



Fantastic Phonics

Book 33 – I Saw a Witch

PHONOLOGICAL AWARENESS

- focus on /oo/ sound – “zoom”, “broom”, “moon”
- focus on /ight/ sound in “night” in “tight”, “sight”

“AW” and “OUGH” creates “OR” sound	
‘igh’ sound is a LONG VOWEL /i/ “eye” sound	Teach your child to recognise the ‘ight’ pattern
<p>NIGHT</p> <p>FIRST sound in NIGHT is / n / “nn” sound</p> <p>SECOND sound is / igh / long vowel ‘eye’ sound</p> <ul style="list-style-type: none"> • silent ‘gh’ <p>END sound is /t/ - ‘tuh’</p> <p>Explain NIGHT as /n/igh/t/ long vowel sound</p>	<p>FLIGHT</p> <p>FIRST sound in FLIGHT is / fl / “ffll” sound</p> <p>SECOND sound is / igh / long vowel ‘eye’ sound</p> <ul style="list-style-type: none"> • silent ‘gh’ <p>END sound is /t/ - ‘tuh’</p> <p>Explain FLIGHT as /fl/igh/t/ long vowel sound</p>
<p>SIGHT</p> <p>FIRST sound in SIGHT is / s / “ss” sound</p> <p>SECOND sound is / igh / long vowel ‘eye’ sound</p> <ul style="list-style-type: none"> • silent ‘gh’ <p>END sound is /t/ - ‘tuh’</p> <p>Explain SIGHT as /s/igh/t/ long vowel sound</p>	<p>FRIGHT</p> <p>FIRST sound in FRIGHT is / n / “nn” sound</p> <p>SECOND sound is / igh / long vowel ‘eye’ sound</p> <ul style="list-style-type: none"> • silent ‘gh’ <p>END sound is /t/ - ‘tuh’</p> <p>Explain FRIGHT as /fr/igh/t/ long vowel sound</p>
Extra Words – bright, light, fight, might	

VARIATION of words ending "IGHT"

These words with "ight" ending are DIFFERENT; the "ei" blend has the "ai" long vowel /a/ sound.

<p>EIGHT</p> <ul style="list-style-type: none"> • /ei/ makes long vowel "ai" as "date" • /gh/ is silent <p>/eigh/t/ makes EIGHT</p>	<p>WEIGHT</p> <ul style="list-style-type: none"> • /ei/ makes long vowel "ai" as "date" • /gh/ is silent <p>/w/eigh/t/ makes WEIGHT</p>
<p>FREIGHT</p> <ul style="list-style-type: none"> • /ei/ sound long vowel "ai" as "date" • /gh/ is silent <p>/fr/eigh/t/ makes FREIGHT</p>	<p>STRAIGHT</p> <ul style="list-style-type: none"> • /ei/ makes long vowel "ai" as "date" • /gh/ is silent <p>/str/aigh/t/ makes STRAIGHT</p>

"OO" long vowel combination

<p>BROOM</p> <p>FIRST sound in BROOM is / br / "bruh" sound</p> <p>SECOND sound is / oo / 'ooh' sound</p> <p>THIRD sound is / m /</p> <p>Explain as BROOM as /br/oo/m/</p>	<p>ZOOM</p> <p>FIRST sound in ZOOM is / z / "zz" sound</p> <p>SECOND sound is / oo / 'ooh' sound</p> <p>THIRD sound is / m /</p> <p>Explain as ZOOM as /z/oo/m/</p>
<p>Extra Words: Doom, Bloom, Room, Gloom,</p>	

Double Syllable Words with "IGHT" ending

Show your child, that longer words are made from the shorter words that we have been learning.

- From previous books, your child should be able to decode each syllable.

<p>MOONLIGHT</p> <ul style="list-style-type: none"> • moon-light 	<p>STARLIGHT</p> <ul style="list-style-type: none"> • star-light
<p>SUNLIGHT</p> <ul style="list-style-type: none"> • sun-light 	<p>TWILIGHT</p> <ul style="list-style-type: none"> • twi-light
<p>AIRTIGHT</p> <ul style="list-style-type: none"> • air-tight 	<p>TONIGHT</p> <ul style="list-style-type: none"> • to-night
<p>DELIGHT</p> <ul style="list-style-type: none"> • de-light 	<p>MIDNIGHT</p> <ul style="list-style-type: none"> • mid-night

