



# Fantastic Phonics

www.teachtheworldtoread.com

## How well is your child reading?

Reading is absolutely critical to all education. Research shows, that if a child is not reading correctly by 8 years of age, then they will suffer reading problems into their adult life. So, as parents, we NEED to know that our child is developing the necessary skills.

Why? The reason for reading problems is nearly always a “lack of Phonemic Awareness”, which means “unable to detect and separate the sounds made in speech”. **Without this ability, children cannot connect the letters to the sounds they make.**

The result? They cannot “decode” new words, and they revert to “sight reading”, which is remembering the words by sight. This is the cause of most illiteracy.

For information about how Phonics works, download [Introduction to Fantastic Phonics](#)

### AN INFORMAL TEST

Fantastic Phonics has developed an informal test – more of a game to play with your child – which gives YOU guidance on how much “Phonemic Awareness” your child has developed.

This brief test will reveal whether your child is correctly able to identify the sounds of speech – the number of different sounds in a word. Included is a test for children in their first year of reading, and a longer story that tests children in their second/third year.

### HOW TO PRESENT THE TEST

Say to your child ... **“Today we are going to play a game. I will say a word and then I want you to break the word apart into its sounds. You can tell me each sound of the word in order. For example, if I say “cat” then you say the sounds /k/ /a/ /t/.**

**Let’s practise ... say the sounds in “cat” (/k/a/t/) ... now say the sounds in “go” (/g/o/) ... now say the sounds in “van” (/v/a/n/) (parent demonstrates)**

Say to your child, **“Be careful to say the sounds in the words, not the letters”**

Step 1: Say each word, ask your child to say each sound in the word. Mark the incorrect words.

Step 2: Then ask your child to read the WORD columns - If your child can read the word, but not separate the sounds, it indicates your child is sight reading and will likely have future problems (see [Introduction to Fantastic Phonics](#) to understand why).

If your child can neither read or separate the sounds, get the *Fantastic Essentials Pack*.



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## Beginner Level – Short Vowels, 2/3 letter words

SPEAK THE WORDS CLEARLY. You may need to repeat the word. Mark the incorrect words and test again a few days later. Give approval when correct, silence when incorrect.

an	(2) /a/n/	sat	(3) /s/a/t/
on	(2) /o/n/	his	(3) /h/i/s/
in	(2) /i/n/	hat	(3) /h/a/t/
man	(3) /m/a/n/	it	(2) /i/t/
cat	(3) /k/a/t/	of	(2) /o/f/
ran	(3) /r/a/n/	pet	(3) /p/e/t/
to	(2) /t/o/	will	(3) /w/i/l/
wet	(3) /w/e/t/	cats	(4) /c/a/t/s/
van	(3) /v/a/n/	so	(2) /s/o/
and	(3) /a/n/d/	slow	(3) /s/l/ow/



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## Intermediate Level – Short Vowels, 3/5 letter words

met	(3) /m/e/t/	to	(2) /t/o/
bent	(4) /b/e/n/t/	top	(3) /t/o/p/
went	(4) /w/e/n/t/	stop	(4) /s/t/o/p/
said	(3) /s/e/d/	stops	(5) /s/t/o/p/s/
and	(3) /a/n/d/	chill	(4) /c/h/i/l/
hand	(4) /h/a/n/d/	drops	(5) /d/r/o/p/s/
stand	(5) /s/t/a/n/d/	pets	(4) /p/e/t/s/
rip	(3) /r/i/p/	spots	(5) /s/p/o/t/s/
drip	(4) /d/r/i/p/	steps	(5) /s/t/e/p/s/
strip	(5) /s/t/r/i/p/	drills	(5) /d/r/i/l/s/



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## Series Two Assessment

This text will assess whether a child is ready to move from short vowels to long vowels and vowel blends.

A child who is decoding should be able to work their way through this text (with some help). A child who is sight reading will constantly ask you “what word is that?”

There are a number of consonant blends, and new words, and simple double syllable word (into, other) that are decodable. These will test whether your child is decoding or using sight reading as a strategy.

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After 3-8 months of Phonics training, a child would be able to decode most of this text

## When it is Hot

When the wind is hot, we do not go out a lot,  
We stay in with Mum, and do stuff that is fun.  
We find a pink hat and put it on the red cat,  
Then fill up a full jug and tip it in a mug.

When the day gets a chill, we run fast up the hill,  
We get hot at the top, and jump on the spot.  
We sit in an old lid, then we slid and skid,  
And back in we run and tell Mum the fun.

When the sun has set, we hit balls over the net,  
And then we sit in the bath and get all wet.  
Then Mum calls out, “Come and get tea,”  
But we all ran and hid – we saw a big bee.

When it is cold and wet, and down falls the snow,  
We sit by the TV and see a fun kids show.  
Mum puts a jug of milk on the flat mat,  
We lick our lips and so will the cat.



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After 6-12 months of Phonics training, a child would be able to decode most of this text

## When will this stop?

When the dog got wet, we went to the vet,  
He said, "one pill a day and in you stay".  
Then he got well and back out we went,  
But the red cat had a trip and then had a slip.

We put the dog in a bag and the cat in box,  
And Mum put on her two best socks.  
She said, "let's go the vets and fix the pets",  
But when we got back the hen was in a sack.

"Put her back in the pen," Mum said with a grin,  
But on the way I fell and cut my chin.  
"When will this stop?" Mum said with a cry,  
"we must fix your cut - or you will die."

"Oh no," I said, "you must fix my cut,"  
And then I fell over and hit my nut.  
I got up and put my hand on the hot top,  
And I let out a yell, "when will this stop?"

So we all went back and took the hen in the sack,  
The Vet cut the sack and the hen was back.  
My chin got a fix and we all had fun,  
And Mum just said, "I am so glad this day is done."