



# Fantastic Phonics

## Book 27 - We All Play Ball

### PHONOLOGICAL AWARENESS

- focus on long vowel 'all' RIME- ball, tall, small, wall, fall

**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**

‘ all ’ Long Vowel Sound	
An /l/ at the end of the word changes the sound of the vowel, from a short vowel to a blend.	
When a /l/ occurs – as in ‘ball’ – the vowel changes from short /a/ to long /au/	
<p><b>FIRST</b> sound in <b>BALL</b> is / b / “buh” sound</p> <p><b>MIDDLE</b> sound in <b>BALL</b> is / a / long vowel sound “aul”</p> <ul style="list-style-type: none"> <li>• Listen, / a / long vowel “aul”</li> </ul> <p><b>END</b> sound in <b>BALL</b> is / ll /</p> <ul style="list-style-type: none"> <li>• Listen, / l / (double-l is pronounced as one)</li> </ul> <p>Sound <b>BALL</b> as three sounds, /b/au/l/</p> <ul style="list-style-type: none"> <li>• long vowel ‘baul’ = BALL</li> </ul>	<p><b>FIRST</b> sound in <b>SMALL</b> is / sm / “sm”</p> <p><b>MIDDLE</b> sound in <b>SMALL</b> is / a / long vowel sound ‘aul’</p> <ul style="list-style-type: none"> <li>• Listen, / a / long vowel ‘aul’</li> </ul> <p><b>END</b> sound in <b>SMALL</b> is / ll /</p> <ul style="list-style-type: none"> <li>• Listen, / l / (double-l is pronounced as one)</li> </ul> <p>Sound <b>SMALL</b> as three sounds, /sm/au/l/</p> <ul style="list-style-type: none"> <li>• long vowel ‘smaul’ = SMALL</li> </ul>
Continue to demonstrate with extra words - call, tall, wall, fall	

### Similar sounds to "all" - 'awl" Long Vowel Sound

**A /w/ after the /a/vowel changes the sound from a short /a/ to a long "aul" sound**

- scrawl means "write in a messy, hurried way"

<p><b>FIRST</b> sound in <b>CRAWL</b> is /kr/ "kruh" sound</p> <ul style="list-style-type: none"> <li>• Listen, /kr/ ,</li> </ul> <p><b>MIDDLE</b> sound in <b>CRAWL</b> is /a/ long vowel, changed by /w/ to create "aul" sound</p> <ul style="list-style-type: none"> <li>• Listen, /a/ long vowel "aul"</li> </ul> <p><b>END</b> sound in <b>CRAWL</b> is /l/</p> <ul style="list-style-type: none"> <li>• Listen, /l/</li> </ul> <p>Sound <b>CRAWL</b> as three sounds, /cr/au/l/</p>	<p><b>FIRST</b> sound in <b>SCRAWL</b> is /skr/ "skruh" sound</p> <ul style="list-style-type: none"> <li>• Listen, /kr/ ,</li> </ul> <p><b>MIDDLE</b> sound in <b>SCRAWL</b> is /a/ long vowel, changed by /w/ to create "aul"</p> <ul style="list-style-type: none"> <li>• Listen, /a/ long vowel "aul"</li> </ul> <p><b>END</b> sound in <b>SCRAWL</b> is /l/</p> <ul style="list-style-type: none"> <li>• Listen, /l/</li> </ul> <p>Sound <b>SCRAWL</b> as three sounds, /scr/au/l/</p>
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### 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/**

