

# Villiers Primary School



## Letters and Sounds

## Phase 2 Activity Ideas

## Phase 2 Activity Ideas

<i>Teaching a letter</i>	
<p>A new sound! (pg.51 L&amp;S)</p> 	<p>Prepare a picture or an object that begins with the focus sound (for example a snake for 's'). Hide it behind your back then exaggerate the initial sound as you show the children the object (e.g. hissing sound if using a snake). Then say the name of the object (sssssssnake). Repeat the sound and other words that contain/start with the phoneme – include children's names too if possible. See if children suggest other words with the sound – do not ask them.</p> <p>Write the focus sound on the board for children to see – point to it and say the sound – children to repeat as you do. Point to the object and say the sound and back to the grapheme and repeat. Hide the object and flashcard behind your back – when children see the object they say the name of it and when they see the grapheme they say the sound. Play the game until children are confident. Practise air writing the sound – children to use both index fingers. Ask them to then trace it on the carpet with their fingers/ on partners back. Finally write it on whiteboards or paper.</p>
<i>Recognition (for reading)</i>	
<p>Flashcards (pg.53 L&amp;S)</p> 	<p>Have a set of flashcards ready that match the graphemes previously taught. Hold the cards up one at a time and ask the children to say the sound together in chorus. Vary the way the children respond – happy/ sad/ bossy/timid. Increase the speed as you go so that the children learn to respond quickly. Could also use IWB to display individual sounds instead of flashcards or point to sounds on the sound charts.</p>

### Swat the grapheme



Split the group into two groups and display flashcards on the carpet or another area. Ask the children to stand around the flashcards in their teams and the first person in each one to hold the fly swatter. Teacher to say a sound/word and the children will try to swat the correct flashcard first. The winner will get to keep the flashcard and go to the back of the line – continue until all children have had a go. Team with the most flashcards will win at the end. Children will keep their flashcards and return to their tables and practise writing their chosen grapheme/word.

### Pass the sound



Children line up in two teams and the person at the front begins by passing a sound card along the line. Each child has to say the sound until it gets to the final person – they then have to say a word that begins with the sound and run to the front of the line. This continues until all sounds have been passed along and all children have participated. The team who completes their sound cards first wins the race.

### Honk and hurdle



Set up a few hurdles for the children to jump over in a safe space. Place a pile of sound flashcards at the end of the hurdles. Children will line up behind the first hurdle and take it in turns to jump over them. When the first child gets to the end they will pick up a flashcard and hold it up for the rest of their team to see. The child at the front of the line will then say the sound out loud and think of a word using that grapheme. If the child gets it right then the one holding the flashcard honks their nose and runs to the back of the line. Repeat until all children have participated.

### Monster Munch!



Using envelopes and pieces of paper, teacher to set up appropriate graphemes on the envelopes with monster faces and matching graphemes onto the pieces of paper. Children to choose one of the pieces of paper and say the sound that they have. They will then feed it to the correct monster saying the sound again as they place it in the envelope. Repeat until all pieces of paper have been eaten by the monsters.

### Phonics hopscotch



Draw a variety of hopscotch on the playground floor with chalk and write graphemes into each square. The children will take it in turns to jump through the hopscotch and will say each sound as they jump into that square. Rotate children and allow them to explore the variations that have been drawn.

### Pirates and sailors

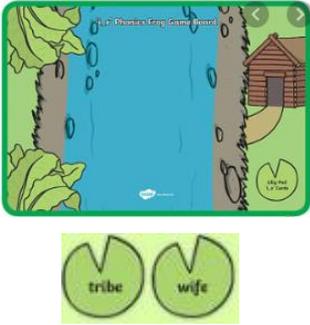
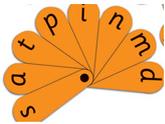


Set out 10-15 hoops as islands. Place a picture of an object that begins with target sounds into each hoop and have enough sound flashcards for 3 per child. Choose 2 children to be pirates and the rest will be sailors. The sailors will run around the space placing their sound card into the corresponding hoops but the pirates will also be running around taking the sound flashcards out of the hoops and dropping them back in the sea (the space between each hoop). The team with the most amount of cards in the hoops or at sea at the end of the game will win.

