



Fantastic Phonics

Book 25 – Make a Mud Cake

PHONOLOGICAL AWARENESS

- focus on long vowel ‘ake’ sound – make, cake, bake, lake, awake
- focus on ‘ew’ blend – flew, crew
- Punctuation – speech marks, exclamation, possessive apostrophe

‘ake’ Long Vowel Sound	
<ul style="list-style-type: none"> • The “ake” long vowel sound can occur in words like make, cake, bake, wake, awake • The ‘silent e’ changes the /a/ to a long vowel 	
<p>FIRST sound in MAKE is / m / “mm” sound</p> <p>MIDDLE sound in MAKE is / a / long vowel “ai”</p> <p>“Silent e” changes vowel from short to long</p> <p>END sound in MAKE is / k / “kuh” sound</p> <p>Sound MAKE as three sounds, /m/ai/k/ long vowel</p>	<p>FIRST sound in BAKE is / b / “buh”</p> <p>MIDDLE sound in BAKE is / a / long vowel “ai”</p> <p>“Silent e” changes vowel from short to long</p> <p>END sound in BAKE is / k / “kuh” sound</p> <p>Sound BAKE as three sounds, /b/ai/k/ long vowel</p>
<p>Try this with ONSET and RIME</p> <ul style="list-style-type: none"> • m-ake ___ MAKE • f-ake ___ FAKE • r-ake ___ RAKE 	<p>Try this with ONSET and RIME</p> <ul style="list-style-type: none"> • fl-ake ___ FLAKE • sh-ake ___ SHAKE • br-ake ___ BRAKE

'ade' Long Vowel Sound

FIRST sound in **MADE** is / m / "mm"

MIDDLE sound in **MADE** is / a / long vowel 'ai'

"Silent e" changes vowel from short to long

END sound in **MADE** is / d / "duh"

Say **MADE** as three sounds, /m/ai/d/
long vowel

FIRST sound in **SPADE** is / sp / "spuh"

MIDDLE sound in **SPADE** is / a / long vowel 'ai'

"Silent e" changes vowel from short to long

END sound in **SPADE** is / d / 'duh'

Say **SPADE** as three sounds, /sp/ai/d/
long vowel

PUNCTUATION

Exclamation Mark !

An **Exclamation mark** is used when we want to;

- show surprise,
- indicate strong feelings,
- high volume (shouting),
- show emphasis.

"I'll have to wake up Jake. *"Wake up, Jake! Wake up!"* Jake is now awake."

The exclamation mark shows that the girl is "talking loudly" at Jake to wake him up.

Speech marks

- When a person is talking, we place "quotation marks" or "speech marks" around the text which represents speech

I'll have to wake up Jake. *"Wake up, Jake! Wake up!"* Jake is now awake.

I said, *"Let's go down to the lake."*

"I want to make a mud cake."

"Come on, Jake! Let's take the dog to the lake."

The *Italicised sections* are the **quoted remarks** that one person said. We place them in quotation marks to indicate to the reader, that a person in the story said those words

Apostrophe – a single comma above the text (‘)

There are TWO uses of apostrophe

- When we reduce two words to one
- When we indicate possession

Reduce two words to one

The main examples are below

I am	I'm	Is not	Isn't
I will	I'll	Can not	Can't
He is	He's	Will not	Won't
He will	He'll	Would not	Wouldn't
She is	She's	Should not	Shouldn't
She will	She'll	Could not	Couldn't

When we indicate possession

ONLY an “noun” can “possess” – a person, or object or concept

- When we wish to make clear that “John owns the car”, we can say, “John’s car”
- When we group two people, “John and Mary own the car”, we can say “John and Mary’s car”
- When we group many people, “the villagers own the car”, we insert the apostrophe after the plural ‘s”, as in “the villagers’ car”

STING and STUNG

Note to Parents/Teachers

STUNG is the **PAST TENSE** of RING.

