



Fantastic Phonics

Book 21 – I want a Pie

This book is the beginning of Series Two. Read this Guide carefully – there is a LOT of content. Remember – these guides are for YOUR benefit, so you can understand and teach – the WORKSHEETS are for your child.

- If your child is still having problems decoding the simple one-syllable words in Series One, then you **SHOULD NOT START** Series Two. Please stay with Series One until your child has mastered all books.
- In Series Two, we examine more complex vowel blends and Double Syllable words. Unless your child can confidently decode single syllables, Series Two will be difficult.

To this point we have learned about short vowels, plurals and consonant blends.

- **Single Syllable Words:** The vowel in one-syllable words usually has a short sound. Examples: *sat, mop, met, got and bug*. If the letter after the vowel is *f, l, or s*, this letter is often doubled. For example: *puff, pass, tall*.
- **Multi-syllable words;** We also learnt that in 2 syllable words, where the syllable breaks on a vowel, that syllable is nearly always a **LONG** vowel sound.
Examples: *o-pen, my-self, mo-tor, me-te-or,*

When it breaks on a consonant, the first syllable vowel is always **SHORT**.

Examples: *up-on, ov-en, un-til, on-to*

In the next twenty books we examine how vowel blends can change the sounds of the word;

- **Vowel Blends:** When two vowels are next to each other, **the first vowel is usually long** and the second vowel is silent. Examples: *seem, seat, fail, though, goat,*
- **But this is not always the case** – *dead, great, weight* are exceptions we will learn about
- **‘Silent e’:** When a word ends in a “vowel-consonant-e” pattern, the vowel is **LONG** and the ‘e’ is silent. We represent these by */a_e/, /o_e/, /i_e/, /u_e/*, as in *stale, hole, mile, mule*

/e_e/ patterns ARE RARE – (eg, *Crete, delete*) – normally a LONG vowel */e/* is created using */ee/* or */ea/*

- **When a “Y” is sounded as LONG vowel /i/** - when short words end on a ‘Y’, the ‘Y’ is sounded as a LONG /i/ Examples: *try, cry*
- **When a “Y” is sounded as LONG vowel /e/**: when a word ends in either a “y” or “ey”, the /y/ sound becomes a LONG vowel /e/. Examples: *funny, sunny, money, honey*
- **Double Consonants**: when the first syllable ends in either *b, d, g, m, n, or p*, the consonant is usually doubled. Examples: *trigger, babble, runner, summer, supper.*
- **Syllables** – we examine multi-syllable words and how to find the “breakpoint” between the syllables. We also examine adding “SUFFIXES” like “ed”, “ing”, ‘er”, “en”, “tion”, “able”

NOTE: Adding “ED” to make past tense DOES NOT ADD A SYLLABLE – UNLESS the added /e/ vowel in “ED” is STRESSED

When the addition of “ED” does not create a stressed /e/ vowel, the word is ONE syllable.

- **PULLED** is sounded as /p/u/l/d/
- **STALLED** is sounded as /st/a/l/d/
- **JOGGED** is sound as /j/o/g/d/

When the addition of “ED” does create a stressed /e/ vowel, the word is TWO syllables

- **LANDED (LAN-DED)**
- **LOADED (LOA-DED)**
- **HANDED (HAN-DED)**
- **PLANTED (PLAN-TED)**

ADDING “ER” OR “EN” ALWAYS RESULTS IN AN EXTRA SYLLABLE.

- **ROTTEN (ROT-TEN)**
- **SUDDEN (SUD-DEN)**
- **RUNNER (RUN-NER)**
- **JOGGER (JOG-GER)**

- **ONSET AND RIME**

“Onset and Rime” has helped many children – it focuses on the repetitive rhyming sounds which occur in words – it is a ‘shortcut strategy’ which can be very helpful. Help your child look for COMMON, RECURRING PATTERNS – these can lead to faster decoding.

