

Infant Owls

Phonics Phase 2 - Week 1

Owlet Learning

With Andrea Howlett





Phase 2 Week 1: Welcome

- The first couple of weeks will be a longer video as I shall be explaining in more detail
- In subsequent weeks if you would like an explanation you can come back to this week on a certain day
- No need to watch entire video in 1 go - maybe one day at a time just before you teach.





Phase 2 Week 1: Overall objectives

- s a t p (set 1)
- Practise letters/ sounds and start to practise oral blending and segmenting





Phase 2 Week 1:

a*

-
- This is only FYI if you are interested and is not something to discuss with your child.
 - The indefinite article **a** is normally pronounced as a schwa, but this is close enough to the /a/ sound to be used at this stage.
 - In linguistics, **schwa** is the mid central vowel sound in the middle of the vowel chart, denoted by the IPA symbol ⟨ə⟩, or another vowel sound close to that position.





How to teach this Plans

Please adapt these plans to what is best for your child and adjust the pace to your child's learning.



Daily teaching plan

Each daily teaching plan in Phase 2 will have :



- Introduction (objectives)
- Revisit and review
- Teach
- Practise
- Apply and assess their learning





Phase 2 Week 1 Every day

Introduction

- At the beginning of each session please ask your child what he or she can remember from the last lesson.

E.g. what sound/phoneme, can you think of any words using this sound?

- Explain that we will be talking about a new sound.





Phase 2 Week 1

Day 1

Introduction: Talk about learning how to read and that we will be having fun and help with reading.





Phase 5 Week 1 Day 1

Revisit/ Review

Talk about the lessons

- **Introduction** - each day you will talk about what we did yesterday and what we will do today
- **Revisit and review** - recap on the sounds we know already.
- **Teach** - teach a new sound or recap (generally on Fridays)
- **Practise** - practice this new sound
- **Apply and assess their learning** - apply this in a fun way (give your child some say whether they would like to play games such as the ones outlined previously)





Phase 2 Week 1 Day 1

Teach overview

- Introduce the 's' grapheme and sound with actions.
- If you can get the Jolly Phonics flashcards that would be great
 - you can either buy them (e.g. online)
 - or google them and find the images there
- Or print out the letters from the resources at the back of the plans and use those





Phase 2 Week 1 Day 1

Teach s

- Objective - to learn how to say a phoneme (a discrete sound) , recognise this and write the letter.
- Resources - fabric or toy snake (or else a sock to put on your hand as a pretend snake), card or letter (if possible from Jolly Phonics) with a picture of a snake in the letter of s on one side and the letter s on other side or s from resources (with plans).






Phase 2 Week 1 Day 1

Teach s

Task:

Hear and say it

1. Show a picture of a snake .
2. Make a hissing sound and produce a fabric/toy/ (or sock on your hand as a pretend snake) from behind your back, show this **ssssss**snake. 
3. Weave your hand in an s shape, like a snake, and say **ssssss** as a continuous sound showing the card and ask your child to do the same.
4. Show Jolly Phonics card **s** - or from plans.
5. If your child's name (or friend) starts with s then say **Sssssss**sarah, **Sssssss**am.
6. Do the same with other words e.g. **ssssss**sun, **ssssss**seven, **dressssss** and ask your child to think of words with **ssssss** and do the same.





Phase 2 Week 1 Day 1

Teach s

Task:

See it and say it

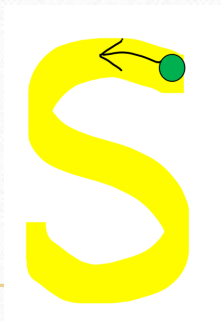
1. On the picture with the snake move your finger down from the mouth saying **sssss** and saying **sssss**snake until you reach the tail and repeat this .
2. Ask your child to do the same a few times.
3. Put the picture on your whiteboard and write s next to the snake saying **sssss**.
4. Ask your child to repeat this.
5. Point to the snake and say **sssss**snake and to the **s** and say **ssssssss**.
6. Ask your child to join in then when you point to the letter ask your child to say **ssssssssssss** and when you point to the snake ask your child to say **sssss**snake.





