



# Fantastic Phonics

## Book 31 – My Sister

### PHONOLOGICAL AWARENESS

- focus on syllables ('er' ending – 'sister, mister')
- focus on 'oa' sound in 'moan, 'groan'
- focus on 'silent e' words – 'more', 'made', 'gave'

TWO Syllable with 'double consonant'	
<p>REMEMBER: the sound of the syllables is changed whether it ends on a vowel or consonant</p> <ul style="list-style-type: none"> <li>• if a syllable ends on a vowel, the vowel is <b>LONG</b></li> <li>• if a syllable end on a consonant, the vowel is <b>SHORT</b></li> </ul>	
<p><b>SISTER</b></p> <p>FIRST sound in <b>SISTER</b> is / s / "ss" sound</p> <p>SECOND sound is /i/ short vowel</p> <p>THIRD sound is / s /</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /ter/ "ter"- sound</li> </ul> <p>Explain as <b>sis-ter</b> with <b>short</b> vowel</p>	<p><b>MISTER</b></p> <p>FIRST sound in <b>MISTER</b> is / m / "mm" sound</p> <p>SECOND sound is /i/ short vowel</p> <p>THIRD sound is / s /</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /ter/ "ter"- sound</li> </ul> <p>Explain as <b>mis-ter</b> with <b>short</b> vowel</p>
<p><b>SPANNER</b></p> <p>FIRST sound in <b>SPANNER</b> is / sp / "sp" sound</p> <p>SECOND sound is /a/ short vowel</p> <p>THIRD sound is / n /</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /ner/ "ner"- sound</li> </ul> <p>Explain as <b>span-ner</b> with <b>short</b> vowel</p>	<p><b>HAMMER</b></p> <p>FIRST sound in <b>HAMMER</b> is / h / "huh" sound</p> <p>SECOND sound is /a/ short vowel</p> <p>THIRD sound is / m /</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /mer/ "mer"- sound</li> </ul> <p>Explain as <b>ham-mer</b> with <b>short</b> vowel</p>

TWO Syllable with 'double consonant'	
<p><b>LADDER</b></p> <p>FIRST sound in <b>LADDER</b> is / l / "ll" sound</p> <p>SECOND sound is /a/ short vowel</p> <p>THIRD sound is / d /</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /der/ "der"- sound</li> </ul> <p>Explain as <b>lad-der with short vowel</b></p>	<p><b>MADDER</b></p> <p>FIRST sound in <b>MADDER</b> is / m / "mm" sound</p> <p>SECOND sound is /a/ short vowel</p> <p>THIRD sound is / d /</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /der/ "der"- sound</li> </ul> <p>Explain as <b>mad-der with short vowel</b></p>
<p>Extra Words: <b>LETTER</b> (let-ter), <b>BETTER</b> (bet-ter), <b>BITTER</b> (bit-ter), <b>BUTTER</b> (but-ter)</p>	

TWO Syllable words – 1 <sup>st</sup> syllable short vowel	
<p><b>WINTER</b></p> <p>FIRST sound in <b>WINTER</b> is / w / "wuh" sound</p> <p>SECOND sound is /i/ short vowel</p> <p>THIRD sound is / n / 'nn'</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /ter/ "ter"- sound</li> </ul> <p>Explain as <b>win-ter with short vowel</b></p>	<p><b>SUMMER</b></p> <p>FIRST sound in <b>SUMMER</b> is / s / "ss" sound</p> <p>SECOND sound is /u/ short vowel</p> <p>THIRD sound is / m / 'mm'</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /mer/ "mer"- sound</li> </ul> <p>Explain as <b>sum-mer with short vowel</b></p>
<p>Extra Words: <b>RUNNER</b> (run-ner), <b>BUTTER</b> (but-ter), <b>LETTER</b> (let-ter), <b>GUTTER</b> (gut-ter)</p>	

TWO Syllable words – 1 <sup>st</sup> syllable LONG vowel	
<p><b>BROKEN</b></p> <p>FIRST sound in <b>BROKEN</b> is / br / "br" sound</p> <p>SECOND sound is /o/ <b>LONG</b> vowel</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> syllable end with vowel = long vowel</li> </ul> <p>THIRD sound is / k / 'kuh'</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /ken/ "en"- sound</li> </ul> <p>Explain as <b>bro-ken with LONG vowel</b></p>	<p><b>SPOKEN</b></p> <p>FIRST sound in <b>SPOKEN</b> is / sp / "sp" sound</p> <p>SECOND sound is /o/ <b>LONG</b> vowel</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> syllable end with vowel = long vowel</li> </ul> <p>THIRD sound is / k / 'kuh'</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> syllable is /ken/ "en"- sound</li> </ul> <p>Explain as <b>spo-ken with LONG vowel</b></p>
<p>Extra Words: <b>MOTOR</b> (mo-tor), <b>BAKER</b> (ba-ker), <b>BEGIN</b> (be-gin), <b>BEFORE</b> (be-fore)</p> <p>3 syllable - <b>AWAKEN</b> (a-wa-ken), <b>AWOKEN</b> (a-wo-ken)</p>	