<p>Say the word <b>FAIR</b></p> <p>"treating people equally" or "light-skinned"</p> <ul style="list-style-type: none"> <li>• Show that the <b>FIRST</b> sound is /f/</li> <li>• the <b>MIDDLE</b> sound is a vowel blend /ai/ with an /r/ sound at end</li> <li>• Causing vowel to have "air" sound</li> <li>• <b>END</b> sound /r/</li> </ul> <p>Say <b>FAIR</b> as 3 sounds - /f/ai/r</p>	<p>Say the word <b>FARE</b></p> <p>"payment for a journey"</p> <ul style="list-style-type: none"> <li>• Show that the <b>FIRST</b> sound is /f/</li> <li>• The <b>MIDDLE</b> sound is long vowel 'silent e' ... /a_e/ with an /r/ sound at end</li> <li>• Causing vowel to have "air" sound</li> <li>• <b>END</b> sound /r/</li> </ul> <p>Say <b>FARE</b> as 3 sounds - /f/a_e/r/</p>
<p>Say the word <b>STAIR</b></p> <p>"a tread in a staircase"</p> <ul style="list-style-type: none"> <li>• <b>FIRST</b> sound is /st/</li> <li>• The <b>MIDDLE</b> sound is vowel blend /ai/ with an /r/ at end</li> <li>• Causing vowel to have "air" sound</li> <li>• <b>END</b> sound /r/</li> </ul> <p>Say <b>STAIR</b> as 3 sounds - /st/ai/r/</p>	<p>Say the word <b>STARE</b></p> <p>"when you look too long at someone"</p> <ul style="list-style-type: none"> <li>• <b>FIRST</b> sound is /st/</li> <li>• the <b>MIDDLE</b> sound is a vowel /a_e/ with "silent e" , with /r/ at end</li> <li>• Causing vowel to have "air" sound</li> <li>• <b>END</b> sound /r/</li> </ul> <p>Say <b>STARE</b> as 3 sounds - /st/ai/r/</p>

## INFLUENCE OF /r/ SOUND ON VOWEL BLENDS

PEAR, PARE and PAIR are all HOMOPHONE which are influenced by 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.

<p><b>SAW</b> Past tense of ‘see’</p> <p><b>The AW</b> becomes the /or/ sound – like paw, flaw, maw</p> <p><b>ONSET</b> is /s/ <b>RIME</b> is /or/</p> <p>The word is <b>SAW</b></p>	<p><b>SORE</b> when something hurts</p> <p><b>The ORE</b> sound is /o_e/ ‘silent e’ vowel - changed to an /or/ sound by the end /r/</p> <p><b>ONSET</b> is /s/ <b>RIME</b> is /or/</p> <p>The word is <b>SORE</b></p>	<p><b>SOAR</b> fly high in the sky</p> <p><b>OAR</b> sound is /oa/ vowel blend - changed to an /or/ sound long vowel /o/</p> <p><b>ONSET</b> is /s/ <b>RIME</b> is /or/</p> <p>The word is <b>SOAR</b></p>	
<p><b>OR</b></p> <p>When you compare things “this or that”</p>	<p><b>ORE</b></p> <p>Metals mined from the earth</p>	<p><b>AWE</b></p> <p>When you are amazed</p>	<p><b>OAR</b></p> <p>A paddle for rowing</p>
<p>Continue to demonstrate with extra words – <b>bore + boar</b></p>			

## PUNCTUATION

### Question Mark ?

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

- Dad called, “Did you hit your head when you had your fall?”

The question mark shows that Dad **ASKED** Tom a question.

### Speech marks

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

- Dad called, *“Did you hit your head when you had your fall?”*
- *“Good hit, Tom. Now, let’s all play ball.”*

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

<b>CALL</b>  <b>ONSET</b> sound in <b>CALL</b> is /k/  <b>RIME</b> sound in <b>CALL</b> is /all/ “aul”  <b>c-all</b> is <b>CALL</b>	<b>STALL</b>  <b>ONSET</b> sound in <b>STALL</b> is /st/  <b>RIME</b> sound in <b>STALL</b> is /all/ “aul”  <b>St-all</b> is <b>STALL</b>
<b>RECALL</b>  <b>ONSET</b> sound in <b>RECALL</b> is “re”  <b>RIME</b> sound in <b>RECALL</b> is “call”  <b>Re-call</b> is <b>RECALL</b>	<b>INSTALL</b>  <b>ONSET</b> sound in <b>INSTALL</b> is “in”  <b>RIME</b> sound in <b>INSTALL</b> is “stall”  <b>In-stall</b> is <b>INSTALL</b>

### RE-ARRANGE LETTERS

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

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

Ask your child to arrange the letters to create the word

Continue for words

- **SMALL, STALL**

### SIGHT WORDS

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

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## SYLLABLES and TENSE

### SYLLABLES

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

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

**FALL-ING**

Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).

