

Infant Owls

Phonics Phase 2 - Introduction

(Reception Year)

Owlet Learning

With Andrea Howlett



Phonics

How to decode



Learning to understand what sounds (phonemes) are represented by what letters (graphemes).



Fun



Children learn all the time.

Having fun.

Don't restrict learning to a timetable.

Children are active, visual and auditory learners so try and incorporate reading and spelling into other activities.



Fun



Children learn all the time.

Use opportunities such as outdoor walks, cycling, playing, baking etc to drip feed learning.



Games



Children learn all the time.

Play other games e.g. lotto.

Try and use games that your child likes to play e.g. print off graphemes and words and hide them, maybe on a table, in a room, in the house and give lots of specific praise when they have found them and read the word.



Games

Lotto



A simple game for 2 or more players where you have words on a board and same words on cards or paper.

Each player turns over a word and fills in their board and the first person wins.



Games

Lotto



I have given you a blank template with no words to use as you will know which graphemes and words your child needs some extra support with.

I suggest that you use these words for extra practice and mix them up.



Games

Lotto



- You can print off the words or write them on a card. This way the games are tailor made to what your child needs.
- Please also include some words that your child is confident in to increase his/her confidence.

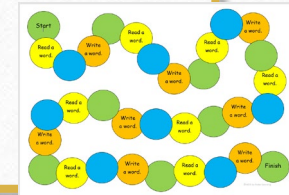
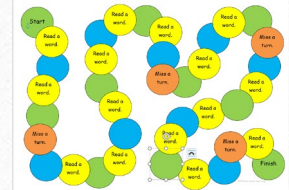
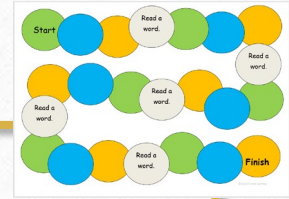


Games

Lotto - Phonicsland templates



- Different blank templates to choose from.
- Resources: a dice and a counter for each person.
- Roll the dice and follow the instructions.
- In some games, if the player lands on 'Write the word', the other player reads the word and 1st player writes **this**.



Your child's teacher.

Working together



Work with your child's teacher , they will know how well your child is doing compared to expectations.

They should welcome that you are going the 'extra mile' to help your child at home and supplement what goes on at school.



Reading

Encouragement



- Continue reading with your child, show that you enjoy reading yourself too and how useful it is. This will encourage your child to become more enthusiastic about reading themselves.
- When you are reading together you can point out any words which have same graphemes you have learnt.



Reading

Encouragement



- Make your child feel good about themselves and see themselves as being a good reader. Lots of praise will encourage them. Go at your child's pace so they become confident.
- Children progress at different rates, it is their progress that is important and not measured against other children's reading achievements.



Use any opportunities

Encouragement



- When you are reading together you can point out any words which have same graphemes you have learnt.
- When you are doing activities such as baking together.
- Outdoor walks to drip feed learning.
- Bath time!





Combine days

more/less days

Teach at your child's pace.





Resources/ Games

Day 1		
cot	hot	hold
cold	so	shot
not	got	don't
no	go	told

If you play Lotto then I would suggest you either :

- print this off 2x , cut the board in half to use as the game boards and cut out the words for the words to put on the board
- **Print the boards 4x so you each have a complete board and then see who fills their board first.**
- Or you print out the blank template and write your own words.





Resources/ Games

Day 1		
cot	hot	hold
cold	so	shot
not	got	don't
no	go	told

- If you would like to play memory or snap then you can use these words 2x cut up.
- As you will have lots of words by the end of the week I would suggest to colour code them to make it easy to find them and then clipping them together.





Resources/ Games

Day 1		
cot	hot	hold
cold	so	shot
not	got	don't
no	go	told

- If you would like to play memory or snap then you can use these words 2x cut up.
- As you will have lots of words by the end of the week I would suggest to colour code them to make it easy to find them and then clipping them together.
- How I would do this is by having all the Mondays say red, all the Tuesdays say orange, Wednesdays Green, Thursdays Blue and Fridays Purple - I use the rainbow colours so that I can easily remember the order of my colours.





Resources/ Games

Day 1		
cot	hot	hold
cold	so	shot
not	got	don't
no	go	told

- Alternatively you can use shapes and I would again make it logical e.g. use a circle for Mondays, triangle for Tuesdays, square for Wednesdays, rectangle for Thursdays and pentagon for Fridays.
- You may well have your own method for making this easy for you to remember.





Resources/ Games

Day 1		
cot	hot	hold
cold	so	shot
not	got	don't
no	go	told

- Then I would add in the number of the week so that if I have words out from different weeks it is easy to know where they belong to and makes it easy to store in my plastic wallet.
- E.g.

