



# Fantastic Phonics

## Book 29 – The Song

### PHONOLOGICAL AWARENESS

- focus on long vowel ‘ong’ RIME – song, long, wrong
- introduction of “ew” RIME – sing, string, thing, Spring
- double syllables – begin, again, awake, belong,

‘ong’ Short Vowel Sound	
The “ong” blend gives a <b>SHORT VOWEL</b> sound of “ong”	
<p><b>FIRST</b> sound in <b>SONG</b> is / s / “ss” sound</p> <p><b>MIDDLE</b> sound in <b>SONG</b> is / o /</p> <ul style="list-style-type: none"> <li>• SHORT vowel sound “o” as in “pop”</li> </ul> <p><b>END</b> sound in <b>SONG</b> is / ng / “ng”</p> <p>Sound <b>SONG</b> as three sounds, /s/o/ng/</p>	<p><b>FIRST</b> sound in <b>LONG</b> is / l / “ll”</p> <p><b>MIDDLE</b> sound in <b>LONG</b> is / o /</p> <ul style="list-style-type: none"> <li>• SHORT vowel sound “o” as in “pop”</li> </ul> <p><b>END</b> sound in <b>LONG</b> is / ng / “ng”</p> <p>Sound <b>LONG</b> as three sounds, /l/o/ng/</p>
Continue to demonstrate with extra words - <b>wrong (wr/ong), strong (str/ong)</b>	

‘ing’ Short Vowel Sound	
<p><b>FIRST</b> sound in <b>STRING</b> is / str / “str” sound</p> <p><b>MIDDLE</b> sound in <b>STRING</b> is / i / short vowel</p> <p><b>END</b> sound in <b>STRING</b> is / ng /</p> <p>Sound <b>STRING</b> as three sounds, /str/i/ng/</p>	<p><b>FIRST</b> sound in <b>SPRING</b> is / spr / “spr” sound</p> <p><b>MIDDLE</b> sound in <b>SPRING</b> is / i / short vowel</p> <p><b>END</b> sound in <b>SPRING</b> is / ng /</p> <p>Sound <b>SPRING</b> as three sounds, /spr/i/ng/</p>
Continue to demonstrate with extra words - <b>bring, thing, wring</b>	

### 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

#### STRING

ONSET sound in **STRING** is “str”

RIME sound in **STRING** is “ing”

**Str-ing** is **STRING**

#### SPRING

ONSET sound in **SPRING** is “spr”

RIME sound in **SPRING** is “ing”

**Spr-ing** is **SPRING**

#### CLING

ONSET sound in **CLING** is “cl”

RIME sound in **CLING** is “ing”

**cl-ing** is **CLING**

#### SWING

ONSET sound in **SWING** is “sw”

RIME sound in **SWING** is “ing”

**sw-ing** is **SWING**

### 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

#### STRONG

ONSET sound in **STRONG** is “str”

RIME sound in **STRONG** is “ong”

**Str-ong** is **STRONG**

#### THRONG (a crowd of people)

ONSET sound in **THRONG** is “thr”

RIME sound in **THRONG** is “ong”

**thr-ong** is **THRONG**

### APOSTROPHE

**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

- “It’s Spring, and we want to sing”

Highlight that the apostrophe is a **REDUCTION** from two words to one.

- “It is Spring ...” becomes “It’s Spring ...”

#### Capitalisation

- “It’s **Spring**, and we want to sing”

“Spring” is capitalised because it is a **PROPER NOUN** (like **Summer, Autumn** and **Winter**) — the name of a particular person, place or in this case, an official “season”.

## Exclamation Mark !

“Oh No! Now we sing a bad song” – indicates that the writer wants the text “STRESSED”.

### SEASONS

SAY the word **SUMMER** and lay it out with your letter cards

Stress the separate syllables by clapping your hands (with each syllable).

**SUM-MER**

Sound out each syllable separately, then move the syllables together and say as one word

**SUMMER**

SAY the word **WINTER** and lay it out with your letter cards

Stress the separate syllables by clapping your hands (with each syllable).

**WIN-TER**

Sound out each syllable separately, then move the syllables together and say as one word

**WINTER**

**AUTUMN** is slightly more tricky – it sounds like a 2 syllable “or-tum”

- The **/au/ vowel blend** has an “or” sound (like as launch, dawn, torn)
- The “tumn” syllable has a “silent n”.

