



Fantastic Phonics

Book 1 – The Cat on the Mat

PHONEMIC AWARENESS (Identifying sounds in language)

- **focus on short vowel sound / a /**

Please Note – this is not a test. Your child will need help understanding the challenges. When you sense the child is struggling, provide EXPLICIT instruction.

1. PRINT “**Fantastic-Phonics-Alphabet-Letters-Lowercase.pdf**” – used extensively
2. READ “**Fantastic Phonics Essentials Pack - read me 1st.pdf**”
3. WATCH the “**TEACHER READS THE BOOK**” video for this book.

Say to your child	Together
<p>The FIRST sound in CAT is / k /</p> <p>Listen, / k / (kuh sound, short and sharp)</p>	<ul style="list-style-type: none"> • Now, let’s say the first sound of CAT together. • the first sound of CAT is (say together) / k / • Now the child repeats for you to hear/check.
<p>The MIDDLE sound in CAT is / a /</p> <p>Listen, / a / (stress short vowel)</p>	<ul style="list-style-type: none"> • Now, let’s say the middle sound of CAT together. • the middle sound of CAT is (say together) / a / • Now the child repeats for you to hear/check.
<p>The END sound in CAT is / t / (tuh)</p> <p>Listen, / t /</p>	<ul style="list-style-type: none"> • Now, let’s say the end sound of CAT together. • the end sound of CAT is ... (say together) / t / • Now the child repeats for you to hear/check.
<p>Let’s join the sounds together.</p> <p>/ k / + / a / + / t / makes “c-aa-t” (stress the vowel sound)</p> <p>And the word is “CAT”</p>	<ul style="list-style-type: none"> • Now let’s join the sounds together • / k / + / a a / + / t / makes “c-aa-t” • And the word is “CAT”
<p>Repeat for additional words - fat, sat, bat, hat, rat, and</p>	

Say to your child	Together
<p>The FIRST sound in MAT is / m /</p> <p>Listen, / mm /</p>	<ul style="list-style-type: none"> • Now, let's say the first sound of 'mat ' together. • the first sound of MAT is ... (say together) / mm / • Now the child repeats for you to hear/check.
<p>The MIDDLE sound in MAT is / a /</p> <p>Listen, / a / (stress short vowel)</p>	<ul style="list-style-type: none"> • Now, let's say the middle sound of MAT together. • the middle sound of MAT is ... (say together) / a / • Now the child repeats for you to hear/check.
<p>The END sound in MAT is / t /</p> <p>Listen, / t /</p>	<ul style="list-style-type: none"> • Now, let's say the end sound of MAT together. • the end sound of MAT is ... (say together) / t / • Now the child repeats for you to hear/check.
<p>Let's join the sounds together.</p> <p>/ m / + / a a / + / t / makes "m-aa-t" (stress the vowel sound)</p> <p>And the word is "MAT"</p>	<ul style="list-style-type: none"> • Now let's join the sounds together • / m / + / aa / + / t / makes "m-aa-t" • And the word is "MAT"

Say to your child	Together
<p>The FIRST sound in RAT is / r /</p> <p>Listen, / r / (ruh sound, short and sharp)</p>	<ul style="list-style-type: none"> • Now, let's say the first sound of 'rat ' together. • the first sound of RAT is ... (say together) / r / • Now the child repeats for you to hear/check.
<p>The MIDDLE sound in RAT is / a /</p> <p>Listen, / a / (stress short vowel)</p>	<ul style="list-style-type: none"> • Now, let's say the middle sound of RAT together. • the middle sound of RAT is ... (say together) / a / • Now the child repeats for you to hear/check.
<p>The END sound in RAT is / t /</p> <p>Listen, /t /</p>	<ul style="list-style-type: none"> • Now, let's say the end sound of RAT together. • the end sound of RAT is ... (say together) / t / • Now the child repeats for you to hear/check.
<p>Let's join the sounds together.</p> <p>/ r / + / a a / + / t / makes "r-aa-t" (stress the vowel sound)</p> <p>And the word is "RAT"</p>	<ul style="list-style-type: none"> • Now let's join the sounds together • / r / + / a a / + / t / makes "r-aa-t" • And the word is "RAT"

Sight Words

“ The “

Reinforce that this word is not for decoding but is a word to be remembered as a ‘whole word’, by sight.