PRESENT TENSE

FIRST sound in **RING** is / st / “rr” sound

MIDDLE sound in **RING** is / i / short vowel

END sound in **RING** is / ng / ‘nng’ sound

Say **RING** as THREE SOUNDS - /r/ i/ng/

MAKES **RING** - short vowel /i/

PAST TENSE

FIRST sound in **RUNG** is / st / “rr” sound

MIDDLE sound in **RUNG** is / u / short vowel

END sound in **RUNG** is / ng / ‘nng’ sound

Say **RUNG** as THREE SOUNDS - /r/u/ng/

MAKES **RUNG** - short vowel /u/

Continue for **SING + SUNG, CLING + CLUNG, FLING + FLUNG**

ONSET AND RIME

This is a **NEW CONCEPT** which increases the speed of decoding longer words, once children have grasped the essentials of decoding single syllables.

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

LAKE

The ONSET sound in **LAKE** is /l/

The RIME sound in **LAKE** is /ake/

Show your child, that syllables can rhyme

/l/ake/ is LAKE

BAKE

The ONSET sound in **BAKE** is /b/

The RIME sound in **BAKE** is /ake/

Show your child, that syllables can rhyme

/b/ake is BAKE

MADE

The ONSET sound in **MADE** is /m/

The RIME sound in **MADE** is /ade/

Show your child, that syllables can rhyme

/m/ade/ is MADE

SPADE

The ONSET sound in **SPADE** is /sp/

The RIME sound in **SPADE** is /ade/

Show your child, that syllables can rhyme

/sp/ade/ is SPADE

'SILENT GH' USING ONSET and RIME

Note to Parents/Teachers

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

SLIGHT

The ONSET sound in **SLIGHT** is /sl/

The RIME sound in **SLIGHT** is /ight/

Show your child, that syllables can rhyme

/sl/ight/ is **SLIGHT**

FLIGHT

The ONSET sound in **FLIGHT** is /fl/

The RIME sound in **FLIGHT** is /ight/

Show your child, that syllables can rhyme

/fl/ight/ is **FLIGHT**

VOWEL BLENDS using ONSET and RIME

REED

The ONSET sound in **REED** is /r/

The RIME sound in **REED** is /eed/

Show your child, that syllables can rhyme

/r/eed/ is **reed**

WEED

The ONSET sound in **WEED** is /w/

The RIME sound in **WEED** is /eed/

Show your child, that syllables can rhyme

/w/eed/ is **weed**

RE-ARRANGE LETTERS

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

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

Ask your child to arrange the letters to create the word

Continue for words

- **CAKE, LAKE, AWAKE, MADE**

SIGHT WORDS

some

The word "SOME" is a sight word; it is sounded as "sum" but written as "some"

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

HOMOPHONES

<p>Say the word RIGHT</p> <p>“when something is correct”</p> <ul style="list-style-type: none"> • Show that the FIRST sound is /r/ • Show the MIDDLE sound is a vowel blend /igh/ (“eye” sound) • END sound /t/ <p>Say RIGHT as 3 sounds - /r/igh/t/</p> <p>Try this with the Onset-Rime method</p> <ul style="list-style-type: none"> • R-ight is RIGHT • T-ight is TIGHT • F-ight is FIGHT • Fr-ight is FRIGHT 	<p>Say the word WRITE</p> <p>“when you create written text”</p> <ul style="list-style-type: none"> • Show that the FIRST sound is /wr/, a consonant blend with <u>silent</u> /w/ • Show the MIDDLE sound is a vowel blend /i_e/ long vowel “ee” sound) create by ‘silent e’ • END sound /t/ <p>Say WRITE as 3 sounds - /wr/i_e/t/</p> <p>Try this with the Onset-Rime method</p> <ul style="list-style-type: none"> • wr-ite is WRITE • b-ite is BITE • k-ite is KITE
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SYLLABLES and TENSE

SYLLABLES

<p>SAY the word BAKER and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p style="text-align: center;">Ba-ker</p> <p>Note that the vowel in “ba” is long /a/ because the syllable breaks on the /a/</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 SHAKER and lay it out with your letter cards</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p style="text-align: center;">Sha-ker</p> <p>Note that the vowel in “sha” is long /a/ because the syllable breaks on the /a/</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>Repeat for the additional words; TRADER (tra-der), GRADER (gra-der),</p>	