### Musical Chairs



Arrange chairs back to back and place a sound card on each chair, play the music and ask children to walk around the chairs in a circle. When the music stops tell the children to stop pick up a sound card, say it out loud and sit down. Begin again by asking children to stand up and place the sound card

	<p>back down and start the music again. Do this a few times ensuring children end up at a different sound. Extend it so that children will then take their sound back to their whiteboards and practise writing their sound (and words with that sound in).</p>
<p>Fishing for Phonemes!</p> 	<p>Using a 'pond' full of little 'fishes' children will use a magnet on a rod to fish for the phoneme the teacher says. Or the children can fish for a phoneme and once they have caught one they can tell the teacher the sound that they have found. They can then practise writing the sound on a whiteboard/paper. Once one sound has been correctly pronounced/written, children can place that fish back in and find another. This can be extended to build words if possible, teacher to say a CVC word and children fish out the sounds needed to spell the word correctly.</p>
<p>Lily pad leap</p> 	<p>Teacher to set up a 'river' across the classroom with a variety of lily pads along the river. Children will take it in turns to leap on a lily pad – say the sound/word as they land on it and then jump to the other side. If the child says it correctly they get 1 point but if they are incorrect they must go back to the other side of the river and try again. Children will listen to one another and act as 'mini-teachers' to check for correct pronunciation.</p>
<i>Recall (for spelling)</i>	
<p>Letter fans (pg. 54 L&amp;S)</p> 	<p>Print appropriate letter sounds on fans. Children to listen carefully to the letter sound spoken by teacher and they need to identify that sound – holding it up to show that they've found it. Begin with one fan and extend to two or three fans to build VC and CVC words.</p>

Play the ray



Draw the shape of a simple sun and at the end of each ray write a grapheme that has been covered. A bottle top will be placed in the middle of the sun and children will listen to the word that has been said by the teacher. Children will identify the sounds that they can hear and then move the bottle top to each sound in order to spell the word. Can be adapted to children matching the phoneme spoken by the teacher to the correct grapheme.

Bottle top phonics



Teacher to set out picture cards that represent CVC words (phoneme frames underneath them) and bottle tops that have a range of graphemes on them. Children to look at a picture card and think of the word that matches it. They will then need to identify the initial sound and find it on a bottle top – placing it onto the phoneme frame. They will then find the next graphemes to complete the word and blend them together to read.

Phonics Pad



Children to have an example iPad that has a range of graphemes on the keyboard area. Children will listen to a word being said by their teacher and they will then have to press the corresponding keys to match each phoneme. As they press each sound the children will have to write it on the screen area so that they can build the given words. Encourage correct formation of letters and recap each word to ensure correct graphemes used.

*Oral blending*

Georgie's Gym  
(pg.56 L&S)

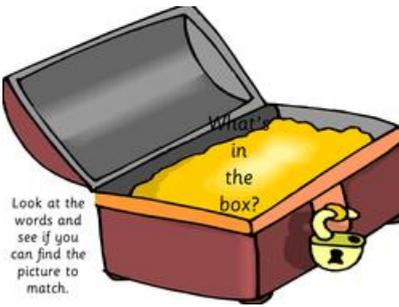


s-i-t  
s-t-a-n-d  
j-u-m-p  
s-p-i-n

Soft toy can be used as 'Georgie' and children follow the instructions that Georgie says. Segment part of the instruction to encourage children's blending skills - For example – 1. Stand u-p , 2. Put your

	hands on your f-ee-t / kn-ee-s 3. Touch your h-air
<p>What's missing? (pg. 56 L&amp;S)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>d-o-g</p> </div> <div style="text-align: center;">  <p>c-u-p</p> </div> <div style="text-align: center;">  <p>h-a-t</p> </div> </div>	<p>Gather a set of six CVC objects (can be from the role-play area). Create a list of those CVC objects plus 3 more that are not there. Teacher to say one of the objects using sound-talk and children to repeat it and tell their partner. The children look at the objects to see if it is there. Repeat for other objects.</p>
<i>Oral segmentation</i>	
<p>Pack for a picnic (pg. 57 L&amp;S)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>soap</p> </div> <div style="text-align: center;">  <p>mouse</p> </div> <div style="text-align: center;">  <p>cake</p> </div> <div style="text-align: center;">  <p>jam</p> </div> </div>	<p>Using a teddy and images of a variety of items – tell the children that teddy is going for a picnic and needs their help to know what to take in his basket. Children to choose an item one at a time and sound talk it – do they need it? If so put it in the basket (or container) if not put it to one side. Continue until everyone has had at least one turn. Activity sheet could be set up for children to complete independently selecting items to put into the basket.</p>
<i>Blending for reading</i>	
<p>Sound buttons (pg. 58 L&amp;S)</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Display a VC word (it, up, etc.) and draw sound buttons underneath. Teacher to sound talk and say the word. Children to listen as teacher sound talks the word again and then children say the word. Move onto the next word – teacher sound talks and children tell their partner the word.</p> <p>Repeat with CVC words. Then ask children to sound talk a CVC word – teacher repeats sound talk and children to say the word. Repeat without teacher involvement so children segment and blend each word.</p>
<p>What's in the box?</p>	<p>Set of word cards and pictures/objects corresponding to those hidden in a box. Teacher to show a word card – children to</p>