“ and “

Reinforce that this word CAN be decoded (demonstrate /a/n/d/) but it occurs so regularly that it is easier to memorise.

For parent/teacher information

Normally, we pronounce “the” with a short **sound** (like “**thuh**”). But when “the” comes before a vowel **sound**, we pronounce it as a long “**thee**”.

- “The cat” (Thuh cat)
- “The apple” (Thee apple)

PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Identifying sounds in Words

Print your lowercase letter cards from the supplied PDF.

Form the word ‘cat’ using lowercase cards. Point to each letter and make the phonic sounds;

/k/ - /a/ - /t/

Remove the letter ‘c’ and ask, “what sound have I removed”

Child should respond / k / (they should provide **sound** that letter makes – ‘kuh’)

Ask, “what sounds are left – point to the letters and make the **sounds**”

Child should point and respond, /a/ + /t/

Ask, “what sounds does /a/ + /t/ make together”

Child should point and respond /a/ /t/

Then put the ‘c’ letter back into position and ask, “what does the letters make now”

Child should point to each letter, say each sound, and finish with “CAT”

Repeat by removing the END letter (don’t remove the ‘a’ - if you remove the vowel, you remove the ‘sound’ of the word)

Continue for words **rat, bat, sat, fat, mat,**

Linking letters and sounds	Together
<p>Hold up the lowercase letter “ c “</p> <p>Say “this letter is called “c” (‘see’) and the sound it makes is</p> <p>/ k / “kuh” – short & sharp</p>	<p>Together ...</p> <p>The letter is “ c ” and the sound is / k / (kuh)</p> <p>As in CAT</p>
<p>Hold up the lowercase letter “ m “</p> <p>Say “this letter is called “m” (‘em’) and the sound it makes is</p> <p>/ mm / “mm” - long</p>	<p>Together ...</p> <p>The letter is “ m ” and the sound is / m / (mmm)</p> <p>As in MAT</p>
<p>Hold up the lowercase letter “ r “</p> <p>Say “this letter is called “r” (‘are’) and the sound it makes is</p> <p>/ r / “ruh” – short & sharp</p>	<p>Together ...</p> <p>The letter is “ r ” and the sound is / r / (ruh)</p> <p>As in RAT</p>
<p>Hold up the lowercase letter “ b “</p> <p>Say “this letter is called “b” (‘bee’) and the sound it makes is</p> <p>/ b / (buh’ – short & sharp</p>	<p>Together ...</p> <p>The letter is “ b ” and the sound is / b / (buh)</p> <p>As in BAT</p>
<p>Hold up the lowercase letter “ f “</p> <p>Say “this letter is called “f” (‘eff) and the sound it makes is</p> <p>/ f / “ ff “ - long</p>	<p>Together ...</p> <p>The letter is “f” and the sound is / f / (ff)</p> <p>As in FAT</p>
<p>Hold up the lowercase letter “ s “</p> <p>Say “this letter is called “s” (‘ess’) and the sound it makes is</p> <p>/ s / “ ss “ - long</p>	<p>Together ...</p> <p>The letter is “s” and the sound is / s / (ss)</p> <p>As in SAT</p>
<p>Hold up the lowercase letter “ o “</p> <p>Say “this letter is called “o” (‘oh’) and the sound it makes is</p> <p>/ o / “ o “ – short vowel</p>	<p>Together ...</p> <p>The letter is “oh ” and the sound is / o / (short vowel)</p> <p>As in ON</p>
<p>Hold up the lowercase letter “ n “</p> <p>Say “this letter is called “n” (‘en’) and the sound it makes is</p> <p>/ n / (“nuh” – short & sharp)</p>	<p>Together ...</p> <p>The letter is “ n ” and the sound is / n / (nuh)</p> <p>As in NOT</p>

The Phonemic Awareness video (in the Digital Edition) shows a teacher explaining all the sounds – please watch the video so you can transfer knowledge to your child.

