

Introduction

Synthetic Phonics – Long Vowels - /oe/ Sound

Word list for completion...

Grapheme **oa** spelled words: *coach, poach, cloak, croak, groan, coast, roast, toast, throat*

Grapheme **ow** spelled words: *bow, mow, snow, throw, slow, blow, grown, shown, flow*

Grapheme **o-e** spelled words: *robe, globe, smoke, stroke, stove, those*

Vowel **oe** spelled words: *toe, foe, woe, hoe*

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 the target vowel sounds are shaded. For instance with the word (roast) ___ **oa** ___, the /oe/ vowel sound is shaded as a single indivisible grapheme and must always be considered as a whole unit, *not* as separate letters **o** and **a**. Again, this illustrates that the grapheme **oa** is a visual symbol for the /oe/ 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 **ao** st for **roast**, point to the correct spelling of **oa** and state, 'This is how the /oe/ 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 **coach**, **bow** and **robe**.' (Hold your finger under each word and go from left to right while reading each word.)

		
coach	bow	robe

Below each word box is a hand icon with the index finger pointing to the word, followed by a black arrow pointing to the right.

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

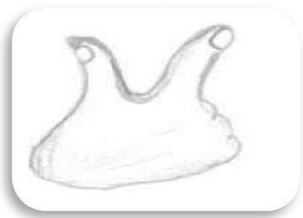
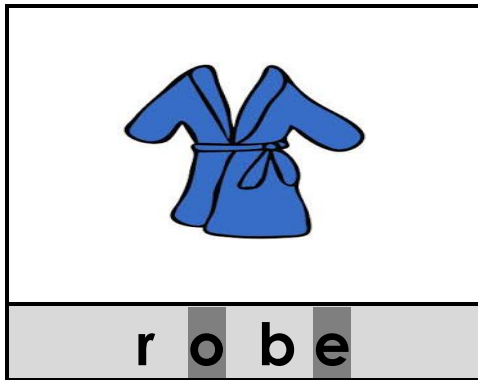
Teacher/Parent Script: 'The word **robe** has 3 sounds. The sounds are /r//oe/ and /b/. (Hold your finger under each **sound** this time, and go from left to right while sounding out each sound. It is important to say the letter sounds, *not* the letter names.)


r o b e

Below the word 'robe' are three hand icons, each with the index finger pointing to one of the letters: 'r', 'o', and 'b'.

Teacher/Parent Guide

Highlight the unique nature of split vowels. In our example the **o-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 **o** and **e** are the sound /oe/, even though they are split and in different positions of the word *robe*.



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 letters (point to **oa** for the word **coach**) makes the /oe/ sound.' ___ **oa** ___

Complete the 3 words: **coach**, **bow** and **robe**.

Teacher/Parent Script: 'Here are 3 ways to spell the sound /oe/. The /oe/ vowel in the word **robe** is called a digraph. The letter e goes to the end of the word, but it is still the /oe/ sound. In the word **coach**, the vowel /oe/ is written as **oa**. In the word **bow** the vowel /oe/ is written as **ow**, at the end of the word.'

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

Teacher/Parent Guide

		
— oa —	— ow —	— o — e

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 **coach**. The first sound is /k/. What is the vowel sound next to the /k/? 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 **ao** for **oa** in **coach**




Correction 1: Point to the misspelled word **caoch** and say, *'This is very close to the oa spelling, but the word says **coach**.'* Point to the **ao**. *'What do you need to do?'*




Error: Your child writes **o** for **ow** in **bow**.




Correction 2: Point to the misspelled word **bo** and say, *'The **o** can be a spelling for the /oe/ sound, but we don't use it at the end of words. For this word (bow) and at the end of other words with the /oe / we can use the spelling **ow**. What do you need to do to fix this?'*




All images sourced from Clip Art

Synthetic Phonics - Long Vowel (graphemes: oa ow o-e oe) /oe/ sound




		
coach	bow	robe




		
__ oa __	__ ow __	__ o __ e




		
__ ch	b __	r __ __




		
__ __	__ __	__ __

Synthetic Phonics - Long Vowel (graphemes: oa ow o-e oe) /oe/ sound



		
poach	mow	toe




		
oa	ow	oe




		
ch	m	t




		

