

Phase 2

Week 1: s, a, t, p

Week 2: i, n, m, d

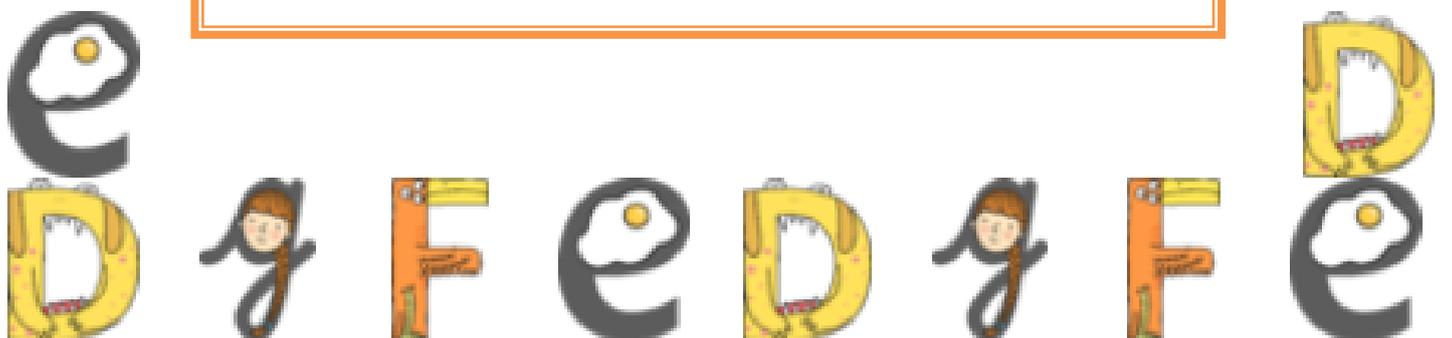
Week 3: g, o, c, k

Week 4: ck, e, u, r

Week 5: h, b, f, ff, l, ll, ss

Tricky words: I, no, go, to, the

Ideas taken from 'Letters and Sounds: Principles and Practice of High Quality Phonics
Primary National Strategy'



Practising letter recognition (for reading) and recall (for spelling)

Flashcards

Purpose:

- To say as quickly as possible the correct sound when a letter is displayed

Resources:

- Set of cards with a letter on one side and picture on the other (e.g. the letter **s** on one side and a picture of a snake shaped like an **s** on the other)

Procedure:

1. Hold up the letter cards your child has learnt, one at a time.
2. Ask your child to say the letter-sound with the action.
3. If your child does not respond, turn the card over to show the picture.
4. Sometimes you could ask your child to say the letter-sounds in a particular way (e.g. happy, sad, like a mouse, like a giant).
5. As your child becomes more familiar with the letters, increase the speed of presentation so that your child learns to respond quickly.

Quickwrite letters

Purpose:

- To write as quickly as possible the correct letter when given a sound

Resources:

- Small whiteboard, pen and wipe or pencil and paper

Procedure:

1. Say a letter-sound (with a picture and the action if necessary) and ask your child to write it, saying the letter formation patten as they do so (talking through how to form the letters).

Practising oral blending and segmentation

Georgie's gym

Purpose:

- To orally blend sounds together to make words

Resources:

- Soft toy

Procedure:

Use the soft toy to give instructions, 'Georgie says', for example:

1. Stand **u-p**.
2. Put your hands on your **kn-ee-s**, on your **f-ee-t**.
3. Put your finger on your **n-o-se**.
4. Bend one arm round your **b-a-ck**.

What's missing?

Purpose:

- To blend sounds together to make words

Resources:

- Set of any six CVC objects (e.g. **soap, pen, top, book, mug**)
- List of nine words to read out, which includes the six objects and three additional items (e.g. **bed, sheet, pill**)
- Soft toy (optional)

Procedure:

1. Pretext: you (or the soft toy) need to check that you have collected together all the items you need, which are written on your list.
2. Display the six objects.
3. Say one of the words on the list using sound-talk, ask your child to repeat it and then tell you what it is.
4. Your child should then look at the items in front of them to see if the object is there.

Teaching and practising blending for reading VC and CVC words

What's in the box?