**AUTUMN** is pronounced /or/tum/ .... It is a complex word, best left till later.

### RE-ARRANGE LETTERS

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

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

Ask your child to arrange the letters to create the word

Continue for words - **SONG, LONG, SING, RING**

### SIGHT WORDS

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

## SYLLABLES and TENSE

PRACTISE WITH SYLLABLES	
<p>SAY the word <b>BELONG</b> 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;"><b>BE-LONG</b></p> <p style="text-align: center;">Sound out each syllable separately</p> <p style="text-align: center;">Move the syllables together and say as one word</p> <p style="text-align: center;"><b>BELONG</b></p>	<p>SAY the word <b>BELOW</b> 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;"><b>BE-LOW</b></p> <p style="text-align: center;">Sound out each syllable separately</p> <p style="text-align: center;">Move the syllables together and say as one word</p> <p style="text-align: center;"><b>BELOW</b></p>
<p><b>Extra words: Begin</b> (be-gin), <b>Angel</b> (an-gel) , <b>Again</b> (a-gain), <b>Awake</b> (a-wake), <b>Water</b> (wa-ter)</p>	

SYLLABLES and TENSE	
<p>SAY the word <b>SING</b> 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;"><b>SING-ING</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 style="text-align: center;"><b>SUNG</b> Is the PAST TENSE of <b>SING</b></p> <p style="text-align: center;">Demonstrate to your child by changing <b>SING</b> to <b>SUNG</b></p> <p style="text-align: center;">“The boy <b>is singing</b> the song” to</p> <p style="text-align: center;">“The boy <b>has sung</b> the song”</p>	<p>SAY the word <b>RING</b> 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;"><b>RING-ING</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 style="text-align: center;"><b>RUNG</b> Is the PAST TENSE of <b>RING</b></p> <p style="text-align: center;">Demonstrate to your child by changing <b>RING</b> to <b>RUNG</b></p> <p style="text-align: center;">“The boy <b>is ringing</b> the bell” to</p> <p style="text-align: center;">“The boy <b>has rung</b> the bell”</p>
<p><b>Sting, stinging, stung</b></p>	<p><b>Fling, flinging, flung</b></p>



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## Book 29 Worksheets

### The Song -/ong/ and /ing/ short vowel rime

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word	
s ong	s ong	song	
l ong	l ong	long	
wr ong	wr ong	wrong	
str ong	str ong	strong	
s ing	s ing	sing	
spr ing	spr ing	spring	
str ing	str ing	string	
<b>Sight words</b>			
<b>where</b>	want	come	comes
one	were	was	said



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## Missing Letters

Parent says the words (**spring, string, sing, wrong, song, long**) and sounds each one out and asks the child to fill in the missing letter.

spr\_\_ng

st\_\_ing

si\_\_

w\_\_ng

so\_\_

\_ong

Ask your child to re-arrange the letters to form a word – help them by “saying and sounding” each word (**spring, string, sing, wrong, song, long,** )

pirsng

\_\_\_\_\_

rsintg

\_\_\_\_\_

ngis

\_\_\_\_\_

rwnog

\_\_\_\_\_

nsog

\_\_\_\_\_

glon

\_\_\_\_\_

Read the sentence, and ask your child to write the words in correct order below (**This time we sing a wrong song.**)

time This we a song. sing wrong

\_\_\_\_\_



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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

Spring, sing, song, string, hit, wrong, thing, long, bad, strong, sweet, all, again, try, time, next, now, the, we, want, 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.

sing, singing, sung

We will \_\_\_\_\_ a strong song.

We are \_\_\_\_\_ a strong song.

We have \_\_\_\_\_ a strong song.



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## 2 Syllable Words - starting with /o/

Open, Okay, Over, Obey all break on a /o/, making the /o/ a long vowel

o pen	o-pen	open
o kay	o-kay	okay
o ver	o-ver	over
o bey	o-bey	obey
or der	or-der	order
oc cur	oc-cur	occur
oth er	oth-er	other
ol den	ol-den	olden
on ion	on-ion	onion
or der	or-der	order
of ten	of-ten	often
on set	on-set	onset
or gan	or-gan	organ



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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.

This is reading and comprehension training.

The word they are looking for is in there.

**new, knew - fair, fare - feet, feat - grate, great - herd, heard - wear, where**

I have a new toy	n__	I knew it was lunch time	kn__
we are going to the village fair	f__r	the bus driver asked for a fare	f__e
all that walking, my feet are sore	f__t	a hero always wins his feat	f__t
I will grate the cheese	gr__e	cheese is great to eat	gr__t
a herd of cows is on the farm	h__d	we all heard the cows moo-ing	h__d
I can wear my best clothes	w__r	but, where ARE my clothes	wh__e



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**These 2 and 3-syllable words can be easily decoded**

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

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word
be ing	be ing	being
go ing	go ing	going
ly ing	ly ing	lying
ic ing	ic ing	icing
dur ing	dur ing	during
Putting "ing" on the end of most "action words" (verbs) make the action <b>present tense</b> . <b>NOTE- "silent e" gets dropped</b>		
make	mak ing	making
game	gam ing	gaming
save	sav ing	saving
come	com ing	coming
bring	bring ing	bringing
sing	sing ing	singing



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## 1, 2 and 3 syllable words with “ank” rime

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

wr ong	wr ong	wrong
th ong	th ong	thong
str ong	str ong	strong
a long	a long	along
be long	be long	belong
head long	head long	headlong
sing song	sing song	singsong
ding dong	ding dong	dingdong
head strong	head strong	headstrong
bill a bong	bill a bong	billabong



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## **Singing up a Storm.**

I went to the oven and opened the door, and a big rat jumped out, onto the floor.

