



Fantastic Phonics

Book 12 – Pop and his Pot

PHONEMIC AWARENESS (Identifying sounds in language)

- focus on short vowel sound / o /
- Focus on Consonant Blend /st/ as in ‘stop’ ... /th/ as in ‘with’
- Focus on New sight word “ONCE”, Two Syllable “OPEN”

Say to your child	Together
<p>The first sound in POP is / p /</p> <p>Listen, / p / (puh), short and sharp</p>	<ul style="list-style-type: none"> • Now, let’s say the first sound of POP together. • the first sound of POP is ... (say together) / p / • Now the child repeats for you to hear/check.
<p>The MIDDLE sound in POP is / o /</p> <p>Listen, / o / (short vowel)</p>	<ul style="list-style-type: none"> • Now, say the middle sound of POP together. • the middle sound of POP is ... (say together) / o / • Now the child repeats for you to hear/check.
<p>The END sound in POP is / p / (puh)</p> <p>Listen, / p / (puh)</p>	<ul style="list-style-type: none"> • Now, say the end sound of POP together. • the end sound of POP is ... (say together) / p / • Now the child repeats for you to hear/check.
<p>Let’s blend the sounds together.</p> <p>/ p / o / p / makes “p-o-p”</p> <p>And the word is POP</p>	<ul style="list-style-type: none"> • Now let’s blend the sounds together. • / p / o / p / makes “p-o-p” • And the word is POP
<p>Additional words</p> <p>Pop, hop, top, not, pot, put, with, hot, spot, this, rug, get, mop + dot, lot, rot</p>	

SIGHT WORDS

“once”,

Explain that **ONCE** is sounded like ‘wunz’ (/w/u/n/z/)

was, one, two

Explain that **WAS** is sounded like ‘woz’ (/w/o/z/)

Explain that **ONE** is sounded like ‘won’ (/w/o/n/)

Explain that **TWO** is sounded like ‘too’ (/t/oo/)

and, is, on, at, of

Reinforce that these words CAN be decoded.

CONSONANT BLENDS

“when two letters create a single sound”

- **focus on /st/o/p/ (STOP)**

Blend two letters to a single sound	Together
<p>Say the word STOP</p> <p>Show that the FIRST sound is a blend of /s+/t/ to make a single sound of /st/</p> <p>The MIDDLE sound is /o/ short vowel</p> <p>The END sound is /p/ “puh”</p> <p>Demonstrate with letter cards</p> <p>Say STOP as 3 sounds /st/o/p/</p>	<p>Together ...</p> <ul style="list-style-type: none">• When the sounds /s/ and /t/ are together, they make a single sound which sounds like both <p>Say STOP as 3 sounds /st/o/p/</p> <p>Makes the word STOP</p>
<p>Continue to demonstrate with –</p> <p>STEP (/st/e/p/), STUN (/st/u/n/), STUNG(/st/u/ng/), STING (/st/i/ng/)</p>	

<p>Say the word THIS</p> <p>Show that the FIRST sound is a blend of /t+/h/ to make a single sound of /th/</p> <p>The MIDDLE sound is /i/ short vowel</p> <p>The END sound is /s/ "ss"</p> <p>Demonstrate with letter cards</p> <p>Say THIS as 3 sounds / th / i / s /</p>	<p>Together ...</p> <ul style="list-style-type: none"> • When the sounds /t/ and /h/ are together, they make a single sound which sounds like both <p>Say THIS as 3 sounds / th / i / s /</p> <p>Makes the word THIS</p>
<p>Continue to demonstrate with - This, that, then, them</p>	
<p>Say the word CHOP</p> <p>Show that the FIRST sound is a blend of /c+/h/ to make a single sound of /ch/</p> <p>The MIDDLE sound is /o/ short vowel</p> <p>Show that the LAST sound is / p /</p> <p>Say CHOP as 3 sounds / ch / o / p /</p> <p>Demonstrate with letter cards</p>	<p>Together ...</p> <ul style="list-style-type: none"> • When the sounds /c/ and /h/ are together, they make a single sound which sounds like both <p>Say CHOP as 3 sounds / ch / o / p /</p> <p>Makes the word CHOP</p>
<p>Continue to demonstrate with Chap, chip</p>	
<p>Say the word RANG</p> <p>Show that the FIRST sound is /r/ "rr"</p> <p>The MIDDLE sound is /a/ short vowel</p> <p>Show that the LAST sound is a blend of /n+/g/ to a single sound of /ng/</p> <p>Say RANG as 3 sounds / r / a / ng /</p>	<p>Together ...</p> <ul style="list-style-type: none"> • When the sounds /n/ and /g/ are together, they make a single sound which sounds like both <p>Say RANG as 3 sounds / r / a / ng /</p> <p>Makes the word RANG</p>
<p>Continue to demonstrate with bang, sang, hang</p>	

PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Linking letters and sounds	Together
Hold up the lowercase letter “ p “ Say “this letter is called “p” (pee) and the sound it makes is / p / (“puh” – short & sharp)	Together ... The letter is called “pee” and the sound is / p / (puh) As in POP
With your letter cards, work through the additional words Pop, hop, top, not, pot, put, with, hot, spot, this, rug, get, mop + dot, lot, rot	

Identifying sounds in Words
Form the word ‘POP’ using lowercase cards. Point to each letter and make the phonic sounds; /p/ - / o / - /p / Remove the letter ‘p’ and ask, “what sound have I removed” Child should respond / p / (puh sound) Ask, “what sounds are left – point to the letters and make the sounds” Child should point and respond, / o / + / p / Ask, “what sounds does / o / + / p / make together” Child should point and respond / o / p / 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 POP Repeat by removing the MIDDLE and END letters
Additional words Pop, hop, top, not, pot, put, with, hot, spot, this, rug, get, mop + dot, lot, rot

Rhyme	Rhyme Detection
1	<p>Read the following words and ask the child to tell you the words that DO rhyme with POP (e.g, the 'op' sound)</p> <p>Pop, with, hop, this, top, not, pot, put, hot, spot, rug, get, mop</p>
2	<p>Read the list again and ask the child which words DO NOT rhyme with POP</p>
3	<p>Say the word POP and ask the child to suggest two words that rhyme</p>
4	<p>Select the letters p, o, t, h, s, w, l, t, h, r, u, g, m from your cards (need two 'p' cards)</p> <p>Ask the child to use the letter cards to form the words ...</p> <p>Pop, hop, top, not, pot, put, with, hot, spot, this, rug, get, mop</p>

Re-Arrange Letters
<p>Choose the letters t, o, p from your letter cards and arrange them so they DON'T form a word</p> <p>Say the word TOP, and sound it out /t/o/p/</p> <p>Ask your child to arrange the letters to create the word</p>
<p>Continue for words hop, pop, top, not, put, with, spot, rug, get, mop</p>

SYLLABLES

“awareness of WORD SEGMENTS”

Syllables	Together
Say the word “onto” Stress the separate syllables by clapping your hands (with each syllable).	Together ... Say “on-to” while clapping your hands Say it slowly so the child can hear clearly, then repeat faster and faster till they merge.
Using your letter cards, spell ‘on’ and “to” but leave them slightly separate.	Point to each syllable, say “on” and “to” Move them together and say “on-to” Then finish with “ ONTO ”
Additional words Into (in-to), under (un-der), over (ov-er), into (in-to), oven (ov-en) other (oth-er), only (on-ly), offer (of-fer), oxen (ox-en) You may have to explain the meanings.	