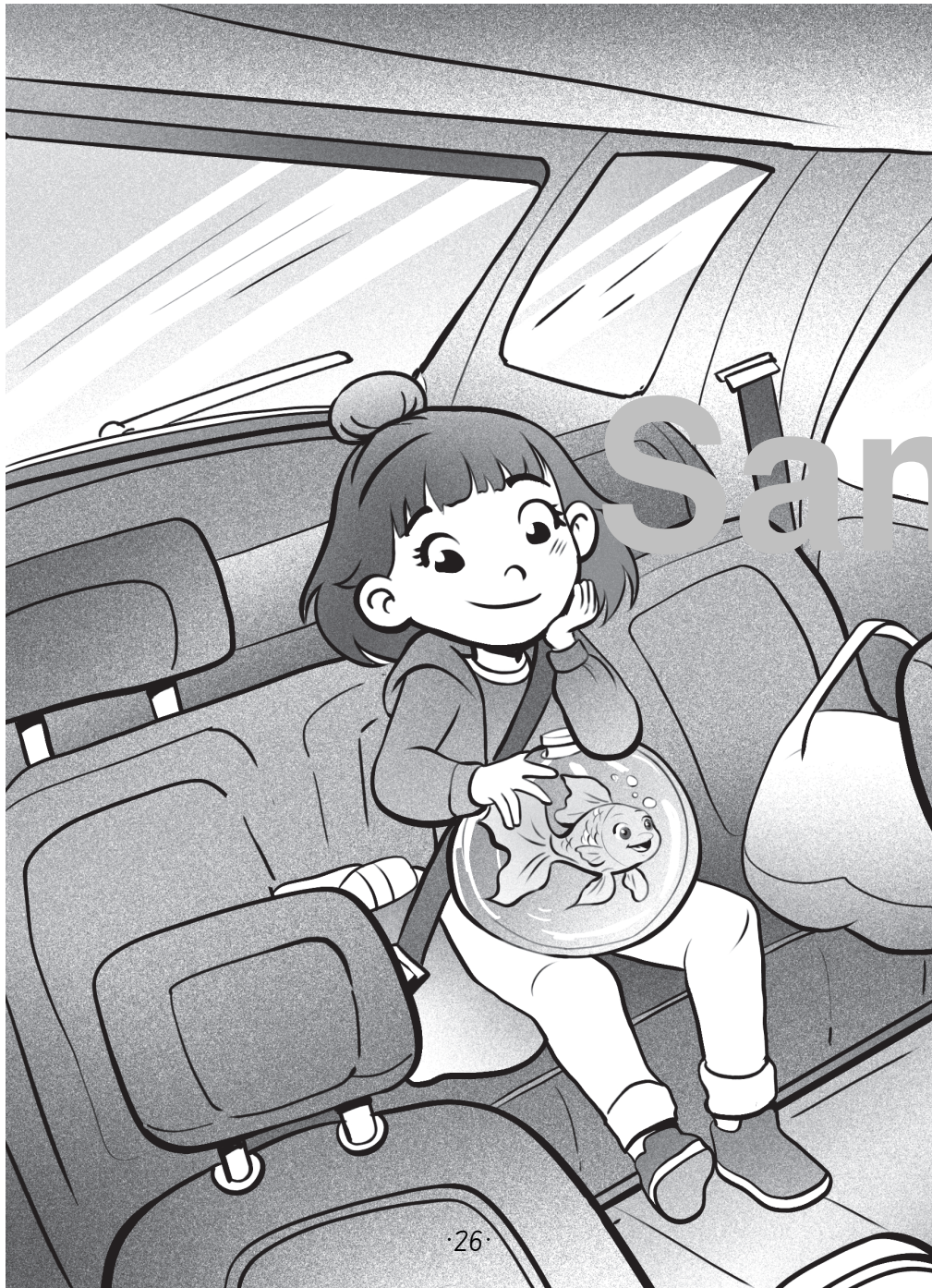


Sam got the fish
and Mum got cash.

"Pick a big shell and a ship, Tash."