(pg. 59 L&S)



blend the sounds together then find the object or picture in the box. Place them on the carpet or table area next to each other to show the matching pairs. Ensure enough objects for each child to take a turn.  
Variation 1 – Attach the pictures to a whiteboard or have objects on display. Display a word card and children to practise blending and place the word card next to the corresponding picture/object.  
Variation 2 – Children sit in two lines opposite each other. One side has word cards, the other has the pictures. Children take it in turns to read their words or sound-talk their object to their partner. They will all then show their cards and one line will then stand up and walk to the child that matches theirs.

Matching word cards and pictures  
(pg. 60 L&S)



Can be an independent activity. Teacher to provide children with word and picture cards. They will practise segmenting and blending the words to find the matching picture. Children can use string to match them or cut and stick to show the pairs.

Buried Treasure  
(pg.60 L&S)



Need word cards (real and nonsense) in the shape of golden coins, treasure chest and a waste bin. Coins will be hidden in a sand tray and the children will dig for the 'treasure'. Once they have found a word card they will then sound-talk and blend to read the words. If it is a real word they place it in a treasure chest or if it is a nonsense word it will be placed in the waste bin.

Hula hoop sound



Place sound cards in 5 or more hoops and have word cards ready that contain those graphemes. Children will read a word card and run to the hoop that contains the correct grapheme to match their word. This can be turned into a team

	<p>game and children will take it in turns to read their card and race to the correct hoop.</p>										
<p>Phonics Stargazing</p> 	<p>Set up a tray with rice that has been dyed using black food colouring. Stick some stars underneath the rice that contain words on them with the focus grapheme. Using a kitchen roll tube children will search through the rice for a word and blend the sounds together to read the word. Continue until all words are found.</p>										
<p>Stamp &amp; Read</p> 	<p>Using cut out feet, write a grapheme on each one and place them around the room in groups of CVC words. Children will walk around the room and stamp on each grapheme in order – they will then blend the sounds to read the word. Continue until all words have been read.</p>										
<p>Loop Card Game</p> <table border="1" data-bbox="405 1070 679 1267"> <tr> <td>I have...</td> <td>I have...</td> </tr> <tr> <td>h</td> <td>i</td> </tr> <tr> <td>Who has ?</td> <td>Who has ?</td> </tr> <tr> <td>i</td> <td>j</td> </tr> </table> <div data-bbox="395 1294 692 1469" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">I have <b>rain</b></td> <td style="width: 50%; padding: 5px;">Who has <b>spray?</b></td> </tr> </table> </div>	I have...	I have...	h	i	Who has ?	Who has ?	i	j	I have <b>rain</b>	Who has <b>spray?</b>	<p>Children to have a piece of card with 2 sounds/words on (appropriate for their phase). Each word will be on another child's card to create the loop. Sound buttons can be placed underneath each word and children will have to blend the sounds together to read them. Teacher to start game off ... "I have _____, who has _____?" The child with that word will then continue and say "I have _____, who has _____?" This continues until it gets back to the start. Ensure children are listening to one another and pronounce the sounds/words correctly.</p>
I have...	I have...										
h	i										
Who has ?	Who has ?										
i	j										
I have <b>rain</b>	Who has <b>spray?</b>										
<i>Teaching/Practising Segmentation</i>											
<p>Phoneme Frames (pg.61 L&amp;S)</p> <div style="text-align: center;"> <table border="1" data-bbox="411 1751 596 1841" style="margin: 0 auto;"> <tr> <td style="width: 50px; height: 40px;"></td> <td style="width: 50px; height: 40px;"></td> </tr> </table>   <table border="1" data-bbox="360 1877 667 1975" style="margin: 0 auto;"> <tr> <td style="width: 100px; height: 40px;"></td> <td style="width: 100px; height: 40px;"></td> <td style="width: 100px; height: 40px;"></td> </tr> </table> </div>						<p>Using a set of VC or CVC phoneme frames and magnetic letters if available. Teacher to say a VC word and sound-talk it, then say another VC word and ask the children what it would be in sound-talk. Show the children how to find the magnetic letters and place the initial sound in the first square and the second sound in the second square. As a</p>					