Phase 2 Week 1 Day 1

Teach s



Task:

Say it and write it

1. Move the finger slowly down the snake from the mouth saying what you are doing to form the letter - *Round the snake's head, slide down the back and round he tail.*
2. Repeat this a few times then ask your child to join in .
3. Ask your child to put their 'writing finger' in the air and follow you making the s shape saying how you are forming the letter as above and repeat this a few times.
4. Ask them to trace this on the table in front of them, then trace this on their backs and they can do the same to you.
5. Then model how to do this on the whiteboard again and ask them to use their finger to go over your s's to make them disappear.
6. Then they have a go to try writing s's on the whiteboard.





Phase 2 Week 1 Day 1

Teach letter formation

Different ways of practising:

1. Write the letter on a whiteboard.
2. Rainbow writing - writing the same letter over and over again over the same letter but in different colours. Please make sure your child your child is starting at the top of the **s**.
3. Ask your child to write a few letters and see which is the best.
4. Write a few letters out with a **yellow pen** on the whiteboard or a **yellow highlighter on paper**, add a **green dot for Go** for the starting position. Ask your child to write over the **yellow pen/ highlighter** tracing the outline. Again please ensure the correct letter formation.
5. Find any text and look for any **s**'s in this - if it is newspaper/ leaflets etc that will be thrown ask your child to use a highlighter and highlight the **s**'s. (You can use this the next days/weeks for different letters too although not for tomorrow for a). Talk about the different fonts your child may find and where a letter is different to how they are learning this.
6. During the day emphasise the **ssss** sound in words you use e.g. would you like some **ssss**sausages today?





Phase 2 Week 1 Day 1

Practise - Objects beginning with **s**

Have a number of objects (see below for suggestions) or pictures that start with 's' and some that don't and **sort** them into objects that start with 's' and things that do not start with 's'.

(Please do not use items starting with sh as shirt, shorts etc).

sock, spoon, soap, sunscreen, soup, sandal, straw, skirt, soda, sunglasses, salad, swiss cheese, sandwich, snow, skittles, spaghetti, spinach, spider, sack, sewing machine, sleeping bag, salt, slippers, scissors, sponge, sofa, saucepan, stapler, saw, spatula, stairs, sieve, sandals, sanitizer, spray, sand, sweets, screwdriver, spade, stick, scales, seat.





Phase 2 Week 1 Day 1

Apply 's'

Ask your child to draw lots of s's in different ways for example:

Indoors: chalks, paints, crayons, in flour, shaving foam, jelly, on bath tiles at bath time.

Outdoors: run in a large 's' shape, draw using outdoor chalks, sticks in mud, collages, paint brushes (big and small) and water and draw s's (big and small) and see them disappear as they evaporate.

Lots of other fun ideas you and your child can probably think of too.





Phase 2 Week 1

Day 2

Introduction: remind your child of what they have learnt yesterday and discuss what you will be doing today.





Phase 2 Week 1 Day 2

Revisit/ Review

- Objective: To say correct sound when grapheme is shown
- Recall 's' using flashcard.
- Play 'I Spy' with 's' objects.





Phase 2 Week 1 Day 2

Teach overview

- Teach **a**





Phase 2 Week 1 Day 2

Teach a

-
- Objective - to learn how to say a phoneme (a discrete sound) , recognise this and write the letter.
 - Resources -card or letter (if possible from Jolly Phonics) with a picture of an ant a on other side or letter a (see resources with plans).





Phase 2 Week 1 Day 2

Teach a

Task:

Hear and say it

1. Show a picture of an ant (from Jolly Phonics card or resources).
2. Wiggle your fingers above your elbow as if ants are crawling on you and say **a, a, a** (as individual sounds).
3. Show Jolly Phonics card **a** - or letter from plans.
4. If your child's name (or friend) starts with **a** then say **A-a-a-a-andy**.
5. Do the same with other words e.g. **a-a-a-apple**, **a-a-a-animal** and ask your child to think of words with **a-a-a-a** and do the same.





