



Fantastic Phonics

Book 26 – On my Roof

PHONOLOGICAL AWARENESS

- focus on long vowel ‘oo’ sound – Roo, roof, moo, roof, food, look

INFLUENCE OF /R/ at the end of a word – the vowel changes into either an “air sound (stare, fair, bear) or an “or” sound (door, more, pour) - advanced

‘ oo ’ Long Vowel Sound	
The ‘ double o’ changes the short /o/ to a long vowel	
FIRST sound in ROOF is / r / “r” sound	FIRST sound in FOOD is / f / “ff”
MIDDLE sound in ROOF is / oo / long vowel blend “Double o” changes vowel from short to long	MIDDLE sound in FOOD is / oo / long vowel blend “Double o” changes vowel from short to long
END sound in ROOF is / f / Sound ROOF as three sounds, /r/oo/f/ long vowel	END sound in FOOD is / d / Sound FOOD as three sounds, /f/oo/d/ long vowel
Continue to demonstrate with extra words - Roo, too, Hoo Roo, Moo, mood, room, spoon	

INFLUENCE OF /r/ SOUND ON VOWEL BLENDS

When an /r/ occurs at the end of a vowel blend, the sound of the vowel is influenced by the /r/
 Bear, pair, stare, where – all have the same “air” sound created by the end /r/

TAKE TIME WITH THIS. Like the “silent e”, it means your child needs to be aware of the END of the word before they can work out the middle sound.

FIRST sound in BEAR is / b / “b” sound	FIRST sound in PEAR is / p / “puh”
MIDDLE sound in BEAR is / ea / The end sound is /r/ which changes the vowel blend to “air” sound	MIDDLE sound in PEAR is / ea / The end sound is /r/ which changes the vowel blend to “air” sound
END sound in BEAR is / r / “rr” sound Sound BEAR as three sounds, /b/ea/r/ long vowel “air” sound.	END sound in PEAR is / r / “rr” sound Sound PEAR as three sounds, /p/ea/r/ long vowel “air” sound.

INFLUENCE OF /r/ SOUND ON VOWEL BLENDS

PEAR, PARE and PAIR are HOMOPHONES which include the /AIR/ sound created by the end /r/

TAKE TIME WITH THIS. Like the “silent e”, it means your child needs to be aware of the END of the word before they can work out the middle sound.

PEAR a fruit	PARE cut an object to desired size	PAIR two identical objects
MIDDLE sound is /ea/ vowel blend - changed to an /air/ sound by the end /r/	MIDDLE sound is /a_e/ ‘silent e’ vowel - changed to an /air/ sound by the end /r/	MIDDLE sound is /ai/ vowel blend - changed to an /air/ sound by the end /r/
ONSET is /p/ RIME is /air/ The word is PEAR	ONSET is /p/ RIME is /air/ The word is PARE	ONSET is /p/ RIME is /air/ The word is PAIR

Continue to demonstrate with extra words - **Fair + fare, stair + stare, hair + hare**

PUNCTUATION

Question Mark ?

An **Question mark** is used when the sentence explicitly **asks a question**.

- **On my roof I saw a Roo. You saw a Roo? I saw one too.**

The question mark shows that the boy **ASKED** the other boy if he had also seen the Roo.

Speech marks

When a person is talking, we place “quotation marks” or “speech marks” around the text which represents speech.

- **On my roof I saw a cow. She said, “Moo.” So I did too.**

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”

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

ROOF

ONSET sound in **ROOF** is /r/

RIME sound in **ROOF** is /oof/

Show your child, that syllables can rhyme

r-oof is **ROOF**

FOOD

ONSET sound in **FOOD** is /ff/

RIME sound in **FOOD** is /ood/

Show your child, that syllables can rhyme

f-ood is **FOOD**

COW

ONSET sound in **COW** is /k/

RIME sound in **COW** is /ow/

Show your child, that syllables can rhyme

c-ow is **COW**

NOW

ONSET sound in **NOW** is /n/

RIME sound in **NOW** is /ow/

Show your child, that syllables can rhyme

n-ow is **NOW**

Demonstrate with extra words - **How, bow, sow** (as in female pig)

