



Fantastic Phonics

Book 16 – Jay can Play

LONG VOWEL SOUNDS

We now examine the **LONG VOWELS**. We will indicate whether a vowel is Long or Short, and the sound they create.

- focus on /ay/ long vowel sound in ‘DAY’

Blend two letters to a single sound	Together
<p>Say the word DAY</p> <p>Show that the END sound is a blend of /a+/y/ to make a single sound of /ay/, which is the LONG VOWEL / a /</p> <p>(but we will continue to write as /ay/)</p> <p>Demonstrate with letter cards</p> <p>Say DAY as 2 sounds /d/ + / ay /</p>	<p>Together ...</p> <ul style="list-style-type: none"> • When the sounds /a/ and /y/ are together, they make a long vowel sound / a / (ai) • (but we will continue to write as /ay/) <p>Say DAY as 2 sounds /d/ + / ay /</p> <p>Makes the word DAY</p>
<p>Say the word AWAY</p> <p>Demonstrate that it is TWO SYLLABLES by clapping it out ... a/way</p> <p>Show that the END sound is a blend of /a+/y/ to make a single sound of / ay /</p> <p>Demonstrate with letter cards</p> <p>Say AWAY as 3 sounds /a/ + /w+/ay/</p>	<p>Together ...</p> <ul style="list-style-type: none"> • a-way is a 2 syllable word • When the sounds /a/ and /y/ are together, they make a long vowel sound / ay / (aiee) <p>Say AWAY as 3 sounds /a/ + /w+/ay/</p> <p>Makes the word AWAY</p>

<p>Say the word TODAY</p> <p>Demonstrate that it is TWO SYLLABLES by clapping it out ... to/day</p> <p>The END sound is a blend of /a+/y/ to make a single LONG VOWEL sound of / ay /</p> <p>/t /o/d/ay/ = TODAY</p> <p>Demonstrate with letter cards</p>	<p>Together ...</p> <ul style="list-style-type: none"> • to-day is a 2 syllable word • When the sounds /a/ and /y/ are together, they make a long vowel sound / ay / (aiee) <p>/t /o/d/ay/ = TODAY</p> <p>Makes the word TODAY</p>
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CAPITALISATION

Explain capitalisation:

1. The first letter of a sentence is ALWAYS capitalised – it indicates a new sentence.
2. “Proper Nouns” are capitalised; the names of people, the names of countries, important landmarks (that might appear on a map), suburbs and streets, the titles of books and movies.
3. And seasons are not capitalised

PHONEMIC AWARENESS (Identifying sounds in language)

- **focus on “ay’ sound (Vowel blend)**

Say to your child	Together
<p>The first sound in DAY is / d /</p> <p>Listen, / d / (duh), short and sharp</p>	<ul style="list-style-type: none"> • The first sound of DAY is ... • (say together) / d / “duh” sound • Now the child repeats for you to hear/check.
<p>The MIDDLE/END sound in DAY is / ai /</p> <p>Listen, / ai / (long vowel ‘ai’)</p>	<ul style="list-style-type: none"> • The end sound of DAY is ... • (say together) / ai / (long vowel) • Now the child repeats for you to hear/check.
<p>Let’s blend the sounds together.</p> <p>/ d /ai / makes “DAY”</p>	<ul style="list-style-type: none"> • Now let’s blend the sounds together. • / d / ai / makes “day” • And the word is DAY
<p>Additional words - Jay, play, day, lay, May, Ray, way, hay, ways, days, always, away</p>	

Sight Words

they

Note to parents/teachers: There are a small number of words which can be explained by phonics but are sometimes easier understood by adding them to sight words.

- In the words; **they, prey, grey, convey and survey**, the /ey/ sound is identical to the /ay/ sound.
- Teaching this as a phonics rule can sometimes leading to a mis-spelling (ie, stey)
- Depending on your child, you might find it easier if they learn “they” and “grey” as sight words.
- Note that American English has converted ‘grey’ to “gray” however “prey” remains “prey” (as in ‘hunted food’).

For the moment we suggest you focus on “THEY” as a sight word and leave the rest until later.

what

“what” is pronounced /w/o/t/ (“wot”); it does not follow Phonic conventions and is a SIGHT word.

once, was, one, two, the

Explain that **ONCE** is sounded like ‘wunz’ (/w/u/n/z/)

Explain that **WAS** is sounded like ‘woz’ (/w/o/z/)

Explain that **ONE** is sounded like ‘won’ (/w/o/n/)

Explain that **TWO** is sounded like ‘too’ (/t/oo/)

and, is, on, at, of

Reinforce that these words CAN be decoded (demonstrate /a/n/d/ and others) but they occurs so regularly that it’s easier to memorise.

