

# Introduction

## Synthetic Phonics – Long Vowels - /ae/ Sound

### Word list for completion...

Grapheme **a-e** spelled words: game, made, drake, bathe, whale, brake, name, stage, lathe, shape, grape, flame, grade, blade, date

Grapheme **ai** spelled words: paint, jail, chain, praise, rain, again, faint, quaint, brain, grain

Grapheme **ea** spelled words: break, steak, great

Grapheme **ay** spelled words: spray, play, stay, stray

### Directions

- Your child's task is to write the missing graphemes in each box while saying each sound.
- There are 3 boxes for each word to complete.
- The first series of three boxes contain the complete target word, and is to be used as a reference.
- Cover completed words before starting new exercises.

### Explanation of shaded sounds

Note that for split digraphs the **a** and the **e** are shaded: (game) \_\_\_ **a** \_\_\_ **e** . This is to illustrate that a-e is still the same sound /ae/ and the same grapheme. Similarly, with (rain) \_\_\_ **ai** \_\_\_, the /ae/ vowel sound is shaded as a single indivisible grapheme and must always be considered as a whole unit, *not* as separate letters **a** and **i**. Again, this illustrates that the grapheme **ai** is the visual symbol for the /ae/ sound.

### Tips

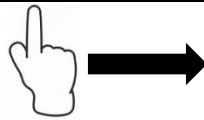
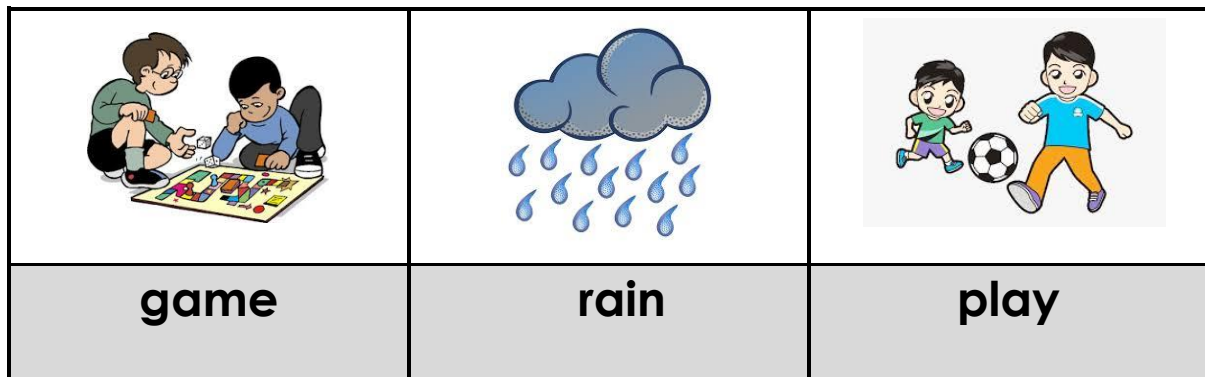
- Cover the target words.
- Encourage your child to sound out the sounds while writing the letters.
- Feedback for errors, i.e. If your child writes r **i a** n, point to the grapheme **ai** and state, 'This is how the /ae/ sound is spelt in this word. What do you need to do?'

# Teacher/Parent Guide

## Synthetic Phonics – Teacher/Parent Guide

Step 1:

**Teacher/Parent Script:** 'Let's look at these three boxes. We have 3 words. The words are **game**, **rain** and **play**.' (Hold your finger under each word and go from left to right while reading each word.)



Encourage your child to repeat the words with you. Then, sound out the phoneme/sounds in each word.

**Teacher/Parent Script:** 'The word **game** has 3 sounds. The sounds are /g//ae/ and /m/. (Hold your finger under each **sound** this time, and go from left to right while sounding out each sound. It is important to say the letter sounds, *not* the letter names.)



# Teacher/Parent Guide

Highlight the unique nature of split vowels. In our example the **a-e**, sometimes known as a split digraph, is shaded to represent that it is the same sound. Use your thumb and index finger as seen below to highlight that the split letters **a** and **e** are the sound /ae/, even though they are split and in different positions of the word *game*.



## Step 2:

Your child's task in this step is to complete each word by writing in the missing letters/graphemes. Cover the completed words in the previous 3 box set before beginning this task.

