



# Fantastic Phonics

## Book 22 – Pa and his Car

### PHONOLOGICAL AWARENESS

- focus on ‘ar’ sound – Pa, Ma, car, far, park, mark, bark
- focus on double syllables – market, piglet, pushed, funny, travel
- silent e – time, none, done, gone
- vowel blends – ‘ea’ as in great , “oa” as in road
- “ow” sound as in down,

‘AR’ Sound	
<p>The “ar” sound can occur in words like Pa, Ma, car, far, market, carpet, or even veranda</p> <ul style="list-style-type: none"> <li>• It is a single sound created by two letters</li> </ul>	
<p><b>Say PA</b></p> <p><b>FIRST</b> sound of <b>PA</b> is / p / “puh”</p> <p><b>END</b> sound in <b>PA</b> is / ar / “are” sound</p>	<p><b>Say CAR</b></p> <p><b>FIRST</b> sound in <b>CAR</b> is / k / “kuh”</p> <p><b>END</b> sound in <b>CAR</b> is / ar / “are” sound</p>
<p><b>Say FAR</b></p> <p><b>FIRST</b> sound in <b>FAR</b> is / f / “ff”</p> <p><b>END</b> sound in <b>FAR</b> is / ar / “are” sound</p>	<p><b>Say BAR</b></p> <p><b>FIRST</b> sound of <b>BAR</b> is / b / “puh”</p> <p><b>END</b> sound in <b>BAR</b> is / ar / “are” sound</p>
<p><b>Say STAR</b></p> <p><b>FIRST</b> sound in <b>STAR</b> is / st / “st” blend</p> <p><b>END</b> sound in <b>STAR</b> is / ar / “are” sound</p>	<p><b>Say SCAR</b></p> <p><b>FIRST</b> sound of <b>SCAR</b> is / sk / “sk” blend</p> <p><b>END</b> sound in <b>SCAR</b> is / ar / “are” sound</p>

## ‘SILENT E’

### Note to Parents/Teachers

When a word features a SINGLE “e” at the end of the word, this changes the vowel sound from a short vowel to a long vowel.

**‘Bossy E at the end makes the vowel say its name.’**

**The ‘silent e’ sound is written as /a\_e/, /o\_e/, /i\_e/, or /u\_e/ to indicate a letter between the vowel and the ‘silent e’ ( e.g. “sage” is /s/a\_e/g/ )**

<p><b>FIRST</b> sound in <b>TIME</b> is / t / “tuh”</p> <p><b>MIDDLE</b> sound in <b>TIME</b> is / i_e / (“eye”)</p> <ul style="list-style-type: none"> <li>The vowel /i/ is converted to LONG Vowel by the silent e</li> </ul> <p><b>END</b> sound in <b>TIME</b> is / mm /</p> <p><b>TIME</b> has 3 sounds</p> <ul style="list-style-type: none"> <li>/ t / i_e / m / (long ‘eye’ vowel)</li> </ul>	<p><b>FIRST</b> sound in <b>PIPE</b> is / p / “puh” sound</p> <p><b>MIDDLE</b> sound in <b>PIPE</b> is / i_e / (“eye”)</p> <ul style="list-style-type: none"> <li>The vowel /i/ is changed to LONG Vowel by the silent e</li> </ul> <p><b>END</b> sound in <b>PIPE</b> is / p / “puh”</p> <p><b>PIPE</b> has 3 sounds</p> <ul style="list-style-type: none"> <li>/ p / i_e / p / (long ‘eye’ vowel)</li> </ul>
<p><b>FIRST</b> sound in <b>TONE</b> is / t / “tuh”</p> <p><b>MIDDLE</b> sound in <b>TONE</b> is / o_e / “oh” sound</p> <p>The vowel /o / is converted to LONG Vowel ‘oh’ by the silent e</p> <p><b>END</b> sound in <b>TONE</b> is / nn /</p> <p><b>TONE</b> has 3 sounds –</p> <ul style="list-style-type: none"> <li>/ t / oh / n / “oh” long vowel</li> </ul>	<p><b>FIRST</b> sound in <b>BONE</b> is / n / “duh”</p> <p><b>MIDDLE</b> sound in <b>BONE</b> is / o_e / “oh” sound</p> <p>The vowel /o/ is converted to LONG Vowel ‘oh” by the silent e</p> <p><b>END</b> sound in <b>BONE</b> is / n / “nn”</p> <p><b>BONE</b> has 3 sounds –</p> <ul style="list-style-type: none"> <li>/ b / oh / n / “oh” long vowel</li> </ul>
<p><b>FIRST</b> sound in <b>TIE</b> is / t / “tuh”</p> <p><b>END</b> sound in <b>TIE</b> is / i_e / “eye”</p> <p>The vowel / i / is converted to LONG Vowel /I/ by the silent e</p> <p><b>TIE</b> has 2 sounds –</p> <ul style="list-style-type: none"> <li>/ t / i_e / ‘eye’ long vowel /I/</li> </ul>	<p><b>FIRST</b> sound in <b>PIE</b> is / p / “puh” sound</p> <p><b>END</b> sound in <b>PIE</b> is / i_e / “eye”</p> <p>The vowel / i / is converted to LONG Vowel /I/ by the silent e</p> <p><b>PIE</b> has 2 sounds –</p> <ul style="list-style-type: none"> <li>/ t / i_e / ‘eye’ long vowel /I/</li> </ul>

