

Children entering Phase Two will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters.

Several letters are taught each week and there are decodable and 'tricky' words to learn by sight. Children will be encouraged to sound out and blend these decodable words to begin with but the ultimate aim is for the children to know these decodable and tricky words by sight. Children are also taught to spell some tricky words using magnetic letters or by writing the letters on paper or on whiteboards.

Please would you help your child to practise these sounds using the actions and songs in this booklet. The children can colour in the pictures too. As they begin to recognise more letters they can practise the tricky and decodable words.

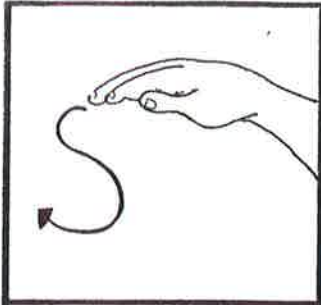
The letters/sounds				
Set 1	s	a	t	p
Set 2	i	n	m	d
Set 3	g	o	c	k
Set 4	ck	e	u	r
Set 5	h	b	f	l
		ss	ff	ll

Decodable words					
a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	mum	up	not	got
but					

Tricky words (for reading - these cannot be sounded out)					
to	the	no	go	I	into

Tricky Words (for spelling)	
to	the

S s



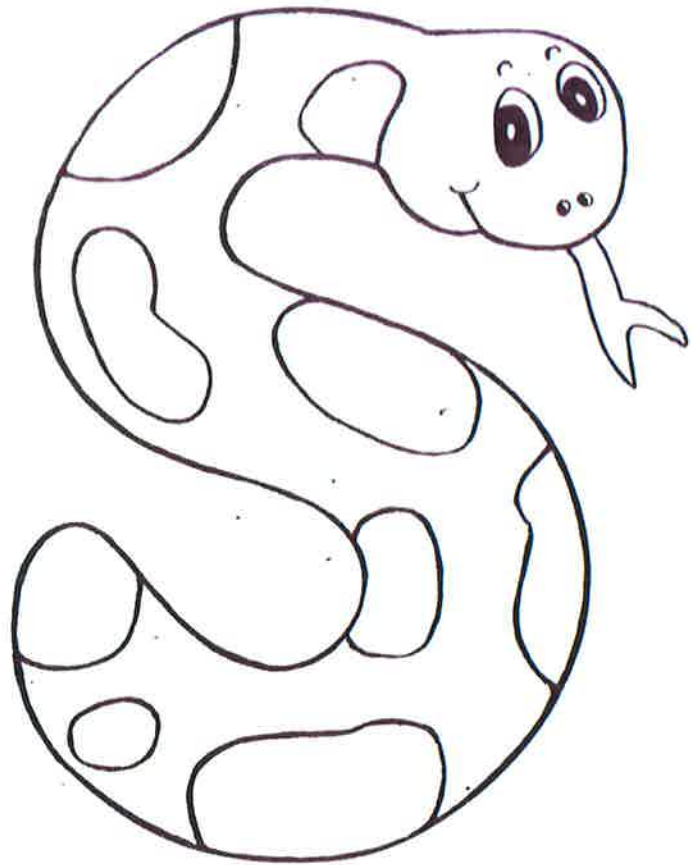
ACTION

Weave like a snake, making s shapes, saying sssss.

snake
spotty
sun
sit
sand

Draw the
letters
dotted here:

S s s s s s s



S

(Tune: *The Farmer in the Dell* Track 1)

The **snake** is in the grass.
The snake is in the grass.
/sss/! /sss/!
The snake is in the grass.



Action: Weave your hand in an 's' shape, like a snake, and say sssssss.



A a

short a



ACTION

Wiggle fingers above elbow as if ants crawling on you, and say a, a, a!

ants
angry
apple
jam
hat

Draw the
letters
dotted here:

a a a a a a a a



a

(Tune: *Skip to My Lou* Track 2)

/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
They're causing me alarm.



Action: Wiggle your fingers above the elbow, as if ants are crawling on you, and say a, a, a, a!

T t



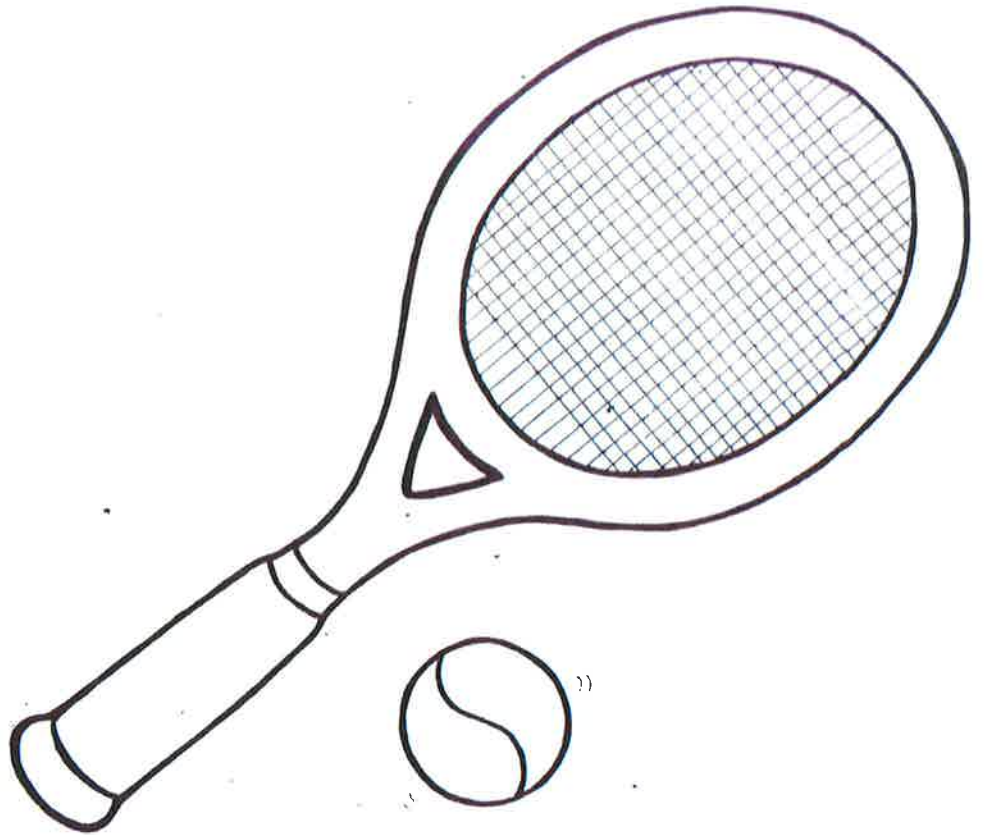
ACTION

Children imitate watching tennis, turning head from side to side and saying *t t t*.