Phase 2 Week 1 Day 2

Teach a

Task:

See it and say it

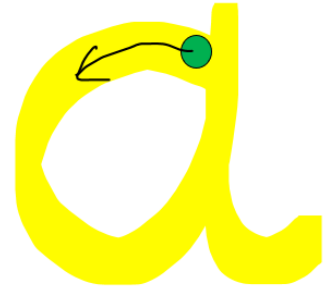
1. Put a picture of the ant (or use Jolly Phonics card) on your whiteboard and write **a** next to the ant saying **a-a-a-a**.
2. Point to the ant and say **a-a-a-ant** and to the **a** and say **a-a-a-a**.
3. Ask your child to join in then when you point to the letter to say **a-a-a-a** and when you point to the ant ask your child to say **a-a-a-ant**.





Phase 2 Week 1 Day 2

Teach a



Task:

Say it and write it

1. Put your finger where the green dot is and move the finger slowly round and down then back round and up and straight down with a flick at the end saying what you are doing to form the letter - *starting at the top then round, slide down then round back and up to the top and then straight down with a small flick at the end* - or something along those lines.
2. Repeat this a few times then ask your child to join in .
3. Ask your child to put their 'writing finger' in the air and follow you making the a shape saying how you are forming the letter as above and repeat this a few times.
4. Ask them to trace this on the table in front of them , then trace this on their backs and they can do the same to you.
5. Then model how to do this on the whiteboard and ask them to use their finger to go over your a's to make them disappear.
6. Then they have a go to try writing a's on the whiteboard.





Phase 2 Week 1 Day 2

Teach letter formation

Different ways of practising:

1. Write the letter on a whiteboard.
2. Rainbow writing - writing the same letter over and over again over the same letter but in different colours. Please make sure your child your child is starting at the top of the **a** and goes round anti-clockwise.
3. Ask your child to write a few letters and see which is the best.
4. Write a few letters out with a **yellow pen** on the whiteboard or a **yellow highlighter on paper**, add a **green dot for Go** for the starting position. Ask your child to write over the **yellow pen/ highlighter** tracing the outline. Again please ensure the correct letter formation.
5. Looking for **a**'s in texts can be tricky as there are many different fonts where this letter looks completely different to how your child is forming the **a**, so this may not be such a good exercise at this point.





Phase 2 Week 1 Day 2

Practise - Objects beginning with **a**

Have a number of objects (or pictures -) that start with

's' (from yesterday)

and 'a' (please see below for suggestions.)

Sort them into objects that start with 's' and 'a'.

Examples: ant, album, alarm clock, address book, aluminium foil, apple, apple peeler, apple cake, apple pie
atlas, avocado.

(Please do not use items starting with 'ar' as in arm, art).





Phase 2 Week 1 Day 2

Apply

Play **musical statues** - when music stops show a letter flashcard and he/ she/ they have to say the sound and make the action.

Challenge - can they think of an object that begins with this sound?





Phase 2 Week 1

Day 3

Introduction: remind your child of what they have learnt this week and discuss what you will be doing today.





Phase 2 Week 1 Day 3

Revisit/ Review

- Recall objects starting with 's' and 'a'.
- Put up 's' and 'a' cards and you say a word your child stands next to the right letter.
- Reverse role (and sometimes get it wrong and child has to correct).





Phase 2 Week 1 Day 3

Teach overview

- Recognise † -
- Practise oral blending at, sat, as, a





Phase 2 Week 1 Day 3

Teach †

-
- Objective - to learn how to say a phoneme (a discrete sound) , recognise this and write the letter.
 - Resources - picture of a tennis racket (or real tennis racket) and letter t (see resources in plan) or Jolly Phonics flashcard with t.





Phase 2 Week 1 Day 3

Teach †

Task:

Hear and say it

1. Show a picture of a tennis racket/ or real tennis racket or Jolly Phonics flashcard .
2. Turn head from side to side as if watching tennis and say †- †- † (as individual sounds). Show Jolly Phonics card † - or from plans.
3. If your child's name (or friend) starts with † then say e.g. †- †- †- tom.
4. Do the same with other words e.g. †- †- † - tomato, †- †- † -tennis, and ask your child to think of words with †- †- † and do the same.