1
3
4
10
12





Resources/ Games

Day 1	
cot 8	hot 8
cold 8	so 8
not 8	got 8

So this is how I would reference (using either colour of shapes):

- 1 or ① = words from week 1 Monday
- 3 or △³ = words from week 3 Tuesday
- 4 or □⁴ = words from week 4 Wednesday
- 10 or □¹⁰ = words from week 10 Thursday
- 12 or □¹² = words from week 12 Friday





Resources/ Games

- So for quick reference I now know that all the words with a red 8 or an 8 in a circle would be the words from week 8 and Monday - as I decided that for me Mondays are going to be red or circles.

I find colour easier to sort, however may not always find the correct colour when I am doing this.

I do this before I cut up the words as it is easier to do.

Also the numbers do not have to be as big or you can also write them on the back - which is what I would do as it does not interfere with reading the words.

You may well have your own system or not want to use the words again but I thought I would show you how I organise my resources and when you have to have these for a whole class then it is useful to have an easy way to organise and store these.

Day 1	
cot 8	hot (8)
cold 8	so (8)
not 8	got (8)





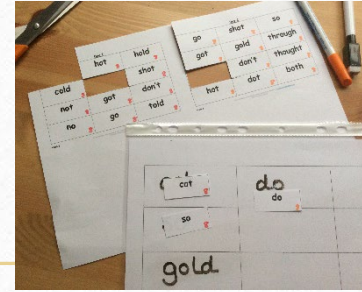
Resources/ Games

- Blank lotto board provided, then photocopy this or write it out again and use these words to practise.
- I would suggest that in later weeks you include a couple of these words as well to practise them out of context of words with similar patterns.
- Playing games gives you a good opportunity to see what words your child knows well and which ones to teach a bit more.





Resources/ Games



- If you do use the blank template you could put it into a plastic wallet and write your own words onto with a whiteboard pen this and therefore can use this over and over again rather than printing this out many times. (As shown on photo above.)
- **The words in my photo are half the size.**
- And you can both decide what words you would like to use from the week for your own boards which will give you an idea what your child thinks he/ she needs to practise. You might be surprised!



Accents

Grapheme 'a' and 'u'



Please note that in some accents in the North of England the pronunciation of some graphemes will be different.



Video

Narration



I shall narrate the new information but not the information from previous weeks. The information is there in writing and I shall give you a short time to remind yourself of each point and if you need longer it should be easy to pause the slide to read.

You can also go back to weeks 1 or 2 to hear more detail.



Narration

PDFs

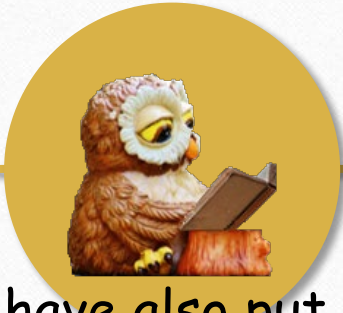


There are also the PDFs of the videos you can download and print off.



PDF

Phonics Phase 2



I have also put the PowerPoints into a pdf format so that you can download these, print them off and have them as a paper reference if this is helpful.

I find that when I work with PowerPoints this or the PDFs are useful to print off say 2/4/6 or 9 per sheet double sided and it gives me somewhere to write notes.



PDF

Phonics Phase 2



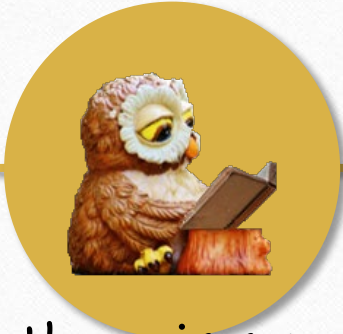
Printing - I use control and print and then it asks me to print and I can customise what I want to print off.

I then choose the slide numbers as I don't want all of them and I can adjust this to 2/4/6/9 per page which I do as well - have a look at my video about assessments.



Video

Narration



If there is something new then I shall narrate this in more detail, but I have tried to simplify so that the days of the week are similar to the previous weeks - although Friday might differ from one to the next week.

I shall say the words.



Different people teaching



Repetition

I may repeat things I have said before or point to previous instructions, although it often happens that the same person will be doing all the day by day teaching, I am well aware that different people may do so on different days too.

Please be patient if you see something you have already read or skip over this - so make this user friendly how is best for you.

Thank you!



Water

Working better



- Hydrated



Posture

Sitting/ moving about



You may well be doing this already.