## 'SILENT GH'

### Note to Parents/Teachers

When a word shows a 'GH' combination (either in the middle or end) then the /g/ sound is silent

### Examples

- '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.

**FIRST** sound of **HIGH** is ...

(say together) / h / "huh" sound

**END** sound of **HIGH** has a 'silent gh'

- / igh / long vowel /i /sound 'eye'

/h/igh/ creates **HIGH** –

- long vowel "eye" sound

**FIRST** sound of **SIGH** is ...

(say together) / s / "ss" sound

**END** sound of **SIGH** has a 'silent gh'

- / igh / long vowel /i /sound 'eye'

/s/igh/ creates **SIGH** –

- long vowel "eye" sound

## VOWEL BLENDS

Say the word **WOULD** as three sounds

**"w" + "ou" + "ld"**

- The /ou/ blend forces the /o/ to a long vowel
- The /ld/ consonant blend makes the "l" silent
- WOULD is sounded as 3 sounds

/w/ou/d/ (as in "wood")

Say the word **COULD** as three sounds

**"c" + "ou" + "ld"**

- The /ou/ blend forces the /o/ to a long vowel
- The /ld/ consonant blend makes the "l" silent
- COULD is sounded as 3 sounds

/k/ou/d/ (as in "kood")

## “EA” SOUND AS IN “GREAT”

Say the word **GREAT** as three sounds

“gr” + “ea” + “t”

- The /ea/ blend forces the /a/ to a long vowel
- The /gr/ consonant blend is a single sound
- **GREAT** is sounded as 3 sounds

/gr/ea/t/

Say the word **STEAK** as three sounds

st” + “ea” + “k”

- The /ea/ blend forces the /a/ to a long vowel
- The /st/ consonant blend is a single sound
- **STEAK** is sounded as 3 sounds

/st/ea/k/

Say the word **BREAK** as three sounds

“br” + “ea” + “k”

- The /ea/ blend forces the /a/ to a long vowel
- The /br/ consonant blend is said a single sound
- **BREAK** is sounded as 3 sounds

/br/ea/k/

**GREAT, STEAK** and **BREAK** are **the only 3** common-use words where the “EA” combination sounds like long vowel /a/

Go over these words closely so your child can fix the sound.

The other “ea” variations either sound like “BEACH” – long vowel /e/ - or “BREAD” – short vowel /e/

We will address these variations in the books ahead.

**NOTE: GREAT, STEAK and BREAK are all homophones**

- Great – something extraordinary
- Grate – rub along a rough edge to create shredded material
- Break – to damage something
- Brake – to slow or stop a moving vehicle
- Steak – a piece of meat
- Stake – a sharpened stick

We will be exploring these in detail

## HOMOPHONES - LONG VOWEL 'O' VARIATIONS

Say the word **RODE** as three sounds

**"r" + "oh" + "d"**

- The /o\_e/ 'silent e' blend forces the /o/ to a long vowel "oh"
- **RODE** is sounded as 3 sounds

/r/oh/d/

Say the word **ROAD** as three sounds

**"r" + "oh" + "d"**

- The /oa/ blend forces the /o/ to a long vowel "oh"
- **ROAD** is sounded as 3 sounds

/r/oh/d/

Say the word **ROWED** as three sounds

**"r" + "ow" + "ed"**

- The /ow/ blend forces the /o/ to a long vowel
- The /ed/ past tense suffix is unstressed
- **ROWED** is sounded as 3 sounds