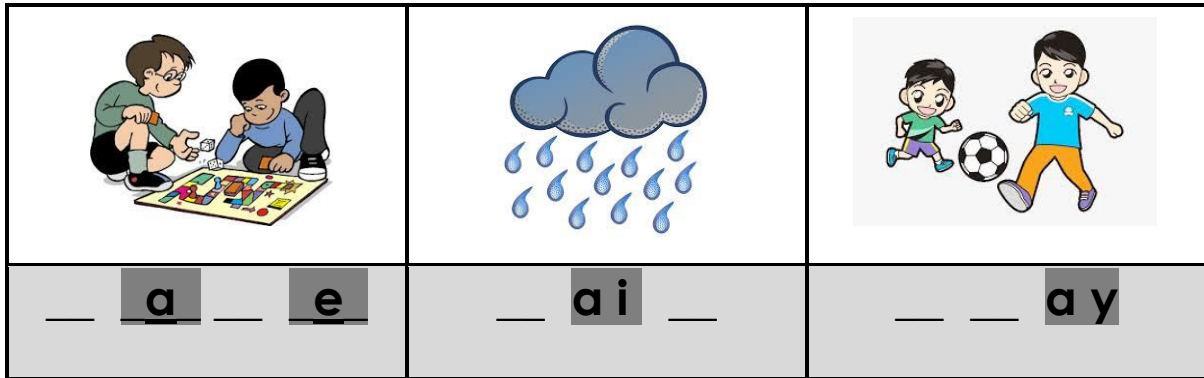
**Teacher/Parent Script:** 'These are the same words from before. But this time the words are missing letters/sounds. We need to fill in the missing letters. This sound (point to **a**) makes the /ae/ sound.' \_ **a**

\_ **e**

Complete the 3 words: **game**, **rain** and play.

**Teacher/Parent Script:** 'Here are 3 ways to spell the sound /ae/. The /ae/ vowel in the word **game** is called a digraph. The letter e goes to the end of the word, but it is still the /ae/ sound. In the word **rain**, the vowel /ae/ is written as **ai**. In the word **play** the vowel /ae/ is written as **ay**, at the end of the word.'

# Teacher/Parent Guide



Once the 3 words have been completed, ask your child to sound out each word and check for spelling or letter formation errors.

## Step 3:

Your child's task in this step is to complete each word once again by writing in the missing letters/graphemes, but this time the vowels are also missing. The shaded boxes remain to help your child to be aware of the vowel spellings.

Cover the completed words in the previous 3 box set before beginning this task.

**Teacher/Parent Script:** 'These are the same words from before. But this time the words are missing letters/sounds. We need to fill in the missing letters. Can you see the shaded boxes? What goes in the shaded boxes, vowels or consonants?' (vowels).

'In this box the word is **game**. The first sound is /g/. What is the vowel sound next to the /g/? It's....' Your child's task is to complete the three word boxes. Correct any errors using the process below.

## **Suggested Error Corrections:**




Error: Your child writes **ia** for **ai** in *rain*




Correction 1: Point to the misspelled word **ria**n and say, 'This is very close to the **ai** spelling, but the word says **ria**n.' Point to the **ia**. 'What do you need to do?'




Error: Your child writes **ai** for **ay** in *play*.




Correction 2: Point to the misspelled word **plai** and say, 'The **ai** is a spelling for the /ae/ sound but we don't use it at the end of words. For this word (*play*) and at the end of words we mostly use the spelling **ay**. What do you need to do to fix it?'

Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound



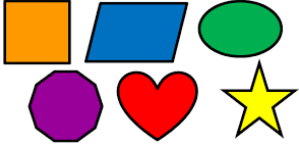
|   |   |   |
|---|---|---|
|  |  |  |
| <b>game</b>   | <b>rain</b>   | <b>play</b>   |



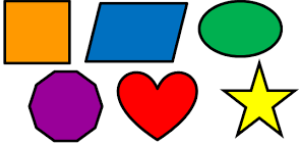
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| <b>a e</b>  | <b>ai</b>   | <b>ay</b>   |



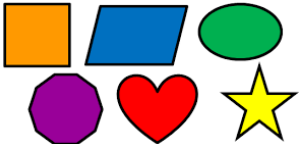
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|  |  |  |
| <b>g</b>  | <b>n</b>  | <b>p</b>  |