Phase 2 Week 1 Day 3

Teach t

Task:

See it and say it

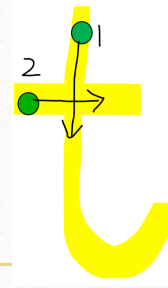
1. Put a picture of the tennis racket (or use Jolly Phonics card) on your whiteboard and write t next to this saying t-t-t-t.
2. Point to the tennis racket and say t-t-t-tennis and to the letter t and say t-t-t-t.
3. Ask your child to join in then when you point to the letter and say t-t-t-t and when you point to the tennis racket ask your child to say t-t-t-tennis.





Phase 2 Week 1 Day 3

Teach †



Task:

Say it and write it

1. Put your finger where the green dot (and 1) is and move the finger slowly down and round and up, then take your finger off and start at the 2nd green dot and draw this line across - as you are doing this saying what you are doing to form the letter - *Starting at the top then down then round and up a bit, take the pen off and start here (point to where 2nd dot is) and draw a line across.* (Or say it how it feels comfortable for you both saying and modelling at same time.
2. Repeat this a few times then ask your child to join in .
3. Ask your child to put their 'writing finger' in the air and follow you making the † shape saying how you are forming the letter as above and repeat this a few times.
4. Ask them to trace this on the table in front of them , then trace this on their backs and they can do the same to you.
5. Then model how to do this on the whiteboard and ask them to use their finger to go over your †'s to make them disappear.
6. Then they have a go to try writing †'s on the whiteboard.





Phase 2 Week 1 Day 3

Teach letter formation

Different ways of practising:

1. Write the letter on the whiteboard.
2. Rainbow writing - writing the same letter over and over again over the same letter but in different colours. Please make sure your child your child is starting at the top of the † and also takes the pen off between the 2 lines.
3. Ask your child to write a few letters and see which is the best.
4. Write a few letters out with a yellow pen on the whiteboard or a yellow highlighter on paper, add a green dot for Go for the starting position. Ask your child to write over the yellow pen/ highlighter tracing the outline. Again please ensure the correct letter formation.
5. Find any text and look for any †'s in this - if it is newspaper/ leaflets etc that will be thrown ask your child to use a highlighter and highlight the †'s (You can use the one from yesterday and highlight a in a different colour, and you can use this the next days too).





Phase 2 Week 1 Day 3

Oral blending

1. Your child should be familiar with oral blending and segmenting from nursery and Phase 1 Phonics teaching and they should be able to speak and understand 'sound-talk'.
2. Blending and segmenting are the inverse of each other and should be practiced regularly in Phase 2 orally so during the day sound talk a word , even of they have not learnt the sounds yet, this is about discriminating the different sounds in a word. E.g would you like some **j-a-m** on your bread?
3. Next week we shall add letters to the oral segmentation and blending.





Phase 2 Week 1 Day 3

Teach oral blending **at, sat, as, a**

- Practise oral blending **at, sat, as, a**
- Use the above words in sentences and sound talk them and ask your child to tell you what the words are. Here are some examples but make up your own sentences too.
 1. I shall see you **a-t** the bus stop.
 2. Teddy **s-a-t** on the bed.
 3. I am eating an apple **a-s** round **a-s a** ball.
 4. Ask your child to sound talk the words.
- (Please talk about a being tricky as it does not sound like a as in ant)





Phase 2 Week 1 Day 3

Practise - Objects beginning with **t**

Have a number of objects (or pictures - see below for suggestions) that start with 's', 'a' and 't' and **sort** them into 3 groups.

(Please do not use items starting with 'th').

- T-shirt, tea, tea pot, tea cup, tea spoon, tea bag, tea towel, table, tennis ball, tennis racket, toast, tomato, tomato ketchup, tarts, taco, tomato soup, tuna, turkey, television, tile, toilet, toilet paper, tools, toolbox, tray, timer, tap, tin, tissue, towel, toy, torch, tent, tub, tie, trampoline, trunk, toilet, toilet paper, typewriter, tweezers, telescope, top, trousers.





Phase 2 Week 1 Day 3

Apply

- **Sort** letters into 3 letter groups (either magnetic letters if you have or smaller letters at the back of the plans).
- **Challenge** think of an object starting with this sound.





Phase 2 Week 1

Day 4

Introduction: remind your child of what they have learnt this week and discuss what you will be doing today.





Phase 2 Week 1 Day 4

Revisit/ Review

- Recall objects starting with 's', 'a' and 't'.
- Put up 's', 'a' and 't' cards and you say a word your child stands next to the right letter.
- Say a letter and do action and child writes letter, reverse these roles.