Into the bag
went the shell, ship and shrubs,
a pack of fish pellets
and the little grubs.

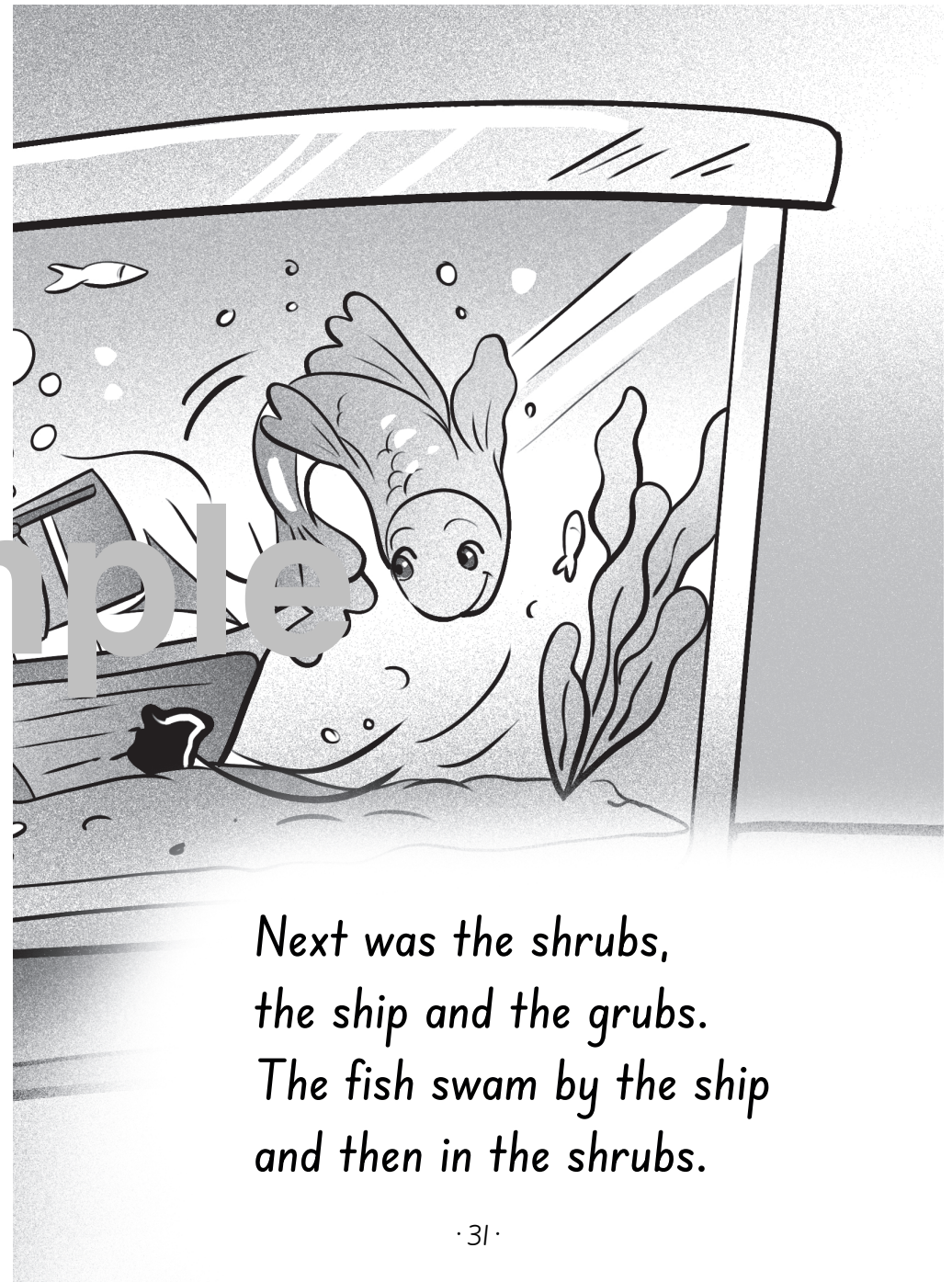




Mum set up the tank
by the sink.
Tash put the fish in
and did a wink.