**DOUBLE SYLLABLE – double consonant middle with “le’ on end**

- If the first syllable ends in a **CONSONANT**, then the vowel is **SHORT** (eg, mid-dle)

- If the first syllable ends in a **VOWEL**, then the vowel is **LONG** (eg, bi-ble)

**GIGGLE**

FIRST sound in **GIGGLE** is / g / “guh” sound

SECOND sound is /i/ short vowel  
(1<sup>st</sup> syllable ends with **CONSONANT**)

THIRD sound is / g /

- 2<sup>nd</sup> syllable is /gle/

Explain as **gig-gle with short vowel**

**BIBLE**

FIRST sound in **BIBLE** is / b / “buh” sound

SECOND sound is /i/ LONG vowel  
(1<sup>st</sup> syllable ends with **VOWEL**)

- 2<sup>nd</sup> syllable is /ble/

Explain as **Bi-ble with long vowel**

**GAGGLE**

FIRST sound in **GAGGLE** is / g / “guh” sound

SECOND sound is /a/ **short** vowel  
(1<sup>st</sup> syllable ends with **CONSONANT**)

THIRD sound is / g / ‘guh’

- 2<sup>nd</sup> syllable is /gle/

Explain as **gag-gle with short vowel**

**TABLE**

FIRST sound in **TABLE** is / t / “tuh” sound

SECOND sound is /a/ **long** vowel  
(1<sup>st</sup> syllable ends with **VOWEL**)

- 2<sup>nd</sup> syllable is /ble/

Explain as **Ta-ble with long vowel**

**MIDDLE**

FIRST sound in **MIDDLE** is / m / “mm” sound

SECOND sound is /i/ short vowel  
(1<sup>st</sup> syllable ends with **CONSONANT**)

THIRD sound is / d / ‘duh’

- 2<sup>nd</sup> syllable is /dle/

Explain as **mid-dle with short vowel**

**CRADLE**

FIRST sound in **CRADLE** is / kr / “kruh” sound

SECOND sound is /a/ LONG vowel  
(1<sup>st</sup> syllable ends with **VOWEL**)

- 2<sup>nd</sup> syllable is /dle/

Explain as **cra-dle with long vowel**

**MUDDLE**

FIRST sound in **MUDDLE** is / m / “mm” sound

SECOND sound is /u/ short vowel  
(1<sup>st</sup> syllable ends with **CONSONANT**)

THIRD sound is / d / ‘duh’

- 2<sup>nd</sup> syllable is /dle/

Explain as **mud-dle with short vowel**

**TITLE**

FIRST sound in **TITLE** is / t / “tuh” sound

SECOND sound is /i/ LONG vowel  
(1<sup>st</sup> syllable ends with **VOWEL**)

- 2<sup>nd</sup> syllable is /tle/

Explain as **ti-tle with long vowel**

**'oan' Sound and "own" sound**

The 'oan' sound and the 'own' sound can sound almost identical, except with the 'own' sound we tend to emphasize the /w/ sound, as in grow(e)n and sow(e)n

<p><b>GROAN</b> ... /gr/oa/n - LONG vowel /o/ 'oh'</p> <p>Past tense is "groaned"</p>	<p><b>MOAN</b> ... /m/ow/n - LONG vowel /o/ 'oh'</p> <p>Past tense is "moaned"</p>
<p><b>GROWN</b> ... /gr/ow/n with a LONG vowel /o/</p> <ul style="list-style-type: none"> <li>• past tense of <b>GROW</b></li> </ul> <p>You can also say</p> <ul style="list-style-type: none"> <li>• "the boy grew tall"</li> </ul>	<p><b>MOWN</b> ... /m/ow/n with a LONG vowel /o/</p> <p>past tense of <b>MOW</b></p> <p>You can also say "mowed"</p>