tennis
teddy
top
hit
cat

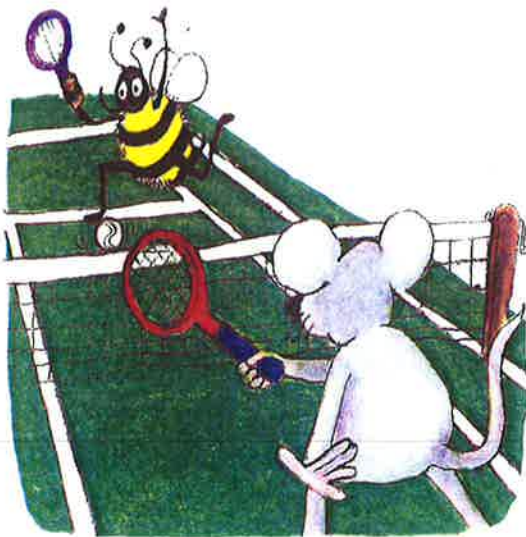
Draw the letters dotted here:

t



t

t t t t t t t t



t

(Tune: *The Muffin Man* Track 3)

When I watch the **tennis** game,
/t/-/t/-/t/,
/t/-/t/-/t/...



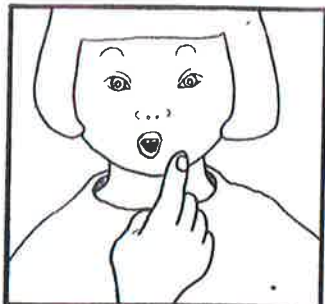
...when I watch the tennis game,
my head goes back and forth.



Action: Turn your head from side to side, as if you are watching tennis, and say *t, t, t*.



P p



ACTION

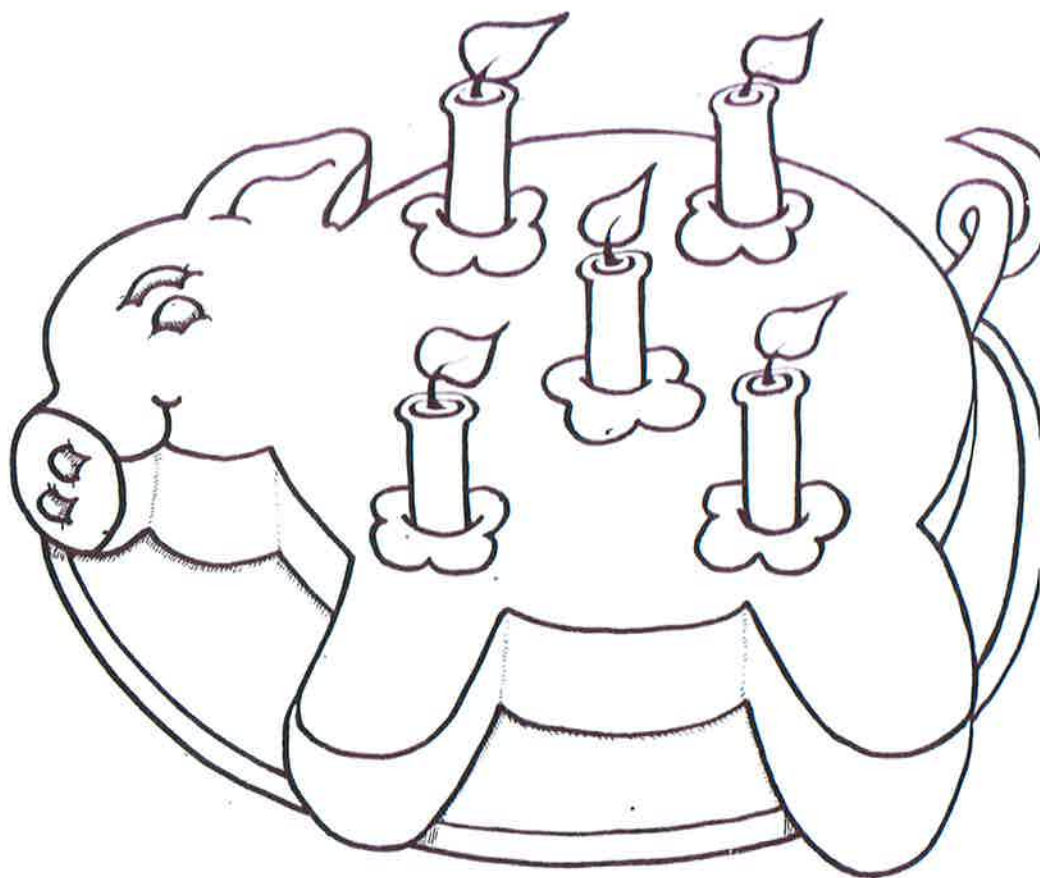
Hold up index finger, as if it is a lit candle, and imagine puffing it out, saying *p*.

pig
puff
pant
spot
top

Draw the
letters
dotted here:

p

p p p p p p p



p

(Tune: *The Wheels on the Bus*
Track 5)

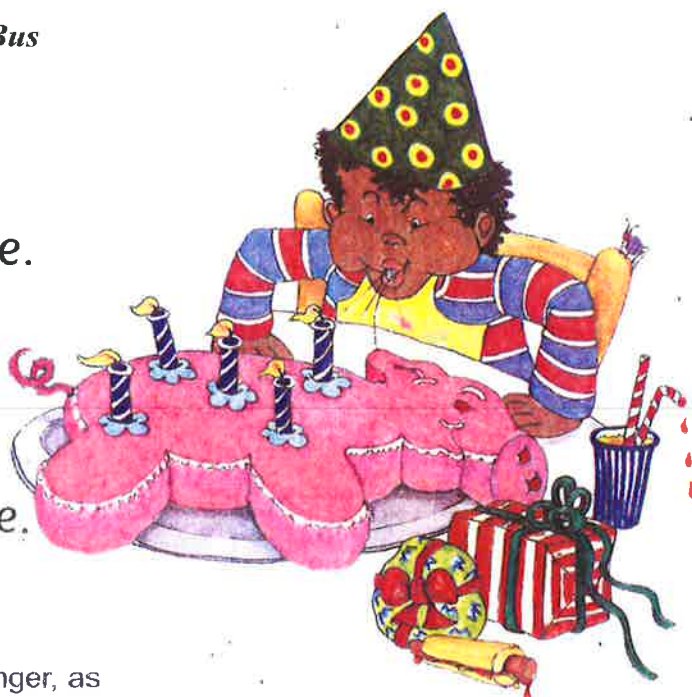
Puff out the candles
on the pink pig cake.