'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

FRIGHT

ONSET sound in **FRIGHT** is /fr/

RIME sound in **FRIGHT** is /ight/

Show your child, that syllables can rhyme

Fr-ight is **FRIGHT**

NIGHT

ONSET sound in **NIGHT** is /n/

RIME sound in **NIGHT** is /ight/

Show your child, that syllables can rhyme

n-ight is **NIGHT**

RE-ARRANGE LETTERS

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

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

Ask your child to arrange the letters to create the word

Continue for words - **Roof, hoof, mood.**

SIGHT WORDS

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

HOMOPHONES

Say the word **WOOD**

"made from a tree"

- Show that the **FIRST** sound is /w/
- Show the **MIDDLE** sound is a vowel blend /oo/ ("oo" long vowel sound)
- **END** sound /d/

Say **WOOD** as 3 sounds - /w/oo/d/

Try this with the Onset-Rime method

- w-ood is **WOOD**
- h-ood is **HOOD**
- g-ood is **GOOD**

Say the word **WOULD**

"an imagined future action"

- Show that the **FIRST** sound is /w/
- Show the **MIDDLE** sound is a vowel blend /ou/ ("oo" long vowel sound)
- **END** sound /d/ (silent /l/)

Say **WOULD** as 3 sounds - /w/oo/d/

Try this with the Onset-Rime method

- w-ould is **WOULD**
- c-ould is **COULD**
- sh-ould is **SHOULD**

SYLLABLES and TENSE

PAST TENSE	PRESENT TENSE
SAY the word BROKE and lay it out with your letter cards	SAY the word SPOKE and lay it out with your letter cards
Say the word BROK-EN	Say the word SPOK-EN
Stress the separate syllables by clapping your hands (with each syllable).	Stress the separate syllables by clapping your hands (with each syllable).
Add the extra "EN" to the word	Add the extra "EN" to the word
Indicate that the "en" make the word into a PAST TENSE	Indicate that the "en" make the word into a PRESENT TENSE
"he broke the dish"	"the boy spoke to the man"
"he has broken the dish"	"the boy has spoken to the man"

FUTURE, PRESENT AND PAST TENSE

FUTURE, PAST, PRESENT
<p>HELP YOUR CHILD change these PAST TENSE sentences to PRESENT TENSE.</p> <ul style="list-style-type: none"> • On my roof, I saw a Roo. (On my roof, I am seeing a Roo.) • He was looking for his food. (He is looking for his food.) • I saw a big bear. He saw me too. (I am seeing a big bear. He is seeing me too.)
<p>HELP YOUR CHILD change these PRESENT TENSE sentences into FUTURE TENSE.</p> <ul style="list-style-type: none"> • On my roof, I am seeing a Roo. (On my roof, I will be seeing a Roo.) • He is looking for his food. (He will be looking for his food.) • I am seeing a big bear. He is seeing me too. (I will be seeing a big bear. He will be seeing me too.)



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Book 26 Worksheets

On My Roof -/oo/ long vowel /o/ sound

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word	
t oo	t-oo	too	
l oo k	l-oo-k	look	
r oo f	r-oo-f	roof	
f oo d	f-oo-d	food	
b ea r	b-ea-r	bear	
s aw	s-aw	saw	
d oo r	d-oo-r	door	
Sight words			
one	want	come	comes
where	were	was	said



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Silent Letters

Parent says the words (**too, saw, look, roof, food, bear**) and sounds each one out and asks the child to fill in the missing letter.

t__o

s__w

l__ok

r__f

f__d

b__r

Ask your child to re-arrange the letters to form a word – help them by “saying and sounding” each word (**too, saw, look, roof, food, bear,**)

oto

asw

oklo

foro

dofu

ebar

Read the sentence, and ask your child to write the words in correct order below (**He was looking for his food.**)

was He his food. looking for



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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

Roof, Roo, too, cow, his, food, her, bear, for, saw, one,
he, said, moo, my, me, was, looking,
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.

seeing, see, seen

On my roof I will ___ a Roo.