Tash had finished
setting up the tank.
In went the shell
and to the bottom it sank.

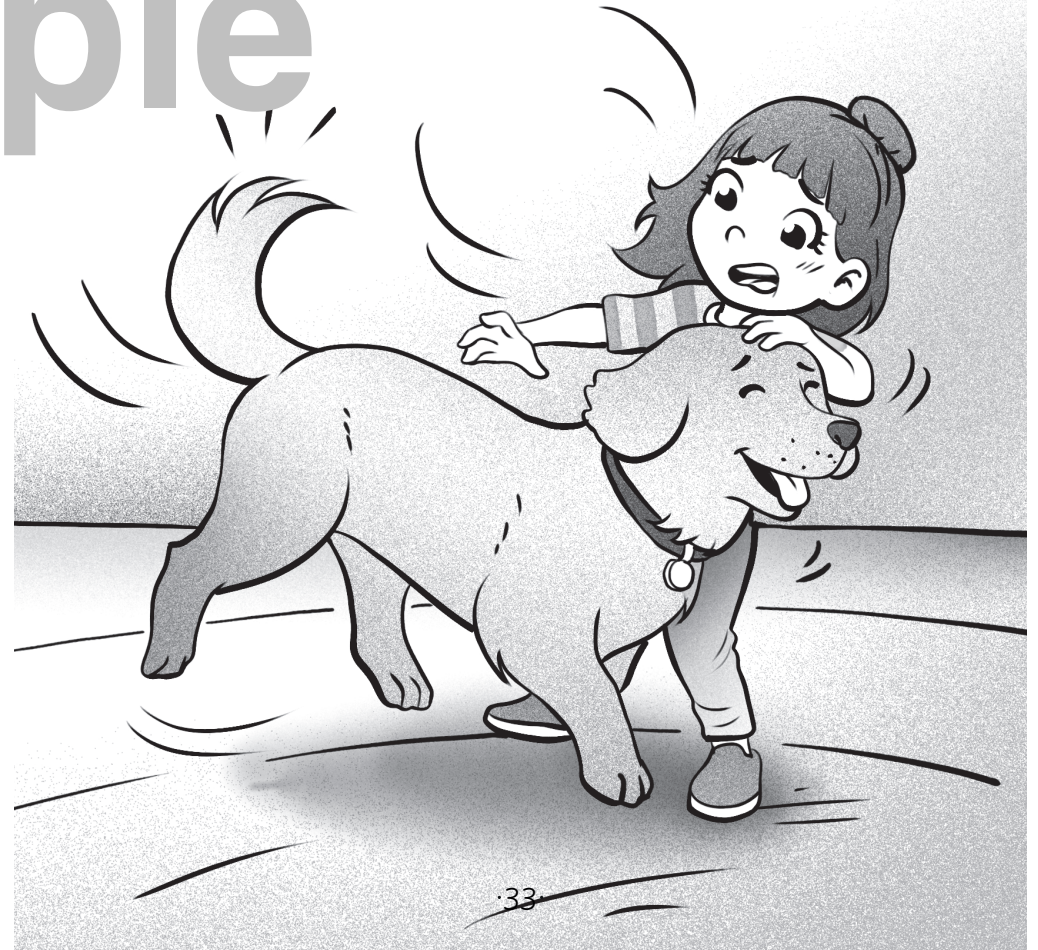


Next was the shrubs,
the ship and the grubs.
The fish swam by the ship
and then in the shrubs.