/p/-/p/-/p/,

/p/-/p/-/p/.

Puff out the candles
on the pink pig cake.

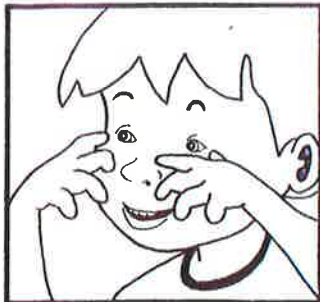
Puff! Puff! Puff!



Action: Hold up your finger, as if it is a candle, and pretend to puff it out, saying *p, p, p, p*.

I i

short i



ACTION

Pretend to be a mouse, by wiggling fingers on end of your nose (whiskers), and squeak *i, i, i*.

ink

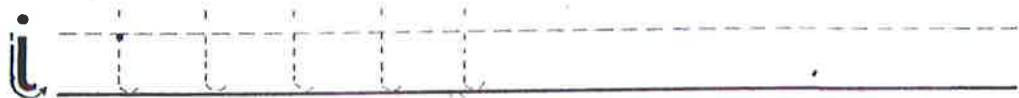
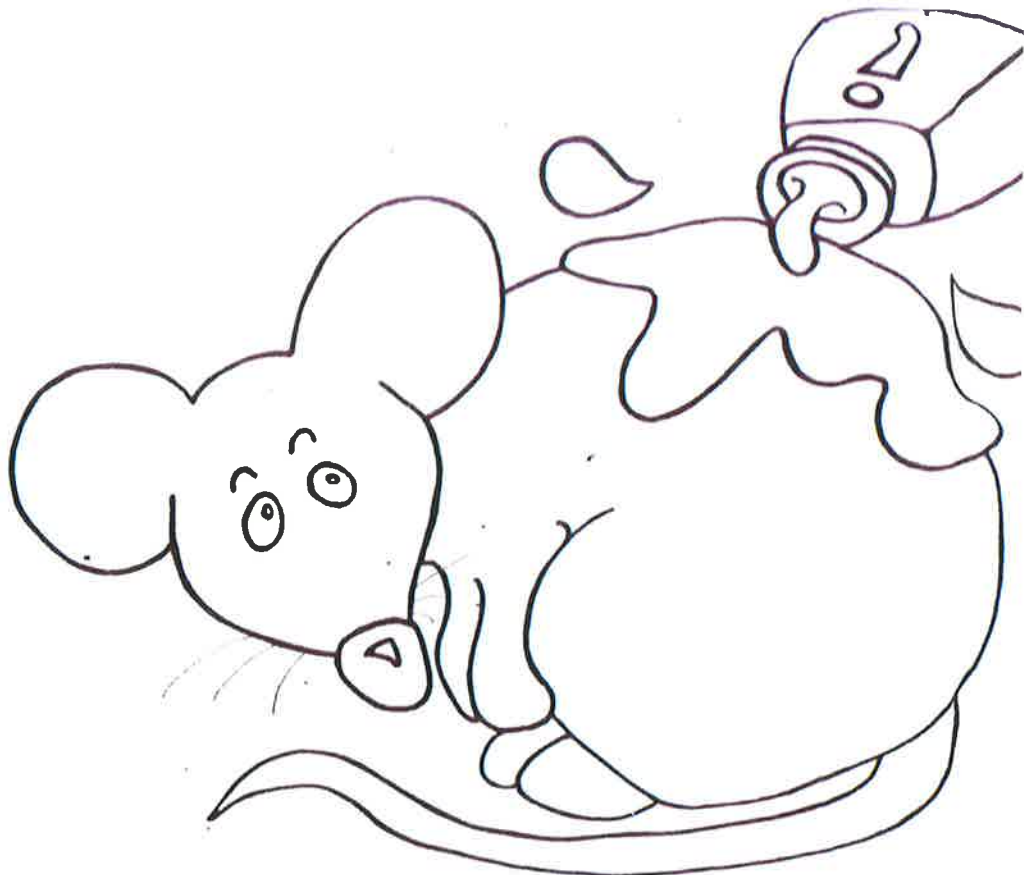
indian

imp

pin

sit

Draw the
letters
dotted here:



i

(Tune: *Hickory Dickory Dock* Track 4)

Inky the mouse is my pet.
She spilled the ink and got wet.
The ink it spread
all over the desk.

/i/-/i/-/i/-/i/

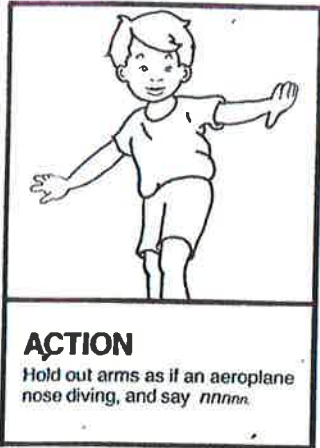
– Inky's wet!



Action: Pretend to be a mouse by wiggling your fingers at the end of your nose, like whiskers, and squeak *i, i, i, i*.