- **Which is why Fantastic Phonics rhymes – so children can see the different spelling that creates the same sounds.**

ONSET and RIME	
With the Onset and Rime approach, children find it easier to decode when they look for and recognise the end-rhyming sounds found in all syllables	
<p>LONG</p> <p>ONSET sound in LONG is / l / (“l” sound)</p> <p>RIME sound in LONG is “ong”</p> <p>l-ong is LONG</p>	<p>SONG</p> <p>ONSET sound in SONG is / s / (“ss” sound)</p> <p>RIME sound in SONG is “ong”</p> <p>s-ong is SONG</p>

PHONOLOGICAL AWARENESS

- focus on 'Y' letter creating long vowel "i" as in try, fly, cry
- focus on "silent e" making long vowel "i" as in lie, tie, die
- focus on 'silent g' creating a long vowel "i" sound as in sigh, high
- focus on "ou" vowel blend in "could"

'SILENT E' – 'when a word ends with "YE'	
<p>When the combination "ye" occurs at the end of a word,</p> <ul style="list-style-type: none"> • the 'silent e' changes the /y/ sound to a long vowel /i/ 	
<p>EYE</p> <p>FIRST sound in EYE is / i / long vowel</p> <p>There is only one sound in 'EYE'</p>	<p>BYE</p> <p>FIRST sound of BYE is ... / b / "buh"</p> <p>END sound of BYE has a 'silent e'</p> <ul style="list-style-type: none"> • changes /y/ to long vowel /i/
<p>DYE</p> <p>FIRST sound in DYE is / l / "duh"</p> <p>END sound in DYE is / ye /</p> <p>changes /y/ to long vowel /i/</p>	<p>RYE</p> <p>FIRST sound of RYE is / r / "ruh"</p> <p>END sound of RYE has a 'silent e'</p> <ul style="list-style-type: none"> • changes /y/ to long vowel /i/

'SILENT E' – 'when a word ends with "IE'	
<p>Note to Parents/Teachers</p> <p>When a word features a SINGLE "silent e" at the end of the word, this changes the vowel sound from a short vowel to a long vowel.</p> <p>'Bossy E at the end makes the vowel say its name.'</p>	
<p>LIE</p> <p>FIRST sound in LIE is / l / "luh"</p> <p>END sound in LIE is / ie / (long / i / vowel)</p> <ul style="list-style-type: none"> • 'silent e' changes the short vowel to long 	<p>DIE</p> <p>FIRST sound in DIE is / d / "duh"</p> <p>END sound in DIE is / ie / (long / i / vowel)</p> <ul style="list-style-type: none"> • 'silent e' changes the short vowel to long

<p>PIE</p> <p>FIRST sound of PIE is ... / p / “puh”</p> <p>END sound in PIE is / ie / (long / i / vowel)</p> <ul style="list-style-type: none"> • ‘silent e’ changes the short vowel to long 	<p>TIE</p> <p>FIRST sound of TIE is ... / t / “tuh”</p> <p>END sound in TIE is / ie / (long / i / vowel)</p> <ul style="list-style-type: none"> • ‘silent e’ changes the short vowel to long
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‘SILENT GH’

Note to Parents/Teachers
When a word shows a ‘GH’ combination (either in the middle or end) then the /gh/ sound is silent

- ‘eye’ sound - SIGH, HIGH, bright light night sight height,
- ‘ai’ sound - neighbour sleigh weigh weight straight,
- ‘oh’ sound - although dough doughnut
- ‘oo’ sound - through,
- ‘ow’ sound - bough plough drought
- ‘uff’ sound – rough, tough

YES; it is confusing. But we will explore these vowel sounds – remember, we are ‘memorising the sounds’, not remembering each word – when sounding out, a child may run through a small number of alternative ‘soundings’ before they ‘match’ the sound to a word they recognise.

Your role, as teacher, is to ASSIST that process – first, by being explicit, and demonstrating, then by guiding as the child attempts to match the sound to a word.

<p>HIGH</p> <p>FIRST sound in HIGH is /h / “huh”</p> <p>END sound in HIGH is / igh /</p> <ul style="list-style-type: none"> • The /gh/ sound is silent <p>Listen, / i / long vowel “eye” sound</p>	<p>SIGH</p> <p>FIRST sound of SIGH is / h / “huh”</p> <p>END sound in SIGH is / igh /</p> <ul style="list-style-type: none"> • The /gh/ sound is silent • Listen, / i / long vowel “eye” sound
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VOWEL BLENDS

<p>Say the word WOULD as three sounds “w” + “ou” + “ld”</p> <ul style="list-style-type: none"> • The /ou/ blend forces the /o/ to a long vowel as in “wood” • The /ld/ blend makes the “l” silent • WOULD is sounded as 3 sounds /w/ou/d/ (as in “wood”) 	<p>Say the word COULD as three sounds “c” + “ou” + “ld”</p> <ul style="list-style-type: none"> • The /ou/ blend forces the /o/ to a long vowel • The /ld/ blend makes the “l” silent • COULD is sounded as 3 sounds /k/ou/d/ (as in “kood”)
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Continue for words **SHOULD** (/sh/ou/ld)

PUNCTUATION

Capital Letters:

- Emphasize that a capital letter is found at the beginning of the word in a new sentence.