We both got a shock, we were both fully scared, we looked at each other and simply stared.

In the corner of my eye, I saw the cat sit on the mat, she saw the rat and I got ready for combat.

Then the dog came in and ALSO sat on the mat - and he saw the cat who was looking at the rat.

All of us stood still, and no-one said a word, and then with a flutter, in flew my bird.

Now there were five of us, no-body said a thing, but then the pretty bird started to sing.

The dog started to howl along with the bird, and the cat went "meow" - that made a third.

The rat let out a cry and they all stood in a line, and together they all sang up an awful whine.

Then my Mother came in and said, "What a rotten tune! You must all have singing lessons very soon."

So that's the story of my little singing team, when we all sing together we make Mum scream.

song song song song

song song song song

song song song song

long long long long

long long long long

long long long long

strong strong strong

strong strong strong

strong strong strong

wrong wrong wrong wrong

wrong wrong wrong wrong

wrong wrong wrong wrong

string string string

string string string

string string string

It's Spring and we want

It's Spring and we want

It's Spring and we want

to sing. The thing we

to sing. The thing we

to sing. The thing we

want to sing is a song.

want to sing is a song.

want to sing is a song.

We begin to sing.

We begin to sing.

We begin to sing.

We begin to sing.

We begin to sing.

We try again. This time  
we sing a wrong song.  
Oh no! Now we sing a  
bad song.

We try again. This time

we sing a wrong song.

Oh no! Now we sing a

bad song.

We try again. This time

we sing a wrong song.

Oh no! Now we sing a

bad song.



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Puzzles

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## Book 29 Puzzle – Style 1



### Words used

AGAIN  
BEGIN  
BELONG  
BRING  
FIRST  
LONG  
NEXT  
SING  
SONG  
SPRING  
STRING  
SWEET  
THING  
WRONG

## Book 29 Puzzle – style 2



### Words used

AGAIN  
BEGIN  
BELONG  
BRING  
FIRST  
LONG  
NEXT  
SING  
SONG  
SPRING  
STRING  
SWEET  
THING  
WRONG



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Puzzles

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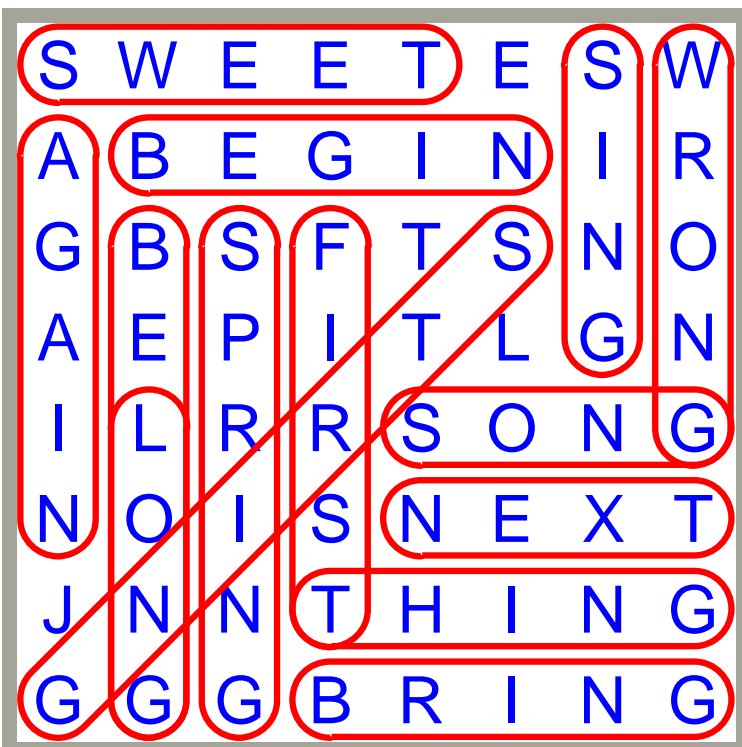
## Book 29 Puzzle – Style 1 Solution



### Words used

- AGAIN
- BEGIN
- BELONG
- BRING
- FIRST
- LONG
- NEXT
- SING
- SONG
- SPRING
- STRING
- SWEET
- THING
- WRONG

## Book 29 Puzzle – Style 2 Solution



### Words used

- AGAIN
- BEGIN
- BELONG
- BRING
- FIRST
- LONG
- NEXT
- SING
- SONG
- SPRING
- STRING
- SWEET
- THING
- WRONG