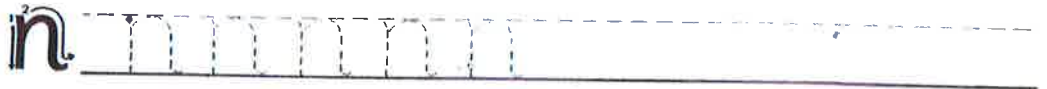
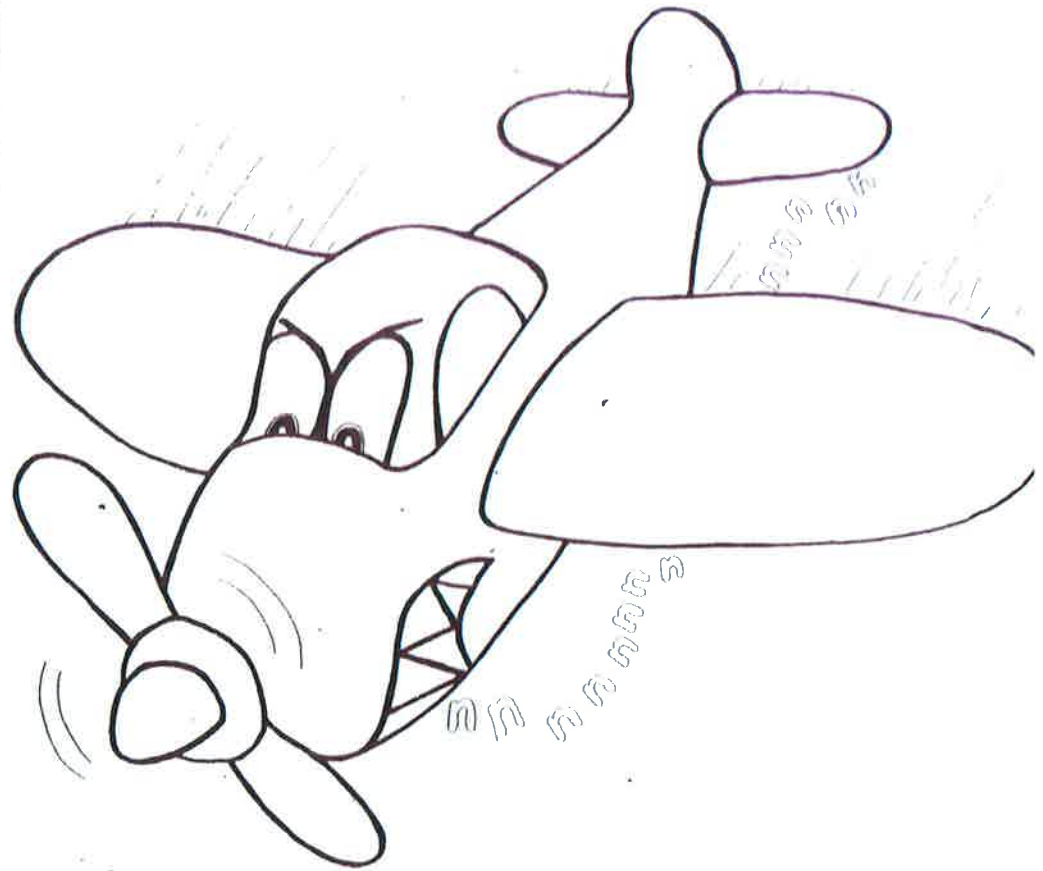


N n



noise
nosedive
nasty
snap
man

Draw the
letters
dotted here:



n

(Tune: *Skip to My Lou* Track 6)

Hear the aeroplane,
/nnn/!

Hear the aeroplane,
/nnn/!

Hear the aeroplane,
/nnn/!...

...making lots of **noise**.



Action: Pretend to be a plane,
with your arms out like wings,
and say nnnnnnnnnnn.

Mm



ACTION

Rub tummy, seeing tasty food,
and say *mmmmm*.

meal

menu

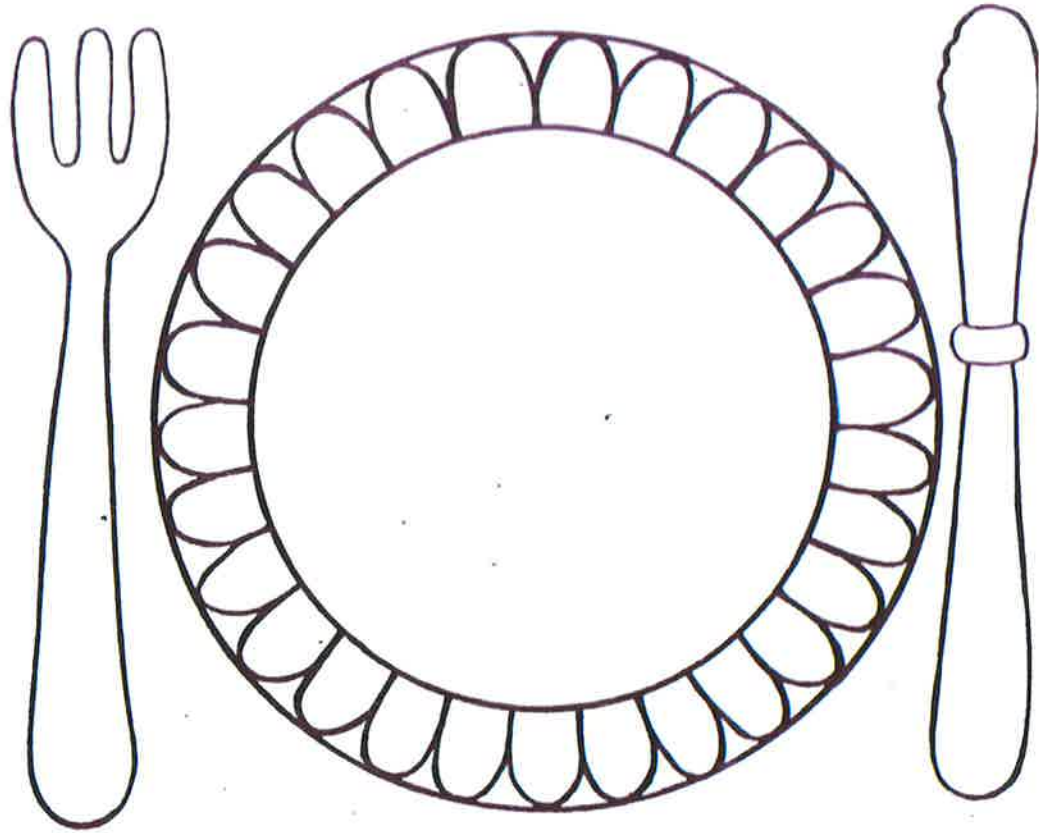
man

summer

swim

Draw the
letters
dotted here:

m



m

(Tune: *The Wheels on the Bus*
Track 11)

The mum and the dad
make many meals.