CONSONANT BLENDS

- **focus on play, stay, flay**

Blend two letters to a single sound	Together
<p>Say the word PLAY</p> <ul style="list-style-type: none"> • FIRST sound is a blend of /p/+l/ to make a single sound of /pl/ • END sound is a blend of /a+/y/ to make a single LONG VOWEL sound of /ay/ <p>Demonstrate with letter cards</p> <p>Say PLAY as 2 sounds /pl/ay/</p>	<p>Together ...</p> <ul style="list-style-type: none"> • When the sounds /p/ and /l/ are together, they make a single sound which sounds like both - /pluh/ • When the sounds /a/ and /y/ are together, they make a single sound which sounds like both - /ay/ ('ai') long vowel /a/ sound <p>Say PLAY as 2 sounds /pl/ay/</p> <p>Makes the word PLAY</p>
<p>Continue to demonstrate with flay (/fl/ay/), clay (/cl/ay/)</p>	
<p>Say the word STAY</p> <ul style="list-style-type: none"> • FIRST sound is a blend of /p/+l/ to make a single sound of /pl/ • LAST sound is a blend of /a+/y/ to make a single sound of /ay/ <p>Demonstrate with letter cards</p> <p>Say STAY as 2 sounds /pl+/ay/</p>	<p>Together ...</p> <ul style="list-style-type: none"> • When the sounds /p/ and /l/ are together, they make a single sound which sounds like both - /pl/ - (pluh) • When the sounds /a/ and /y/ are together, they make a single sound which sounds like both - /ay/ ('ai') long vowel /a/ sound <p>Say STAY as 2 sounds /pl+/ay/</p> <p>Makes the word STAY</p>
<p>Continue to demonstrate with - Stray (/st/r/ay/) Spray (/sp/r/ay/)</p>	

PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Linking letters and sounds	Together
Hold up the lowercase letter “ d “ Say “this letter is called “d” (dee) and the sound it makes is / d / (“duh” – short & sharp)	Together ... The letter is called “ dee ” and the sound is / d / (duh) As in DAY
Additional words Jay, play, day, lay, May, Ray, way, hay, ways, days, always, away	

Identifying sounds in Words
<p>Form the word ‘DAY’ using lowercase cards. Point to each letter and make the phonic sounds; / d / - / ay /</p> <p>Remove the letter ‘d’ and ask, “what sound have I removed”</p> <p>Child should respond / d / (duh sound)</p> <p>Ask, “what sounds are left – point to the letters and make the sounds”</p> <p>Child should point and respond, / a / + / y / = /ay/</p> <p>Ask, “what sounds does / a / + / y / make together”</p> <p>Child should point and respond / ay/ (long vowel ‘aiee’)</p> <p>Then put the letter back into position and ask, “what does the letters make now”</p> <p>Child should point to each letter, say each sound, and finish with DAY</p> <p>Repeat by removing the MIDDLE and END letters</p>
Additional words - Jay, play, day, lay, May, Ray, way, hay, went, sun, he, Tom + ways, days, always, away

Rhyme	Rhyme Detection
1	Read the following words and ask the child to tell you the words that DO rhyme with DAY (e.g, the 'ay' sound) Jay, play, day, lay, May, Ray, way, hay
2	Read the list again and ask the child which words DO NOT rhyme with DAY
3	Say the word DAY and ask the child to suggest two words that rhyme
4	Select the letters J, M, R, T p, l, d, a, y, w, e, n, t, s from your upper and lowercase cards. Ask the child to use the letter cards to form the words ... Jay, May, Ray, Tom, play, day, lay, way, hay, went, sun, he + ways, days, away

Re-Arrange Letters
Choose the letters p, l, a, y from your letter cards and arrange them so they DON'T form a word Say the word PLAY , and sound it out /pl/ay/ (2 sounds) Ask your child to arrange the letters to create the word
Continue for words - May, day, say, hay, away, Ray, went

SYLLABLES

Syllables	Together
Say the word "a-way" Stress the separate syllables by clapping your hands (with each syllable).	Together ... Say "a-way" while clapping your hands Say is slowly so the child can hear clearly, then repeat faster and faster till they merge.
Additional words - today (to/day), always (al/ways), yesterday (yes/ter/day) Do not explain spelling (comes later, Series Two) – we are creating awareness of syllables You may have to explain the meanings	