Then move the cards together and ask your child to say both syllables as one word.

**Extra words: bat, batting, throw, throwing**

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

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

**PLAY-ING**

Ask your child to say each syllable separately. If necessary, ask them to voice each sound in the syllable(s).

Then move the cards together and ask your child to say both syllables as one word.

**Extra word: stay, staying, sway, swaying**

FALL, FALLING, FALLEN	PLAY, PLAYING, PLAYED
<p>SAY the word <b>FALL</b> and lay it out with your letter cards</p> <p>Say the word <b>FALL-ING</b> and <b>FALL-EN</b></p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Add the extra “<b>ING</b>” to the word</p> <ul style="list-style-type: none"> <li>• Indicate that “falling” makes the word into a <b>PRESENT TENSE</b></li> </ul> <p>Add the extra “<b>EN</b>” to the word</p> <ul style="list-style-type: none"> <li>• Indicate that the “en” makes the word into a <b>PAST TENSE</b></li> </ul> <p>“Tom <b>will fall</b> at the wall”</p> <p>“Tom <b>is falling</b> at the wall</p> <p>“Tom has <b>fallen</b> at the wall”</p>	<p>SAY the word <b>PLAY</b> and lay it out with your letter cards</p> <p>Say the word <b>PLAY-ING</b> and <b>PLAY-ED</b></p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Add the extra “<b>ING</b>” to the word</p> <ul style="list-style-type: none"> <li>• Indicate that “playing” makes the word into a <b>PRESENT TENSE</b></li> </ul> <p>Add the extra “<b>ED</b>” to the word</p> <ul style="list-style-type: none"> <li>• Indicate that the “ed” makes the word into a <b>PAST TENSE</b></li> </ul> <p>“The boy <b>will play</b> with the dog”</p> <p>“the boy <b>is playing</b> with the dog”</p> <p>“the boy <b>has played</b> with the dog”</p>

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## FUTURE, PRESENT AND PAST TENSE

FUTURE, PAST, PRESENT
<p>HELP YOUR CHILD change these <b>PRESENT TENSE</b> sentences to <b>PAST TENSE</b>.</p> <ul style="list-style-type: none"> <li>• Tom is playing with the ball (Tom <b>has played</b> with the ball)</li> <li>• Tom <b>is running</b> to the wall (Tom <b>has run</b> to the wall)</li> <li>• Tom <b>is falling</b> at the wall (Tom <b>has fallen</b> at the wall)</li> </ul>

VERBS	
<p>VERB – “<b>HIT</b>”</p> <ul style="list-style-type: none"> <li>• I <b>will hit</b> the ball</li> <li>• I <b>am hitting</b> the ball</li> <li>• I <b>have hit</b> the ball</li> </ul>	<p>VERB – “<b>PLAY</b>”</p> <ul style="list-style-type: none"> <li>• He <b>will play</b> the ball</li> <li>• He <b>is playing</b> the ball</li> <li>• He <b>has played</b> the ball</li> </ul>



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## Book 27 Worksheets

**We All Play Ball** -/a/ short vowel, /all/rime

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word	
a ll	a-ll	all	
c all	c-all	call	
f all	f-all	fall	
h ea d	h-ea-d	head	
pl ay	pl-ay	play	
g ame	g-ame	game	
sm all	sm-all	small	
<b>Sight words</b>			
<b>where</b>	want	come	comes
one	were	was	said



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## Missing Letters

Parent says the words (**all, ball, small, game, play, head**) and sounds each one out and asks the child to fill in the missing letter.