Punctuation:

- Explain a “full stop”. Stop, take a breath, then start the next sentence. Ask the student how many “full stops” were in the story and where are they found.
- Explain a ‘comma’. Pause, take a breath, and continue reading.

RE-ARRANGE LETTERS

Choose the letters for the words below and arrange them so they DON'T form a word

Say the word **LIE**, and sound it out /l/ie/ (silent-e make /i/ vowel long)

Ask your child to arrange the letters to create the word

Continue for words **PIE, TIE**
TRY, CRY
SIGH, HIGH

Take special care to help with each word

SIGHT WORDS

“some” and “come”

The words “some” and ‘come’ are sight words; the “silent e” suggests the vowel would sound as a **LONG VOWEL /O/** BUT IT IS SOUNDED as /s/u/m/ and /k/u/m/ – short /u/ vowel as in “pup”

come , comes, where, here, said, they what, once, was, one, two, the

HOMOPHONES

We introduce Homophones – words which sound identical but are spelled differently.

Say the word **BYE**

A word used in sports to indicate ‘no match’ – also a farewell “bye-bye”

- **FIRST** sound is /b/ ‘buh’
- **END** sound /ye/ vowel blend which forces the /y/ to a long vowel ‘eye’

Say **BYE** as 2 sounds - /b/eye/

Say the word **BUY**

“making a purchase”

- **FIRST** sound is /b/ ‘buh’
- **END** sound /uy/ vowel blend which forces the /y/ to a long vowel ‘eye’

Say **BUY** as 2 sounds - /b/eye/

<p>Say the word DYE</p> <p>Something that changes the colour of hair or clothes</p> <ul style="list-style-type: none"> • FIRST sound is /d/ • END sound /eye/ consonant <p>Say DYE as 2 sounds - /d/eye/</p>	<p>Say the word DIE</p> <p>When something stops living</p> <ul style="list-style-type: none"> • FIRST sound is /d/ • END sound /eye/ consonant <p>Say DIE as 2 sounds - /d/eye/</p>
<p>Say the word FIR</p> <p>A description of ‘fir tree’</p> <ul style="list-style-type: none"> • FIRST sound is /f/ • MIDDLE sound is /u / (short vowel) • END sound /r/ consonant <p>Say FIR as 3 sounds - /f/u/r/</p>	<p>Say the word FUR</p> <p>The hair covering an animal</p> <ul style="list-style-type: none"> • FIRST sound is /f/ • MIDDLE sound is /u / (short vowel) • END sound /r/ consonant <p>Say FUR as 3 sounds - /f/u/r/</p>

SYLLABLES AND TENSE

Introduce the idea that words can tell us what **TIME** an event happened;

- It **WILL HAPPEN** in the future
- It **IS HAPPENING** now
- It **HAS HAPPENED** already

PAST TENSE	PRESENT TENSE
<p>Say the word PULL-ED</p> <p>Indicate that the “ed” make the word into a PAST TENSE</p> <p>“He pulled the pie with the tie”</p> <p>Syllable detection PULLED is a single syllable /p/u/l/d/ - the /e/ vowel in the “ed” is not stressed.</p> <p>Same as</p> <ul style="list-style-type: none"> • STALLED - /st/a/l/d/ • BOWLED - /b/ow/l/d/ • WALKED - /w/a/lk/d/ 	<p>Say the word PULL-ING</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Indicate that the “ing” makes the word into a PRESENT TENSE</p> <p>“He is pulling the pie with the tie”</p> <p>Syllable detection PULLING is regarded as TWO syllables - the /i/ vowel (in “ing”) is STRESSED</p> <p>Same as</p> <ul style="list-style-type: none"> • STALL-ING • BOWL-ING • WALK-ING