- Don't let your child sit too long e.g. do star jumps
- Feet resting on ground - put a box/ books under feet , be careful as they get up
- Maybe add a cushion or pillow behind their back for more support





Brain gym

Wakes up brain

- Draw a large 0 or 8 in air and watch your own finger.
- Press opposite ear gently with finger and thumb.



Spellings

practice



Learning spellings

Many schools will say to practice these by doing
look, say, cover, write, check.

This is a method that works but if new please have
a look and discuss the word as outlined.



How to assess

Using the assessment overview



I have done an assessment overview outlining which weeks I have planned which graphemes, tricky words to read and write.



How to assess

Using triangles



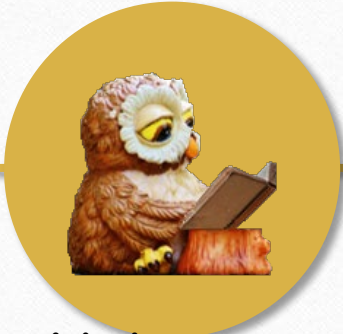
You might write notes next to the print-outs of the PDFs.

We all have our systems of writing assessments.
The way I do this is a triangle system.



How to assess

Using triangles



I would draw :

- 1 side if we have done this and your child has not understood this.
- 2 sides of triangle if your child is half way there and another look is helpful.
- 3 sides of triangle if your child is secure.



How to assess

Using triangles



This triangular method is quick and easy to do and a quick reminder of what was taught and what needs to be revisited.

Other people other systems which is fine too.

I also like to use a highlighter to highlight the gaps say the graphemes your child need to practice as again it is easy to see what to spend more time on.

- *Have a look at my video about this please if you would like further clarification.*



Writing booklets

- If your child enjoys writing I have demonstrated how to make simple booklets in a video . You can use A4 or A3 paper and this will make different size books.
- They can be mini-stories, information or instruction booklets, whatever your child likes to write.
- For a longer version you could staple a couple of the booklets together.
- Share them, enjoy reading them together and please give them a lot of praise for doing this.



Phase 2



Work from where you need to

Activities from one week roughly follows a similar pattern to last week but I may have added some extras.



Phase 2

How a week is set out



You have this PowerPoint as a general introduction as a reminder of different aspects and then a day-by-day guide.



Phase 2



Please adapt to what to your child's ability

Please feel free to adapt this course to suit your child's abilities as you observe and assess what your child's strengths are and what they need more practice with.
This way you can tailor this specifically to what your child needs.



Phase 2

Pace of learning



In school I would generally teach 1 sound a day with lots of practice and consolidation which is why I have done these in daily activities, however if you find your child is secure with this or needs just a little bit of reinforcement then you might want to do more than 1 day.



Phase 2

Title of day



The plans in the resource section say Monday or Day 1 , obviously you can start any day of the week but please do the days in the sequence as shown as you will be building on what your child has been practicing previously.



My print outs

Letter formation



I have given you the words and sentences in the resources area but I realise that this is not in the same font as handwriting. I have used the font for the resources that many consider is closest to letters children use and children will be seeing letters in different fonts in books any way.



Writing letters

Letter formation



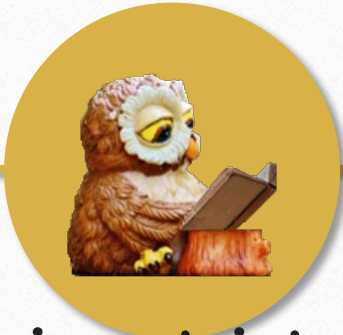
Please remember to use small letters except for when capital letters are needed such as in names or at beginning of sentences.

Please remember to model correct letter formation.



Phase 2

Guide



It is not intended for the child to use this site but for you to have as a guide giving you strategies and ideas what, when and how to teach your child.



Sounds in Phase 2 and 3



Correct sounds

It is important that you say the sounds correctly, e.g. do not add 'uh' to the end of sounds.



Sounds in Phase 2 and 3



Correct sounds

'sss' not 'suh'

'mmmm' not 'muh'

't' not 'tuh'



Phase 2

Each week we will:



Daily teaching plan

Each daily teaching plan will have :



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



Phase 2 : Resources

- Small whiteboard
- Whiteboard pens and eraser
- Phoneme frame (from resources - please either laminate this or put it in a clear A4 plastic wallet so you can write on the plastic and erase what is written)
- Cards with phonemes from Phase 2 and 3
- (Possible JollyPhonics cards)
- Graphemes learnt already in this phase
- Magnetic letters and board, especially if your child finds it tricky to hold the pen correctly then please use these instead of him/her writing so that this does not hold them back from spelling the words.





Thank you

I hope you enjoy your teaching.

