



Phonics- Phase 2 Activities

- Please check your child's Learning Journey for their Phonics targets to see which Phonics activities they should be doing, or just email us to ask: [Mrs Timmins email](#) or [Mrs Rudge email](#).
- Your child's target might be to continue learning the Phase 2 sounds (s a t i p n etc). **If so, please continue with these PHASE 2 activities below.**
- If your child's target is to continue learning to read and write simple words or if they are reading a reading book at home, **please open the PHASE 3 document.**

There are 3 activities for you: 1. Orally Blending and Segmenting, 2. Learning to read blended (2 letter) letter sounds and 3. Writing blended letter sounds

1. Orally Blending and Segmenting

For the next few weeks we are continuing working on *orally* blending and segmenting sounds and words. This is an essential stage to achieve before children can start to *read* blended letters and sounds:

Segmenting means, saying words out loud, broken down into the sounds that make up the word, e.g. cat is segmented into “c – ahh – tt”. Ask, “Which sounds can you hear in **cat**?” Answer, “I can hear c, ahh, tt”.

Blending means saying words out loud by running together or blending together the sounds that make up a word e.g. c – ahh – tt blended together makes “cat”. Ask, “What word is this? **c ahh tt**?” Answer, “It’s cat”.

Remember: these oral blending and segmenting activities are about hearing and saying sounds in words – this is not about knowing the written letter (the ‘grapheme’) that matches the sound, nor is it about trying to read the sounds.

Here are some fun activities to help with blending and segmenting:

1.1. Sound out things they want

You could encourage your child to sound out things they need to ask you for, e.g. “Can you do up my z-i-p please?” or “Can I have a b-is-cuit?” You could do this yourself as well when you ask them if they want something, “would you like some m-i-lk?”, “What do you want for t-ea?”.

Show your child these pictures below and see if they can segment the name of each one. E.g. b-oo-t for boot, c-oa-t for coat:

Ask your child to segment the name of each of these items (e.g. b -oo- t):



1.2. Making cakes!

Similar to activity 1, you could use this fairy cake recipe with your child and break up some of the words in the instructions and ingredients into syllables and sounds. Your child will need to blend the words back together to follow the steps!

e.g. Please pass me the “su-gar” (make sure you say the syllables the same as they sound in the word, i.e. shu-gah)

Now we add the fl - ou - r

You need to st - ir the mix. Use a sp-oo -n etc.



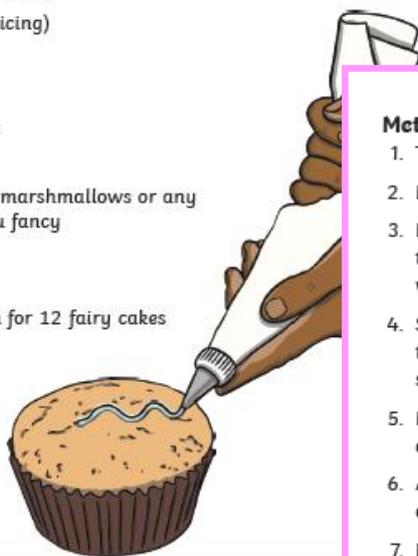
Fairy Cakes

Ingredients

100g caster sugar
100g softened butter (for cakes)
200g softened butter (for icing)
100g self-raising flour
2 eggs
1 teaspoon vanilla extract
200g icing sugar
Food colouring, sprinkles, marshmallows or any other decorations that you fancy

Equipment

Oven
Fairy cake tray with room for 12 fairy cakes
12 fairy cake cases
Large mixing bowl
Small mixing bowl
Wooden spoon
Fork
Icing bag



