

# **Phase Two Phonics Knowledge Organiser**



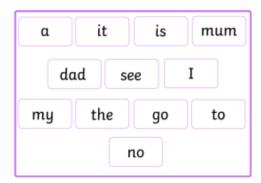
# Previous learning - What I should already know:

Listening to:

- Environmental sounds.
- Instrumental sounds.
- Body percussion.
- Rhythm and rhyme.
- Alliteration.
- Voice sounds.
- Oral blending and segmenting

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### Everyday Words - What I should already know:



# Knowledge - What I need to know:

In this phase children are introduced to simple lettersound correspondences.

As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words. For example, they will learn to blend the sounds s—a—t to make the word sat.

- To read VC/ CVC real words and alien words.
- To say initial sounds of objects.
- To read tricky words the, to, I, no, go, into
- To read simple captions.
- To form letters correctly.
- To write simple VC and CVC words.

# How can you help?

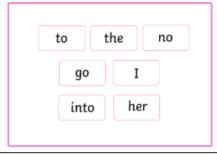
- Share and enjoy books with your child. Encourage them to infer from the pictures to develop their storytelling.
- · Practise reading real and alien words.
- Learn the phase 2 phonemes with them.
- Encourage your child to write simple words using the phase 2 phonemes.
- Read stories and spot the phase 2 phonemes and everyday words.

### **Phase 2 Phonemes**

Phase 2 Sound Mat								
s	a	+	р	i	n	m	ď	
9	0	С	k	ck	e	u	r	
h	Ь	f	ff	- 1	=	SS		



# Phase 2 Everyday Words



### Vocabulary:

### **Syllables**

Where a word can be broken down into different parts [el-e-phant, al-pha-bet]

### **Phonics**

A method of teaching children to read by correlating sounds with symbols (letters/ groups of letters).

#### Phoneme

A single unit of sound which can be made using 1 or more letters e.g. "b' 'ai' 'ee' 'igh'

### Alliteration

Alliteration is where a group of words start with the same initial sound, such as sun, song, snake, star.

### **Blending**

Putting the sounds in a word back together to read it.

### Segmenting

The opposite of blending. Splitting a word into individual sounds, used for spelling and writing.

### Sound Talk [blending and segmenting]

This is where children learn to hear all the sounds in words, not just the initial sound at the beginning. So, for example, to sound out the word cat, you would say "c-a-t". Immediately after you have done this, you have to merge the sounds together and say the whole word, for example "c-a-t, cat".

### **Decoding**

Breaking down a word into different phonemes to help read.

# **Our Everyday Words**

A word that cannot be decoded through phonics. "We see the word; we say the word."

### Alien/Nonsense Words

Made up words to check phonic decoding skills, e.g., zane, snoap

# **Examples of activities:**

### Phase 2 Decodable Words

Focus is on initial sounds of words. Activities include: | Can children read these words?

Alliteration

- I-Spy type games
- Match objects which begin with the same sound
- Play silly sentences 'a tall tin of tiny tomatoes'
- Odd one out Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one [have the corresponding objects for the child to look at].
- Go on an object hunt around the house/garden to find things beginning with a particular initial sound.

#### it is as sat tips pans pits pin cot tins dogs neck ticket hugs sunset cliff glass dress

# Real and Alien [nonsense] Words

Can children read these words?

lap	bed	
uck	duss	
bab	lot	
gan	nap	
fuss	duck	
meck	puff	
	uck bab gan fuss	

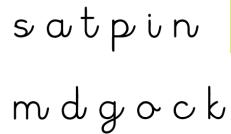
### Oral blending and segmenting

This is the final stage, after children have had plenty of opportunity to develop their sound discrimination skills. The main aim is to develop oral blending (HEAR separate sounds in words, put together and say the

word) and oral segmenting [SAY the separate sounds in a given words] skills.



In school we follow the Letter Join Handwriting Scheme. Through this we teach the children how to use exit lines on their letters. We will be focusing on the Phase 2 sounds but will also teach them various other letters during this time.



### Phase 2 Captions

Can children read and write these captions?

Pat a dog.	A nap in a cot.		
A cat in a hat.	A kid in a cap.		
A sad man.	A tin can.		
A pin on a map.	Cats and dogs.		
Pots and pans.	A red rug.		
Dad and nan.	Get to the top.		

# **Useful Websites:**

### **Phonics Play**

Games to help children practise their blending skills. https://www.phonicsplay.co.uk/resources/phase/2







### **Phonics Bloom**

Fun phase 2 games help children acquire the grapheme to phoneme correspondence and reading speed.

https://www.phonicsbloom.com/uk/game/list/phonicsgames-phase-2





### **Sound Buttons**

Encourage your child to press underneath each separate sound, to develop their blending and segmenting skills [confidently identify the separate sounds in words].



### Rhyme

#### Activities include:

- Identify words that rhyme.
- Continue a rhyming string.
- Play rhyming bingo
- Play rhyming pairs with picture cards
- Read rhyming stories together