Phase 2 Week 1 Day 4

Teach overview

- Learn sound and letter **p**
- Practise oral blending **pat, at, sat, tap, sap, as, a**





Phase 2 Week 1 Day 4

Teach p

-
- Objective - to learn how to say a phoneme (a discrete sound) , recognise this and write the letter.
 - Resources - picture of a birthday cake with candles and a pig and letter p (see resources in plan) or Jolly Phonics flashcard with p.





Phase 2 Week 1 Day 4

Teach p

Task:

Hear and say it

1. Show a picture of a pig and a birthday cake with candles .
2. Show Jolly Phonics card **p** - pretend to puff out candles and say **p-p-p-p**
3. If your child's name (or friend) starts with **p** then say **P-p-p-peter P-p-p-pat**.
4. Do the same with other words e.g. **p-p-p-potato**, **p-p-p-pen** and ask your child to think of words with **p-p-p-p** and do the same.





Phase 2 Week 1 Day 4

Teach p

Task:

See it and say it

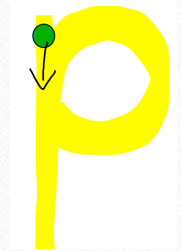
1. Put a picture of the pig (or use Jolly Phonics card) on your whiteboard and write **p** next to the pig saying **p-p-p-p**.
 2. Point to the pig and say **p-p-p-pig** and to the **p** and say **p-p-p-p**.
 3. Ask your child to join in then when you point to the letter and say **p-p-p-p** and when you point to the pig ask your child to say **p-p-p-pig**.
- (If you prefer to use another object beginning with **p** such as a pen please do so).





Phase 2 Week 1 Day 4

Teach p



Task:

Say it and write it

1. Put your finger where the green dot is and move the finger slowly straight down then back up again then round and down and round until it touches the straight line. As you are doing this say what you are doing to form the letter - *starting at the top then straight down, then straight up without taking the finger off the paper, then round and down and back round until you get about half way back to the straight line (or something along those lines).*
2. Repeat this a few times then ask your child to join in .
3. Ask your child to put their 'writing finger' in the air and follow you making the p shape saying how you are forming the letter as above and repeat this a few times.
4. Ask them to trace this on the table in front of them , then trace this on their backs and they can do the same to you.
5. Then model how to do this on the whiteboard again and ask them to use their finger to go over your p's to make them disappear. Ensure they have the correct letter formation and they don't take the pen off the whiteboard until they have finished the whole letter (unlike the t from yesterday so this may be tricky for them).
6. Then they have a go to try writing p's on the whiteboard.





Phase 2 Week 1 Day 4

Teach letter formation

Different ways of practising:

1. Write the letter on a whiteboard.
2. Rainbow writing - writing the same letter over and over again over the same letter but in different colours. Please make sure your child your child is starting at the top of the **p** and goes down first then up to the top and then clockwise.
3. Ask your child to write a few letters and see which is the best.
4. Write a few letters out with a **yellow pen** on the whiteboard or a **yellow highlighter on paper**, add a **green dot for Go** for the starting position. Ask your child to write over the **yellow pen/ highlighter** tracing the outline. Again please ensure the correct letter formation.
5. Find any text and look for any **p**'s in this - if it is newspaper/ leaflets etc that will be thrown ask your child to use a highlighter and highlight the **s**'s (You can use the one from yesterday and highlight a in a different colour, and you can use this the next days/weeks too).





Phase 2 Week 1 Day 4

Teach oral blending

- Practise oral blending **pat, at, sat, tap, sap, as, a**
- Use the above words in sentences and sound talk them and ask your child to tell you what the words are e.g. (but make up your own sentences too).
 1. I **s-a-t** **a-t** the bus stop **a-s** you drove past.
 2. Wash an apple under the **t-a-p** please.
 3. **P-a-t** the cat.
 4. **S-a-p** comes from special tress.
 5. Ask your child to sound talk the words.

(Remind your child about **a** being tricky as it does not sound like a as in ant)





Phase 2 Week 1 Day 4

Practise - Objects beginning with **p**

Have a number of objects (or pictures - see below for suggestions for objects maybe found at home) that start with 's', 'a', 't' and 'p' and sort them into 4 groups.