	<p>group sound-talk it and then blend it. Repeat for a different VC word and ask children to suggest what sound should be put in each phoneme square. Repeat with a variety of VC words before moving on to appropriate CVC words.</p>
<p>Full Circle (pg. 63 L&amp;S)</p> <p>(sat, sit, sip, tip, tap, sap, sat),</p> <p>(pin, pit, sit, sat, pat, pan, pin)</p>	<p>See guidance for list of possible words. <i>Example – sat, sit, sip, tip, tap, sap, sat.</i></p> <p>Children to have a whiteboard and magnetic letters/whiteboard pen. Teacher to say the first word and children to make it with their letters. Teacher to write it on the whiteboard and explain that they will be changing letters to make lots of words and the next time they see this word they can call out full circle. Ask children to sound-talk <i>sat</i>, then <i>sit</i> and children to change it on their boards too. Repeat with each word in the list until the first word comes round again and shout full circle.</p>
<p>Phonics cups</p> 	<p>Using cups write graphemes on the end of each one to match your phase. Draw around the cup onto a piece of cardboard or large paper to create CVC words or CCVC/CVCC words and write graphemes in them to show the focus words. Children will then match the grapheme cups to the correct circle on the cardboard/paper and will have to pronounce each sound as they place them down. They will then blend the sounds together to read the words.</p>
<p>Pool Noodle Spin &amp; Spell</p> 	<p>Teachers to prepare pool noodles with sounds that can be used to spell CVC words and word cards. Children to segment the words given on the cards and will use the pool noodles to build the word again blending the sounds back together and reading it out loud. Repeat for a range of CVC words encouraging children to segment independently.</p>

Peg it!



Children to segment the words on the given piece of paper/freeze bag. They will use pegs to find the sounds they can hear and then build the word back up – clipping pegs onto the trays or laying them on the table in front of them. Blending the words back together and reading to check. They will then move onto the next word and repeat.

### Teaching HFW

Tricky Word Time!  
(pg. 64 L&S)

the to I go no

Explain to the children that there are some words that often have one, or sometimes two, tricky letters (*the, to, I, go, no*). Read a caption that contains one of the tricky words to be learned – point to the word and read it again. Write it on the whiteboard and add sound buttons explaining that the letters don't correspond to the sounds that they know. Read the word a couple more times and refer to it regularly throughout so that the children can read it straight away without sounding out.

High Frequency Words!  
(pg. 65 L&S)

a	on	his	go
dad	up	to	an
I	back	him	as
mum	if	had	can
big	but	in	off
it	of	no	not
at	got	got	get
is	into	the	and

Using between 5-8 word cards each time, display them one at a time on individual cards. Point to each letter as the children sound it out and read the word. Teacher to say a sentence using that word – slightly emphasising the HFW being taught. Repeat this with each word card. Allowing for children to understand the word in context. Once each word card has been sounded out then go back to the beginning and repeat the procedure more quickly without giving a sentence.

BOOM!



Using a range of lollipop sticks write HFW or specific grapheme words onto them and place them into a cup. On a few sticks write the word BOOM. Children will take it in turns to close their eyes and pick out a stick and read the word. If they are correct they get to keep the stick but will have to put it back if incorrect. When the children pull out a BOOM stick they will have to give the sticks they have to their partner or the person on their right. Person with the most sticks at the end wins the game!

Flip it!



Set out a tuff tray with flour and 'pancakes' that have the HFW written on them. Children will have a frying pan and will choose different HFW to flip. As the children flip a pancake they will read the word and repeat for a variety of others. Ask the children to then write the HFW in the flour to extend their learning.

HFW Search



Teacher to write HFW on the playground using chalk and create a start line for children to stand behind. Print off HFW cards so that children can pick up a word card then race to find the same HFW written on the playground in chalk. The children stand on their corresponding word and wait for the teacher to check they are correct before coming back and swapping with another member of their group or getting a different word card.