PAST TENSE	PRESENT TENSE
<p>Say the word SIGHED</p> <ul style="list-style-type: none"> • /s/igh/d – one syllable <p>Indicate that the “ed” make the word into a PAST TENSE</p> <p>“He sighed from hunger.”</p>	<p>Say the word SIGH-ING</p> <p>/s/igh/ing/ – TWO syllable because the /i/ in ‘ing’ is stressed</p> <p>Indicate that the “ing” make the word into a PRESENT TENSE</p> <p>“He is sighing with hunger.”</p>
<p>Say the word TRIED</p> <p>When a ‘ed’ is added to a word ending in “Y”, the ‘Y’ is changed to a LONG VOWEL /i/ (eye sound)</p> <ul style="list-style-type: none"> • /tr/i_e/d/ – 1 syllable, long vowel /i/ <p>Indicate that the “ed” make the word into a PAST TENSE</p> <p>‘try’ + ‘ed’ = ‘tried’</p> <p>“He tried to pull the pie”</p>	<p>Say the word TRY-ING</p> <p>/tr/y/ing/ – TWO syllable because the /i/ in ‘ing’ is stressed</p> <ul style="list-style-type: none"> • /tr/i_e/ing/ – 2 syllable, long vowel /i/ <p>Indicate that the “ing” make the word into a PRESENT TENSE</p> <p>‘try’ + ‘ing’ = ‘trying’</p> <p>“He is trying to pull the pie”</p>
<p>Additional words) Lie, lied, lying; fry, fried, frying; die, died, dying</p>	

FUTURE, PAST, PRESENT
<p>Future “the snow <u>will come</u> down.”</p> <p>Present “the snow <u>is coming</u> down.” or “the snow <u>comes</u> down.”</p> <p>Past “the snow <u>has come</u> down.” or “the snow <u>came down</u>.”</p>
<p>Future “tomorrow, I <u>will play</u> outside.”</p> <p>Present “Today, I <u>am playing</u> outside.”</p> <p>Past “Yesterday, I <u>played</u> outside.” or “yesterday, I <u>was playing</u> outside.”</p>

VERBS – ACTION WORDS

Explain to your child that some words indicate “an action” or “an event”.

Read the following sentences, and ask your child to identify the “action words” in the sentence and ask whether it is future, present or past tense

- The cat will sit on the mat
- The cat is sitting on the mat
- The cat sat on a mat

- Joe will mow the grass
- Joe is mowing the grass
- Joe has mowed the grass

- The dog will fall in the well
- The dog is falling in the well
- The dog fell in the well
- The dog has fallen in the well

- The bug will dig up a mug
- The bug is digging up a mug
- The bug has dug up a mug

Explore Tense further

- We usually make the **future tense** by adding “**will**” or “**can**” to verb).
 - “Joe will mow the grass.” or “Joe can mow the grass”
 - “Joe will fix the mower so he can mow the grass”
- We usually make the **present tense** by adding “**is**” and adding “**ing**” to verb
 - Joe is mowing the grass.
 - Joe is fixing the mower and will mow the grass
 - Joe has fixed the mower and is mowing the grass
- We usually make the **past tense** by adding “**has**” and
 - adding “**d**” or “**ed**” / or
 - adding “**n**” or “**en**” to the verb.
 - Joe has fixed the mower and mowed the grass, or
 - Joe fixed the mower and has mown the grass.
- The words “**will**” and “**can**” and “**may**” or “**shall**” or “**be**” - imply FUTURE tense
 - “Joe will mow”, or “Joe can mow”, or “Joe may mow” or “Joe will be mowing”
 - events in the FUTURE
- The words “**is**” and “**are**” and “**being**” - imply PRESENT tense
 - “Joe is mowing”, or “Joe and friend are mowing”, or “the grass is being mowed”
 - events in the NOW
- The words “**has**” and “**have**” and “**been**” - imply PAST tense
 - HAS is singular - “Joe has mowed”, or “the grass has been mowed” or “Joe has been mowing”
 - HAVE is plural – “Joe and his friends **have** mowed the grass” or “They have mowed the grass”
 - BEEN is past tense of “being” – “the grass is being mowed” becomes “grass has been mowed”
 - Both words indicate events in the PAST



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Book 21 Worksheets

I want a Pie – vowel blend /ie/ and **silent letters** /gh/

Explain that /ie/ and /y/ results in a long /i/ vowel

Sound each letter - joined letters are a single sound.	Then blend, stressing the vowel.	Then say as a blended whole word
p ie	p-ie	pie
t ie	t-ie	tie
d ie	d-ie	die
l ie	l-ie	lie
cr y	cr-y	cry
tr y	tr-y	try
s igh	s-igh	sigh

Sight words

want	come	comes	some
where	were	was	said



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Silent Letters

Parent says the words (**sigh, high, lie, tie, try, cry**) and sounds each one out and asks the child to fill in the missing letter.

s _ gh

hi _ h

l _ e

ti _

t _ y

cr _

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**pie, tie, cry, try, sigh, high,**)

ipe

tei

rcy

yrt

ihgs

ghhi

Read the sentence, and ask your child to write the words in correct order below (**He pulled the pie with the tie.**)

the pulled He pie the tie. with



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Create a sentence

Ask your child to write a freeform sentence using the words below.