/r/oh/d/

OTHER LONG VOWEL "Oh" WORDS

BLOW, BLOWED  
CROW, CROWED  
SEW, SEWED  
LOAD, LODE  
HOE, HOED  
TOAD, TOWED

## 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 **TIME**, and sound it out /t/i/m/ (silent e change short to long syllable)

Ask your child to arrange the letters to create the word

Continue for words

- **MIME, DIME**
- **ROAD, TOAD**

**Take special care to help with each word**

## SIGHT WORDS

### “some”, “come”, ‘comes’

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”

### “were”, “here”, “said”, “they” “what”, “once”, “was”, “one”, ‘two’, ‘the’

## HOMOPHONES

Say the word **BEAN**

“a vegetable”

- **FIRST** sound is /b/
- **MIDDLE** sound is a vowel blend /ea/ (“ee” long vowel sound)
- **END** sound /n/

Say **BEAN** as **3** sounds - /b/ee/n/

Say the word **BEEN**

“past tense of BE”

- **FIRST** sound is /b/
- **MIDDLE** sound is a vowel blend /ee/ (“ee” long vowel sound)
- **END** sound /n/

Say **BEEN** as **3** sounds - /b/ee/n/

Say the word **SON**

“a male child”

- **FIRST** sound is /s/
- **MIDDLE** sound is short vowel /u/ (“uh” short vowel sound)
- **END** sound /n /

Say **SON** as **3** sounds - /s/u/n/

Say the word **SUN**

“the star around which the earth orbits”

- **FIRST** sound is /s/
- **MIDDLE** sound is short vowel /u/ (“uh” short vowel sound)
- **END** sound /n /

Say **SUN** as **3** sounds - /s/u/n/

## SYLLABLES and TENSE

SYLLABLES	
<p>SAY the word <b>MAR-KET</b> and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p><b>Note that the vowel in the 2<sup>nd</sup> syllable is stressed, making it a syllable</b></p> <p>Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).</p> <p>Then move the cards together and ask your child to say both syllables as one word.</p>	<p>SAY the word <b>FUN-NY</b> and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p><b>Note that the vowel in the 2<sup>nd</sup> syllable is stressed, making it a syllable</b></p> <p>Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).</p> <p>Then move the cards together and ask your child to say both syllables as one word.</p>
<p>SAY the word <b>TRA-VEL</b> and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p><b>Note that the vowel in the 2<sup>nd</sup> syllable is stressed, making it a syllable</b></p> <p>Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).</p> <p>Then move the cards together and ask your child to say both syllables as one word.</p>	<p>SAY the word <b>PIG-LET</b> and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p><b>Note that the vowel in the 2<sup>nd</sup> syllable is stressed, making it a syllable</b></p> <p>Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).</p> <p>Then move the cards together and ask your child to say both syllables as one word.</p>

PAST TENSE	PRESENT TENSE
<p>SAY the word <b>PUSH</b> and lay it out with your letter cards</p> <p>Say the word <b>PUSH-ED</b></p> <p><b>Note that the vowel in "ED" suffix is NOT stressed, so PUSHED is one syllable</b></p> <p>/p/u/sh/d/ (PUSH'D)</p> <p>Indicate that the "ed" make the word into a <b>PAST TENSE</b></p> <p>"he <b>pushed</b> the car"</p>	<p>SAY the word <b>PUSH</b> and lay it out with your letter cards</p> <p>Say the word <b>PUSH-ING</b></p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Add the extra "ING" to the word</p> <p>Indicate that the "ing" make the word into a <b>PRESENT TENSE</b></p> <p>"he is <b>pushing</b> the car"</p>

---

## FUTURE, PRESENT AND PAST 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

### FUTURE, PAST, PRESENT

Explain that **THIS STORY** is written about events that have already occurred.

**“Pa HAD a funny old car”** – the word “had” means it is a recount of the past

A present tense version is ...

**“Pa HAS a funny old car”**

A future tense version is ...

**“Pa WILL HAVE a funny old car”**

**“We WENT to the village market. We HAD to travel far.”** (or, **“We travelled far”**)

A present tense version is ...

**“We ARE GOING to the village market. We ARE traveling far.”**

A future tense version is ...

**“We WILL GO to the village market. We WILL travel far.”**

Ask your child to substitute words in the following sentences to change the **PAST** tense to **PRESENT** tense.

