



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 working on orally blending and segmenting sounds and words:

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

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

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 great activities to help with blending and segmenting:

1.1. Breaking Up Words

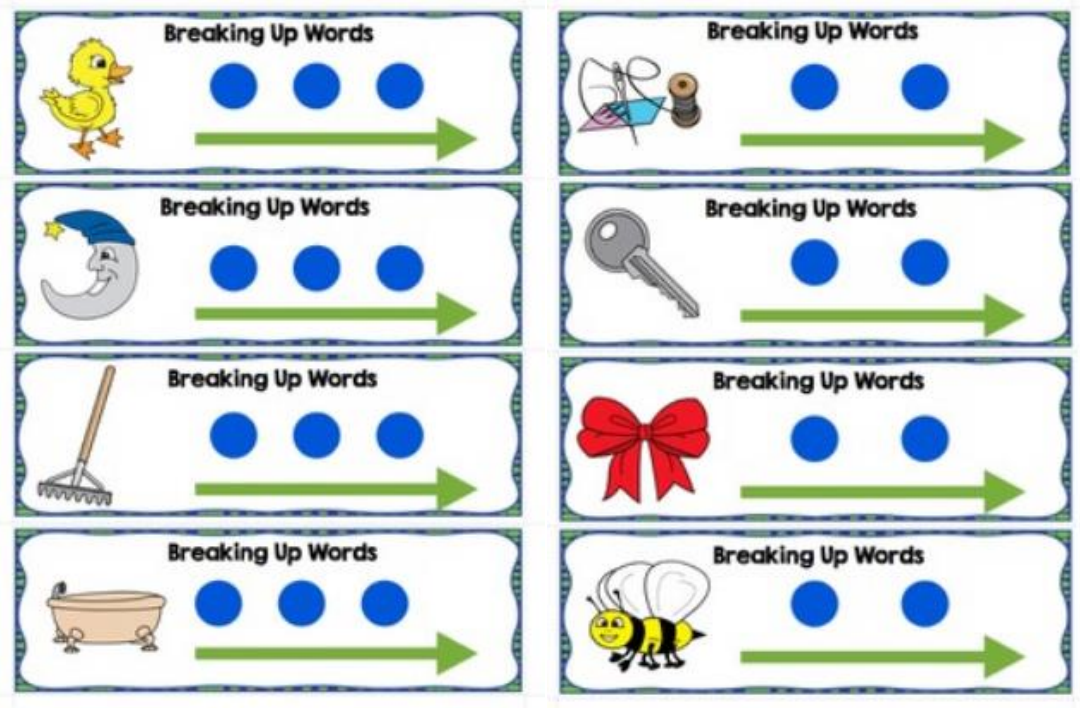
This activity has a one-to-one correspondence with the dots on the card and the number of sounds in the word. Be sure to provide a lot of modelling and practice at the start. You can gradually decrease the amount of prompting you provide. You can make your own cards by adding dots underneath the words.

Here are some examples of cards you can make at home. Remember your child doesn’t have to know what the letters look like yet. It is identifying the sounds they can hear that is important (this is why the sounds shown below are often not the same as how the word is spelt).

On the first card below you will see a picture of a bird and 3 dots. This means there are 3 sounds in the word bird. The child should say “b” “ir” “d”.

The next picture is the moon. There are 3 dots showing there are 3 sounds in the word. The child should say “m” “oo” “n” “moon”.

Continue on through the cards. Help your child identify how many dots there are and therefore how many sounds are needed for each word: e.g. b- ee, b – ir – d, etc:



1.2. Bead Slide

The bead slide is a fantastic tool to use when teaching the phonemic awareness skills of 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

1.3. Race Car Blending

This is a great activity for combining blending and segmenting together. Children can use their cars and drive over the letters slowly while saying the sounds. They eventually speed up so that the word is blended at a normal speed. Just remember that the goal is to teach oral blending and not so much knowing the names of the letters/sounds. So, you'll likely have to provide the sounds before beginning the activity if your child is unsure.



2. Learning to read blended letter sounds

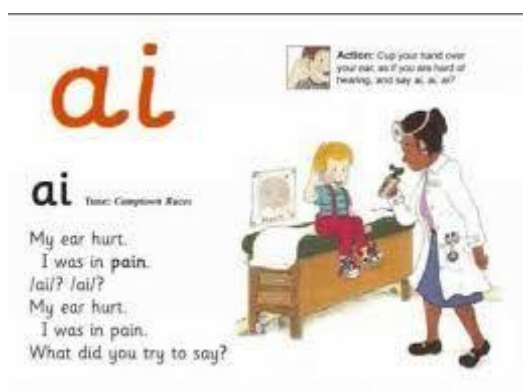
Please practise the above games and activities. They are needed to ensure progression onto the next phase. As well as the above we will begin to learn blends. Blends are two letter sounds put together to make an individual/ one sound. For example when you see ai together we don't say 'a' 'i' any more it becomes ai sound as in t-ai-l.

This week we will learn 'ai'. The videos below are great to learn how to say the sounds. Have a go at reading the words below. The link below contains all blends that you can learn for the next few weeks.

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

wc 15 June: 'ai' activities

wc 22 June – new blend activities online next week

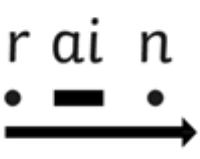

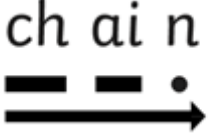

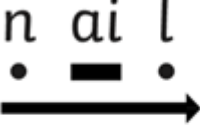

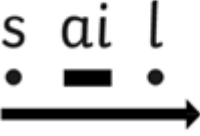

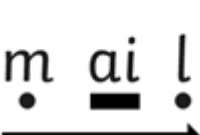

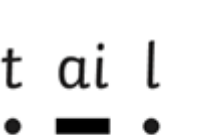



Great videos on 'ai':

<https://www.youtube.com/watch?v=sW8dD0-l31k>

<https://www.youtube.com/watch?v=JDzpV3jFefs>

<https://www.youtube.com/watch?v=K-vehzhMSEg>

r ai n  	
ch ai n  	
n ai l  	
s ai l  	
m ai l  	
t ai l  	

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](#)).

This week try writing the blend ai: *ai*

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.