WHEN YOU MAKE A NOUN PLURAL

To make a simple noun plural – just add “s”

cat	cats	mug	mugs
dog	dogs	bug	bugs
broom	brooms	zoom	zooms
house	houses	jiggle	jiggles

A noun ending in **s, x, z, ch, sh** makes the plural by adding **-es**.

bus	buses	buzz	buzzes
miss	misses	witch	witches
dish	dishes	ditch	ditches
box	boxes	fox	foxes

A noun ending in a consonant and **y** - drop the **y** and add **-ies**.

bunny	bunnies	penny	pennies
cry	cries	spy	spies
lady	ladies	army	armies
body	bodies	navy	navies

Some nouns are made plural by changing the word

woman	women	knife	knives
man	men	wife	wives
child	children	life	lives
tooth	teeth	elf	elves
foot	feet	loaf	loaves
person	people	potato	potatoes
leaf	leaves	tomato	tomatoes
mouse	mice	goose	geese
half	halves		

DOUBLE SYLLABLE – SHORT OR LONG VOWEL	
<ul style="list-style-type: none"> If the <u>first syllable ends in a consonant</u>, then the vowel is SHORT (eg, mid-dle) 	<ul style="list-style-type: none"> If the <u>first syllable ends in a vowel</u>, then the vowel is LONG (eg, bi-ble)
<p>TRICKLE (TRIC-KLE)</p> <ul style="list-style-type: none"> FIRST syllable ENDS in /k/ “c” consonant First vowel is short SECOND syllable is /kle/ <p>Explain TRIC-KLE with short vowel</p>	<p>STABLE (STA-BLE)</p> <ul style="list-style-type: none"> FIRST syllable ENDS in /a/ ‘a’ vowel First vowel is LONG SECOND syllable is /ble/ <p>Explain STA-BLE with long vowel</p>
<p>BUNGLE (BUN-GLE)</p> <ul style="list-style-type: none"> FIRST syllable ENDS in /n/ “n” consonant First vowel is short SECOND syllable is /gle/ <p>Explain BUN-GLE with short vowel</p>	<p>CYCLE (CY-CLE)</p> <ul style="list-style-type: none"> FIRST syllable ENDS in /i/ ‘eye’ vowel First vowel is LONG SECOND syllable is /cle/ <p>Explain CY-CLE with long vowel</p>
<p>JUNGLE (JUN-GLE)</p> <ul style="list-style-type: none"> FIRST syllable ENDS in /n/ “n” consonant First vowel is short SECOND syllable is /gle/ <p>Explain JUN-GLE with short vowel</p>	<p>IDOL (I-DOL)</p> <ul style="list-style-type: none"> FIRST syllable ENDS in /i/ ‘eye’ vowel First vowel is LONG SECOND syllable is /dol/ <p>Explain I-DOL with long vowel</p>
<p>BATTLE (BAT-TLE)</p> <ul style="list-style-type: none"> FIRST syllable ENDS in /t/ “t” consonant First vowel is short SECOND syllable is /tle/ <p>Explain BAT-TLE with short vowel</p>	<p>BASIC (BA-SIC)</p> <ul style="list-style-type: none"> FIRST syllable ENDS in /a/ ‘ai’ sound First vowel is LONG SECOND syllable is /sic/ <p>Explain BA-SIC with long vowel</p>

THREE Syllable words which are 4 or 5 letters	
Explain that a syllable can be just a single letter – a syllable just needs a vowel to create emphasis	
<p>AREA (A-RE-A)</p> <ul style="list-style-type: none"> Help your child to ‘hear’ the vowels and stress them; clap as you say the word 	<p>IDEA (I-DE-A)</p> <p>Help your child to ‘hear’ the vowels and stress them; clap as you say the word</p>
<p>VIDEO (VI-DE-O)</p>	<p>RADIO (RA-DI-O)</p>
<p>PIANO (PI-AN-O)</p>	<p>KOALA (KO-AL-A)</p>

THREE Syllable words which are 4 or 5 letters

Explain that a syllable can be just a single letter – a syllable just needs a vowel to create emphasis

OPERA (OP-ER-A)

ENEMY (EN-EM-Y)

INDIA (IN-DI-A)

ITALY (IT-AL-Y)

PRACTISE WITH SYLLABLES USING ONSET AND RIME

Help your child to discover the 'breakpoint' between the two syllables.

COVER the 2nd syllable – so your child can read the first, then reveal the 2nd syllable.

Notice these 2 syllable words break on the consonant, making the 1st vowel **SHORT**.