**“Time to go,” said Pa. We all sat in the car.** (“Time to go,” **says** Pa. We all **sit** in the car.)

**Down the road we went, off to the market in the car.** (Down the road we **go**, off to the market in the car.)

**Pa pushed a fat piglet into the car.** (Pa is **pushing** a fat piglet into the car.)

Practise tense with your child in everyday situations

## VERBS

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

### VERB – “travel”

- We will travel far
- We are travelling far
- We have travelled far

### VERB – “go”

- We will go to the markets
- We are going to the markets
- We have gone to the markets

## 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 mowing 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
  - “Joe has mowed”, or “Joe and his friend have mowed”, or “the grass has been mowed”
  - **events in the PAST**

### A Note about “has”, “have” and “had”.

The verb “**to have**” has many different meanings. Its primary meaning is “to possess or own.”

- **HAVE** is used with **I, you, we, and they**
- **HAS** is used with **he, she, and it.**
- **HAD** is the PAST TENSE verse of both ‘have’ and ‘has’.



# Fantastic Phonics

www.teachtheworldtoread.com

## Book 22 Worksheets

Pa and his Car – double syllables, ‘silent e’ and “ea” blend

Sound each letter - joined letters are a single sound.	Then blend, stressing the vowel.	Then say as a blended whole word	
c ar	c-ar	car	
f ar	f-ar	far	
j ar	j-ar	jar	
st ar	st-ar	star	
fr e sh	fr-e-sh	fresh	
d ow n	d-ow-n	down	
f u n n y	f-u-n-n-y	funny	
<b>Sight words</b>			
want	come	comes	some
where	were	was	said



# Fantastic Phonics

www.teachtheworldtoread.com

## Silent Letters

Parent says the words (**car, far, jar, funny, road, time**) and sounds each one out and asks the child to fill in the missing letter.

ca \_

f \_ r

\_ ar

f \_ nny

r \_ ad

t \_ me

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**car, jar, down, time, funny, travel,** )

rca

---

rja

---

owdn

-----

item

-----

fnyun

-----

rtaelv

-----

Read the sentence, and ask your child to write the words in correct order below (**We went to the village market.**)

village went We to market. the

-----



# Fantastic Phonics

www.teachtheworldtoread.com

## 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

Pa, funny, car, Ma, jar, old, we, went, market, road,  
down, pushed, piglet, into, far, all, fun, great  
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.

Push, pushing, pushed

Pa \_\_\_\_\_ a fat piglet into the car.

Pa will \_\_\_\_\_ a fat piglet into the car.

Pa has \_\_\_\_\_ a fat piglet into the car.



# Fantastic Phonics

www.teachtheworldtoread.com

## Extra Words

Help your child to read through the following words, using the “Onset and Rime” method (see your Phonemic Guide)

Sound each letter - joined letters are a single sound.	Then blend, stressing the vowel.	Then say as a blended whole word
b ar	b-ar	bar
c ar	c-ar	car
f ar	f-ar	far
t ar	t-ar	tar
st ar	st-ar	star
sc ar	sc-ar	scar
sug ar	sug-ar	sugar
sol ar	sol-ar	solar
pol-ar	pol-ar	polar



# Fantastic Phonics

www.teachtheworldtoread.com

## 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 3<sup>rd</sup> column

bat

bat-ter

batter

call

cal-ler

caller

wet

wet-ter

wetter

mad

mad-der

madder

sad

sad-der

sadder

zip

zip-per

zipper

rip

rip-per

ripper

log

log-ger

logger

hug

hug-ger

hugger

tug

tug-ger

tugger

jog

jog-ger

jogger

run

run-ner

runner



# Fantastic Phonics

www.teachtheworldtoread.com

## Two Syllable Words

Help your child understand syllables – clap your hands when you say the syllables, and stress the vowels.

Sound each syllable Separately (clapping)	Then blend, stressing the vowels.	Then say as a blended whole word
fun ny	fun-ny	funny
sun ny	sun-ny	sunny
run ny	run-ny	runny
mar ket	mar-ket	market
vill age	vill-age	village
pig let	pig-let	piglet
tra vel	tra-vel	travel
Pushed is ONE SYLLABLE because the /e/ vowel in 'ed' is not stressed /p/u/sh/d/ (push'd)		
push ed	push-ed	pushed



# Fantastic Phonics

www.teachtheworldtoread.com

## When the /y/ become long vowel /e/

When the word has a short vowel, the last letter is doubled  
and the /y/ is long /e/

fun

fun-ny

funny

sun

sun-ny

sunny

run

run-ny

runny

mum

mum-my

mummy

When /y/ follows a vowel, it changes the vowel to long

day

may

spray

boy

toy

annoy

delay

away

today

Where a 'silent e' exists, the syllables break on the long vowel

bone

bo-ney

boney

dope

do-pey

dopey

poke

po-key

pokey

nose

no-sey

nosey

Always the exception - the 'silent e' is removed

stone

sto-ny

stony



# Fantastic Phonics

www.teachtheworldtoread.com

## HOMOPHONES - ADVANCED

SAY the word, then ask your child to read the small text under the mixed-up letters, then write in the word.