On my roof I am _____ a Roo.

On my roof I have ___ a Roo.



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Extra Words

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word
h oo k	h-oo-k	hook
b oo k	b-oo-k	book
sh oo k	sh-oo-k	shook
pr oo f	pr-oo-f	proof
h oo f	h-oo-f	hoof

Homophones

Words that sound the same but have different meanings.

too Means "very"	two The number 2	to Direction or distance
more Something extra	moor Uncultivated land	maw Jaws of a wild animal
sore When muscles ache	saw Past tense of 'see'	soar A bird flying high
pare Cut away the excess	pair Two identical things	pear A fruit
bare Undressed or 'empty'	bear A wild animal	



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These 2-syllable words can be easily decoded

Show your child how to find the break point between syllables by stressing the vowels

1. Sound each syllable separately	2. Then blend, stressing the vowels	3. Then say as a blended whole word
sun room	sun room	sunroom
cook top	cook top	cooktop
sham poo	sham poo	shampoo
door way	door way	doorway
good bye	good bye	goodbye
car toon	car toon	cartoon
bal loon	bal loon	balloon
out door	out door	outdoor
in door	in door	indoor
tool box	tool box	toolbox
roo ster	roo ster	rooster
scoo ter	scoo ter	scooter



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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.

buy, bye, dew, due, our, hour, pair, pear, moor, more, saw, sore

uby

I will buy a pig

— — —

ybe

We all said bye-bye

— — —

edw

There is dew on the
grass

— — —

ude

Lunch is due right now!

— — —

uor

When is our lunch?

— — —

hruo

What hour is lunch?

— — — —

ipar

I have a pair of hens

— — — —

epar

We can all eat a pear

— — — —

orom

I walked on the moor

— — — —

mroe

We had more lunch

— — — —

was

I will saw the wood

— — — —

erso

My tummy is sore

— — — —



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2 and 3 syllable words

Work through these 2 and 3 syllable words – all syllables are decodable.
Help your child by reading each syllable, then breaking it into syllables as you point, then letting your child copy.

sea food	sea food	seafood
door mat	door mat	doormat
foot ball	foot ball	football
show room	show room	showroom
book shop	book shop	bookshop
text book	text book	textbook
bath room	bath room	bathroom
kan gar oo	kan gar oo	kangaroo
af ter noon	af ter noon	afternoon
un der stood	un der stood	understood
wa ter proof	wa ter proof	waterproof
book bin der	book bin der	bookbinder



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When I Dream.

Sometimes when I dream I
see people that I know, they
appear out of nowhere and
put on a show.

Sometimes they giggle,
sometimes they just stare,
sometimes I see people
who aren't really there.

As soon as I'm asleep I start
to dream, I once even
dreamed I was running in a football team.

I ran up the field with the ball in my hands, I scored a touchdown and
did handstands.

Another time I remember, I was looking for my socks, when suddenly
I heard some creepy knocks.

The door slowly opened and I saw a ghost, I tried to stop dreaming
but knew I was toast.

The ghost went "whhoooo" and I got really brave, so I went
"whhoooo" backwards - and then I was saved.

The ghost looked shocked and very scared, he went white in the face
and fled down the stairs.

He ran down the hall and then out through the wall, and I never saw
him again - it was a real close-call.

Suddenly I woke up - I was late, almost - but I have never forgotten
that creepy ghost.



moo moo moo moo

moo moo moo moo

moo moo moo moo

roo roo roo roo

roo roo roo roo

roo roo roo roo

too too too too

too too too too

too too too too

food food food food

food food food food

food food food food

roof roof roof roof

roof roof roof roof

roof roof roof roof

On my roof I saw a Roo.

On my roof I saw a Roo.

On my roof I saw a Roo.

You saw a Roo?

You saw a Roo?

You saw a Roo?