*Reading captions*

It's a match!  
(pg.66 L&S)



Display three pictures and a caption that matches one of the pictures. Show the children the caption – sound-talk and read the first word. Ask the children to repeat and join in with you. Then sound-talk and read the second word and continue until the caption has been read. Display the pictures and ask children which

	<p>picture the caption belongs to. Continue with other examples.</p>
<p>Yes or No?</p> 	<p>Provide children with silly questions using the graphemes and HFW that they have been exposed to – e.g. ‘Can a dog sit?’ ‘Is the cat in a hat?’ The children will read the questions independently – blending the sounds together and they will decide if the answer to the question is yes or no. They can continue this until all of the questions have been answered – making two separate piles. Work through as a group to check responses and that questions have been understood.</p>
<p>Draw it!</p> <p>a kid in a cap</p> <p>a pup in the mud</p>	<p>Show children a caption on the board – do not read it out loud. Ask children to read it in their heads and using a piece of paper/whiteboard the children will draw a picture to match the sentence they have read. Encourage them to blend each sound together carefully. Once they have drawn a picture, ask children to hold it up so they can be seen and observe the images from the group. Discuss the sentence and drawings that have been created. Repeat for other captions.</p>
<p><i>Writing captions</i></p>	
<p>What does it show? (pg.67 L&amp;S)</p> 	<p>Teacher to have a set of pictures ready that incorporate VC and CVC words (e.g. a cat in a hat/ pat a dog).</p> <p>Show the children a picture and discuss it as a group – what does the picture show?</p> <p>Ask the children to think of a caption for the picture and say it out loud. Repeat the caption a couple of times altogether and they can say it to their partner.</p> <p>Ask the children for the first word and ask what letters are needed to write it. Remind the children about needing spaces between words and</p>

	<p>put a mark where the next word will start. Ask the children to say the caption again and ask for the next word. Repeat for each word.</p>
<p>Running dictation</p> 	<p>Children work in pairs for this activity. Caption cards will be hidden around the room and one child will hunt around the classroom for the captions. They will have to read one and memorise it before going back to their partner and whispering it to them so others cannot hear. That child will then write it on their paper/whiteboard. Children can return to the caption if they forget the words or order. They will then swap places ensuring both children get a turn at writing the caption and recalling what they have read.</p>

Please see below for suggested words and captions for use in this phase.

## Bank of suggested words and captions:

### Words using sets 1 and 2 GPCs

#### Words using set 1 GPC

For \*\* see next page

at
sat
pat
tap
sap
[a*, as**]

(+i)	(+n)	(+m)	(+d)
it	an	am	dad
is**	in	man	sad
sit	nip	mam	dim
sat	pan	mat	dip
pit	pin	map	din
tip	tin	Pam	did
pip	tan	Tim	Sid
sip	nap	Sam	and

#### Words using sets 1–3 GPCs

(+g)	(+o)	(+c)	(+k)
tag	got	can	kid
gag	on	cot	kit
gig	not	cop	Kim
gap	pot	cap	Ken
nag	top	cat	
sag	dog	cod	
gas	pop		
pig	God		
dig	Mog		

#### Words using sets 1–4 GPCs

(+ck)	(+e)	(+u)	(+r)
kick	get	up	rim
sock	pet	mum	rip
sack	ten	run	ram
dock	net	mug	rat
pick	pen	cup	rag
sick	peg	sun	rug
pack	met	tuck	rot
ticket	men	mud	rocket
pocket	neck	sunset	carrot

Teach that 'ck' together stands for the same sound as 'c' and 'k' separately – ck never comes at the beginning of a word, but often comes at the end or near the end.

## Words using sets 1–5 letters

(+h)	(+b)	(+f and ff)	(+l and ll)	(+ss)
had	but	of**	lap	ass
him	big	if	let	less
his**	back	off	leg	hiss
hot	bet	fit	lot	mass
hut	bad	fin	lit	mess
hop	bag	fun	bell	boss
hum	bed	fig	fill	fuss
hit	bud	fog	doll	hiss
hat	beg	puff	tell	pass ( <i>north</i> )
has **	bug	huff	sell	kiss
hack	bun	cuff	Bill	Tess
hug	bus	fan	Nell	fusspot
	Ben	fat	dull	
	bat		laptop	
	bit			
	bucket			
	beckon			
	rabbit			

### Captions with sets 1–4 words

pat a dog

a cat in a hat

a sad man

a pin on a map

pots and pans

dad and nan

a nap in a cot

a kid in a cap

a tin can

cats and dogs

### Captions with sets 1–4 words + *to*, *the*

a red rug

get to the top

socks on a mat

a cap on a peg

a run in the sun

rats on a sack

a pup in the mud

run to the den

mugs and cups

an egg in an egg cup

### Captions, instructions and signs with sets 1–5 words + *to*, *the*, *no*, *go*

a hug and a kiss

on top of the rock

a bag of nuts

to huff and puff

go to the log hut

a hot hob

sit back to back

a duck and a hen

a cat on a bed

to the top of the hill

get off the bus

no lid on the pan

pack a pen in a bag

a doll in a cot

a cat and a big fat rat