- It can be long or short, and does not have to use all the words.
- It does not have to be a sentence from the story.
- It can use the same word twice

Pie, die, sigh, lie, tie, would, too, high, got, pulled,
was, buzz, fly, try, splat! went
got, is, to, had, on, the, a, and

Sentence 1

Sentence 2

Learning Past, Present and Future Tense

Ask your child to put the correct word in place.

pull, pulling, pulled

He is _____ the pie with his tie.

He will _____ the pie with this tie.

He has _____ the pie with his tie.



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Past, Present, Future Tense

Explain that adding “ed” to a word make it past tense
the ‘y’ at the end is changed to an ‘i’

**Note: adding “ed” to these words does not create an extra syllable,
because the added vowel /e/ is not stressed**

Sound each letter/blend separately	Then blend, stressing the vowel.	Then say as a blended whole word
p u ll	p-u-ll	pull
p u ll ing	p-u-ll-ing	pulling
p u ll ed	p-u-ll-ed	pulled
p u sh	p-u-sh	push
p u sh ing	p-u-sh-ing	pushing
p u sh ed	p-u-sh-ed	pushed
tr y	tr-y	try
tr y ing	tr-y-ing	trying
tr i ed	tr-i-ed	tried
s igh	s-igh	sigh
s igh ing	s-igh-ing	sighing
s igh ed	s-igh-ed	sighed



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2 Syllable Training

These words are 2-syllable words built from simple 1-syllable words that you will be familiar with. Have your child read the first column, then the second, then join the two syllables in the 3rd column

up to

up-to

upto

on to

on-to

onto

al so

al-so

also

ov en

ov-en

oven

ev en

ev-en

even

op en

op-en

open

un do

un-do

undo

un der

un-der

under

low er

low-er

lower



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ADVANCED – READ THE STORY TO YOUR CHILD, then help them read along with you. MOST words are simple and can be decoded –The intent is to have your child read longer text and develop vocabulary.

Where is my Sock?

I knew my sock was in my room somewhere, for Mom put my washing at the top of the stair.

I had picked it up and dropped it on my bed, then went outside to have fun in the shed.

I went back inside to get myself dressed, but it was much too hard, as the room was so messed.

I saw one sock, but I saw no more, so I bent over and got down onto the floor.

I looked under the bed and then under the mess, and I looked so long, I needed a rest.

Then I looked on the table and then under my book, then opened my school bag for a very good look.

Then I opened the window and looked out so hard, in case a wind blew it out into the yard.

But the only thing I saw was the old tree, so I slammed the window and locked it with the key.

I felt like crying, a tear ran down my nose, it fell right on top of my sockless toes.

What I saw then gave me a shock, I had been standing on top of my missing sock.

Now I am happy that I have got my missing sock, all I need now is my missing frock.



pie pie pie pie

pie pie pie pie

pie pie pie pie

die die die die

die die die die

die die die die

lie lie lie lie

lie lie lie lie

lie lie lie lie

tie tie tie tie

tie tie tie tie

tie tie tie tie

sigh sigh sigh sigh

sigh sigh sigh sigh

sigh sigh sigh sigh

I want that pie, I tell

I want that pie, I tell

I want that pie, I tell

no lie. "I would die for

no lie. "I would die for

no lie. "I would die for

that pie," he said

that pie," he said

that pie," he said

with a sigh.

with a sigh.

with a sigh.

with a sigh.

Yum, yum, a pie, a pie.
Buzz, buzz went a fly.
Splat! went the pie.

Yum, yum, a pie, a pie.

Buzz, buzz went a fly.

Splat! went the pie.

Yum, yum, a pie, a pie.

Buzz, buzz went a fly.

Splat! went the pie.

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, provided for independent practice of the text above.