PEDAL ... (PED-AL)

METAL ... (MET-AL)

MEDAL ... (MED-AL)

PETAL ... (PED-AL)

Notice these 2 syllable words break on the first vowel; making the 1st vowel **LONG**.

LOCAL ... (LO-CAL)

VOCAL ... (VO-CAL)

LEGAL ... (LE-GAL)

PEOPLE ... (PEO-PLE)

SYLLABLES and TENSE

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

ASK your child to create a sentence for each of the future, present and past tense

Future: "She **will FLY** through the night."

Present: "She **is FLYING** through the night."

Past: "She **has FLOWN** through the night."

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

ASK your child to create a sentence for each of the future, present and past tense

Future: "She **will GIVE** me an awful fright."

Present: "She **is GIVING** me an awful fright."

Past: "She **has GIVEN** me an awful fright."



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Book 33 Worksheets

I saw a Witch – the “ight” sound

The /igh/ combination has a silent “gh” which create a long vowel /i/ sound

Sound each syllable separately	Then blend, stressing the vowel.	Then say as a blended whole word	
l igh t	l-igh-t	light	
br igh t	br-igh-t	bright	
n igh t	n-igh-t	night	
fl igh t	fl-igh-t	flight	
t igh t	t-igh-t	tight	
m igh t	m-igh-t	might	
fr igh t	fr-igh-t	fright	
Sight words			
where	want	come	comes
one	were	was	said



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Missing Letters

Parent says the words (**light, sight, might, tight, bright, flight**) and sounds each one out and asks the child to fill in the missing letter.

l _ ght

si _ _ t

_ ight

tig _ t

_ _ ight

fl _ _ ht

Ask your child to re-arrange the letters to form a word – help them by “saying and sounding” each word (**light, sight, might, tight, bright, flight,**)

ihltg

ihsgt

gthim

httig

itghrb

lfitgh

Read the sentence, and ask your child to write the words in correct order below (**The poor cat fell off, and caught his claw.**)

witch I a go in saw night. the zoom



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PLURALS

Ask your child to make the words plural and write them in the space.
(moon, moons - zoom, zooms - sight, sights - night, nights - witch, witches -
ditch, ditches - wish, wishes - hiss, hisses)

moon	_____	zoom	_____
sight	_____	night	_____
witch	_____	ditch	_____
wish	_____	hiss	_____

PLURALS - complex

Ask your child to make the words plural and write them in the space.
(man, men - woman, women - child, children - tooth, teeth - foot, feet - leaf, leaves -
knife, knives - wife, wives - person, people - life, lives)

man	_____	woman	_____
child	_____	tooth	_____
foot	_____	leaf	_____
knife	_____	wife	_____
person	_____	life	_____



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HOMOPHONES

SAY the word, then ask your child to read the small text and find the word, then write in the word.

witch, which - sight, site - might, mite - night, knight

the witch flew on her broom	w _ _ _ h	which way did she go?	w _ _ _ h
she was an awful sight	s _ _ _ t	there is a photo on a web site	s _ _ e
she clung on with all her might	m _ _ _ t	my dog has an itchy skin mite	m _ _ e

1 and 2 syllable words with "ight"

Show how longer words are made from shorter - help your child to find the syllables

right	fight	mid night
al right	cat fight	twi light
night	tight	sun light
to night	air tight	moon light
light	wa ter tight	torch light
sky light	space flight	can dle light



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Future, Present, Past

Discuss these variations - adding "en" changes noun to verb

Help your child to put these into a sentence

Future (verb)	Present	Past
ligh ten she will lighten the load	ligh ten ing she is lightening the load	ligh tened she lightened the load
tigh ten he will tighten the rope	tigh ten ing he is tightening the rope	tigh tened he has tightened the load
brigh ten she will brighten the room	brigh ten ing she is brightening the room	brigh tened she has brightened the room
frigh ten he will frighten the dog	frigh ten ing he is frightening the dog	frigh tened he has frightened the dog

HELP YOUR CHILD TO FIND THE SYLLABLES

Your child can draw a line to divide the syllable

Ligh ten	ligh ten ing	ligh tened
tigh ten	tigh ten ing	tigh tened
brigh ten	brigh ten ing	brigh tened
frigh ten	frigh ten ing	frigh tened



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Words with “or” sound

The “or” sound can be spelled FOUR different ways.

Read through each column with your child. This is a memory challenge.

This is challenging, and will be revised.