/mmm/!

/mmm/!



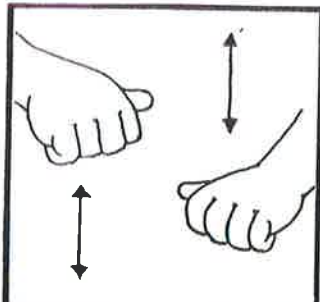
The mum and the dad
make many meals
for their hungry children.



Action: Rub your tummy, as if
you are seeing tasty food, and
say *mmmmmmmmm*.



D d



ACTION

Pretend to hold drum sticks and beat up and down on a drum and say *d d d*.

drum

band

dog

sad

puddle

Draw the
letters
dotted here:

d d d d d d d



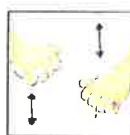
d

(Tune: *This Old Man* Track 12)

See me play on my **drum**.
Playing drums is lots of fun,
with a /d/-/d/-/d/-/d/
/d/-/d/-/d/-/d/.

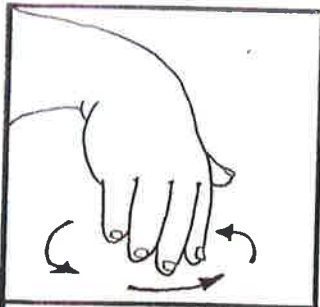


See me play upon my drum!



Action: Beat your hands up and down, as if you are playing a drum, and say *d, d, d, d*.

G g



ACTION

Spiral hand down as if water gurgling down a plug hole, and say *g, g, g, gurgle*.

glug
gurgle
goose
girl
leg

Draw the
letters
dotted here:

g g g g g g g



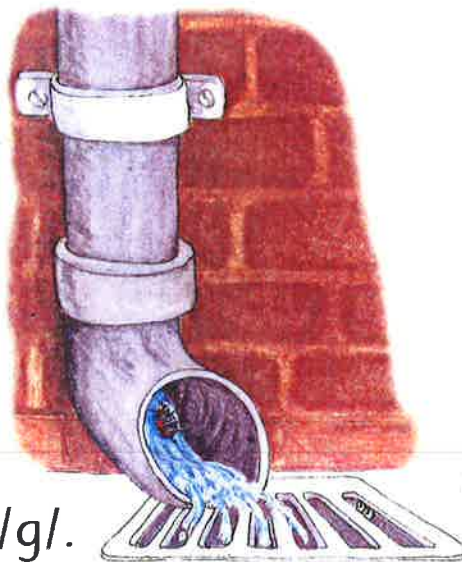
g

(Tune: *Jimmy Crack Corn*
Track 13)

The water **gurgles**
down the drain.

The water gurgles
down the drain.

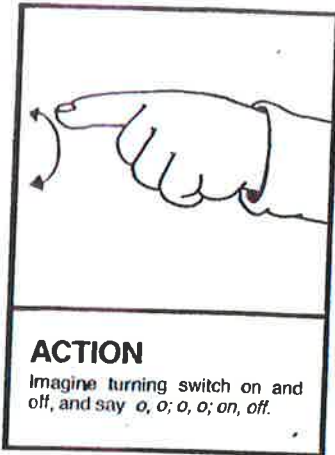
The water gurgles
down the drain,
with a /g/-/g/-/g/-/g/-/g/.



Action: Spiral your hand down, as if water is gurgling down a drain, and say *g, g, g, g*.

O o

short o

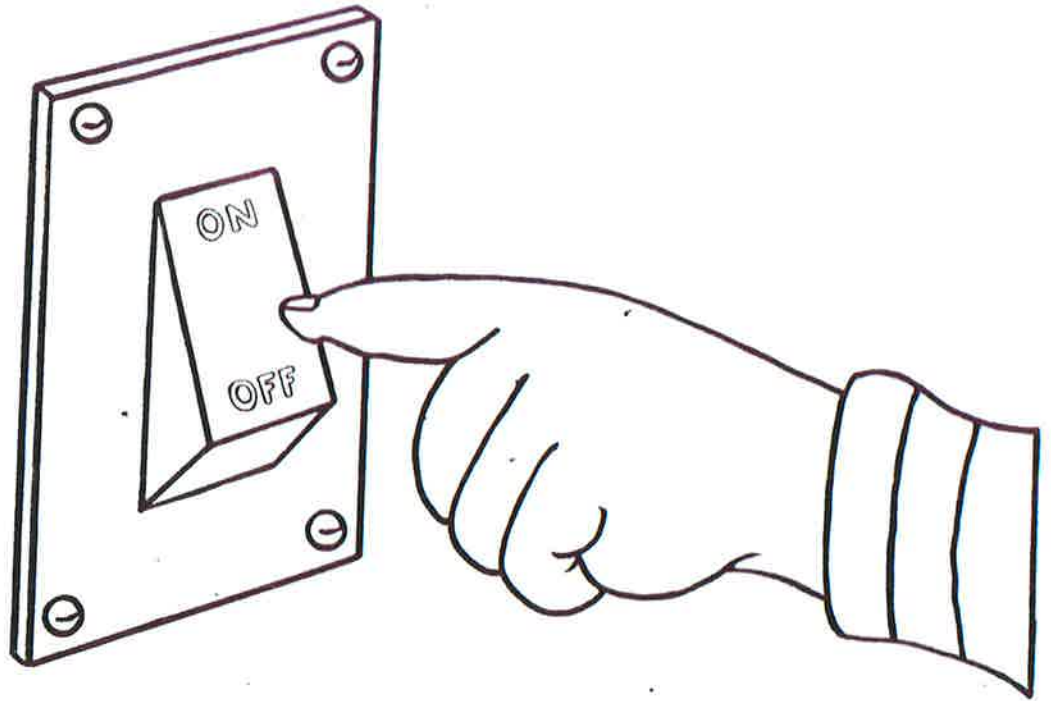


ACTION

Imagine turning switch on and off, and say o, o; o, o; on, off.

on off
octopus
ostrich
pond
shop

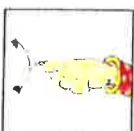
Draw the
letters
dotted here:



O

(Tune: *Old MacDonald*
Track 14)

Now it's dark,
the lights go on.
/o/-/o/-/o/-/o/-/o/.
Time for bed,
the lights go off!
/o/-/o/-/o/-/o/-/o/.



