



FS2 – Year 2

Phonics and

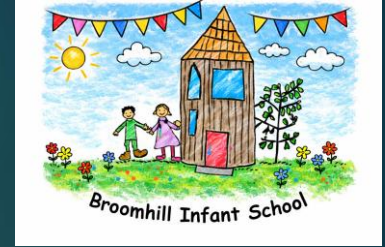
Early Reading

AN OVERVIEW OF PHONICS AND EARLY READING FROM FS2 TO YEAR 2

HOW WE TEACH READING AND SPELLING

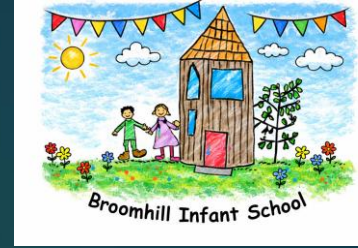
HOW YOU CAN SUPPORT YOUR CHILD AT HOME

What is Phonics?



- ▶ Phonics teaches children to read by linking sounds (phonemes) to letters (graphemes).
- ▶ Children learn to blend sounds to read words.
- ▶ Children learn to segment sounds to spell words.

Phases of Phonics Through School



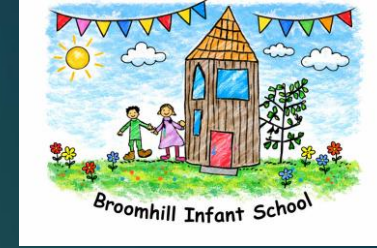
- ▶ Phase 1 – Listening skills, rhyme and rhythm (Nursery)
- ▶ Phase 2 – Single letter sounds and simple blending SATPIN
- ▶ Phase 3 – Digraphs and trigraphs (sh, ch, ai, igh)
- ▶ Phase 4 – Blending longer words and consonant clusters CL BR NCH ND
- ▶ Phase 5 – Alternative spellings and pronunciations (Year 1) ie igh i-e y
- ▶ Phase 6 – Builds reading fluency and accurate spelling.

Pure Sounds - What is the Schwa



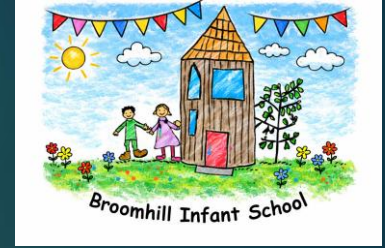
- ▶ The schwa is the extra 'uh' sound adults sometimes add to consonants.
- ▶ Example: saying 'tuh-e-d' instead of 't-e-d'.
- ▶ Children are taught 'pure sounds' with no extra 'uh' added.
- ▶ For example: 'm' not 'muh', 's' not 'suh'.
- ▶ Using pure sounds helps children blend words more accurately.
- ▶ Please use pure sounds at home where possible.

Little Wandle Letters and Sounds Revised



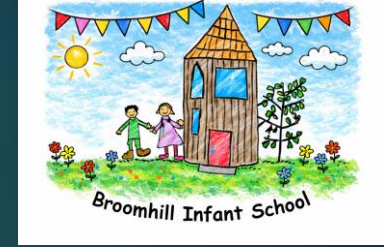
- ▶ Daily phonics lessons are taught using the Little Wandle programme.
- ▶ Children revisit and practise sounds regularly.
- ▶ Reading, spelling and handwriting are taught alongside phonics.
- ▶ Children read fully decodable books matched to the sounds they know.

What is Taught and When



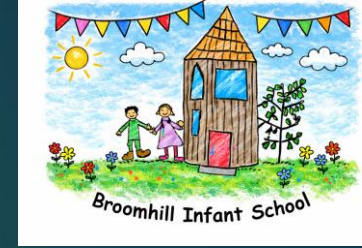
- ▶ Reception – Phases 2, 3 and 4
- ▶ Year 1 – Phase 5, comprehension and increasing fluency
- ▶ Year 2 – Building fluency, comprehension and spelling
- ▶ Strands of comprehension:
 - ▶ Prediction, Recall, Inference, Vocabulary, sequencing
- ▶ Daily practice of reading tricky words
- ▶ Frequent assessment to ensure children keep up

Big Cat Phonetically Decodable Books



- ▶ Books are carefully matched to your child's current phonics knowledge.
- ▶ Children should be able to read most words independently.
- ▶ Books may seem easy because they are designed to build confidence and fluency
- ▶ Repeated success helps children become accurate and expressive readers.