“oor”	“aw”	“or”	“au” & “ou”	“ore”
door	saw	sort	four	more
poor	jaw	fort	pour	sore
floor	thaw	port	ca <u>u</u> ght	wore
moor	claw	short	ta <u>u</u> ght	store
indoor	draw	sport	bought	score
	outlaw	report	fought	before
	chainsaw	resort	sought	ignore
		effort	thought	restore
		support	brought	explore
			da <u>u</u> ghter	anymore
			sla <u>u</u> ghter	



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The Pirate Party

Our best place in summer, was always the beach, there was fun in the sun, and in our rowboat called “Miss Peach”.

We lived on a small bay with sand around the edge, and our boat was pulled up and tied to a hedge. Every day in summer, we’d get lollies from the store, then pull the old boat out, and row it far from shore.

We sat in the boat – my brother Ham and big sister Boo, and the dog called Jumper, she jumped in too. I was the rower – I had learnt at school – but the others loved to sit back and tell me what to do.



“Go left,” Ham said. “No, go right,” said Boo, we’d go round in circles and always argue. I was rowing and rowing, around and around, till suddenly we hit a big boat with a crashing sound.

Boo stood up, and screamed at us all, “look what you’ve done, you’re run us into a wall.”

A sailor came out, and looked very tough, he was covered in tattoos and his beard was rough. “You shouldn’t be here,” and his voice was gruff, “this area is for big boats, not little scruffs.”

He looked over the side, and saw a long scratch on his boat, and said, “I’m taking you aboard so you can explain to Old Cutthroat.”

“Captain Cutthroat,” I gasped, “like in the pirate book?” He nodded and reached over with a big long hook.



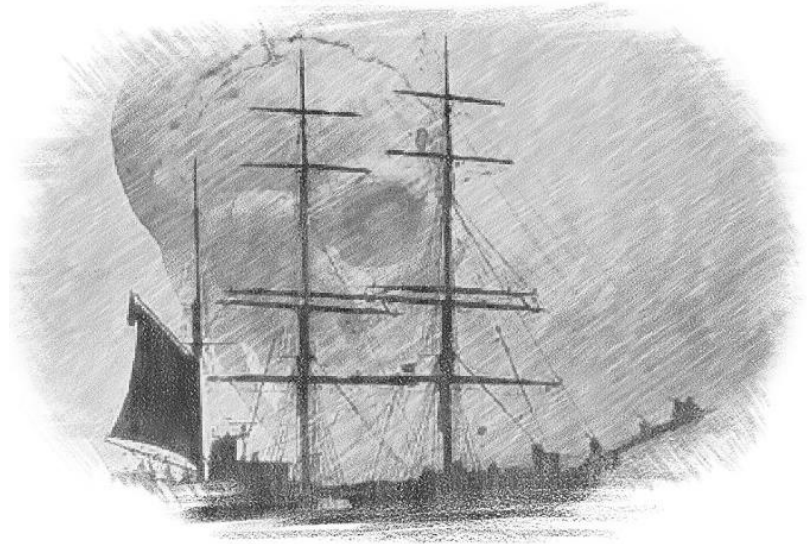
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“Come here, me little hearties, Captain Cutthroat needs a new crew, you are small and skinny, but I guess you’ll do. You can all come aboard, bring the dog along too, we can put you to work and have the dog for stew.”

Well, the dog heard that, and her hairs stood on end, she growled at the pirate and she got ready to defend. She jumped straight up, something I’ve never seen, then bit the pirate on the knee and he started to scream.

The dog held on tight, and shook all about, the pirate moaned and he gave a shout. “Come up and help, I’ve got a vicious dog on my knee, I need some help to shake this mutt free.”



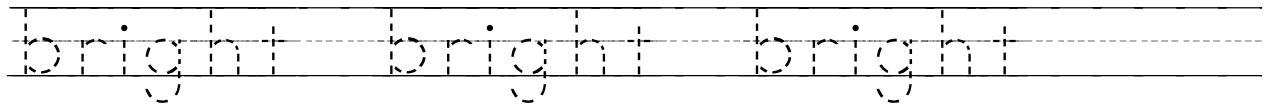
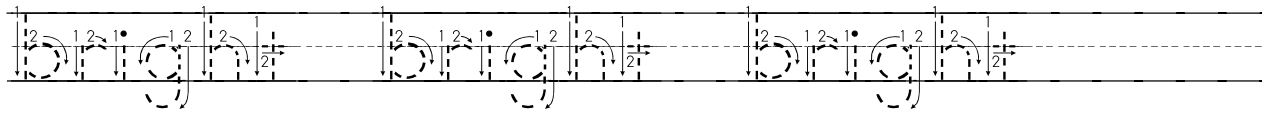
A face with an eyepatch appeared on deck, and another came up, with a skull and crossbones on his neck. They laughed when they saw him, all they could say, “You’ll be no good for the party we’re having today.”