Action: Pretend to turn a light switch on and off, and say o, o; o, o.

C c K k

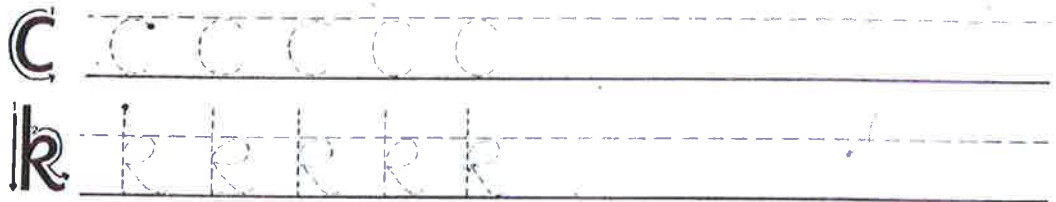
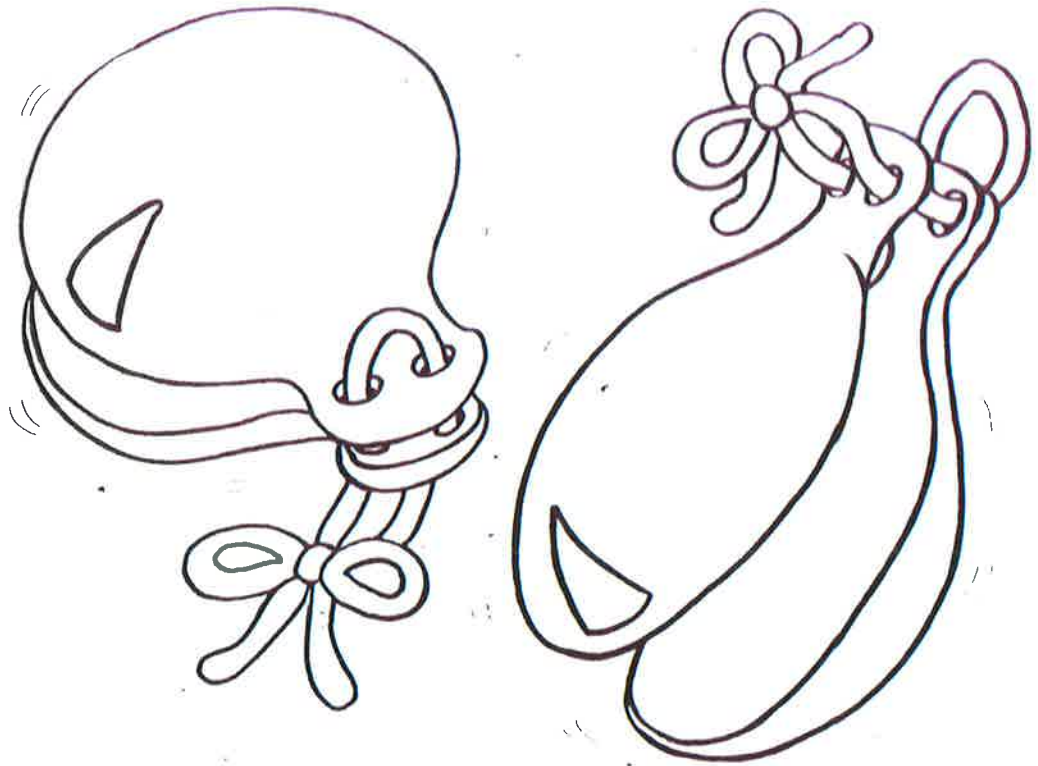


ACTION

Raise hands and snap fingers together as if playing castanets, and say *k, k, k*.

castanets

cat **kitten**
clog **king**
tractor **kite**
clock **skip**



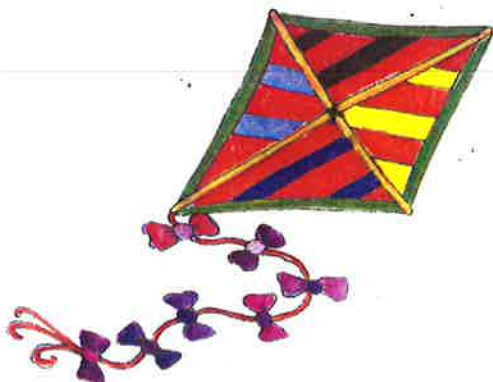
c/k

(Tune: *She'll be Coming Round the Mountain* Track 7)

We are clicking **castanets**,
/cl-/cl-/cl/.
 We are clicking **castanets**,
/cl-/cl-/cl/.
 We are clicking **castanets**,
 clicking **castanets**...
 ...we are clicking **castanets**,
/cl-/cl-/cl/.



Action: Raise your hands and snap your fingers together, as if you are playing castanets, and say *ck, ck, ck*.



Kites are flying in the sky,
/k-/k-/k/.
Kites are flying in the sky,
/k-/k-/k/.
Kites are flying in the sky,
 flying in the sky...
 ...**kites** are flying in the sky,
/k-/k-/k/