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Puzzles

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Book 21 Puzzle – Style 1

P R T R Y I N G
U W O D R I N K
L O G A X F T P
L U O L D R S T
E L H V S E P H
D D J I I S L I
D Y I N G H A N
F L Y E H H T K

Words used

DIE
DRINK
DYING
FLY
FRESH
HIGH
PULLED
ROAD
SIGH
SPLAT
THINK
TRYING
WOULD

Book 21 Puzzle – style 2

P U L L E D D F
R W O U L D Y L
T O G O H J I Y
R D A L V I N E
Y R X D S I G H
I I F R E S H H
N N T S P L A T
G K P T H I N K

Words used

DIE
DRINK
DYING
FLY
FRESH
HIGH
PULLED
ROAD
SIGH
SPLAT
THINK
TRYING
WOULD

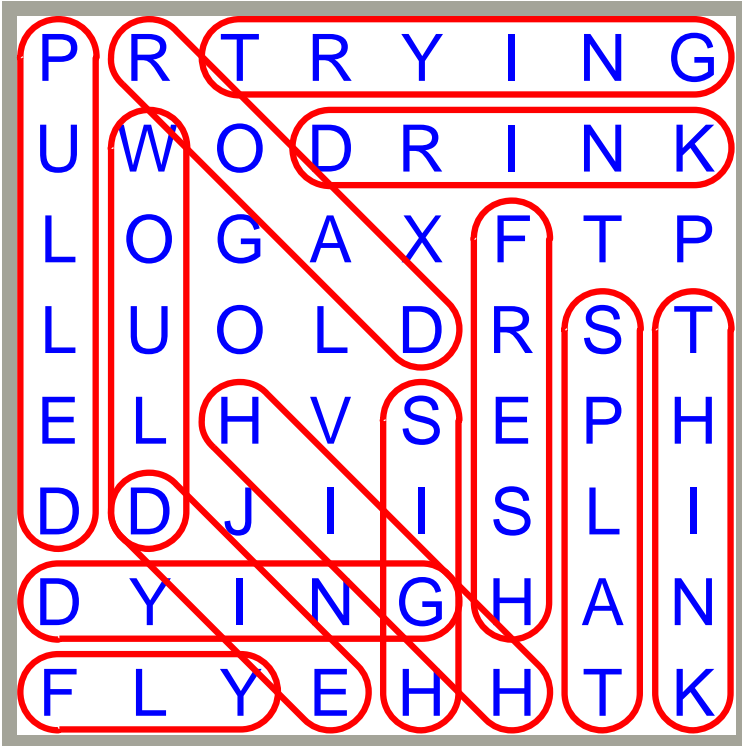


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Puzzles

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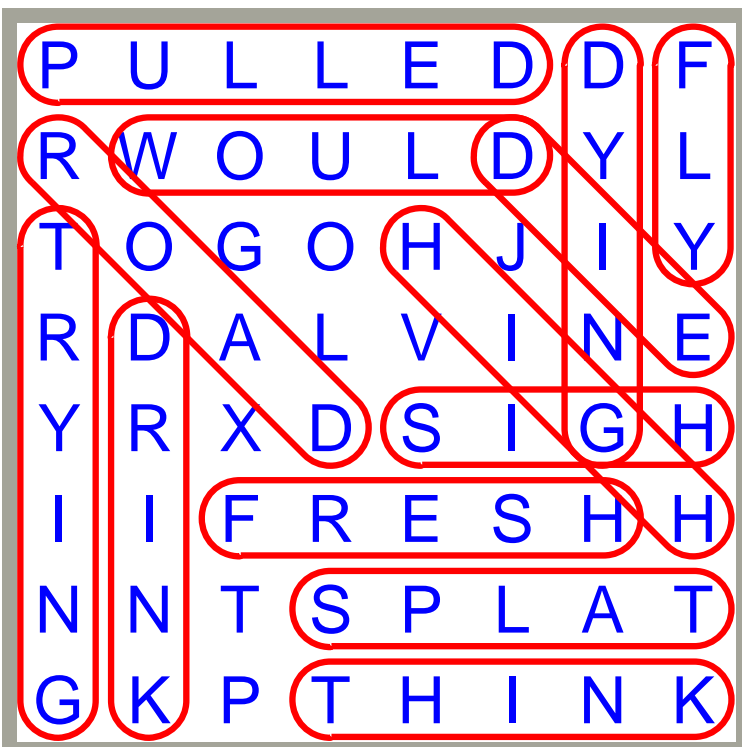
Book 21 Puzzle – Style 1 Solution



Words used

- DIE
- DRINK
- DYING
- FLY
- FRESH
- HIGH
- PULLED
- ROAD
- SIGH
- SPLAT
- THINK
- TRYING
- WOULD

Book 21 Puzzle – Style 2 Solution



Words used

- DIE
- DRINK
- DYING
- FLY
- FRESH
- HIGH
- PULLED
- ROAD
- SIGH
- SPLAT
- THINK
- TRYING
- WOULD



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Puzzles

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