Synthetic Phonics - Long Vowel (graphemes: oa ow o-e oe) /oe/ sound

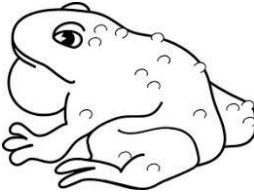


		
cloak	snow	smoke

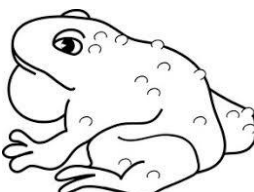


		
___ oa ___	___ ow ___	___ o ___ e

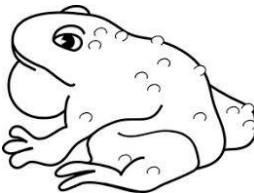


		
c ___ █ ___	s ___ █	s ___ █ ___ █

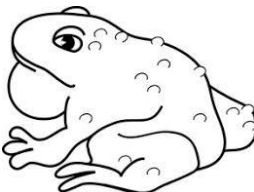


		
___ █ ___	___ █	___ █ ___ █

Synthetic Phonics - Long Vowel (graphemes: oa ow o-e oe) /oe/ sound


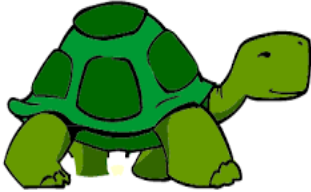

		
croak	throw	stroke


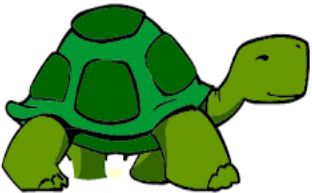

		
___ oa ___	___ ow ___	___ o ___ e


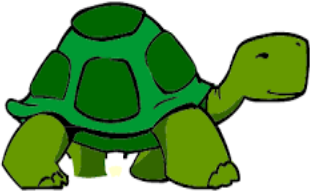

		
c ___ █ ___	th ___ █	s ___ █ ___ █


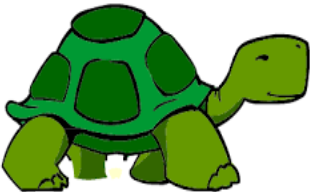

		
___ █ ___	___ █	___ █ ___ █

Synthetic Phonics - Long Vowel (graphemes: oa ow o-e oe) /oe/ sound




		
groan	slow	foe




		
___ oa ___	___ ow ___	___ oe ___




		
g ___	s ___	f ___




		
___	___	___

Synthetic Phonics - Long Vowel (graphemes: oa ow o-e oe) /oe/ sound



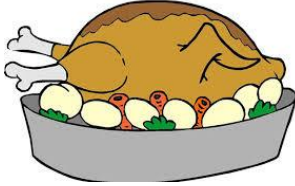
		
coast	blow	woe



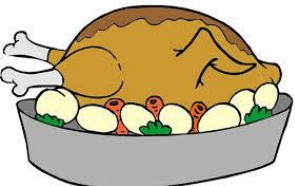
		
__ oa __	__ ow __	__ oe __



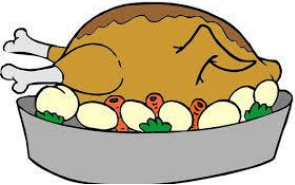
		
__ o __	__ l __	w __



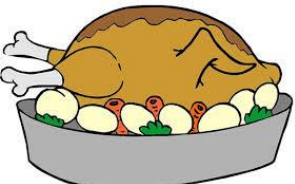
		
__ o __	__ o __	__ o __

Synthetic Phonics - Long Vowel (graphemes: oa ow o-e oe) /oe/ sound



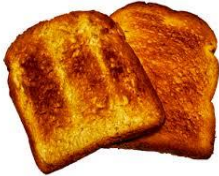
		
stove	grown	roast



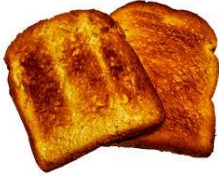
		
__ o __ e	__ ow __	__ oa __



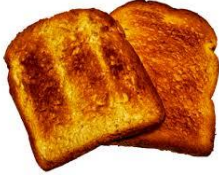
		
s _ _	g _ _	r _ _



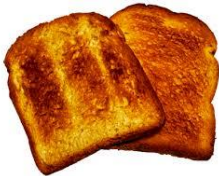
		
_ _ _	_ _ _	_ _ _

Synthetic Phonics - Long Vowel (graphemes: oa ow o-e oe) /oe/ sound




		
hoe	shown	toast




		
__ oe	__ ow __	__ oa __




		
h	sh	__ s __




		
__	__	__

Synthetic Phonics - Long Vowel (graphemes: oa ow o-e oe) /oe/ sound

		
throat	flow	those

		
___ oa ___	___ ow ___	___ o ___ e

		
th ___ █ ___	f ___ █	th █ ___ █

		
___ █ ___	___ █	___ █ ___ █