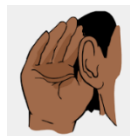


Previous learning - What I should already know:

Listening to:

- Environmental sounds.
- Instrumental sounds.
- Body percussion.
- Rhythm and rhyme.
- Alliteration.
- Voice sounds.
- Oral blending and segmenting



Everyday Words - What I should already know:

a	it	is	mum
dad	see	I	
my	the	go	to
	no		

Knowledge - What I need to know:

In this phase children are introduced to simple letter-sound correspondences.

As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words. For example, they will learn to blend the sounds s-a-t to make the word sat.

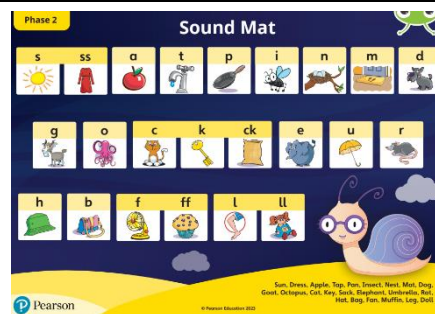
- To read VC/ CVC real words and alien words.
- To say initial sounds of objects.
- To read tricky words – the, to, I, no, go, into
- To read simple captions.
- To form letters correctly.
- To write simple VC and CVC words.

How can you help?

- Share and enjoy books with your child. Encourage them to infer from the pictures to develop their storytelling.
- Practise reading real and alien words.
- Learn the phase 2 phonemes with them.
- Encourage your child to write simple words using the phase 2 phonemes.
- Read stories and spot the phase 2 phonemes and everyday words.

Phase 2 Phonemes

Phase 2 Sound Mat							
s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	



Phase 2 Everyday Words

to	the	no
go	I	
into	her	

Vocabulary:

Syllables

Where a word can be broken down into different parts [el-e-phant, al-pha-bet]

Phonics

A method of teaching children to read by correlating sounds with symbols (letters/ groups of letters).

Phoneme

A single unit of sound which can be made using 1 or more letters e.g. 'b' 'ai' 'ee' 'igh'

Alliteration

Alliteration is where a group of words start with the same initial sound, such as sun, song, snake, star.

Blending

Putting the sounds in a word back together to read it.

Segmenting

The opposite of blending. Splitting a word into individual sounds, used for spelling and writing.

Sound Talk [blending and segmenting]

This is where children learn to hear all the sounds in words, not just the initial sound at the beginning. So, for example, to sound out the word cat, you would say "c-a-t". Immediately after you have done this, you have to merge the sounds together and say the whole word, for example "c-a-t, cat".

Decoding

Breaking down a word into different phonemes to help read.

Our Everyday Words

A word that cannot be decoded through phonics. "We see the word; we say the word."

Alien/Nonsense Words

Made up words to check phonic decoding skills, e.g., zane, snoap

Examples of activities:

Alliteration

Focus is on initial sounds of words. Activities include:

- I-Spy type games
- Match objects which begin with the same sound
- Play silly sentences – ‘a tall tin of tiny tomatoes’
- Odd one out – Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one [have the corresponding objects for the child to look at].
- Go on an object hunt around the house/garden to find things beginning with a particular initial sound.

Phase 2 Decodable Words

Can children read these words?

as	is	it
sat	tips	pans
pits	pin	cot
tins	dogs	neck
ticket	hugs	sunset
cliff	glass	dress

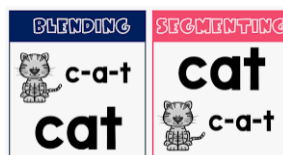
Real and Alien [nonsense] Words

Can children read these words?

gap	lap	bed
fap	uck	duss
it	bab	lot
can	gan	nap
mat	fuss	duck
doll	meck	puff

Oral blending and segmenting

This is the final stage, after children have had plenty of opportunity to develop their sound discrimination skills. The main aim is to develop oral blending (HEAR separate sounds in words, put together and say the word) and oral segmenting (SAY the separate sounds in a given words] skills.



Phase 2 Captions

Can children read and write these captions?

Pat a dog.	A nap in a cot.
A cat in a hat.	A kid in a cap.
A sad man.	A tin can.
A pin on a map.	Cats and dogs.
Pots and pans.	A red rug.
Dad and nan.	Get to the top.

Sound Buttons

Encourage your child to press underneath each separate sound, to develop their blending and segmenting skills [confidently identify the separate sounds in words].



Letter Formation



Ladder Letters l, i, u, t, y and j



One-Armed Robots n, m, h, k, b, p and r.



Curly Caterpillars c, a, d, e, s, g, f, q and o.



Zigzag Monsters v, w, x and z

Useful Websites:

Phonics Play

Games to help children practise their blending skills.

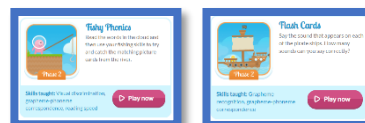
<https://www.phonicsplay.co.uk/resources/phase/2>



Phonics Bloom

Fun phase 2 games help children acquire the grapheme to phoneme correspondence and reading speed.

<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-2>



Rhyme

Activities include:

- Identify words that rhyme.
- Continue a rhyming string.
- Play rhyming bingo
- Play rhyming pairs with picture cards
- Read rhyming stories together