Syllables	Together
<p>Say the word "tug-ged"</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p>	<p>Together ...</p> <p>Say "tug-ged" while clapping your hands</p> <p>Say it slowly so the child can hear clearly, then repeat faster and faster till they merge.</p>



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Book 16 Worksheets

Jay can Play – /ay/ long vowel

- The /ay/ combination creates a “ai” long vowel sound
- “Jay” and “May” are capitalised as proper nouns

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word	
J a y	J-a-y	Jay	
M a y	M-a-y	May	
d a y	d-a-y	day	
h a y	h-a-y	hay	
w a y	w-a-y	way	
s t a y	s-t-a-y	stay	
p l a y	p-l-a-y	play	
Sight words			
come	comes	some	done



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Parent says the words (**Jay, way, stay, can, hay, play**) and sounds each one out and asks the child to fill in the missing letter.

J _ y

_ ay

sta _

ca _

ha _

pl _ y

Ask your child to re-arrange the letters to form a word – help them by “saying and sounding” each word (**hay, way, went, met, play, stay**)

yah

awy

newt

tem

lpya

ysta

Read the sentence, and ask your child to write the words in correct order below (**He met Tom on the way to play.**)

Tom the He on to play. met way



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EXTRA WORDS

Teach that the consonant blend is a single sound

POINT to each letter and "SOUND" them separately	Then blend, stressing the vowel.	Then say as a blended whole word
w a y	w-a-y	way
s a y	s-a-y	say
b a y	b-a-y	bay
p a y	p-a-y	pay
s t a y	st-a-y	stay
s w a y	sw-a-y	sway
c l a y	cl-a-y	clay
o k a y	o-k-a-y	okay



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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

Jay, play, day, sun, hay, May, all, way, dog, can, stay,
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.

meet, meeting, met

Jay ___ Tom on the way.

Jay is _____ Tom on the way.

Jay will _____ Tom on the way.



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Complete the sentences

Ask your child to choose a word (below) to complete the sentences.
If your child cannot remember the sentences, they can re-read the story.
(The words below are in the correct order)

Play way went Tom Jay Ray hay

Jay can _____ all day. He met Tom on
the _____ to play.

Jay and Tom _____ to play in the hay.

Jay and _____ met a dog on the way.

_____, Tom and the dog all went to play.

Jay, Tom and the dog met _____.

Jay, Tom and Ray all play in the _____.



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Syllables

These words are 2 syllable words which are fully decodable.

Point to each syllable,
sound it out,
say each syllable.
Ask your child to copy.

Point to syllable,
say the syllable,
merge them together.
Ask your child to copy.

Say each syllable and
combine into a word
Ask your child to copy.
Put it in a sentence

to day

to-day

today

a way

a-way

away

sun ray

sun-ray

sunray

o kay

o-kay

okay

mid day

mid-day

midday

any way

any-way

anyway

hoo ray

hoo-ray

hooray



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Simple 2-syllable words

Read these through with your child - the syllables can be decoded

**These words break on a vowel -
1st syllable has a LONG vowel**

**These break on a consonant - 1st
syllable has a SHORT vowel**

i-ron

iron

up-on

upon

po-ny

pony

ev-en

even

ba-by

baby

al-so

also

u-nit

unit

in-to

into

o-val

oval

ev-er

ever

so-lo

solo

cop-y

copy

o-pen

open

bus-y

busy

o-ver

over

bod-y

body

a-way

away

ver-y

very

di-et

diet

man-y

many

La-zy

lazy

ech-o

echo

Ze-ro

zero

men-u

menu

Jay Jay Jay Jay

Jay Jay Jay Jay

Jay Jay Jay Jay

May May May May

May May May May

May May May May

day day day day

day day day day

day day day day

say say say say

say say say say

say say say say

play play play play

play play play play

play play play play

Jay and Tom met a dog

Jay and Tom met a dog

Jay and Tom met a dog

on the way to the hay.

on the way to the hay.

on the way to the hay.

Jay met Tom on the way

Jay met Tom on the way

Jay met Tom on the way

to play in the hay.

to play in the hay.

to play in the hay.

Jay, Tom and the dog
met Ray. Jay, Tom
and Ray all play in
the hay.

Jay, Tom and the dog
met Ray. Jay, Tom
and Ray all play in
the hay.

Jay, Tom and the dog
met Ray. Jay, Tom
and Ray all play in
the hay.