- Peas, pencil, pencil sharpener, picture, something pink or purple, pan, pot, paper, plate, pen, plug, potty, plant, pepper, potato, potato peeler, pin, paint, paint brush, penguin toy, pepper, popcorn, peg, pie, pear, printer, pillow, pizza, pizza cutter, perfume, place mat, Playstation, pickles, porch, pet, pet food, pancake.





Phase 2 Week 1 Day 4

Apply

- Recall
- Have a number of letters in front of your child and say a sound and your child holds this up.
- Challenge think of an object starting with this sound.





Phase 5 Week 1

Day 5

Introduction: remind your child of what they have learnt this week and discuss what you will be doing today.





Phase 2 Week 1 Day 5

Revisit/ Review

- Recall sounds **s/a/t/p** , stick them up on a wall or start a frieze and during the day point to them and ask what the sound is.
- Practise oral blending - play**Gym**

(Decide on a name what to call this , could be your child's name or your child's Teddy and teddy can give instructions - I shall call it **Sam's Gym** .

Give instructions

e.g. Sam says stand **u-p**.

Put your hands on your **h-ea-d**, on your **kn-ee-s**, on your **f-ee-t**.

Put your finger on your **n-o-se**, on your **b-a-ck**.

Wave your **h-a-n-d**.





Phase 2 Week 1 Day 5

Teach overview

- Practise oral segmentation **tap/ a/ pat/ sat / at/ as/ sap**





Phase 2 Week 1 Day 5

Teach oral segmentation **tap/ pat/ sat / at/ as**

- Objective : to break words up orally into their phonemes (sounds).
- Resources - a soft toy e.g. your child's teddy (called Sam), words (see resources with plans)





Phase 2 Week 1 Day 5

Teach oral segmentation **tap/ a/ pat/ sat / at/ as/ sap**

- **Task:** Teddy wants to make a list but all the words are muddled up.
- Ask your child to decide which words he/she needs to find.
- Have all the words in front of your child (but if you want to choose less words that is ok, go with what you think your child is comfortable with, it may only be 3 words with different starting letters for now).
- Say tap and ask your child to sound talk the word tap.
- **Challenge - can your child find this** (this should be fairly easy as it is the only word starting with **t** but if this is too tricky then just say the word, your child sound talks this and then you choose the word and point out the **t** at the beginning. Decide what is next and whether your child is ready to choose words which have the same start but different endings, if this is too tricky then just have the words pat, sat and tap to choose from. The important thing is that your child is **sound talking**).
- Your child may benefit from making the action with their hands or arms in time to the sound talk, like marching arms so one arm goes up for **p**, then goes back and other arm goes up for **a**, then goes back and other arm goes up for **t**. So marching arm x3 for words with 3 sounds etc.





Phase 2 Week 1 Day 5

Practise

- Say a sound and children write the letter on their whiteboards - please check for correct letter formation.
- Practise letter formation in different fun ways, e.g. rainbow writing, pyramid writing where you write a letter at top, then 2 letters underneath, then 3 under that .





Phase 2 Week 1 Day 5 Practise

- Play the first game in the games section.
1. Roll the dice and move your counter that number of spaces.
 2. Say what is in the pictures and the sound it starts with, choose the correct letter
 3. **Challenge write the letter it starts with.**





Phase 2 Week 1 Day 5

Apply

- Give your child post-its with **s/a/t/p/** and ask them to look for objects around the house starting with these letter.
- I have also provided games and worksheets but these will be challenging as we have only done oral blending and segmenting so far, so you may want to wait until next week to play these (apart from 1st game which is about oral work which I have suggested earlier).





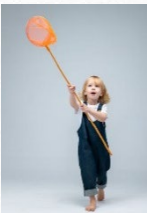
Apply - other fun ideas to do

- You can stick this week's letters with on a dice (or a dice with clear pockets) and your child has to say the sound and a word.
- Can they write the letter with/without looking at the example of the letter?





Other games



Indoor and outdoor

- Football
- Target games
- Fishing/ Digging for letters
- Board games e.g. Phonicsland





Thank you

I hope to see you next week!