\_ll

ba\_l

sm\_ll

g\_me

pl\_\_

h\_\_d

Ask your child to re-arrange the letters to form a word – help them by “saying and sounding” each word (**all, ball, small, game, play, head,** )

lal

\_\_\_

lbal

\_\_\_\_\_

mslal

\_\_\_\_\_

meag

\_\_\_\_\_

ypla

\_\_\_\_\_

edah

\_\_\_\_\_

Read the sentence, and ask your child to write the words in correct order below (**Tom is three and very small.**)

very three Tom is small. and

\_\_\_\_\_



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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

Tom, Dad, three, small, strong tall, very, ball, play, hit,  
wall, fall, called, hit, then, ran, we, head,  
got, is, to, had, on, the, a, and

Sentence 1

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Sentence 2

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## Learning Past, Present and Future Tense

Ask your child to put the correct word in place.

play, playing, played

We are \_\_\_\_\_ a game with a bat and ball.

We will \_\_\_\_\_ a game with a bat and ball.

We have \_\_\_\_\_ a game with a bat and ball.



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## Extra Words

Use the ONSET and RIME approach to help your child

Sound each letter/blend separately	Then blend, stressing the vowel.	Then say as a blended whole word
n ame	n-ame	name
l ame	l-ame	lame
t ame	t-ame	tame
c ame	c-ame	came
g ame	g-ame	game
s ame	s-ame	same
t ame	t-ame	tame
sh ame	sh-ame	shame
bl ame	bl-ame	blame
fl ame	fl-ame	flame
fr ame	fr-ame	frame



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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
out fall	out fall	outfall
eye ball	eye ball	eyeball
pit fall	pit fall	pitfall
moth ball	moth ball	mothball
base ball	base ball	baseball
rain fall	rain fall	rainfall
sea wall	sea wall	seawall
foot ball	foot ball	football
down fall	down fall	downfall
bird call	bird call	birdcall
wa ter fall	wa ter fall	waterfall
bas ket ball	bas ket ball	basket ball



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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.

**road, rode; seem, seam; tale, tail, been, bean, meet, meat**

doar

a car goes on a road

— — — —

droe

we all rode in the car

— — — —

eesm

it will seem a long way

— — — —

eams

I found a gold seam

— — — —

leta

Mum tells me a tale after  
dinner

— — — —

atil

my dog has a tail

— — — —

bena

the bean plant is growing

— — — —

eebn

i have been to the  
market

— — — —

teme

Let's meet at the market

— — — —

aetm

are we having meat for  
lunch

— — — —



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## 2 Syllable Words - starting with /e/

Emu, Even, Evil, Event all break on a /o/, making the /o/ a long vowel

e mu	e-mu	emu
e ven	e-ven	even
e vil	e-vil	evil
e vent	e-vent	event
ev er	ev-er	ever
ex it	ex-it	exit
ec ho	ec-ho	echo
ev ery	ev-ery	every
el bow	el-bow	elbow
el der	el-der	elder
ef fort	ef-fort	effort
ex tend	ex-tend	extend
ex pand	ex-pand	expand



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## Extra Words

Help your child to read through the following words

hot	hotter	hottest
cold	colder	coldest
tall	taller	tallest
small	smaller	smallest
short	shorter	shortest
big	bigger	biggest
fast	faster	fastest
slow	slower	slowest
soft	softer	softest
dark	darker	darkest
good	better	best
much	more	most



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## You are the Champ!

On the weekend we play  
with a ball in the park, we  
toss it to each other until it  
gets dark.

Upwards and downwards,  
this way and that, we  
throw in the air and whack  
it with a bat.

It goes high, sometimes  
low, sometimes into the treetop, but we stand underneath and wait  
for it to drop.

One time I hit a ball high into the trees, we suddenly saw a whole  
swarm of bees.

They saw us and we knew, they were on the warpath, so we ran all  
the way home and had a laugh.

In winter it's too cold, so we play football on the grass, we kick up  
and down and run and pass.

When it's raining outside we play marbles on the floor, we add up the  
numbers and keep a proper score.