PAST TENSE	PRESENT TENSE
<p>SAY the word BELT and lay it out with your letter cards</p> <p>Say the word BEL-TED</p> <p>Note that BELTED IS 2 syllables because the “ted” contains a stressed vowel (bel-ted)</p> <p>Add the extra “ED” to the word</p> <p>Indicate that the “ed” make the word into a PAST TENSE</p> <p>“he belted the ball with the bat”</p>	<p>SAY the word BELT and lay it out with your letter cards</p> <p>Say the word BELT- ING</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 PRESENT TENSE</p> <p>“he is belting the ball with the bat”</p>
<p>SAY the word BAKE and lay it out with your letter cards</p> <p>Say the word BAK-ED</p> <p>Note that BAKED is a SINGLE SYLLABLE (bak’d)</p> <p>Add the extra “ED” to the word</p> <p>Indicate that the “ed” make the word into a PAST TENSE</p> <p>“he baked the cake”</p>	<p>SAY the word BAKE and lay it out with your letter cards</p> <p>Say the word BA-KING (silent e is dropped)</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 PRESENT TENSE</p> <p>“he is baking the cake”</p>

FUTURE, PRESENT AND PAST TENSE

FUTURE, PAST, PRESENT
<p>HELP YOUR CHILD change these PRESENT TENSE sentences to PAST TENSE.</p> <ul style="list-style-type: none"> • Today, I want to make a cake. (Today, I wanted to make a cake.) • A mud cake is the cake that I want to bake. (A mud cake is the cake that I wanted to bake.) • I want to go down to the lake with Jake. (I wanted to go down to the lake with Jake.)
<p>HELP YOUR CHILD change these PRESENT TENSE sentences into FUTURE TENSE.</p> <ul style="list-style-type: none"> • I want to make a cake. (I will want to make a cake.) • A mud cake is the cake that I want to bake. (A mud cake is the cake that I will want to bake.) • I want to go down to the lake with Jake. (I will want to go down to the lake with Jake.)



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Book 25 Worksheets

Make a Mud Cake -/a_e/ 'silent e'

Explain the 'silent e' make the vowel LONG

Sound each letter - joined letters are a single sound.	Then blend, stressing the vowel.	Then say as a blended whole word	
m a ke	m-a-ke	make	
c a ke	c-a-ke	cake	
j a ke	j-a-ke	jake	
l a ke	l-a-ke	lake	
b a ke	b-a-ke	bake	
m a de	m-a-de	made	
a w a ke	a-w-a-ke	awake	
Sight words			
want	come	comes	some
where	were	was	said



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Silent Letters

Parent says the words (**make, lake, bake, have, today, want**) and sounds each one out and asks the child to fill in the missing letter.

m_ake

la_e

bak_

h_ve

t_day

w_ant

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**make, lake, bake, have, today, want,**)

mkea

elak

keab

avhe

otdya

nwat

Read the sentence, and ask your child to write the words in correct order below (**Today, I want to make a cake.**)

make want Today, I cake. to a



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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

I, make, mud, cake, bake, lake, Jake, go, wake, up, take,
dog, down, come, have, awake,
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.

go, going, gone

We are _____ down to the lake.

We will __ down to the lake.

We have _____ down to the lake.



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Onset and Rime

Help find the rhyming patterns

1. Sound each syllable separately

2. Then blend, stressing the vowels

3. Then say as a blended whole word

Present tense - "is baking"

b ake

bak-ing

baking

m ake

mak-ing

making

sh ake

shak-ing

shaking

t ake

tak-ing

taking

w ake

wak-ing

waking

Past Tense - "has baked"

b ake

bak-ed

baked

m ake

m-ade

made

sh ake

sha-ken

shaken

t ake

ta-ken

taken

w ake

wo-ken

woken



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Revision - Two Syllable Words

These simple 2-syllable words can be easily decoded - help your child to find the syllable break point and "Sound out" each syllable

1. Sound each syllable separately

2. Then blend, stressing the vowels

3. Then say as a blended whole word

a wake

a-wake

awake

tea cake

tea-cake

teacake

pan cake

pan-cake

pancake

cup cake

cup-cake

cupcake

mis take

mis-take

mistake

make up

make-up

makeup

take out

take-out

takeout

lake side

lake-side

lakeside

over take

over-take

overtake

break fast

break-fast

breakfast



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2 Syllable Words - starting with / I /

