



Fantastic Phonics

Book 4 – Dan and his Cap

PHONEMIC AWARENESS (Identifying sounds in language)

- Focus on short vowel sound / a /
- By now, you will be accustomed to the technique of ‘sounding’. We have reduced the samples.

Say to your child	Together
<p>The FIRST sound in ‘tap’ is / t /</p> <p>Listen, / t / (tuh), short and sharp</p>	<ul style="list-style-type: none"> • The first sound of ‘tap’ is ... • (say together) / t / “tuh” • Now the child repeats for you.
<p>The MIDDLE sound in ‘tap’ is / a /</p> <p>Listen, / a / (short vowel)</p>	<ul style="list-style-type: none"> • The middle sound of ‘tap’ is ... • (say together) / a / “a”, short vowel • Now the child repeats for you.
<p>The END sound in ‘tap’ is / p / (puh)</p> <p>Listen, / p /</p>	<ul style="list-style-type: none"> • The end sound of ‘tap’ is ... • (say together) / p / “puh” • Now the child repeats for you.
<p>Let’s blend the sounds together.</p> <p>/ t / + / a / + / p / makes “t-a-p”</p>	<ul style="list-style-type: none"> • Now let’s blend the sounds together. • / t / + / a / + / p / makes “t-a-p” • And the word is “LAP”
<p>Repeat for additional words</p> <p>Dan, had, his, cap, lap, map, nap, tap, ran (+ zap, rap, gap, sap)</p>	

Sight Words

The

Reinforce that this word is not for decoding but is a word to be remembered as a 'whole word', by sight. Explain that "the" can sound like "thuh" or "thee".

they

(explain 'they' means "people who are separate to yourselves" – can also mean 'things')

and, is, on, at, of

Reinforce that these words CAN be decoded (demonstrate /a/n/d/ and others) but they occurs so regularly that it's easier to memorise.

PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Make sure you distinguish between the **Name of the Letter** and the **Sound it Makes**

Linking letters and sounds	Together
Hold up the lowercase letter "l"	Together ...
Say "this letter is called "l" ('ell') and the sound it makes is	The letter is called "ell" and the sound is /l/ (luh)
/l/ ("luh" – short & sharp)	As in 'lap'
Use your lowercase letter cards to work through the additional words had, his, cap, lap, map, nap, tap, ran (+ zap, rap, gap, sap)	

Identifying sounds in Words

Form the word '**nap**' using lowercase cards. Point to each letter and make the phonic sounds;

/n/ - /a/ - /p/

Remove the letter 'n' and ask, "what sound have I removed"

Child should respond / n / ('nuh' sound)

Ask, "what sounds are left – point to the letters and make the sounds"

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

Ask, "what sounds does /a/ + /p/ make together"

Child should point and respond /a/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 NAP

Repeat by removing the END letters

Use your lowercase letter cards to work through the additional words

had, his, cap, lap, map, nap, tap, ran (+ zap, rap, gap, sap)

Re-Arrange Letters

Choose the letters **m, a, p** from your letter cards and arrange them so they DON'T form a word

Say the word **MAP**, and sound it out /m/a/p/

Ask your child to arrange the letters to create the word.

Continue for words the, cap, lap, nap, had, ran, his

Rhyme	Rhyme Detection
1	<p>Read the following words and ask the child to tell you the words that DO rhyme with TAP (e.g, the 'ap' sound)</p> <p>had, lap, his, cap, the, sap, is, map, an, nap, tap, ran (+ zap, rap, gap, sap)</p>
2	<p>Read the list again and ask the child which words DO NOT rhyme with TAP</p>
3	<p>Say the word "TAP" and ask the child to suggest two words that rhyme</p>
4	<p>Select the letters l, c, m, n, t, r, a, p from your lowercase cards</p> <p>Ask the child to use the letter cards to form the words ...</p> <p>cap, lap, map, nap, tap, ran</p>



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Book 4 Worksheets

Dan and his Cap – sound is short vowel / a /

Read the Phonemic awareness guide so you can explain.