Method

1. Turn the oven on at 180°C or gas mark 4.
2. Put a paper fairy cake case in each hole of your fairy cake tray.
3. Put the sugar and 100g of butter in the large mixing bowl and mix it together. The butter needs to be soft so that you can really work it together with the sugar. It should be fluffy and creamy once combined.
4. Sift the flour into the bowl. This gets rid of any horrid lumps and make the flour nice and airy so you have light fairy cakes. Fold the flour into the sugar and butter.
5. Break the eggs into the small mixing bowl. Fish out any bits of shell that accidentally drop in and whisk the eggs together with a fork.
6. Add the vanilla extract and the eggs to the butter, sugar and flour mixture and mix together.
7. Divide the cake mixture out evenly between the 12 fairy cake cases.
8. Put the tray in the oven for 20 minutes. The fairy cakes should be golden once cooked.
9. Whilst the fairy cakes are cooking, wash and dry the large mixing bowl. Add the remaining 200g of softened butter to the bowl. Sift the icing sugar into the butter and mix together. The icing should be smooth and creamy. You can add a drop of food colour at this point if you want coloured icing.
10. Put the icing into the bag, ready to ice the cakes.
11. Once the fairy cakes have cooked, let them cool completely in the tray. When the cakes are cool, pipe the icing onto each fairy cake. Letting the cakes cool fully stops the icing from melting!
12. Decorate the cakes with your choice of sweets and sprinkles!
13. Serve your yummy fairy cakes and enjoy!



1.3. Bead Slide

Continuing the bead slide from last week. The bead slide is a fantastic tool to use when teaching the phoneme segmentation. They are so simple to make. You say a word and the child moves the bead for every sound they hear in the word. Below is a picture of what a bead slide looks like and a list of words you could try together.



Words with 2 Phonemes (2 sounds)

- am a-m
- ash a-sh
- at a-t
- tea t-ea
- pay p-ay
- tie t-ie
- up u-p
- zoo z-oo

Words with 3 Phonemes

- and a-n-d
- ant a-n-t
- bet b-e-t
- bed b-e-d
- bug b-u-g
- book b-oo-k
- beach b-ea-ch
- cat c-a-t
- cup c-u-p
- pig p-i-g

Words with 4 Phonemes

- crab c-r-a-b
- flag f-l-a-g
- lamp l-a-m-p
- post p-o-s-t
- sand s-a-n-d
- float f-l-o-a-t
- drop d-r-o-p
- stop s-t-o-p

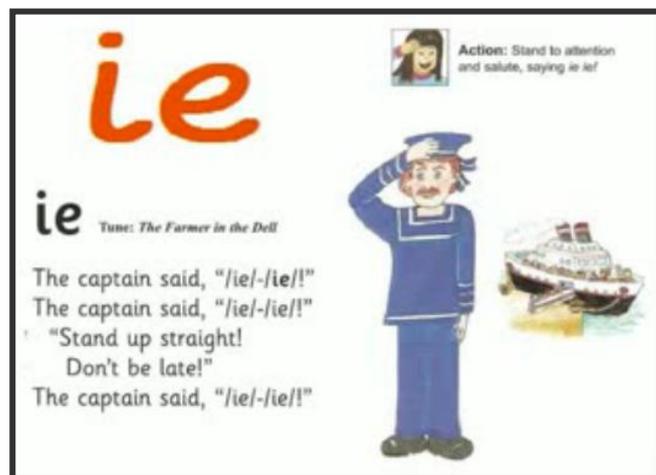
2. Learning to read blended letter sounds

Blends are two letter sounds put together to make an individual/single sound. For example when you see ie together we don't say 'i' 'e' anymore it becomes the "ie" sound as in tie, t-ie.

wc 29 June: 'ie'

This week we will learn 'ie'. The link below contains all blends that you are learning. The ie sound is at 3 mins 11 seconds if you want to fast forward. Please practise the ie sound everyday and remember to revise the last set of blends too (ai and oa):

<https://www.dailymotion.com/video/xuidg1>



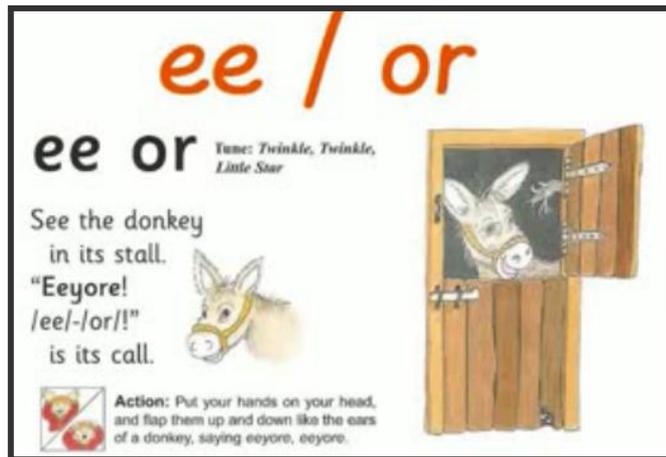
Next, show this picture to your child and say each of the words shown by the pictures together. See if they can **hear** which ones have the 'ie' sound. Then point to the words and see if they can **see** the 'ie' digraph in any of the words:



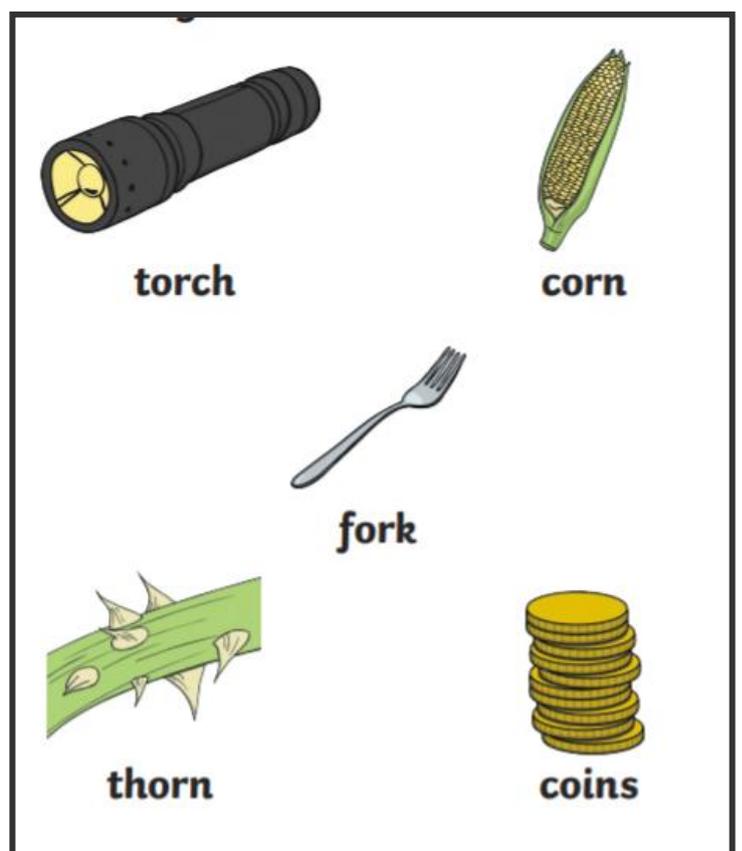
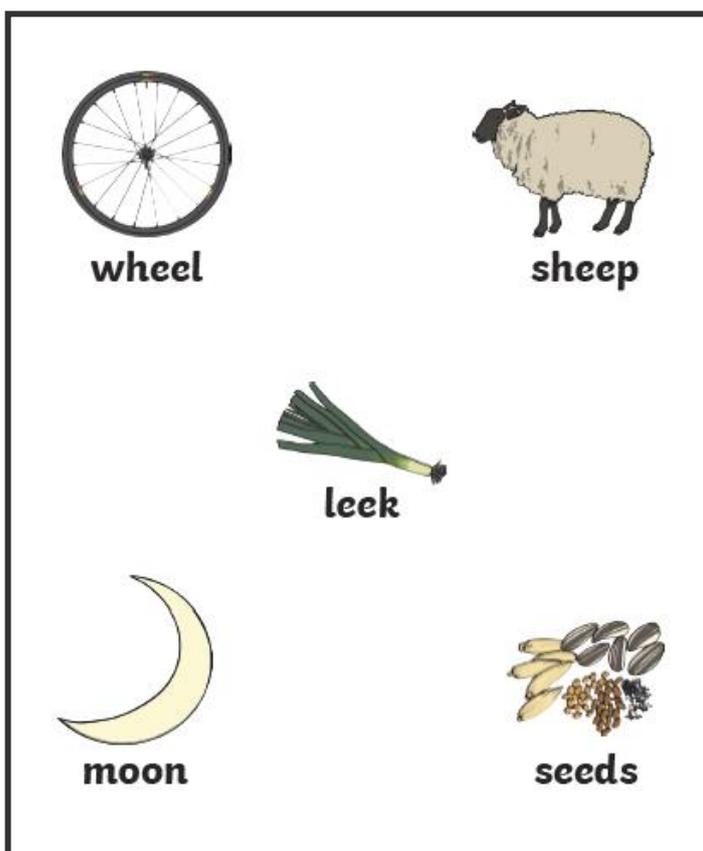
2.2 wc 6 July: 'ee' and 'or' activities

