



Fantastic Phonics

Book 20 – Tom Sows his Seeds

PHONEMIC AWARENESS (Identifying sounds in language)

- focus on LONG VOWEL “o” sound as in Joe, toe, show, tow
- focus on silent letters which make long vowel – high, toe

BEGINNING sounds - Say to your child	Together
<p>The first sound in SNOW is / s /</p> <p>Listen, / s / (ss),</p>	<ul style="list-style-type: none"> • The first sound of SNOW is ... (say together) / s / “ss” sound • Now the child repeats for you to hear/check.
<p>The MIDDLE sound in SNOW is /n/ as in “nuh”</p> <p>Listen, / n /</p>	<ul style="list-style-type: none"> • The middle sound of SNOW is ... (say together) / n / “nn” sound • Now the child repeats for you to hear/check.
<p>The END sound in SNOW is /ow/ as in “ohh” – a LONG VOWEL sound</p> <p>Listen, / ow /</p>	<ul style="list-style-type: none"> • The end sound of SNOW is ... (say together) / ow / long vowel /o/ • Now the child repeats for you to hear/check.
<p>Say the word SNOW and indicate the sounds</p> <p>/sn/ + /ow/ makes “snow”</p> <p>Let’s blend the sounds together.</p> <p>And the word is SNOW</p>	<ul style="list-style-type: none"> • Say the word SNOW and indicate the sounds /sn /ow/ makes “snow” • Let’s blend the sounds together. • And the word is SNOW
<p>Additional words - Blow, show, mow, plow</p>	

Silent Letters	Demonstrate how SHORT vowel becomes LONG vowel
<p>“Silent E” at the end of a word - changes a short vowel into a long vowel</p>	
<p>Say the word JOE and form it with your letter cards.</p> <p>Indicate that the ‘e’ is silent BUT changes the short vowel / o / sound to a long vowel blend /oe/.</p>	<p>Say the word TOE and form it with your letter cards.</p> <p>Indicate that the ‘e’ is silent BUT changes the short vowel / o / sound to a long vowel blend /oe/</p>
<p>“Silent letters” change a short vowel into a long vowel</p> <ul style="list-style-type: none"> • These words are an introduction to sight, flight, might which will be covered later 	
<p>Say the word HIGH and form it with your letter cards.</p> <p>Show that the ‘gh’ blend is silent BUT changes the short vowel / i / sound to a long vowel.</p>	<p>Say the word SIGH and form it with your letter cards.</p> <p>Show that the ‘gh’ blend is silent BUT changes the short vowel / i / sound to a long vowel.</p>

Sight Words
<p>come, comes</p> <p>The word “Come” is a sight word; the “silent e” suggests it would sound as a LONG VOWEL /O/ BUT IT IS SOUNDED as “kum” – short /u/ sound as in “pup”</p> <p>where, here, said, they what, once, was, one, two, the</p>

HOMOPHONES

The next words are homophones – they sound the same, but have different meanings	
<p>Say the word BEAR</p> <p>“a large, dangerous animal”</p> <ul style="list-style-type: none"> • Show that the FIRST sound is /b/ • Show the MIDDLE sound is a vowel blend of “ea” which creates the /ai/ (“air” sound) • END sound /r/ <p>Say BEAR as 3 sounds - /b/ai/r/</p>	<p>Say the word BARE</p> <p>“empty or undressed”</p> <ul style="list-style-type: none"> • Show that the FIRST sound is /b/ • Show the MIDDLE sound is controlled by a ‘silent e’ ... /a_e/ - the /a/ changes from a short vowel to a long vowel (air) sound • END sound /r/ <p>Say BARE as 3 sounds - /b/ai/r/</p>
<p>Say the word PEAK</p> <p>“top of the mountain”</p> <ul style="list-style-type: none"> • FIRST sound is /p/ • MIDDLE sound is vowel blend /ea/ (“ee” SOUND) • END sound /k / <p>Say CREAK as 3 sounds - /p/ee/k/</p>	<p>Say the word PEEK</p> <p>“take a quick look while no-one knows”</p> <ul style="list-style-type: none"> • FIRST sound is /cr/ • MIDDLE sound is vowel blend /ee/ (“ee” SOUND) • END sound /k / <p>Say CREAK as 3 sounds - /p/ee/k/</p>
<p>Say the word CREAK</p> <p>“a noise when a floorboard moves”</p> <ul style="list-style-type: none"> • FIRST sound is /cr/ • MIDDLE sound is vowel blend /ea/ (“ee” SOUND) • END sound /k / <p>Say CREAK as 3 sounds - /cr/ee/k/</p>	<p>Say the word CREEK</p> <p>“a small river of water”</p> <ul style="list-style-type: none"> • FIRST sound is /cr/ • MIDDLE sound is vowel blend /ee/ (“ee” SOUND) • END sound /k / <p>Say CREAK as 3 sounds - /cr/ee/k/</p>

PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Linking letters and sounds	Together
Hold up the lowercase letter “ s “ Say “this letter is called “s” (ess) and the sound it makes is / s / (“ssss”)	Together ... The letter is called “ess” and the sound is / s / (ssss) As in SNOW
Additional words - snow, row, sow, grow, now, crow, blow, tow,	

Identifying sounds in Words
Form the word ‘ SNOW ’ using lowercase cards. Point to each letter and make the phonic sounds; / s /n/o/w/ Remove the letter ‘m’ and ask, “what sound have I removed” Child should respond / s / (sss sound) Ask, “what sounds are left – point to the letters and make the sounds” Child should point and respond, /n/+/ o / + / w / = /now/ Ask, “what sounds does / o / + / w / make together” Child should point and respond / now / Then put the letter back into position and ask, “what does the letters make now” Child should point to each letter, say each sound, and finish with SNOW Repeat by removing the MIDDLE and END letters
Additional words snow, row, sow, grow, now, crow, blow, tow

Rhyme	Rhyme Detection
1	<p>Read the following words and ask the child to tell you the words that DO rhyme with SNOW (e.g, the 'ow sound)</p> <p>snow, plants row, after, sow, add, grow, now, water, crow, two, blow, tow, under</p>
2	<p>Read the list again and ask the child which words DO NOT rhyme with SNOW</p>
3	<p>Say the word SNOW and ask the child to suggest two words that rhyme</p>
4	<p>Select the letters s, n, o, w, r, g, a, f, t, e, w from your upper and lowercase cards.</p> <p>Ask the child to use the letter cards to form the words ...</p> <p>snow, row, sow, grow, plants, after, now, add, water crow, blow, tow, two, under, jump</p>

Re-Arrange Letters
<p>Choose the letters s, n, o, w from your letter cards and arrange them so they DON'T form a word</p> <p>Say the word SNOW, and sound it out /sn/o/w/ (3 sounds)</p> <p>Ask your child to arrange the letters to create the word</p>
<p>Continue for words - row, sow, grow, blow, crow, water, now</p>

SYLLABLES

PLANT-ED	SOW-ED
<p>Say the word "PLANT-ED"</p> <ul style="list-style-type: none">• Stress the separate syllables by clapping your hands (with each syllable).• Indicate that the "ed" make the word "plant" into a PAST TENSE <p>"Tom will plant his seeds" becomes "Joe has planted his seeds"</p>	<p>Say the word "SOW-ED"</p> <ul style="list-style-type: none">• Stress the separate syllables by clapping your hands (with each syllable).• Indicate that the "ed" make the word "sow" into a PAST TENSE <p>"Tom will sow his seeds" becomes "Tom has sowed his seeds"</p>
<p>Additional words (You may have to explain the meanings)</p> <p>Stow + stowed (put luggage away); show + showed; slow + slowed</p>	



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Book 20 Worksheets

Tom Sows his Seeds – silent letters /ow/

Explain that the grouped letters (/sn/ow/) reflect that there is a single sound from the two letters

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word
r o <u>w</u>	r- <u>ow</u>	row <u>ow</u>
s o <u>w</u>	s- <u>ow</u>	sow <u>ow</u>
gr o <u>w</u>	gr- <u>ow</u>	grow <u>ow</u>
sn o <u>w</u>	sn- <u>ow</u>	snow <u>ow</u>
pl a n t	pl-a-n-t	plant
s ee d s	s-ee-d-s	seeds
af ter	af-ter	after

Sight words

come	comes	some	done
where	were	was	said



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Silent Letters

Parent says the words (**sn-ow**, **gr-ow**, **r-ow**, **s-ee-d-s**, **af-t-er**, **pl-a-n-t-s**) and sounds each one out and asks the child to fill in the missing letter.

__ _ ow

gr __ _

r _ w

s __ _ ds

aft _ r

pl _ nts

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**seeds**, **plant**, **snow**, **grow**, **down**, **wow**,)

eedss

ltanp

owsn

ogrw

nowd

oww

Read the sentence, and ask your child to write the words in correct order below (**He plants all the seeds, row after row.**)

after plants He the, all
row row. seeds



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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

Tom, seeds, his, sows, rows, plants, dug, snow, comes,
down, Oh No! after, grow, will, add, water
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.

come, coming, came

Oh No! The snow will _____ down.