Sound each letter separately	Then blend, stressing the vowel. Watch the teacher video!!!	Then say as a blended whole word
t a p	t-a-p	tap
m a p	m-a-p	pap
l a p	l-a-p	lap
n a p	n-a-p	nap
h i s	h-i-s	his
w e t	w-e-t	wet

Sight words

The

and

on

a



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Parent says the words (**wet, Dan, had, man, van, tap**) and sounds each one out and asks the child to fill in the missing letter.

w _ t

Da _

_ ad

m _ n

va _

_ ap

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**Dan, has, cap, his**)

naD

_ _ _

sha

_ _ _

pca

_ _ _

shi

_ _ _

Read the sentence, and ask your child to write the words in correct order below (**Dan has a cap on his lap.**)

has Dan a on lap. cap his

_ _ _ _ _ _ _ _ _ _



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EXTRA WORDS

POINT to each letter and "SOUND" them separately	Then blend, stressing the vowel.	Then say as a blended whole word
s a p	s-a-p	sap
g a p	g-a-p	gap
r a p	r-a-p	rap
z a p	z-a-p	zap
s e t	s-e-t	set
l e t	l-e-t	let
r a n	r-a-n	ran
r e d	r-e-d	red



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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 a sentence from the story.
- It can use the same word twice
- **You may have to do the handwriting exercises first.**

(Examples: 'Dan ran to the tap.' - "The cap is wet." - "Dan had a wet cap and a nap.")

Cap, the, lap, Dan, wet, tap, is, on, a, had, nap, ran, to

Sentence 1

Sentence 2

What word does not rhyme

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

Dan, map, tap, lap, nap

sap, tap, fat, cap, nap

map, rap, nap, man, tap



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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)

cap map nap tap wet

Dan had a ___ on his lap.

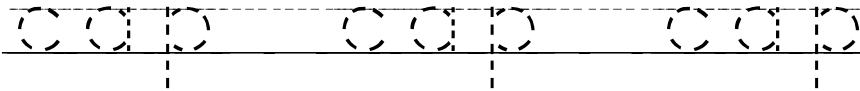
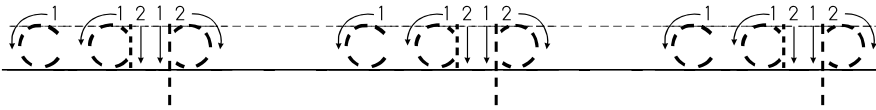
The ___ is in the cap.

Dan had a ___.

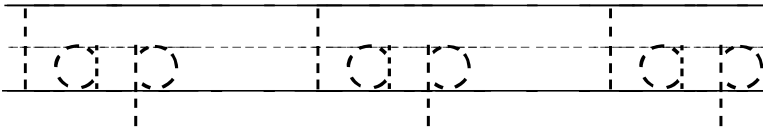
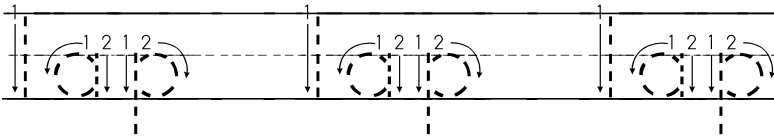
The ___ ran on the cap and the map.

Dan has a ___ cap and a ___ map
on his lap.

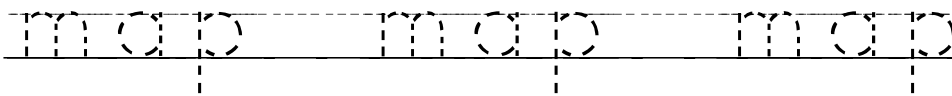
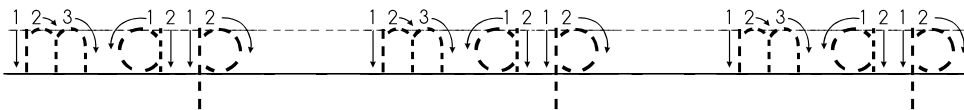
cap cap cap