Re-Arrange Letters

Choose the letters c, a, t from your letter cards and arrange them so they DON'T form a word.

Say the word **CAT**, and sound it out /k/ /a/ /t/

Ask your child to arrange the letters to create the word

Continue for words **rat, bat, sat, fat, mat, the**

Rhyme	Rhyme Detection
1	Read the following words slowly and ask the child to tell you the words that DO rhyme with CAT The, sat, on, off, mat, is, mat, pad, mad, fat, rat
2	Read the list again and ask the child which words DO NOT rhyme with CAT
3	Say the word "RAT" and ask the child to suggest two words that rhyme
4	Select the letters a, c, r, m, f, s, b, and t from your lowercase cards Ask the child to use the letter cards to form the words ... cat, rat, mat, sat, bat, fat

NOW – READ THE BOOK – watch the ‘teacher reads book’ video to learn the technique.

Your child will need explicit assistance; this is not a test.

When you read the book, be careful to SOUND EACH WORD OUT - except the word “the”, which is the sight word. All other words are decodable.

This “sounding out” process can be laborious at first – until your child has learned the relationship between the sounds (phonemes) and the letters.

After that, the process will become much, much easier. BE PATIENT. This is a high level skill you are teaching.



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Book 1 Worksheets

The Cat on the Mat – sound is short vowel / a /

Read the Phonemic awareness guide so you can explain.

POINT to each letter and “SOUND” them separately	Then blend, stressing the vowel. Watch the teacher video!!!	Then say as a blended whole word
c a t	c-a-t	cat
m a t	m-a-t	mat
r a t	r-a-t	rat
f a t	f-a-t	fat
b a t	b-a-t	bat
s a t	s-a-t	sat

Sight words

The

and

on

a



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Parent says the words (**cat, bat, rat, fat sat, mat**) and sounds each one out and asks the child to fill in the missing letter. **You might find it easier using Lettercards.**

Use the WRITING SHEETS to practise letter formation.

c _ t

ba _

_ at

f _ t

sa _

_ at

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**cat, the, mat, bat**)

tac

_ _ _

amt

_ _ _

het

_ _ _

atb

_ _ _

Read the sentence, and ask your child to write the words in correct order below
(**The cat sat on a mat.**)

cat The sat on mat. a

_ _ _ _ _ _ _ _ _ _



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Create a sentence

Ask your child to create and 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 from the story, but must start with a capitalised letter
 - It can use the same word twice
 - **You may have to do the handwriting exercises first.**
- (Examples: 'A cat sat on the rat.' - "The rat is fat." - "A rat and a bat sat on the mat")

The, cat, and, on sat, a, bat, fat, mat, is, the

Sentence 1

Sentence 2

What word does not rhyme

Ask your child to read out and identify the word that doesn't rhyme

cat, mat, on, fat, sat

fat, bat, rat, the, sat

mat, has, sat, rat, fat



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Complete the sentences

Ask your child to choose a word (below) to complete the sentences.
If your child cannot remember the sentences, they can re-read the story.

(The words below are in the correct order)

mat bat cat fat

The fat rat sat on a ____.

The ____ and a rat sat on a
mat.

The ____ sat on the mat.

The ____ cat sat on a mat.

b a t b a t b a t b a t

b a t b a t b a t b a t

m a t m a t m a t m a t

m a t m a t m a t m a t

s a t s a t s a t s a t

s a t s a t s a t s a t

b a t b a t b a t b a t

b a t b a t b a t b a t

c a t c a t c a t c a t

c a t c a t c a t c a t

c a t c a t c a t c a t

The fat rat and bat.

