



Moving on from Phase 1 Phonics

Phase 1 phonics involves recognising sounds in the environment, with the aim being for children to be able to distinguish between everyday sounds as a precursor to learning specific graphemes and phonemes (letters and their spoken sounds).

In phase 2 pupils will learn:

- to recognise and make the corresponding sound for each grapheme they are introduced to.

Phase 2 Sounds

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

Key vocabulary

Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word.
Phoneme	The sound a letter or group of letters makes in a word- e.g in cat there are three phonemes 'c' 'a' 't'
Root word	A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes- acting- the root word is act.
Compound word	A compound word contains at least two root words- e.g whiteboard and bookshop
Vowel	The letters a,e,i,o,u
Consonants	Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u are vowels.
Homophone	Two different words are homophones if they sound exactly the same when pronounced.
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word- e.g teacher
Prefix	A prefix is added at the beginning of the word to alter the meaning of the word- e.g disappear
Etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.
Morphology	A word's morphology is its internal make-up in terms of root words and suffixes or prefixes.
GPC	Grapheme Phoneme Correspondence

Phase 2 High Frequency and Common Exception Words

It is expectation that by the end of phase 2 pupils will be able to read

an	dad	mum
as	had	at
back	if	and
in	get	is
big	it	him
of	his	off
not	on	got
can	up	

the following high frequency (decodable) words fluently.

a the to l no go

How can you support their phonics practice?

Your child should practise reading their school book each night. This will contain sounds that they have been taught in school. The front of each book will contain sounds to practice and key words that the children may encounter in the text. The rear of the book suggests fluency and extension activities to do after reading.

The following strategies are appropriate for this phase:

Hunt for objects that all begin with the same letter. You could gather the objects practically or play games like 'eye spy'. Additionally hunt for letters in the environment, this might be on signs, food packaging or in books and comics.

Sound hunt

Use robot talk to help your child sound out words that they encounter. Say each sound individually e.g i-n, or s-a-t. This strategy will enable your child to hear each sound in a word and help them to then blend and read it.

Robot talk

Encourage your child to form the shape of the letters they have learnt. This could be by: drawing them in the air, writing in sand or foam with their fingers, using pebbles or shells to create the letter shape, or using brightly coloured pens/pencils on paper.

Writing