Oh No! The snow is _____ down.

Oh No! The snow _____ down.



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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)

plants seeds after water grow they
comes snow

Tom has lots of seeds to sow. He _____ all of
the seeds, row after row.

Row by row, Tom has lots of _____ to sow.

Now add _____ and the seeds will grow.

Now Tom's seeds _____ and grow. Up, up Tom's
seeds go. Wow! See how _____ grow.

Oh no! Down _____ the snow. Now, Tom has
rows and rows of _____.



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Extra Words “ee” and “an” sounds

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word
d o w n	d-ow-n	down
t o w n	t-ow-n	town
s e e d	s-ee-d	seed
n e e d	n-ee-d	need
w e e d	w-ee-d	weed
p l a n t	pl-ant	plant
l a n d	l-and	land



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Extra Words

The “ow” sound - these words have 2 sounds (/cr/ow/)

- the consonant blends at front - have a single sound
- the “ow” with ‘silent w’ - creates a long vowel /o/ sound

cr ow

cr-ow

crow

bl ow

bl-ow

blow

gl ow

gl-ow

glow

fl ow

fl-ow

flow

sh ow

sh-ow

show

Double Syllables - built from familiar words

ar row

ar-row

arrow

be low

be-low

below

el bow

el-bow

elbow

sow sow sow sow

sow sow sow sow

sow sow sow sow

grow grow grow grow

grow grow grow grow

grow grow grow grow

snow snow snow snow

snow snow snow snow

snow snow snow snow

row row row row

row row row row

row row row row

seeds seeds seeds seeds

seeds seeds seeds seeds

seeds seeds seeds seeds

Tom has lots of seeds

Tom has lots of seeds

Tom has lots of seeds

to sow. He plants all

to sow. He plants all

to sow. He plants all

of the seeds, row

of the seeds, row

of the seeds, row

after row. Now add water

after row. Now add water

after row. Now add water

and the seeds will grow.

and the seeds will grow.

and the seeds will grow.

Now Tom's seeds grow
and grow. Up, up Tom's
seeds go. Wow! See how
they grow.

Now Tom's seeds grow
and grow. Up, up Tom's
seeds go. Wow! See how
they grow.

Now Tom's seeds grow
and grow. Up, up Tom's
seeds go. Wow! See how
they grow.

Now Tom's seeds grow
and grow. Up, up Tom's
seeds go. Wow! See how
they grow.



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Puzzles

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Book 20 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 20 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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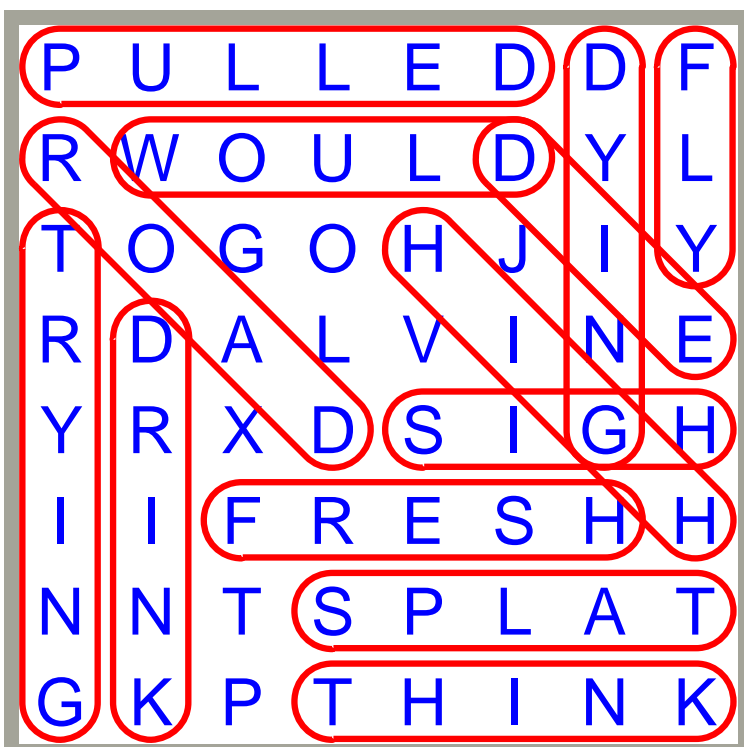
Book 20 Puzzle – Style 1 Solution



Words used

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

Book 20 Puzzle – Style 2 Solution



Words used

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