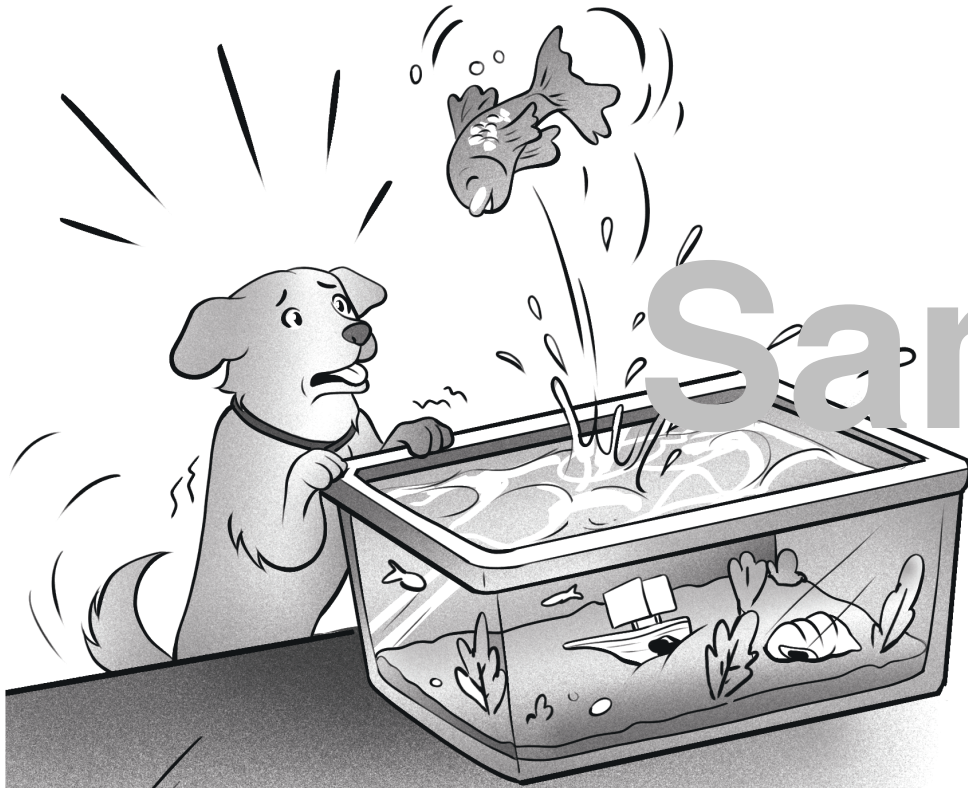
Vince the dog
came running in.
He did a jump
and then a spin.



"Stop it, Vince,
and just sit still.
Do not run.
Just sit and chill."



Vince tapped on the tank,
tap, tap, tap.
The fish swam off
and did a lap.



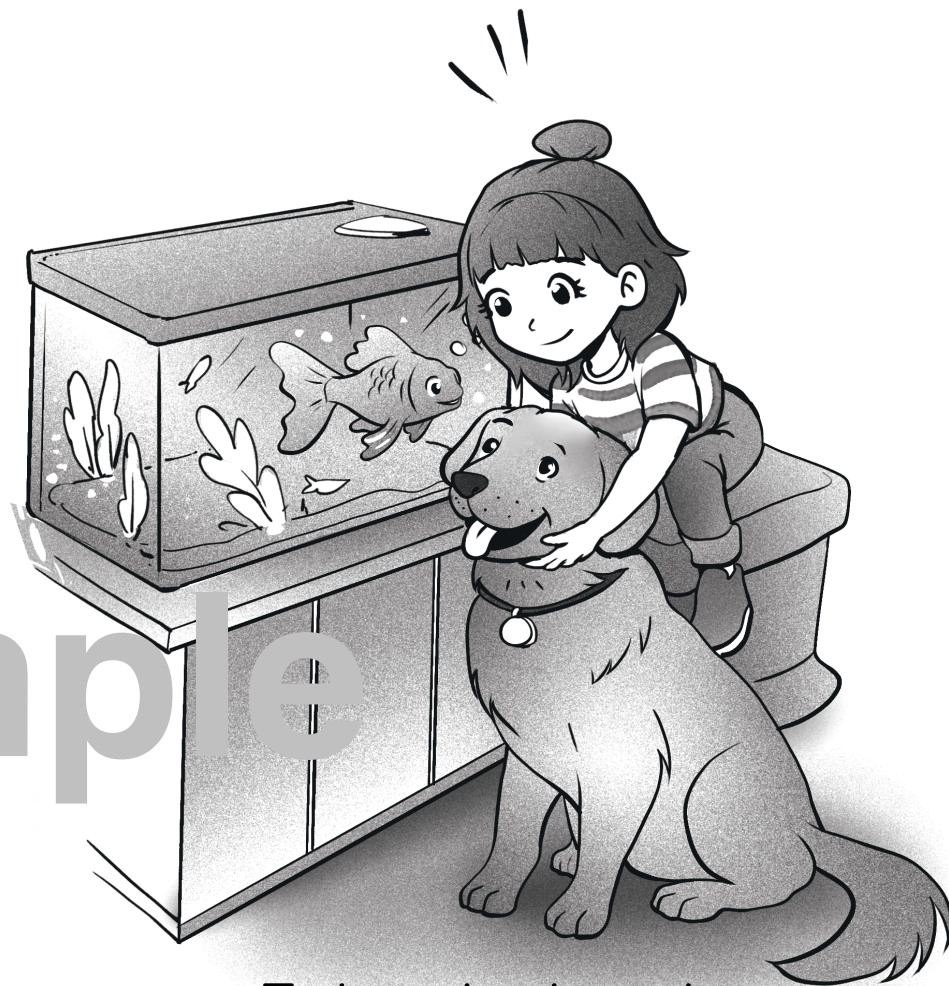
The fish then swam up
with a big splash.
Vince ran off
as quick as a flash.