Purpose:

- To orally blend sounds together to make words

Resources:

- Set of word cards (e.g. words containing week 1 and 2 letters e.g. **sat, pat, pin, tin, tap**)

- Set of objects or pictures corresponding to the word cards, hidden in a box
- Soft toy (optional)

Procedure:

1. Display a word card.
2. Sound talk the word one letter at a time and encourage your child to help you.
3. Ask the toy or a child to find the object or picture in the box.

Matching words and pictures

Purpose:

- To orally blend sounds together to make words

Resources:

- Set of word cards (e.g. words containing week 1 and 2 letters e.g. sat, pat, pin, tin, tap)
- Set of objects or pictures corresponding to the word cards, hidden in a box
- Soft toy (optional)

Procedure:

1. Lay out the word cards and picture cards on a table.
2. Ask your child to match the word cards to the pictures.

Buried treasure

Purpose:

- To motivate children to read the words and so gain valuable reading practice

Resources:

- About eight cards, shaped and coloured like gold coins, with words and nonsense words on them made up from letters your child has been learning (e.g. mop, cat, man, mip, pon, mon), buried in a sand tray
- Containers representing a treasure chest and a waste bin, or pictures of a treasure chest and a waste bin on large sheets of paper, placed flat on a table

Procedure:

1. Ask your child to sound out and read the words on the coin.
2. Sort the coins into the treasure chest and the waste bin, putting the coins with proper words on them (e.g. man) in the treasure chest and those with meaningless words (e.g. mon) in the waste bin.

Teaching and practising segmenting VC and CVC words for spelling

Full circle

Purpose:

- To orally blend sounds together to make words

Resources:

- List of words (Set1: **sat, sit, sip, tip, tap, sap, sat**) (Set 2: **pin, pit, sit, sat, pat, pan, pin**) (Set 3: **pot, pod, pad, sad, mad, mat, pat, pot**) (Set 4: **cat, can, man, map, mop, cop, cap, cat**) (Set 5: **leg, peg, pet, pat, rat, ran, rag, lag, leg**) (Set 6: **run, bun, but, bit, hit, him, dim, din, sin, sun, run**)
- Magnetic whiteboard and letters required for the set of words chosen.

Procedure:

1. Give your child a magnetic whiteboard and the appropriate letters for one game of 'Full circle'.
2. Say the first word (e.g. **sat**) and ask your child to make it with their letters.
3. Write **sat** on the whiteboard and explain that your child is going to keep changing letters to make lots of words and that when they make **sat** again, they may call out *Full circle*.
4. Leave **sat** written on the whiteboard throughout the activity.
5. Ask your child to sound-talk **sat** and then **sit** and then to change **sat** into **sit** on their magnetic whiteboards.
6. Ask them to sound-talk and blend the word to check that it is correct.
7. Repeat with each word in the list until the first word comes round again and then say *Full circle* with the your child.

Teaching and practising high-frequency (common) words

Look, say, cover, write

Purpose:

- To recognise tricky words
- To be able to spell tricky words

Resources:

- Set of tricky word cards (**I, no, go, to, the**)
- Paper
- Pencil

Procedure:

1. Show your child one of the cards and say the tricky word written on it.
2. Ask your child to repeat back the word.
3. Ask your child to copy the trick word onto a page

4. Hide the tricky word and ask your child to write the word again

Reading captions

Purpose:

- To recognise tricky words
- To be able to read tricky words on sight

Resources:

- Caption containing the tricky word to be learned

Procedure:

1. Read the caption, pointing to each word, then point to the word to be learned and read it again.
2. Write the word on the whiteboard or paper.
3. Sound-talk the word and repeat putting sound lines and buttons under each phoneme and blending them to read the word.
4. Discuss the tricky bit of the word where the letters do not correspond to the sounds the child knows (e.g. in **go**, the last letter does not represent the same sound as the children know in **dog**).
5. Read the word a couple more times and refer to it regularly throughout the day.

If you are after something a bit different why not try Phonics Play.

Phonics play

www.phonicsplay.co.uk

Phonics play has a lot of free online games for each phase of phonics. There are games for each aspect and many of them are online representations of the games suggested above.