Idol, Iron, Item, Idea - all break on a /o/, making the /o/ a long vowel

i dol	i-dol	idol
i ron	i-ron	iron
i tem	i-tem	item
i de a	i-de-a	idea
in to	in-to	into
it ch	it-ch	itch
in ner	in-ner	inner
in put	in-put	input
ig loo	ig-loo	igloo
in sist	in-sist	insist
in sult	in-sult	insult
in door	in-door	indoor
id i ot	id-i-ot	idiot



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HOMOPHONES

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.

see, sea; fair, fare; cent, sent; creak, creek; days, daze; feat, feet

ese

I can see the moon

— — —

esa

the sea has lots of
water

— — —

iafr

the game was very
fair

— — — —

reaf

the bus fare costs 10
cents

— — — —

tecn

the bus fare cost one
cent

— — — —

nset

I sent a letter in the
post

— — — —

recak

the floor has a creak

— — — —

eekcr

we fished in the
creek

— — — —

ydsa

only 3 days till Xmas

— — — —

zeda

he is in a daze and
can't think

— — — —

efat

Mowing the grass is
a big feat

— — — —

efet

I walked on my feet

— — — —



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The Wish that went Wrong.

Do you have a wish that you want to come true? Because one of mine went wrong, now I want to undo.

I wished my little sister Ruth would just disappear, and the next time I looked, she just wasn't here.



She was annoying me something awful, she was raising hell, so I looked up the words and cast my spell.

She was gone in a puff, nowhere to be seen, I searched every room and everywhere in-between.

Mum will be so angry when she comes home, she'll blame me for letting Ruth wander off alone.

She'll never believe me if I tell her the truth, that I just wished – and it went wrong – now we are missing baby Ruth.

So I looked everywhere, she was such a pain, and suddenly I wished she'd appear again.

And Bing! Just like that, she appeared once more, just as Mum got home and walked through the door.

What a relief, what a surprise, so I poked her in the tummy just to make sure she was alive.

So whenever you wish, make sure it's true, otherwise your little baby sister will put a bigger spell upon you.

make make make make

make make make make

make make make make

cake cake cake cake

cake cake cake cake

cake cake cake cake

lake lake lake lake

lake lake lake lake

lake lake lake lake

Jake Jake Jake Jake

Jake Jake Jake Jake

Jake Jake Jake Jake

wake wake wake wake

wake wake wake wake

wake wake wake wake

wake wake wake wake

Today, I want to make a

Today, I want to make a

Today, I want to make a

cake. A mud cake is the

cake. A mud cake is the

cake. A mud cake is the

cake that I want to bake.

cake that I want to bake.

cake that I want to bake.

I'll have to wake up Jake.

I'll have to wake up Jake.

I'll have to wake up Jake.

“Come on, Jake! Let’s
take the dog to the
lake.” So, we all went
down to the lake.

“Come on, Jake! Let’s

take the dog to the

lake.” So, we all went

down to the lake.

“Come on, Jake! Let’s

take the dog to the

lake.” So, we all went

down to the lake.



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Puzzles

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Book 25 Puzzle – Style 1



Words used

AWAKE
BED
CAKE
DOWN
FLAKE
JAKE
LAKE
MADE
MAKE
RED
SAID
THAT
TODAY
WANT

Book 25 Puzzle – style 2



Words used

AWAKE
BED
CAKE
DOWN
FLAKE
JAKE
LAKE
MADE
MAKE
RED
SAID
THAT
TODAY
WANT



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Puzzles

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Book 25 Puzzle – Style 1 Solution



Words used

- AWAKE
- BED
- CAKE
- DOWN
- FLAKE
- JAKE
- LAKE
- MADE
- MAKE
- RED
- SAID
- THAT
- TODAY
- WANT

Book 25 Puzzle – Style 2 Solution



Words used

- AWAKE
- BED
- CAKE
- DOWN
- FLAKE
- JAKE
- LAKE
- MADE
- MAKE
- RED
- SAID
- THAT
- TODAY
- WANT