Breeding Success Through the practice of reading



- ▶ Re-reading familiar books improves fluency and confidence.
- ▶ Children develop expression and comprehension.
- ▶ Success motivates children to enjoy reading.
- ▶ Confidence now supports future reading success.

Overview of weekly learning in FS2.



Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	l
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with -s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags) 	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case they should not be treated as such.

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	Review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

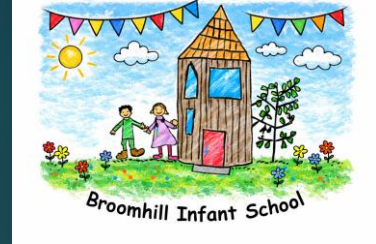
Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

Overview of weekly learning in Y1.



Autumn 1		
	Phase 3/4 review + four Phase 5 GPCs	Review tricky words
Week 1	Review Phase 3 GPCs ai ee igh oa oo ar or u oo ow oi ear	Phases 2-4: the put* pull* full* push* into l no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /l/ s -s -es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	Review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case they should not be treated as such.

Spring 1		
	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /l/ c ice /v/ ve give	school call different
Week 4	/ul/ o-e o ou some mother young /z/ ze cheese /f/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ow ue u-e ut ou oo fruit soup /ee/ ea e e-e ie ey y ee /l/ c se ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Summer 1		
	Review Phase 5 GPCs for Phonics Screening Check	No new tricky words
Week 1	ay play o-e shake ee each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Autumn 2		
	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /ool/ yool ue blue rescue /yool/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /yool/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /ool/ yool ow chew new /ee/ ie shield /or/ ow claw	house mouse water want
Week 5	Grow the code: /igh/ ie i ie /ai/ ay a a-e /oa/ oa o o-e /ee/ ie e-e ea /ool/ yool ow u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case it should not be treated as such.

Spring 2		
	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /ool/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water schwa in longer words: different /a/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	
Week 5	/el/ ch school /sh/ ch chef /z/ ze freeze	

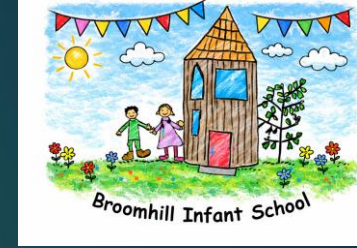
*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations, in which case they should not be treated as such.

Summer 2	
	Phase 5 graphemes
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large
Week 3	/sh/ ti ssi si ci potion mission mansion delicious
Week 4	/or/ augh our oar ore daughter pour oar more review
Week 5	Review

Breeding Success Through Reading Practise



Breeding Success Through Reading Practise

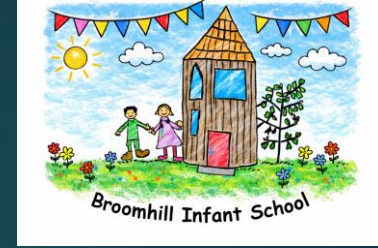


Celebrate difference!

Five beautiful books to share with your youngest children.

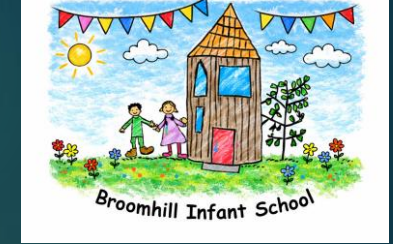


Phonics Screening Check – 8th June

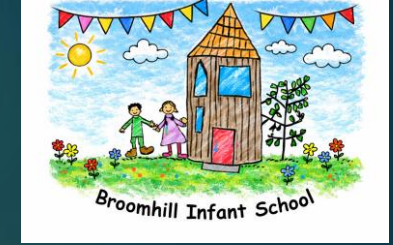


- ▶ All Year 1 children complete the phonics screening check.
- ▶ Children read 40 words: real and 'alien' / nonsense words.
- ▶ The check is completed individually in a calm environment.
- ▶ The purpose is to assess decoding skills.