**PRACTISE WITH SYLLABLES**

**Help your child to discover the 'breakpoint' between the two syllables.**

**COVER the 2<sup>nd</sup> syllable – so your child can read the first, then reveal the 2<sup>nd</sup> syllable.**

**IF your child has difficulty, use the letter-cards to form each syllable separately, then move them together to form the word.**

<p><b>SISTER</b> ...</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p align="center"><b>SIS-</b></p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word</p> <p align="center"><b>SIS-TER</b></p>	<p><b>MISTER</b> ...</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p align="center"><b>MIS-TER</b></p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word</p> <p align="center"><b>MIS-TER</b></p>
<p><b>MADDER</b> ...</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p align="center"><b>MAD-</b></p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word</p> <p align="center"><b>MAD-DER</b></p>	<p><b>LADDER</b> ...</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p align="center"><b>LAD-</b></p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word</p> <p align="center"><b>LAD-DER</b></p>
<p><b>SPANNER</b> ...</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p align="center"><b>SPAN-</b></p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word.</p> <p align="center"><b>SPANNER</b></p>	<p><b>HAMMER</b> ...</p> <p>Cover the SECOND syllable and ask your child to read the first syllable.</p> <p align="center"><b>HAM-</b></p> <p>reveal the 2<sup>nd</sup> syllable and ask for the full word.</p> <p align="center"><b>HAMMER</b></p>

## 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

<b>MISTER</b> ONSET sound in <b>MISTER</b> is “m” RIME sound in <b>MISTER</b> is “ister” <b>m-ister</b> is <b>MISTER</b>	<b>SISTER</b> ONSET sound in <b>SISTER</b> is “s” RIME sound in <b>SISTER</b> is “ister” <b>s-ister</b> is <b>SISTER</b>
<b>TWISTER</b> ONSET sound in <b>TWISTER</b> is “tw” RIME sound in <b>TWISTER</b> is “ister” <b>Tw-ister</b> is <b>TWISTER</b>	<b>BLISTER</b> ONSET sound in <b>BLISTER</b> is “bl” RIME sound in <b>BLISTER</b> is “ister” <b>bl-ister</b> is <b>BLISTER</b>

## PUNCTUATION

### Speech marks

- "Do you need more help?" my sister said.

Indicates that the girl is talking

### Comma

- Then my sister tripped, and Dan fell off his ladder

Indicates a slight pause in the reading

### Dash

- My sister giggled - that made him even madder.

Indicates a pause – usually for dramatic effect

### Hyphen

A hyphen joins two WORDS – to add clarity to the text. For example

“Treeville has little-town appeal” is VERY different to “Treeville has little town appeal”

### RE-ARRANGE LETTERS

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

Say the word **HAMMER**, and sound it out IN THE WAY DESCRIBED.

Ask your child to arrange the letters to create the word

You may need to 'sound out' these longer, 2 syllable words while your child shuffles the letters.

Continue for words

- **LADDER, MISTER, SISTER, MOAN, GROAN**

### SIGHT WORDS

**Some, come, comes, were, here, said, they, what, once, was, one, two, the**

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## SYLLABLES and TENSE

### SYLLABLES and TENSE

SAY the word **HELP** and lay it out with your letter cards

**ASK your child to create a sentence for each of the future, present and past tense**

**Future:** "Mr Dan **will** just **SHAKE** his head."

**Present:** "Mr Dan **is SHAKING** his head"

**Past:** "Mr Dan **just SHOOK** his head"

Or, "Mr Dan **has SHAKEN** his head"

**Fell, falling, fallen**

SAY the word **HOLD** and lay it out with your letter cards

**ASK your child to create a sentence for each of the future, present and past tense**

**Future:** "My sister **will HOLD** the hammer"

**Present:** "My sister **is HOLDING** the hammer"

**Past:** "My sister **has HELD** the hammer"

**Moan, moaning, moaned**

**PAST, PRESENT and FUTURE of ACTION WORDS (VERBS)**

FUTURE	PRESENT	PAST	PAST
he will give	he is giving	he gave	he has given
she will take	she is taking	she took	she has taken
More examples in the worksheets			

**PAST, PRESENT and FUTURE of DESCRIBE WORDS (ADJECTIVES)**

ADJECTIVE	FUTURE	PRESENT	PAST
sick	will sicken	is sickening	has sickened
soft	will soften	is softening	has softened
More examples in the worksheets			