I saw one too

I saw one too

I saw one too

On my roof I saw a cow.

On my roof I saw a cow.

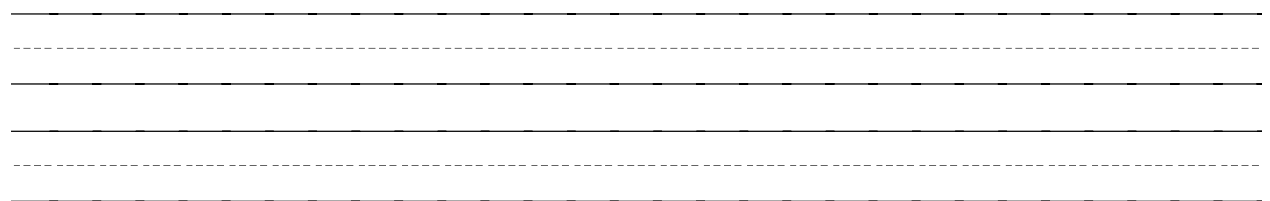
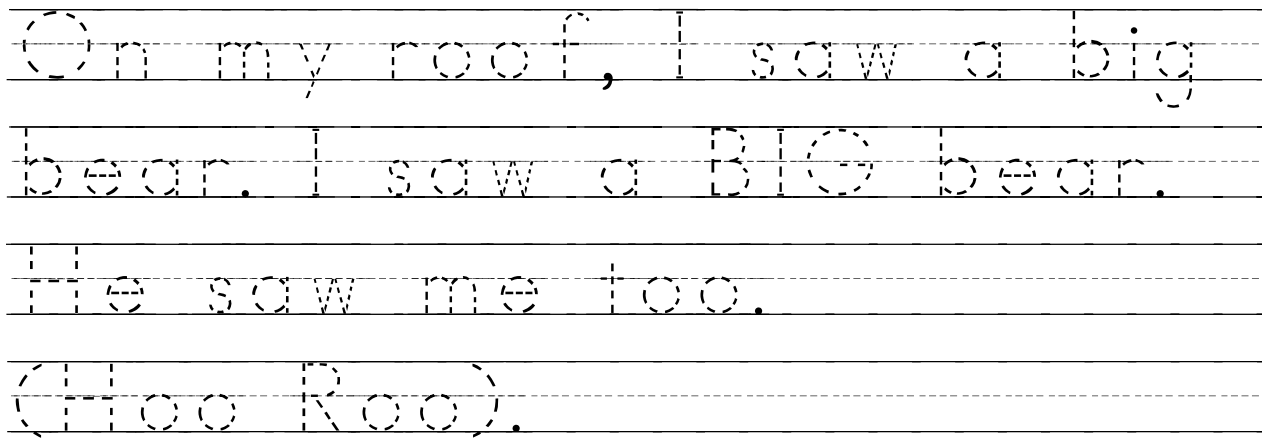
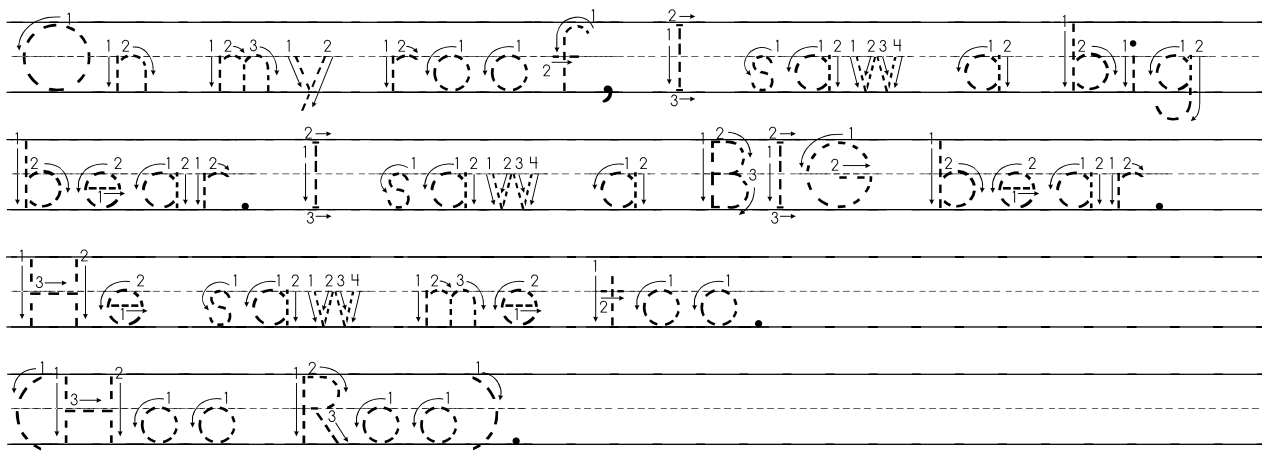
On my roof I saw a cow.