The fat rat and bat.

The fat rat and bat.

The cat sat on a mat.

The cat sat on a mat.

The cat sat on a mat.

A fat cat on the mat.

A fat cat on the mat.

A fat cat on the mat.

The bat and a rat.

The bat and a rat.

The bat and a rat.

The cat and the bat
and the fat rat sat
on the mat.

The cat and the bat

and the fat rat sat

on the mat.

The cat and the bat

and the fat rat sat

on the mat.



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Puzzles

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Book 1 Puzzle – style 1

H	N	I	N	H	F	T	T
A	N	T	R	C	A	T	J
B	T	K	A	H	S	K	M
M	H	I	T	A	N	D	I
A	E	S	B	B	A	T	R
T	K	A	Z	P	A	T	F
R	V	T	A	N	Y	S	A
P	J	T	F	O	E	R	T

Words used

AND
ANT
ANY
BAT
CAT
FAT
HAT
MAT
PAT
RAT
SAT
THE

Book 1 Puzzle – style 2

H	A	B	M	A	T	R	P
N	N	T	H	E	K	V	J
I	T	K	I	S	A	T	T
N	R	A	T	B	Z	A	F
H	C	H	A	B	P	N	O
F	A	S	N	A	A	Y	E
T	T	K	D	T	T	S	R
T	J	M	I	R	F	A	T

Words used

AND
ANT
ANY
BAT
CAT
FAT
HAT
MAT
PAT
RAT
SAT
THE



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Puzzles

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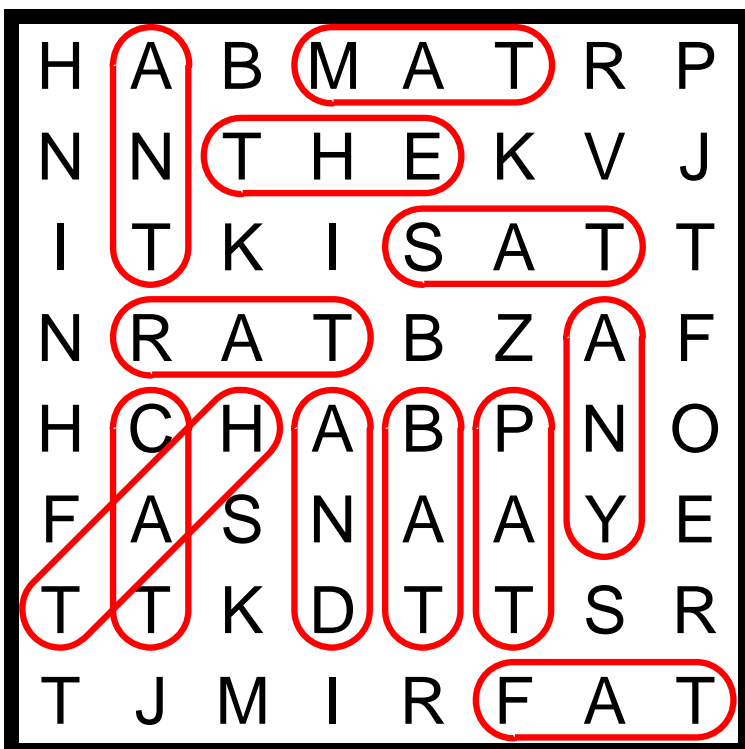
Book 1 Puzzle – Style 1 Solution



Words used

AND
 ANT
 ANY
 BAT
 CAT
 FAT
 HAT
 MAT
 PAT
 RAT
 SAT
 THE

Book 1 Puzzle – Style 2 Solution



Words used

AND
 ANT
 ANY
 BAT
 CAT
 FAT
 HAT
 MAT
 PAT
 RAT
 SAT
 THE