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## Book 31 Worksheets

**My Sister** - double consonant, 2 syllable words

Sound each syllable separately	Then blend, stressing the vowel.	Then say as a blended whole word	
sis ter	sis-ter	sister	
mis ter	mis-ter	mister	
lad der	lad-der	ladder	
ham mer	ham-mer	hammer	
span ner	span-ner	spanner	
mad der	mad-der	madder	
m oa n	m-oa-n	moan	
<b>Sight words</b>			
<b>where</b>	want	come	comes
one	were	was	said



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## Missing Letters

Parent says the words (**moan, ladder, spanner, hammer, sister, mister**) and sounds each one out and asks the child to fill in the missing letter.

m\_\_n

l\_\_dder

spa\_\_er

ha\_\_er

sist\_r

m\_\_ster

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**moan, ladder, spanner, hammer, sister, mister,**)

aomn

\_\_\_\_\_

dadler

\_\_\_\_\_

nnasper

\_\_\_\_\_

mamher

\_\_\_\_\_

tsersi

\_\_\_\_\_

retims

\_\_\_\_\_

Read the sentence, and ask your child to write the words in correct order below (**She handed up a broken hammer.**)

handed She a hammer. up broken

\_\_\_\_\_



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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

my, sister, mister, madder, hammer, spanner, broken,  
just, helping, asked, gave, more, were, where  
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.

hand, handing, handed

She \_\_\_\_\_ up a broken hammer.

She will \_\_\_\_\_ up a broken hammer.

She is \_\_\_\_\_ up a broken hammer.



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## Extra Words - double consonant, 2 syllables

Ask your child to read through these words and help with syllable detection

1. Sound each syllable separately

2. Then blend, stressing the vowels

3. Then say as a blended whole word

gig gle

gig|gle

giggle

fid dle

fid|dle

fiddle

bab ble

bab|ble

babble

puz zle

puz|zle

puzzle

rat tle

rat|tle

rattle

bub ble

bub|ble

bubble

hob ble

hob|ble

hobble

has sle

has|sle

hassle

daz zle

daz|zle

dazzle

noz zle

noz|zle

nozzle

nuz zle

nuz|zle

nuzzle



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## HOMOPHONES

SAY the word, then ask your child to read the small text and find the word, then write in the word.

The word they are looking for is in there.

**for, four - hair, hare - hear, here - weather, whether - farther, father**

he asked for a hammer	f _ _	one and three is four	f _ _ r
I will wait here for you	h _ _ r	can you hear the music?	h _ _ e
my dog has black hair	h _ _ r	a hare jumps like a bunny	h _ _ e
I will ask whether I can come	wh _ th _ r	it will be sunny weather	w _ _ th _ r
my father is very tall	f _ th _ _	how much farther do we have to walk?	f _ _ th _ _



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## 1 Syllable words with /oa/ long vowel /o/ sound

The vowel blend has the "oh" sound

1. Sound each letter/blend separately	2. Then blend, stressing the vowels	3. Then say as a blended whole word
m o a n	m oa n	moan
gr o a n	gr oa n	groan
f o a m	f oa m	foam
r o a d	r oa d	road
l o a d	l oa d	load

## Future, Present and Past Tense

Help your child to make sentences using these words

(will hand), (is handing), (has handed)

hand	handing	handed
land	landing	landed
sand	sanding	sanded
stand	standing	stood
de mand	de manding	demanded
ex pand	ex panding	expanded



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## Words with “ea” vowel blend

There are THREE sounds created by the ‘ea’ vowel blend.  
Read down through each column, multiple time, so your child can FIX the sound into memory. Then check, later, and repeat.

“air” sound	“ear” sound	“er” sound
bear	hear	earth
wear	near	earn
pear	rear	earl
tear (as in ‘rip’)	tear (as in ‘cry tears’)	pearl
swear	dear	learn
	fear	heart
	spear	early
	beard	
	clear	
	smear	



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## Cracker Night

Cracker night was always the best time of year,  
All the dogs left home and the cats hid in fear.

Bonfires and bungers and sky-  
rockets were the craze,

And every year there was a  
bigger bonfire set ablaze.

My mate was called Kipper, and  
he was always in trouble,

And when we got together, the  
trouble would double.

It was the night before the  
Crackers, and we couldn't wait,

So Kip finally said, "let's take a  
cracker down to the gate".

"I'll throw one on the road as a  
car goes along,"

"It'll be so much fun - what  
could go wrong?"

A car came along and I whispered, "here it comes,"  
Kipper lit the fuse and said "this will be fun."