Even at bedtime when the room is dark, we tell old stories about the  
fun in the park.

My dream is to play and win the gold cup, but I think I'll have to wait  
until I grow up.

So I practise and pretend I'm on a sporting camp, because I hope  
one day, someone will say, "You are the champ."



wall wall wall wall

wall wall wall wall

wall wall wall wall

tall tall tall tall

tall tall tall tall

tall tall tall tall

ball ball ball ball

ball ball ball ball

ball ball ball ball

fall fall fall fall

fall fall fall fall

fall fall fall fall

small small small small

small small small small

small small small small

Dad is strong and very

Dad is strong and very

Dad is strong and very

tall. Tom is three and

tall. Tom is three and

tall. Tom is three and

very small. We play a

very small. We play a

very small. We play a

game with a bat and ball.

game with a bat and ball.

game with a bat and ball.

game with a bat and ball.

game with a bat and ball.

game with a bat and ball.

Dad called, "Did you hit your head when you had your fall?" Now, let's all play ball.

Dad called, "Did you hit your head when you had your fall?" Now, let's all play ball.

Dad called, "Did you hit your head when you had your fall?" Now, let's all play ball.

Dad called, "Did you hit your head when you had your fall?" Now, let's all play ball.

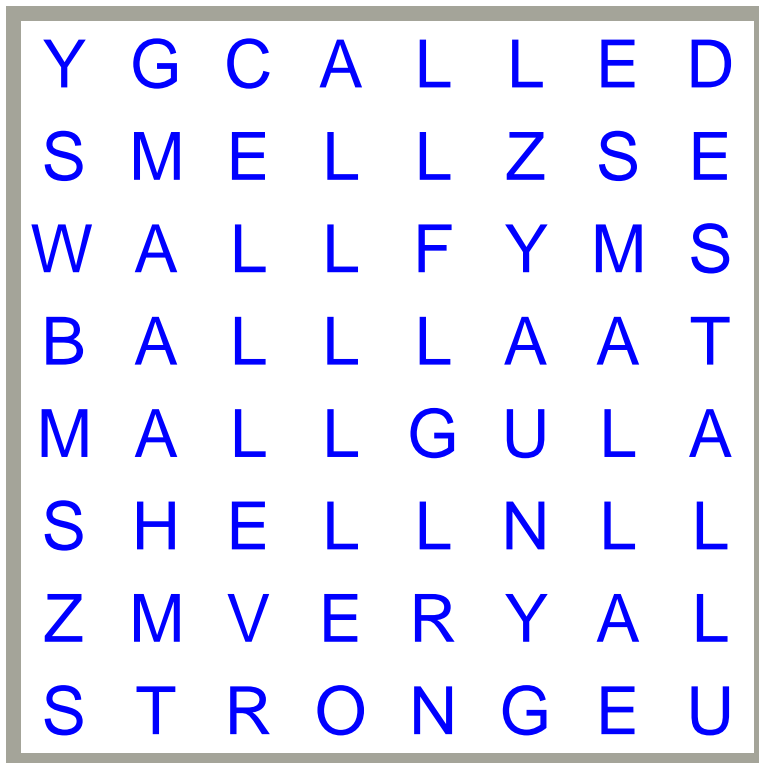


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Puzzles

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## Book 27 Puzzle – Style 1



### Words used

BALL  
CALLED  
FALL  
GAME  
MALL  
SHELL  
SMALL  
SMELL  
SMELLY  
STALL  
STRONG  
TALL  
VERY  
WALL

## Book 27 Puzzle – style 2



### Words used

BALL  
CALLED  
FALL  
GAME  
MALL  
SHELL  
SMALL  
SMELL  
SMELLY  
STALL  
STRONG  
TALL  
VERY  
WALL

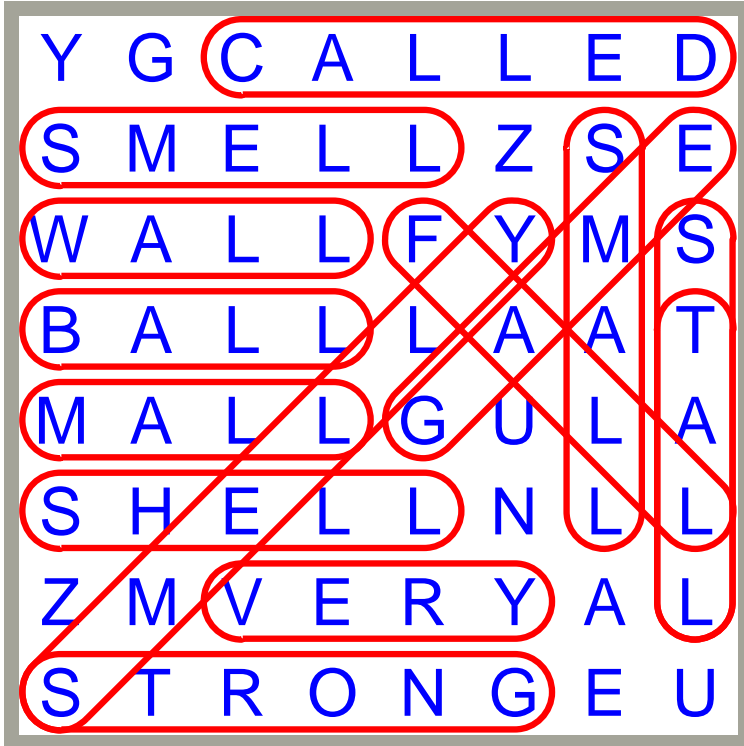


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Puzzles

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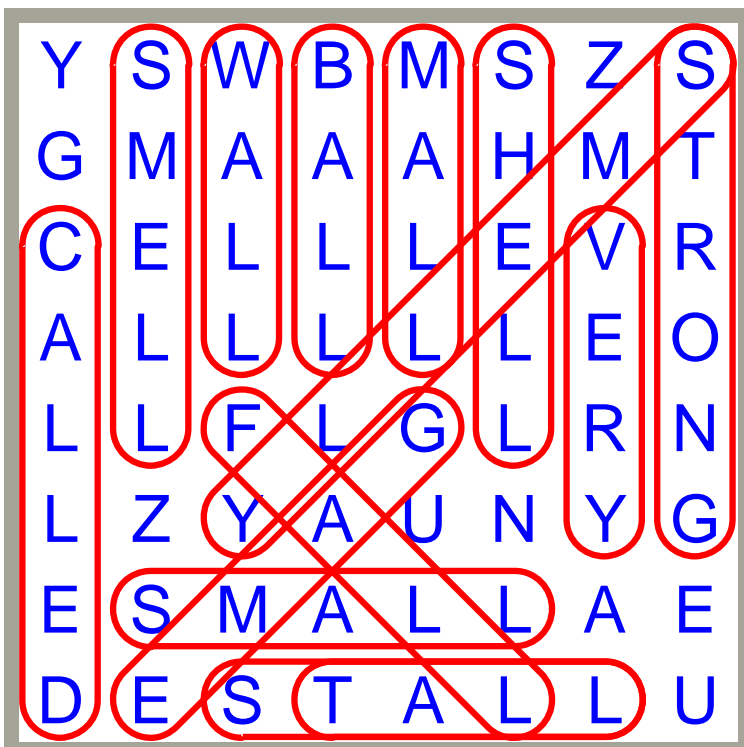
## Book 27 Puzzle – Style 1 Solution



### Words used

BALL  
CALLED  
FALL  
GAME  
MALL  
SHELL  
SMALL  
SMELL  
SMELLY  
STALL  
STRONG  
TALL  
VERY  
WALL

## Book 27 Puzzle – Style 2 Solution



### Words used

BALL  
CALLED  
FALL  
GAME  
MALL  
SHELL  
SMALL  
SMELL  
SMELLY  
STALL  
STRONG  
TALL  
VERY  
WALL