The word they are looking for is in there.  
This is reading and comprehension training.

**won, one, too, two, sea, see, rose, rows, meet, meat**

onw

I won a race

— — —

eno

one + one is two

— — —

oto

The shops are too far to  
walk

— — —

wto

One + one is two

— — —

esa

I can swim in the sea

— — —

ese

I see a bee!!

— — —

orse

The rose plant is growing

— — — —

wors

He rows the boat

— — — —

teme

Let's meet at the market

— — — —

aetm

We are having meat for  
lunch

— — — —



# Fantastic Phonics

www.teachtheworldtoread.com

**ADVANCED** – READ THE STORY TO YOUR CHILD, then help them read along with you. MOST words are simple and can be decoded – This will help your child read longer text and develop vocabulary.

---

## When the Rains Came

It has been so dry, all we can see is the dust, the land is burnt to a dirty crust.

Every day Dad goes outside and looks at the sky, he comes back inside and says, “it’s still dry”.

There’s no water in the well and the garden is all brown, and Mum always seems to have an unhappy frown.

“When will it rain,” Dad yells into the sky, but not a thing is heard, never a reply.

“We’ll have to go,” Mum finally said, “we cannot keep going until every-thing is dead.”

So we filled the car, everything was packed, when suddenly I felt a wet spot hit my hat. I looked into the sky – it was completely blue – but then another big drop hit my face – it was then I knew.

“It’s raining,” I yelled, and Dad rushed out, then ran back to the gate and gave Mum a shout. “It raining,” he said, and had a tear in his eye, as we watched the storm clouds fill the sky.

We danced in the rain, we played in the mud, we sang in the storm and hoped it would flood.

The rain kept coming, it rained for ten days, and Mum simply said, “Nature never fails to amaze.”



Pa Pa Pa Pa Pa

Pa Pa Pa Pa Pa

Pa Pa Pa Pa Pa

Ma Ma Ma Ma Ma

Ma Ma Ma Ma Ma

Ma Ma Ma Ma Ma

car car car car car

car car car car car

car car car car car

jar jar jar jar jar

jar jar jar jar jar

jar jar jar jar jar

far far far far far

far far far far far

far far far far far

Pa had a funny old car.

Pa had a funny old car.

Pa had a funny old car.

We went to the village

We went to the village

We went to the village

market. We all sat in

market. We all sat in

market. We all sat in

the car.

the car.

the car.

the car.

the car.

Pa pushed a fat piglet  
into the car. We all  
had fun at the village  
market.

Pa pushed a fat piglet  
into the car. We all  
had fun at the village  
market.

Pa pushed a fat piglet  
into the car. We all  
had fun at the village  
market.

Pa pushed a fat piglet  
into the car. We all  
had fun at the village  
market.



# Fantastic Phonics

Puzzles

Copyright 2014 www.FantasticPhonics.com

## Book 22 Puzzle – Style 1

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

### Words used

CAR  
DARK  
DONE  
DOWN  
FUNNY  
GREAT  
JAR  
MARKET  
NONE  
PARK  
PIGLET  
TIME  
TRAVEL  
VILLAGE

## Book 22 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

CAR  
DARK  
DONE  
DOWN  
FUNNY  
GREAT  
JAR  
MARKET  
NONE  
PARK  
PIGLET  
TIME  
TRAVEL  
VILLAGE



# Fantastic Phonics

Puzzles

Copyright 2014 www.FantasticPhonics.com

## Book 22 Puzzle – Style 1 Solution



### Words used

CAR  
DARK  
DONE  
DOWN  
FUNNY  
GREAT  
JAR  
MARKET  
NONE  
PARK  
PIGLET  
TIME  
TRAVEL  
VILLAGE

## Book 22 Puzzle – Style 2 Solution



### Words used

CAR  
DARK  
DONE  
DOWN  
FUNNY  
GREAT  
JAR  
MARKET  
NONE  
PARK  
TIME  
TRAVEL  
VILLAGE