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He threw it so high, it flew through the air ....  
And that's when it changed to a major nightmare.  
It went straight through the car window, went off like a gun  
Suddenly police lights went on and it was no longer fun.

The car doors opened, inside it was alight,  
The cracker had gone off like sticks of dynamite.  
The police climbed out, and I got a massive scare,  
I recognised the Sergeant, and he saw me square.

We ran for our lives and I hid under the bed,  
I waited for the doorknock with awful dread.  
But the knock never came, and I often thought,  
How lucky we were that we didn't get caught.

So that's the story of the best cracker night,  
We went back to scaring the dogs and giving cats a fright.  
But from that day on I was perfect, as good as could be,  
It was my Dad in the police car, and he knew it was me.





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## PAST, PRESENT and FUTURE of ACTION WORDS (VERBS)

FUTURE	PRESENT	PAST	PAST
he will give	he is giving	he gave	he has given
she will take	she is taking	she took	she has taken
he will eat	he is eating	he ate	he has eaten
she will wake	she is waking	she woke	she has woken
he will rise	he is rising	he rose	he has risen
she will choose	she is choosing	she chose	she has chosen
he will drive	he is driving	he drove	he has driven
she will steal	she is stealing	she stole	she has stolen
he will get	he is getting	he got	he has gotten
she will bite	she is biting	she bit	she has bitten

## PAST, PRESENT and FUTURE of DESCRIBE WORDS (ADJECTIVES)

ADJECTIVE	FUTURE	PRESENT	PAST
sick	will sicken	is sickening	has sickened
soft	will soften	is softening	has softened
deep	will deepen	is deepening	has deepened
loose	will loosen	is loosening	has loosened
dark	will darken	is darkening	has darkened
bright	will brighten	is brightening	has brightened

sister sister sister

sister sister sister

sister sister sister

mister mister mister

mister mister mister

mister mister mister

madder mister mister

madder mister mister

madder mister mister

madder madder madder

madder madder madder

madder madder madder

hammer hammer hammer

hammer hammer hammer

hammer hammer hammer

My sister and I were

My sister and I were

My sister and I were

helping Mister Dan. We

helping Mister Dan. We

helping Mister Dan. We

were holding the ladder

were holding the ladder

were holding the ladder

while he fixed our fan.

while he fixed our fan.

while he fixed our fan.

while he fixed our fan.

while he fixed our fan.

while he fixed our fan.

"Do you need more help?"  
my sister said ... But  
Mister Dan just moaned,  
and shook his head.

"Do you need more help?"

my sister said ... But

Mister Dan just moaned,

and shook his head.

"Do you need more help?"

my sister said ... But

Mister Dan just moaned,

and shook his head.



# Fantastic Phonics

Puzzles

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## Book 31 Puzzle – Style 1

S I S T E R W V B O  
M A D D E R E A R L  
A M I S T E R S O A  
K W E G R L E K K D  
G I G G L E D E E D  
H E L P I N G D N E  
T H O L D I N G J R  
U P E S P A N N E R  
A D C L H A M M E R  
T R I P P E D Z D Q

### Words used

ASKED  
BROKEN  
GIGGLED  
HAMMER  
HANDED  
HELP  
HELPING  
HOLDING  
LADDER  
MADDER  
MISTER  
SISTER  
SPANNER  
TRIPPED  
WERE

## Book 31 Puzzle – style 2

S M A K G H T U A T  
I A M W I E H P D R  
S D I E G L O E C I  
T D S G G P L S L P  
E E T R L I D P H P  
R R E L E N I A A E  
W E R E D G N N M D  
V A S K E D G N M Z  
B R O K E N J E E D  
O L A D D E R R R Q

### Words used

ASKED  
BROKEN  
GIGGLED  
HAMMER  
HANDED  
HELP  
HELPING  
HOLDING  
LADDER  
MADDER  
MISTER  
SISTER  
SPANNER  
TRIPPED  
WERE



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Puzzles

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## Book 31 Puzzle – Style 1 Solution



### Words used

- ASKED
- BROKEN
- GIGGLED
- HAMMER
- HANDED
- HELP
- HELPING
- HOLDING
- LADDER
- MADDER
- MISTER
- SISTER
- SPANNER
- TRIPPED
- WERE

## Book 31 Puzzle – Style 2 Solution



### Words used

- ASKED
- BROKEN
- GIGGLED
- HAMMER
- HANDED
- HELP
- HELPING
- HOLDING
- LADDER
- MADDER
- MISTER
- SISTER
- SPANNER
- TRIPPED
- WERE