"I do not think
Vince is fond of my fish.
But this is the fish
from my wish."



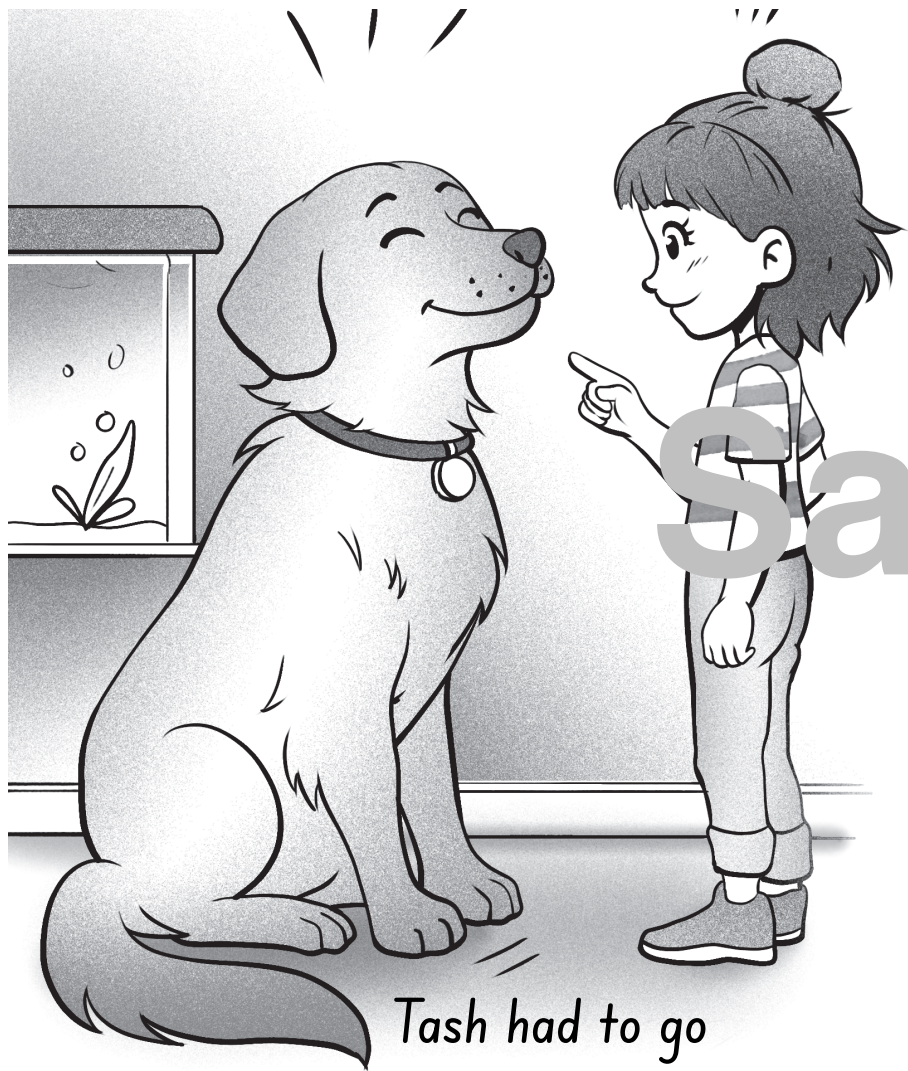
Tash sat by the tank
and got Vince back in.
Vince sat at the tank
and Tash patted his chin.