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Puzzles

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Book 16 Puzzle – Style 1

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

Words used

DAY
HAY
JAY
JAY
LAY
MAY
MET
PLAY
SUN
TOM
WAY
WENT

Book 16 Puzzle – style 2

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

Words used

DAY
HAY
JAY
JAY
LAY
MAY
MET
PLAY
SUN
TOM
WAY
WENT

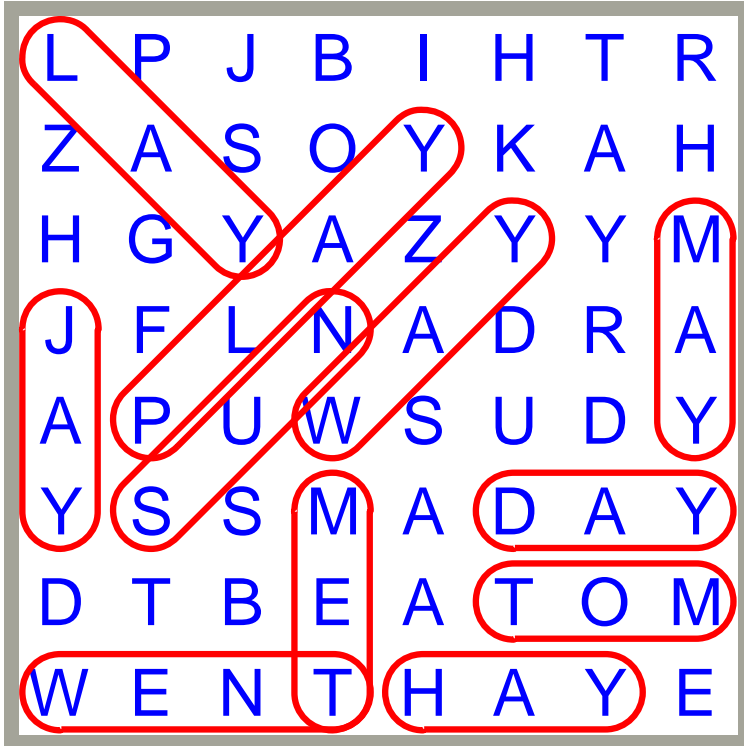


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Puzzles

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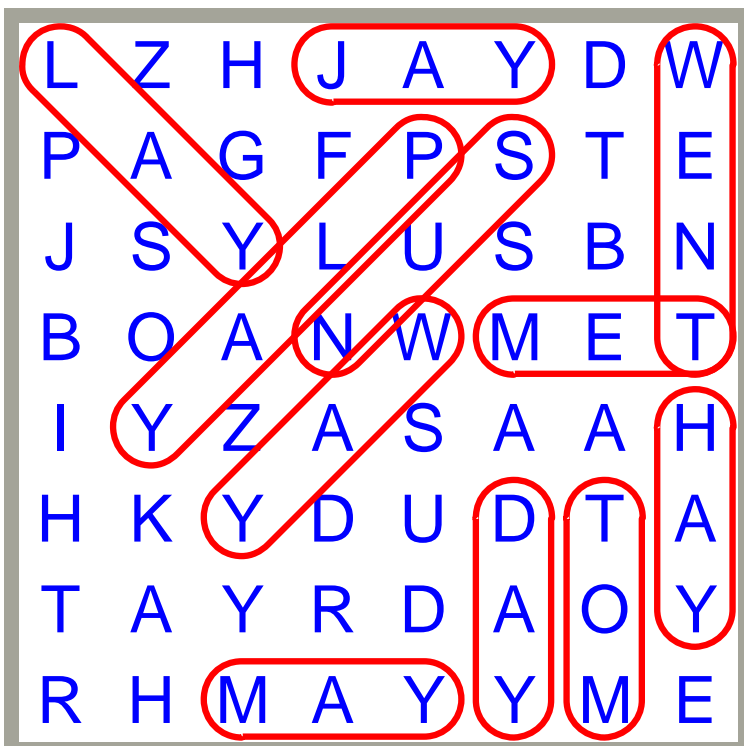
Book 16 Puzzle – Style 1 Solution



Words used

- DAY
- HAY
- JAY
- JAY
- LAY
- MAY
- MET
- PLAY
- SUN
- TOM
- WAY
- WENT

Book 16 Puzzle – Style 2 Solution



Words used

- DAY
- HAY
- JAY
- JAY
- LAY
- MAY
- MET
- PLAY
- SUN
- TOM
- WAY
- WENT



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Puzzles

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