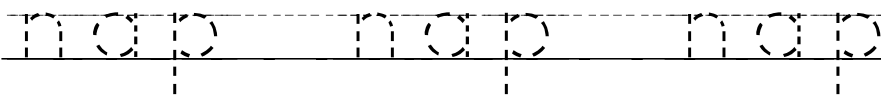
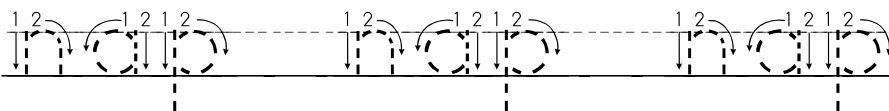
lap lap lap



map map map



nap nap nap



Dan had a cap.

Dan had a cap.

Dan had a cap.

The map was in the cap.

The map was in the cap.

The map was in the cap.

Dan sat in the van.

Dan sat in the van.

Dan sat in the van.

Dan has a wet cap.

Dan has a wet cap.

Dan has a wet cap.

Dan has a wet cap.

Dan has a wet cap
and a wet map
on his lap.

Dan has a wet cap

and a wet map

on his lap.

Dan has a wet cap

and a wet map

on his lap.

Blank handwriting lines for independent practice.



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Puzzles

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Book 04 Puzzle – style 1

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

Words used

CAP
DAN
GAP
HAD
HIS
LAP
MAP
RAN
SAP
WET
YAP
ZAP

Book 04 Puzzle – style 2

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

Words used

CAP
DAN
GAP
HAD
HIS
LAP
MAP
RAN
SAP
WET
YAP
ZAP

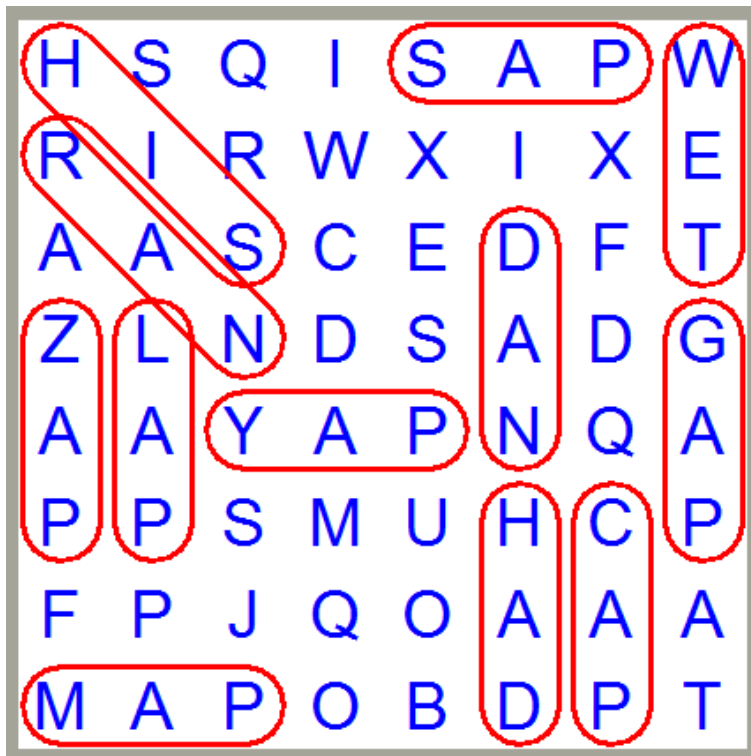


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Puzzles

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Book 04 Puzzle – Style 1 Solution



Words used

CAP
DAN
GAP
HAD
HIS
LAP
MAP
RAN
SAP
WET
YAP
ZAP

Book 04 Puzzle – Style 2 Solution



Words used

CAP
DAN
GAP
HAD
HIS
LAP
MAP
RAN
SAP
WET
YAP
ZAP



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