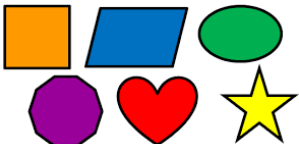
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Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound

|   |   |   |
|---|---|---|
|  |  |  |
| <b>made</b>   | <b>name</b>   | <b>shape</b>  |




|   |   |   |
|---|---|---|
|  |  |  |
| — <b>a</b> — <b>e</b>   | — <b>a</b> — <b>e</b>   | — <b>a</b> — <b>e</b>   |




|   |   |   |
|---|---|---|
|  |  |  |
| <b>m</b> — —  | <b>n</b> — —  | <b>sh</b> — —   |




|   |   |   |
|---|---|---|
|  |  |  |
| — —   | — —   | — —   |

Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound

|   |   |   |
|---|---|---|
|  |  |  |
| <b>paint</b>  | <b>again</b>  | <b>stay</b>   |




|   |   |   |
|---|---|---|
|  |  |  |
| __ <b>ai</b> __   | __ <b>ai</b> __   | __ <b>ay</b> __   |




|   |   |   |
|---|---|---|
|  |  |  |
| <b>p</b> █ __   | <b>a</b> █ __   | <b>s</b> █  |




|   |   |   |
|---|---|---|
|  |  |  |
| █ __  | █ __  | █   |






Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound

|   |   |   |
|---|---|---|
|  |  |  |
| <b>break</b>  | <b>aim</b>  | <b>brain</b>  |


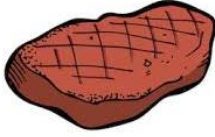

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|  |  |  |
| ___ <b>ea</b> ___   | <b>ai</b> ___   | ___ <b>ai</b> ___   |


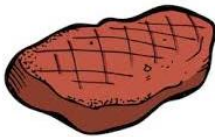

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|  |  |  |
| <b>b</b> ___ █ ___  | █ <b>m</b>  | <b>b</b> ___ █ ___  |


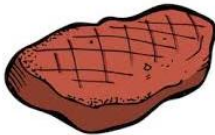

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| ___ █ ___   | █ ___   | ___ █ ___   |


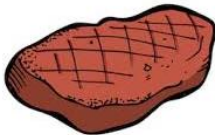



Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound




|   |   |   |
|---|---|---|
|  |  |  |
| <b>brake</b>  | <b>steak</b>  | <b>date</b>   |




|   |   |   |
|---|---|---|
|  |  |  |
| __ _ <b>a</b> __ _ <b>e</b>   | __ _ <b>ea</b> __ _   | __ _ <b>a</b> __ _ <b>e</b>   |




|   |   |   |
|---|---|---|
|  |  |  |
| <b>b</b> __ <input type="checkbox"/> __ <input type="checkbox"/>                    | <b>s</b> __ <input type="checkbox"/> __   | <b>d</b> <input type="checkbox"/> __ <input type="checkbox"/>                         |




|   |   |   |
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|  |  |  |
| __ <input type="checkbox"/> __ <input type="checkbox"/>                             | __ <input type="checkbox"/> __  | __ <input type="checkbox"/> __ <input type="checkbox"/>                               |

Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound




|   |   |   |
|---|---|---|
|  |  |  |
| <b>drake</b>  | <b>faint</b>  | <b>grape</b>  |




|   |   |   |
|---|---|---|
|  |  |  |
| __ _ <b>a</b> _ _ <b>e</b>  | __ <b>ai</b> __ _   | __ _ <b>a</b> _ _ <b>e</b>  |




|   |   |   |
|---|---|---|
|  |  |  |
| <b>d</b> _ _ █ _ █  | <b>f</b> █ _ _ _  | <b>g</b> _ _ █ _ █  |




|   |   |   |
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| <b>d</b> _ _ █ _ █  | <b>f</b> █ _ _ _  | <b>g</b> _ _ █ _ █  |

Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound




|   |   |   |
|---|---|---|
|  |  |  |
| jail  | stage   | flame   |




|  |  |   |
|--|--|---|
|  |  |  |
| __ ai __   | __ a e __  | __ a e __   |




|   |   |   |
|---|---|---|
|  |  |  |
| j _ _ _   | s _ _ _   | f _ _ _   |




|   |   |   |
|---|---|---|
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| _ _ _   | _ _ _   | _ _ _   |

Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound



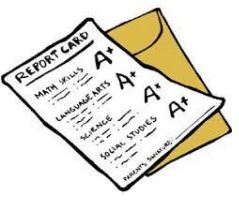
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| <b>bathe</b>  | <b>great</b>  | <b>stray</b>  |



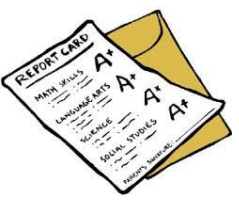
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|  |  |  |
| __ <b>a</b> __ <b>e</b> __  | __ __ <b>ea</b> __  | __ __ __ <b>ay</b>  |



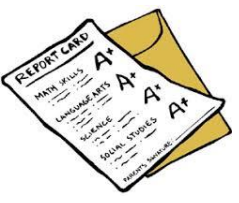
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| __ <b>th</b> __   | __ <b>r</b> __  | __ <b>t</b> __  |



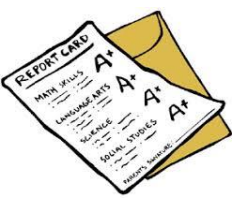
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Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound



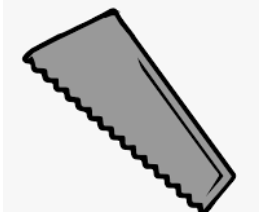
|   |   |   |
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|  |  |  |
| <b>chain</b>  | <b>spray</b>  | <b>grade</b>  |



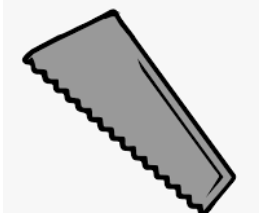
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|  |  |  |
| __ <b>a i</b> __  | __ __ __ <b>a y</b>   | __ __ <b>a</b> __ <b>e</b>  |



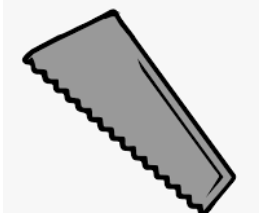
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| <b>ch</b> __ __   | __ <b>p</b> __ __   | <b>g</b> __ __ __   |



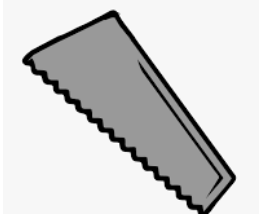
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| __ __ __  | __ __ __ __   | __ __ __ __   |

Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound

|   |   |   |
|---|---|---|
|  |  |  |
| whale   | quaint  | blade   |


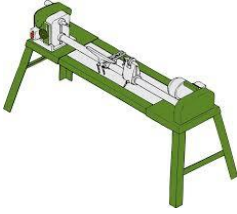

|   |   |  |
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|  |  |  |
| __ a __ e   | __ ai __  | __ __ a __ e   |


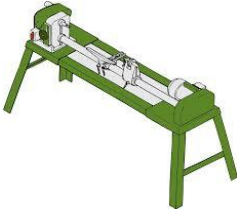

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|  |  |  |
| wh __ __  | qu __ __  | __ __ a __ e  |


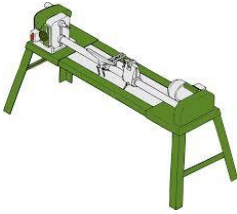

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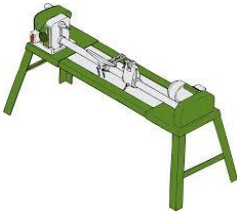



Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound

|   |   |   |
|---|---|---|
|  |  |  |
| <b>praise</b>   | <b>lathe</b>  | <b>grain</b>  |

|  |  |  |
|--|--|--|
|  |  |  |
| ___ <b>a</b> <b>i</b> ___  | ___ <b>a</b> ___ <b>e</b> ___  | ___ <b>a</b> <b>i</b> ___  |

|   |   |   |
|---|---|---|
|  |  |  |
| ___ ___ <b>se</b>   | <b>l</b> ___ ___  | <b>g</b> ___ ___  |

|   |   |   |
|---|---|---|
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| ___ ___ ___   | ___ ___ ___   | ___ ___ ___   |



## Synthetic Phonics - Long Vowel (graphemes: ai a-e ay ea) /ae/ sound

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