E e

short e



ACTION

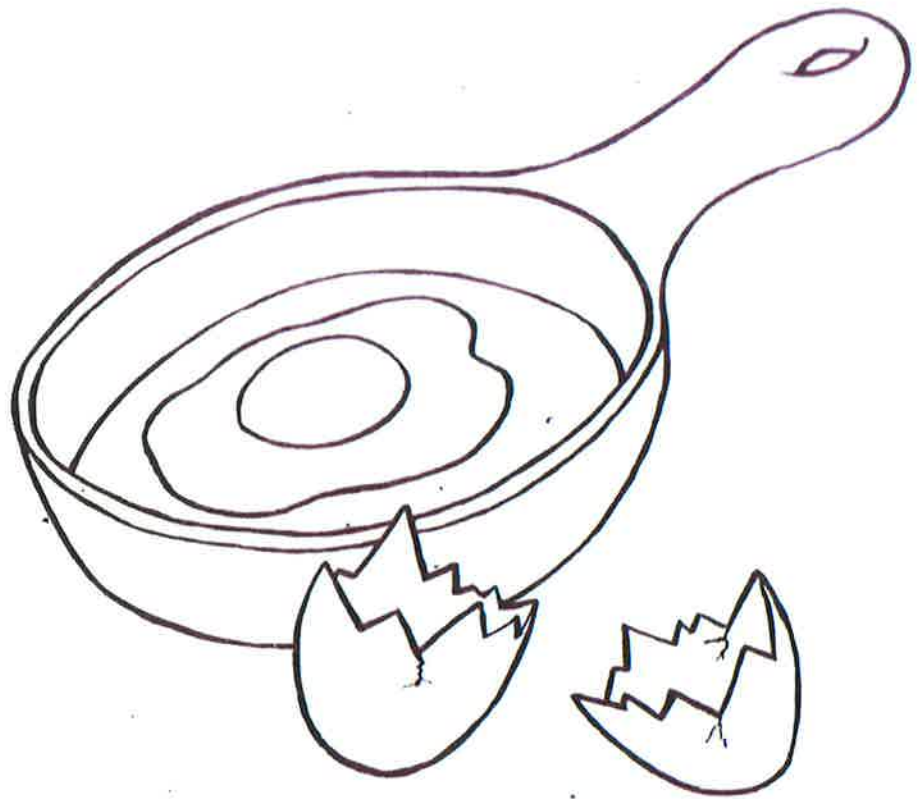
Pretend to hold egg with one hand, as if cracking it against the side of a bowl or pan. Use both hands to open shell, saying *eh eh*.

egg
empty
end
shed
tent

Draw the
letters
dotted here:

e

e e e e e e e e



e

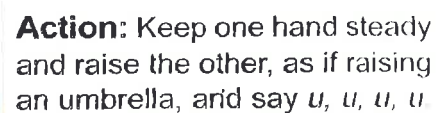
(Tune: *Skip to My Lou* Track 8)

Eggs in the pan, /e/-/e/-/e/.
Eggs in the pan, /e/-/e/-/e/.
Eggs in the pan, /e/-/e/-/e/.
Crack the **egg** like this.../e/!



Action: Pretend to crack an egg against the side of a pan with one hand. Use both hands to open the shell, saying *eh eh eh*.





H h



ACTION

Act as if panting after a race, holding hand up to mouth, and saying *h, h, h*.

hop

hot

huff

house

hill

Draw the letters dotted here:

h

h h h h h h h h h h



h

(Tune: *Apples and Bananas* Track 9)

I like to hop, hop, **hop**,
up and down.

I like to hop, hop, hop,
all around.

I like to hop, hop, hop,
up and down –
/h/-/h/-/h/-/h/-/h/!



Action: Hold a hand up to your mouth, panting as if you are out of breath, and say *h, h, h, h*.

B b



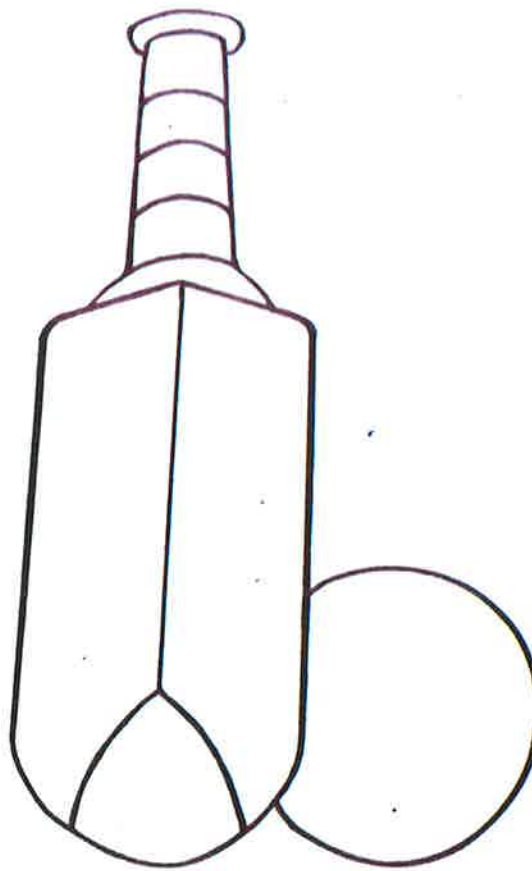
ACTION

Place hands together as if batting a ball, and say *b, b, b*.

bat
ball
belt
tubby
crab

Draw the
 letters
 dotted here.

b b b b b b



b

(Tune: *Cumtoun Races*
 Track 18)

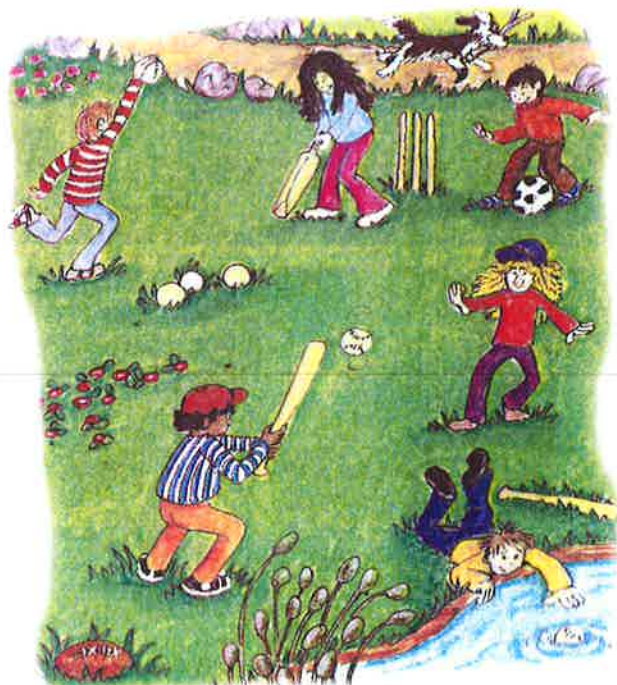
Bring your **bat** and
 bring your **ball**.

/b/! /b/!

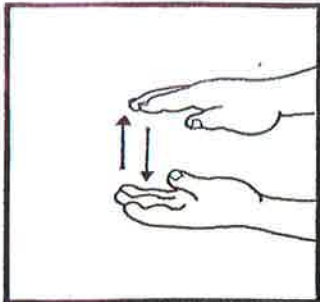
Bring your bat and
 bring your ball...
 ...to the park to play!