On my roof I saw a cow.

On my roof I saw a cow.

On my roof I saw a cow.

On my roof, I saw a big
bear. I saw a BIG bear.
He saw me too.
(Hoo Roo).





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Puzzles

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Book 26 Puzzle – Style 1



Words used

BEAR
COW
EIGHT
FOOD
GRASS
KANGAROO
LION
LOOKING
ONE
OUR
PADDOCK
ROOF
SAW
SORE

Book 26 Puzzle – style 2



Words used

BEAR
COW
EIGHT
FOOD
GRASS
KANGAROO
LION
LOOKING
ONE
OUR
PADDOCK
ROOF
SAW
SORE



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Puzzles

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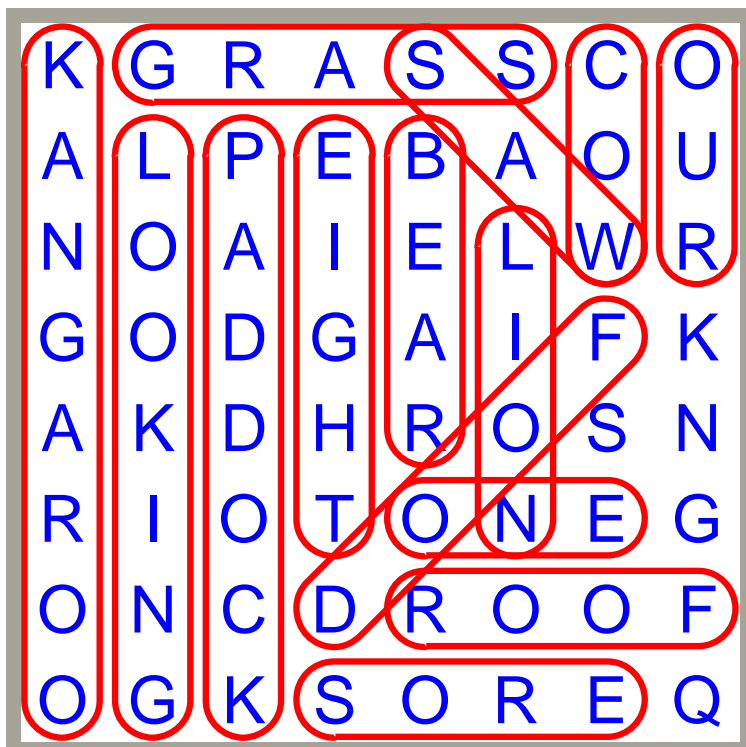
Book 26 Puzzle – Style 1 Solution



Words used

- BEAR
- COW
- EIGHT
- FOOD
- GRASS
- KANGAROO
- LION
- LOOKING
- ONE
- OUR
- PADDOCK
- ROOF
- SAW
- SORE

Book 26 Puzzle – Style 2 Solution



Words used

- BEAR
- COW
- EIGHT
- FOOD
- GRASS
- KANGAROO
- LION
- LOOKING
- ONE
- OUR
- PADDOCK
- ROOF
- SAW
- SORE