The story came out, after the dog let go, they were all dressed up for a children’s pirate show. “I thought you were the children,” the pirate moaned, “we were waiting for the birthday kid, how could I know?”

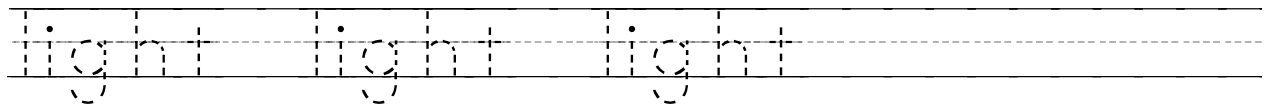
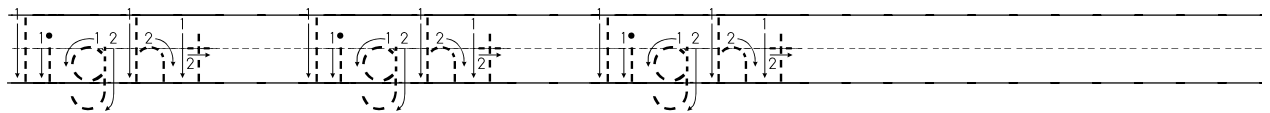
Well we laughed and told jokes about the dog jumping up, and the pirate smiled and said, “Aww, it was all just a big mix-up”

So we turned our boat around, and rowed back to the shore, and when we looked back at the pirates, they were there no more. They must have weighed anchor and sailed the high seas, to escape the vicious dog that bites pirate knees.

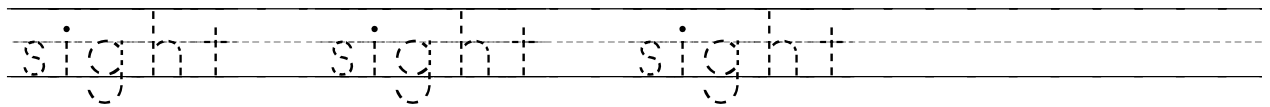
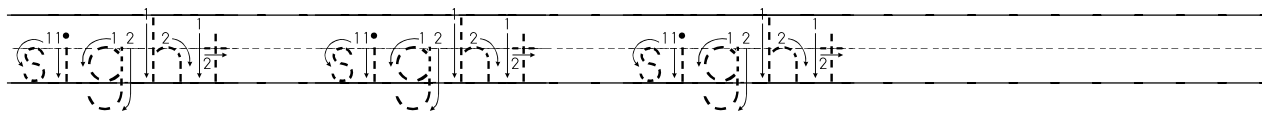
bright bright bright



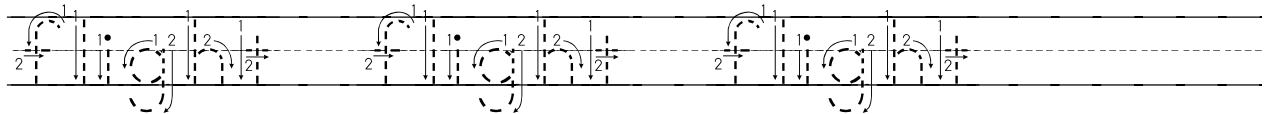
light light light



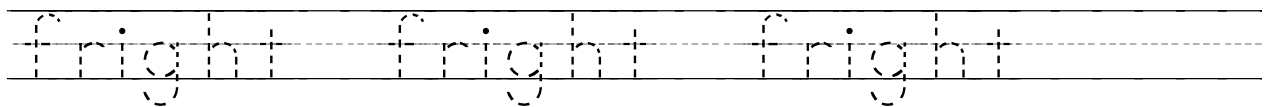
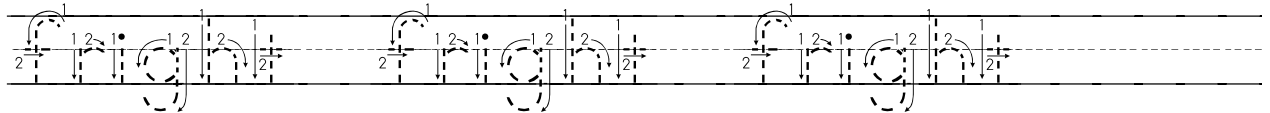
sight sight sight



flight flight flight



fright fright fright



The moon was light,

The moon was light,

The moon was light,

the moon was bright.