Action: Pretend to hit a ball
 with a bat, and say *b, b, b, b*.



F f

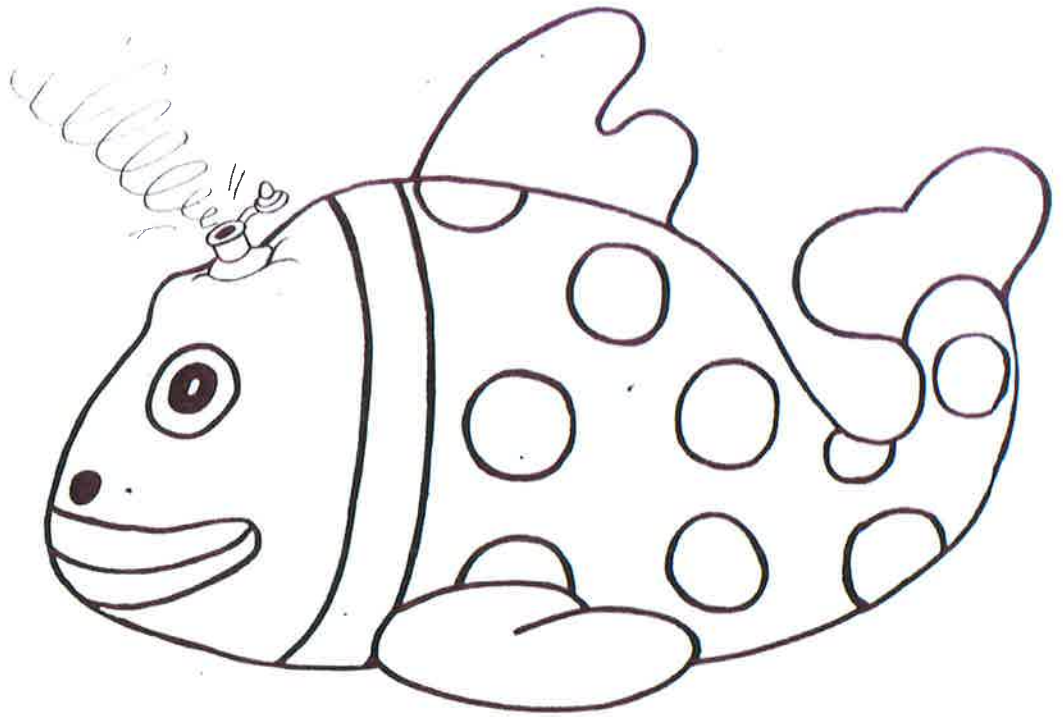


ACTION

Place one hand above the other, lower the top hand as if inflatable fish is deflating, and say *ffffff*.

fish
flat
fun
soft
sniff

Draw the letters dotted here:



f

(Tune: *Old MacDonald*
Track 17)

My friends and I
went to the beach
with my floating fish.
It got a hole...
...the air came out.
/fffff/!



Action: Let your hands come together gently, as if an inflatable fish is deflating, and say *ffffff*.

L

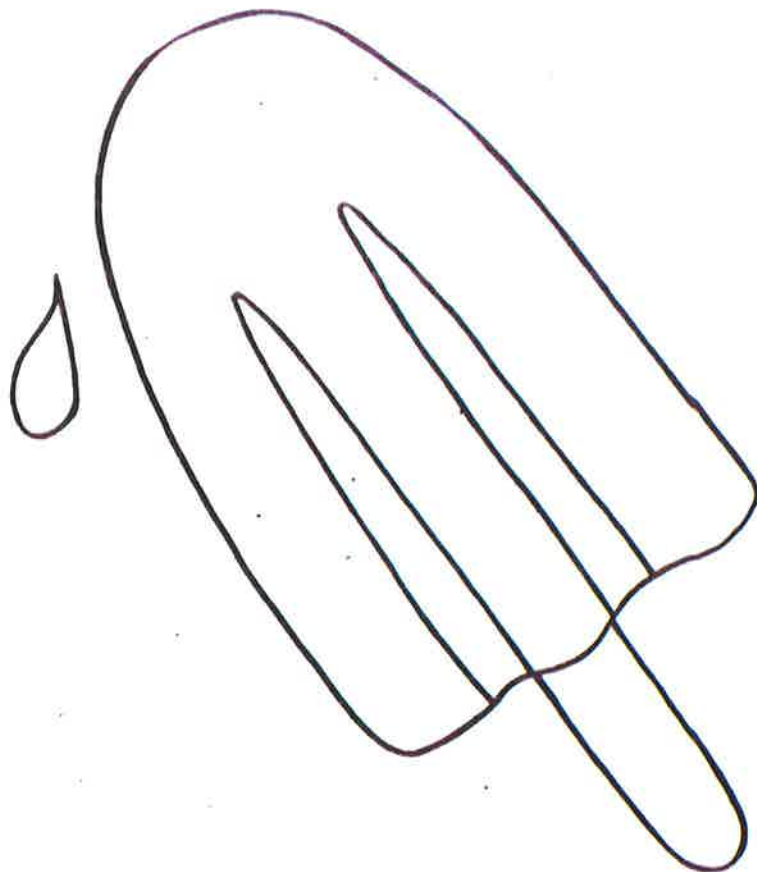


ACTION

Pretend to lick a lolly, saying
lllll.

lolly
lick
lemon
spell
slug

Draw the
letters
dotted here:



L

(Tune: *The Farmer in the Dell*
Track 16)

We lick our **lollipops**.
We lick our lollipops.
/l/-/l/-/l/-/l/!
We lick our lollipops.



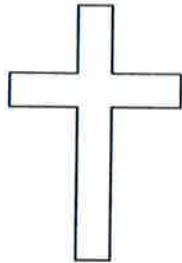
Action: Pretend to lick
a lollipop, and say *lllll*

In this phase we learn that the letters **s**, **l** and **f** double at the end of some words. We also learn that **c** is sometimes joined by **k**.

They make the same phoneme as the separate letters.

ss

less
hiss
mess
cross
fusspot



ck

clock
sick
kick
duck



ff

puff
huff
cuff
cliff



ll

bell
fill
tell
Bill