When Vince sat still,
the fish swam up.
"I think it wants to be
pals with my pup."



The fish swam up
and did a big flip.
Then swam back
with a quick zip.





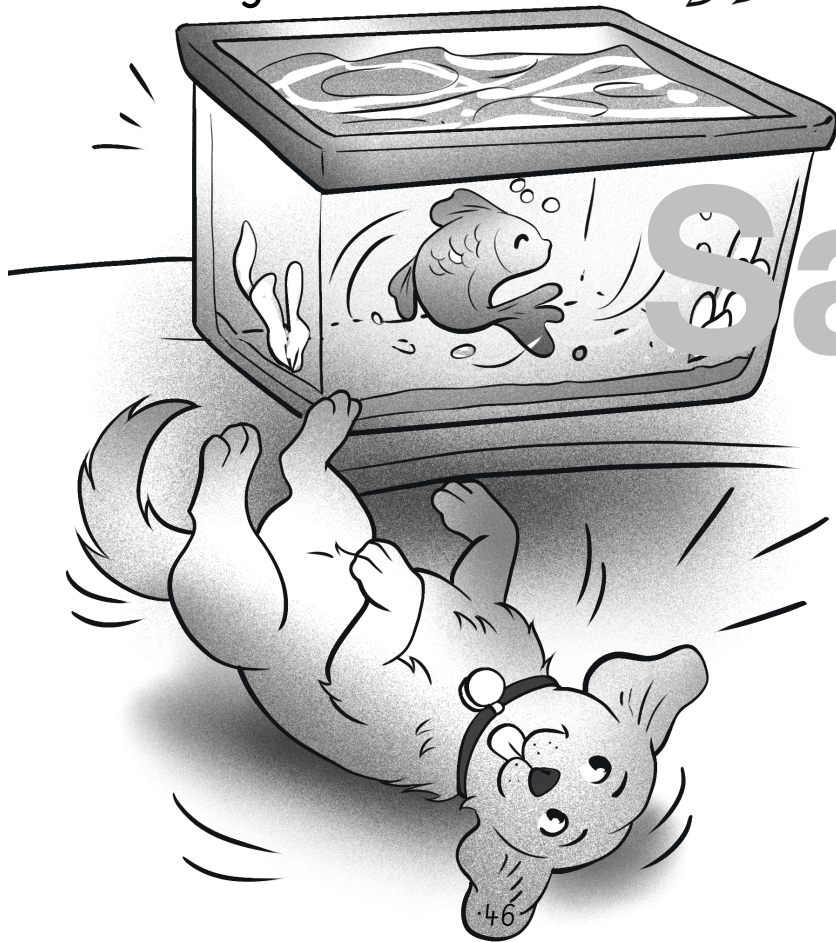
*Tash had to go
and help her Mum.
"Sit with the fish
and do not be glum."*

*When Tash got back,
Vince was by the fish.
The fish was swimming,
swish, swish, swish.*





As Vince did a spin
so did the fish.
The pets are pals.
Tash got her wish.



They had lots of fun
and did not clash.
The fish did lots of jumps
and a big splash.

"I think a cat
will be my next pet.
A cat with fluff
will be the best bet!"