The moon was bright.

the moon was bright.

I saw a witch go zoom

I saw a witch go zoom

I saw a witch go zoom

in the night.

in the night.

in the night.

in the night.

I saw a witch go zoom
on her broom in the night.
I saw a witch in full
flight in the moon light.

I saw a witch go zoom

on her broom in the night.

I saw a witch in full

flight in the moon light.

I saw a witch go zoom

on her broom in the night.

I saw a witch in full

flight in the moon light.



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Puzzles

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Book 33 Puzzle – Style 1

T A W F U L M O O N
I M I G H T I B M I
G F L E W X N G I G
H L A Q I O F F H H
T I X Z O O M U K T
N G R E E N R W L P
O H B R I G H T Z L
C T Q H K F A C E P
Q U B W I T C H P M
S I G H T B R O O M

Words used

AWFUL
BRIGHT
BROOM
FACE
FLEW
FLIGHT
FULL
GREEN
LIGHT
MIGHT
MOON
NIGHT
SIGHT
TIGHT
WITCH
ZOOM

Book 33 Puzzle – style 2

T I G H T N O C Q S
A M F L I G H T U I
W I L A X R B Q B G
F G E Q Z E R H W H
U H W I O E I K I T
L T X O O N G F T B
M I N F M R H A C R
O B G F U W T C H O
O M I H K L Z E P O
N I G H T P L P M M

Words used

AWFUL
BRIGHT
BROOM
FACE
FLEW
FLIGHT
FULL
GREEN
LIGHT
MIGHT
MOON
NIGHT
SIGHT
TIGHT
WITCH
ZOOM



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Puzzles

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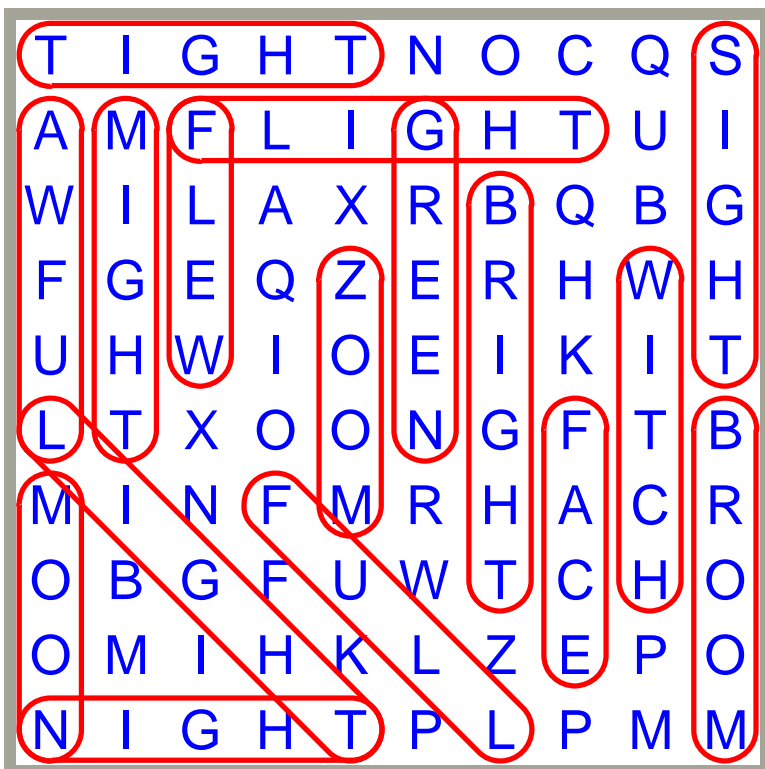
Book 33 Puzzle – Style 1 Solution



Words used

- AWFUL
- BRIGHT
- BROOM
- FACE
- FLEW
- FLIGHT
- FULL
- GREEN
- LIGHT
- MIGHT
- MOON
- NIGHT
- SIGHT
- TIGHT
- WITCH
- ZOOM

Book 33 Puzzle – Style 2 Solution



Words used

- AWFUL
- BRIGHT
- BROOM
- FACE
- FLEW
- FLIGHT
- FULL
- GREEN
- LIGHT
- MIGHT
- MOON
- NIGHT
- SIGHT
- TIGHT
- WITCH
- ZOOM