

Tricky words

Your child will need to read these words on sight.
You cannot blend the sounds!

the, to, I, go, no, to, into,

he, she, we, me, be, her



Top tip - Blu-tac these words to the fridge, bathroom wall, room door etc. and read each day.

Things to try at home

Magnetic letters – these can be used on your fridge. Encourage your child to find the letters (graphemes) they have been learning.

Have fun making words – blend the sounds together, e.g. it, up, am, and, top, dig, run, met, pick. As you find the letters, say them out loud: a-m = am, m-e-t = met.

Break words up – now do it the other way round. Read the word, break the word up and move the letters away, saying met = m-e-t.

Spelling is harder than reading words

Whiteboards and pens are a fun way for children to try out spellings and practice their handwriting.

A parents' guide to phase 2

The aim of this booklet is to give you a clear picture of how your child will learn to read using phonics and word recognition. It will give you ideas of how you can support and encourage your child at home to become a confident reader.

Work with your child's teacher to help them to be 'super readers and super spellers!'

Phonics is about children knowing how letters link to sounds

Top tip - From a very early stage, children develop an awareness of different sounds in spoken language. They develop an understanding that spoken words are made up of different sounds.

'c' as in cat, 'll' as in fell, 'ee' as in sheep



When you are out and about, help them to say the sounds in the words, e.g. c-a-t, sh-ee-p. This is called oral blending.

Key vocabulary

Your child will be using some vocabulary which may be new to you. Here are some examples:

A phoneme - the individual sounds in a word
e.g. c-a-t = c a t

A grapheme - the letter or letters that represent the phoneme
e.g. c-a-t = cat



Segmenting - breaking up words into their individual sounds (phonemes) so that we can spell a Word



e.g. sock = s-o-ck

Blending - putting individual sounds (phonemes) together so that we can read a word
e.g. s-o-ck = sock

GPC- Phoneme-grapheme correspondence – relationship between a sound (phoneme) and written symbol (grapheme).

Digraph - Two letters which together make one sound,
e.g. sh, ch,, ng, th.

Try this at home - What's in the box?

Place 'post its' with simple words on, into a box or bag. Children choose a word, sound talk it and blend the sounds to read the word. They could then match this to a picture or an object. This game can be adapted to segment a word. Children choose a picture from the box, sound talk it, they could match it to a word, or have a go at writing the word.

Phase 2

The sounds are taught in groups and children can begin to read words after only 3 days!! - **WOW**

Here are the letters/ sounds and the order that they will be taught:

Set 1 - **s, a, t, p**

Set 2 - **i, n, m, d**

Set 3 - **g, o, c, k**

Set 4 - **ck, e, u, r**

Set 5 - **h, b, f, l**

Set 6- **ff, ll, ss, j**

Set 7- **v, w, x, y**

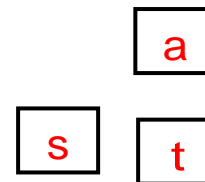
Set 8- **z, zz, qu, words ending in s, ch**

Set 9- **sh, th, ng, nk , words ending s (z)**

Ways you can support your child at home

Splat the letter!

Write graphemes on individual pieces of paper/post its, you say a letter sound and your child splats the correct grapheme with a fly swat!



Can you think of a word that begins with s?

sun
sat
sock