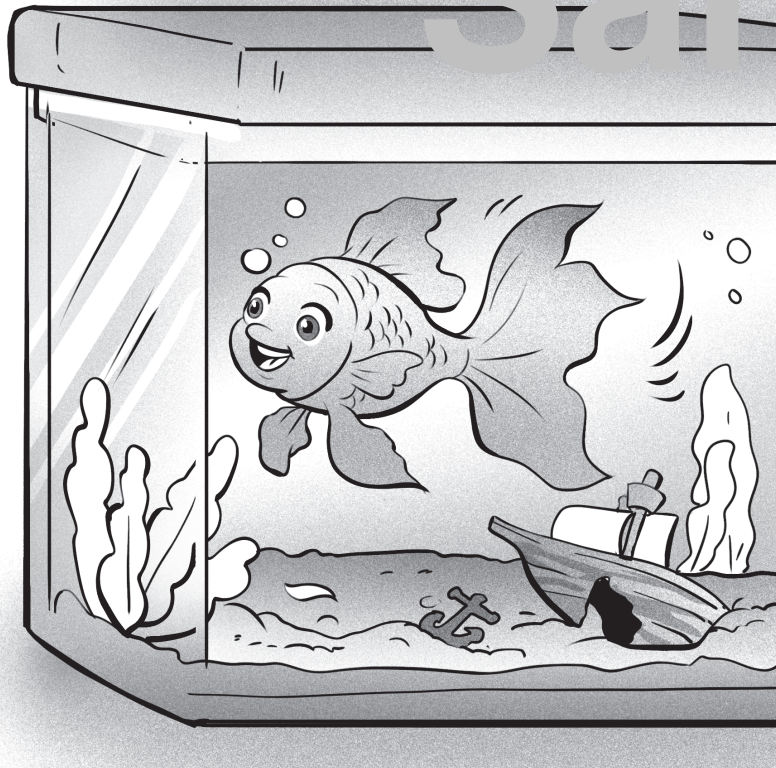


Mum stepped in.
"Not yet, Tash!"
Vince did a spin
and the fish did a SPLASH!



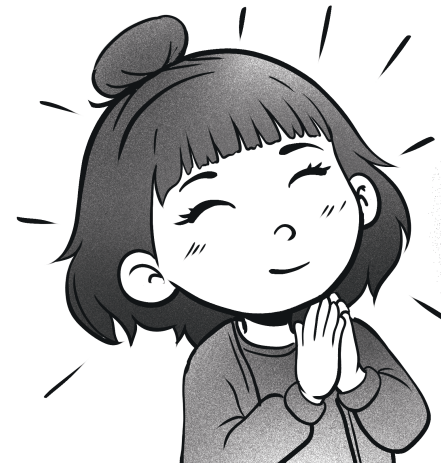


TASH AND THE FISH



CHECK FOR UNDERSTANDING

1. What does Tash wish for?
2. What did Sam, the shop man, say the fish would need in its tank?
3. Why did we have to leave the room?
4. How do we know that the pets became friends?
5. What kind of pet does Tash say she wants next?



READING RACE!

Time how fast you can read these words. Ready, Set, GO!



RHYMING WORDS

Join the two words that rhyme.

fish	•	•	mince
sing	•	•	ring
chin	•	•	wish
Vince	•	•	win
quick	•	•	tick

time - :

RHYMING WORDS

Write two words that rhyme with the picture.

fish



1.

2.

Tash



1.

2.

ship



1.

2.

nap



1.

2.

dog



1.

2.

RHYMING WORDS

Write the word that rhymes to finish the sentence.

This is Tash and she has a wish.

She wishes for a fish in a _____.

Big fish, thin fish, fish that are gold.

Fat fish, long fish, vivid and _____.

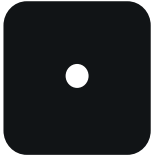
Vince the dog came running in.

He did a jump and then a _____.

ROLL AND READ

2-3 players. Each player takes a turn to roll a die and read a word on the list under that number. If the word is read correctly it can be covered by a coloured chip or highlighted. Play continues until all the words are covered. The player who has the most words covered wins.

*Photocopy me as a double page.

		
fish	long	chill
wish	song	fill
dish	thong	thrill
swish	strong	hill
squish	gong	drill

		
cash	that	quick
slash	chat	tick
flash	hat	sick
dash	bat	thick
crash	splat	lick

Keep reading.....