This week we will learn 'ee' and 'or'. Jolly phonics puts these two blends together as they teach it using a donkey sound! ee or, ee or!! The link below contains all blends that you are learning. The ee and or sounds are at 2 mins 56 seconds if you want to fast forward. Please practise the ee and or sounds everyday and remember to revise the last set of blends too (ie, ai and oa):

<https://www.dailymotion.com/video/xuidg1>



Next, show each of these pictures to your child and say each of the words shown by the pictures together. See if they can **hear** which ones have the ee/or sound then point to the words and see if they can **see** the ee/or digraph in any of the words:



3. Writing blended letter sounds

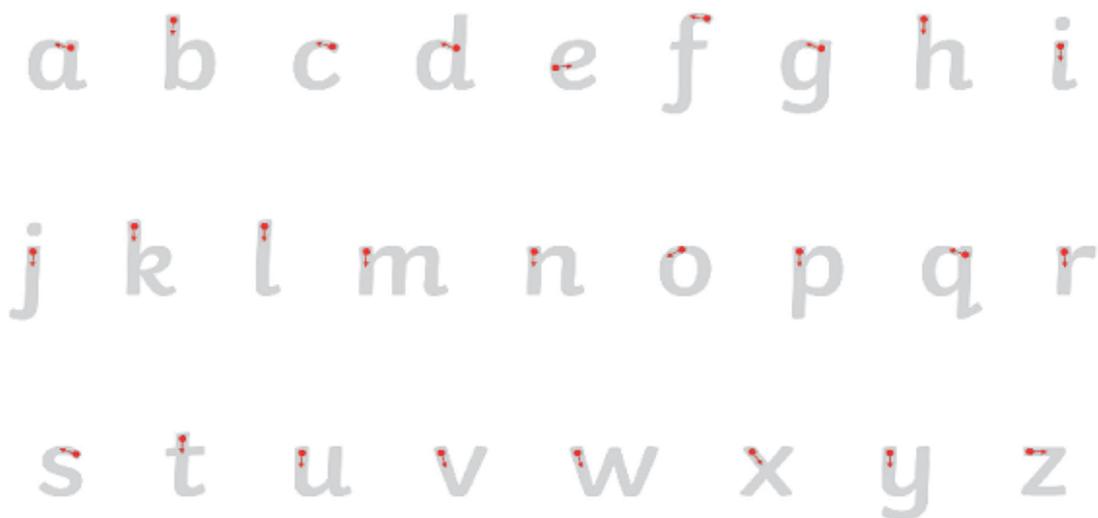
As they grow in confidence recognising each blend, try getting them to write down the letter sound using felt tip pens, chalks, crayons or drawing it out in sand, shaving foam, bath bubbles. Have a look at the link on the main page for more mark making ideas ([Mark Making Ideas](#)).

Wc 29 June try writing the blend ie: *ie*

Wc 6 July try writing the blends ee and or: *ee* *or*

When writing letter sounds, please only form lower case letters (not capitals). This video shows how to form each letter – [click here](#). See below for the correct formation of letters – start on the red dot and follow the direction of the arrow when you are writing a letter sound with your child:

Letter Formation Practice Sheet



This video shows how each letter is formed: [Handwriting Video](#)

**Any questions please email to us at:
[Mrs Timmins email](#) or [Mrs Rudge email](#)**

**Or send your pictures to us in a message on ClassDojo.
If you aren't on ClassDojo yet, please [email](#) so we can send you the link.**