How You Can Help at Home

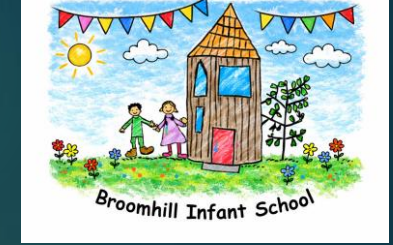


- ▶ Read with your child every day.
- ▶ Practise blending sounds when reading unfamiliar words.
- ▶ Revisit tricky words regularly.
- ▶ Praise effort and celebrate success.
- ▶ Keep reading positive and enjoyable.
- ▶ 5 minutes a day can make a huge difference!



What are tricky words and how do they differ from HFWs

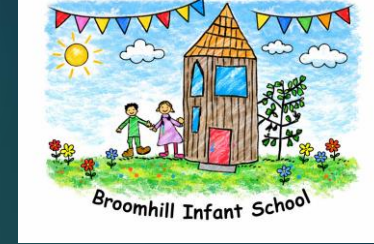
- ▶ A **tricky word** in phonics is a word that cannot be fully decoded using the phonics knowledge a child has learned so far. Part of the word is “tricky” because it does not follow the expected phonics rules or contains a sound-spelling pattern the child has not yet been taught.
- ▶ For example:
- ▶ **the**
- ▶ **said**
- ▶ **was**
- ▶ **you**
- ▶ Children are taught to recognise these words by sight while also noticing the parts that are decodable.



What are tricky words and how do they differ from HFWs

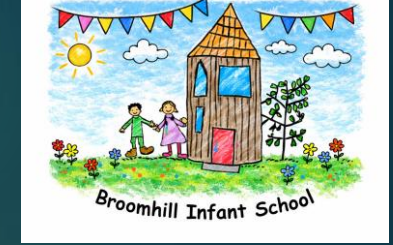
- ▶ A **high-frequency word** is simply a word that appears very often in reading and writing. Some high-frequency words are completely decodable, while others are tricky.
- ▶ For example:
- ▶ **and** = high-frequency and fully decodable
- ▶ **went** = high-frequency and tricky (for early learners)
- ▶ So:
- ▶ **High-frequency** refers to **how often** a word appears.
- ▶ **Tricky** refers to **how easy it is to decode using phonics**.

Games to Play at Home



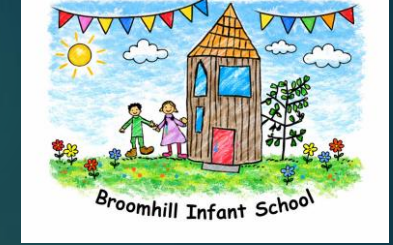
- ▶ I Spy using sounds
- ▶ Sound hunt around the house
- ▶ Robot talk blending games
- ▶ Flashcard speed challenge
- ▶ Reading signs, labels and captions together

Year 2 and Beyond



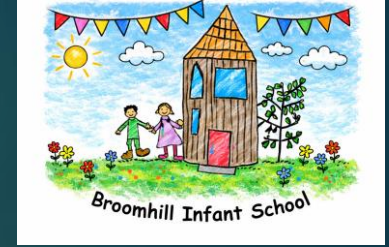
- ▶ Children continue to apply phonics to spelling and reading fluently.
- ▶ Year 2 focuses on increasing confidence, fluency and comprehension.
- ▶ Children move from learning to read towards reading to learn.
- ▶ Strong phonics knowledge supports spelling across the curriculum.

Year 2 and Beyond



- ▶ Reading fluency is the ability to read accurately, smoothly and with expression while understanding what is being read.
- ▶ A fluent reader:
 - ▶ reads words automatically without sounding out every word
 - ▶ reads at an appropriate pace
 - ▶ uses expression and punctuation correctly
 - ▶ understands the meaning of the text
- ▶ Fluency develops through repeated reading and secure phonics knowledge. When children no longer need to concentrate on decoding every word, they can focus more on comprehension and enjoyment.

Thank You



- ▶ Thank you for supporting your child's reading journey.
- ▶ Please speak to us if you have any questions about phonics or reading.