Hart Primary School



Supporting your Child with Phonics and Reading at Home

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
SS	Snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a a		Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
t	astronaut	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
pp	tiger	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i	penguin	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
n	iguana	Open your lips a bit,put your tongue behind your teeth and make the nnnn sound nnnn	Down the stick, up and over the net.
m m	L Prouse	Put your lips together and make the mmmmm sound mmmmm.	Down, up and over the mouse's ears, then add a flick on the nose.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d d		Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
g 9	goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound g g g	Round the goat's face, up to his esr; down and curl under his chin.
Q 0	octopus	Make your mouth into round shape and say o o o	All around the octopus
6 C	cat	Open your mouth into a little smile, make your tangue flat and move it up towards the top of your mouth to say e e e	Curl around the cat.
k	kar	Open your mouth into a little smale, make your tongue flat and move it up towards the top of your mouth to say k k	Down the kite, up and across, back and down to the corner.
C k	sock sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say $\epsilon \in \epsilon$	c Curl round the heel of the sock. k Down the sock, up and round, back and down and to the corner. Catchphrase: Rock that sock!
e e	elephant	Open your mouth wide and say	Around the elephant's eye and down its trunk.



Grapheme and mnemonic	Picture card	Pronunciation phrase Formation phrase		
u u		Open your mouth wide and say	Down and around the umbrella, stop at the top and down to the bottom and flick	
r		Show me your teeth to make a rever sound rever rever	From the cloud to the ground, up the arch and over the rainbow.	
h	rainbow	Open your mouth and breathe out sharply h h h	Down, up and over the helicopte	
b b	helicopter	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.	
f	bear	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound	Down the flamingo's neck, all the way to its foot, then across its wings:	
	flamingo	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press IIII IIII	All the way down the lollipap.	
1970	lollipop			



Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Pictur	e card Pronunciation phrase	Formation phrase
	j	Pucker your lips and show your teeth use your tong as you say j j j	
	V	Put your teeth against ye bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
	W	Pucker your lips and keep them small as you say w	
	X	Mouth open then push the es/x sound through as you dose your mouth es es e	to the bottom of the box.
9	y	Smile, tongue to the top your mouth, say y witho opening your mouth	
	Z ·	Show me your teeth and buzz the z sound zzzzzz zzzzzz	Zip across, zag down and across the zebra.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
q u qu	queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end qu Quick, it's the queen!
th th	thumb	Voiced: Tongue on your teeth, teeth almost closed to make a "buzzing" thin th Unvoiced: Tongue on your teeth push the air out thith th	th Thumbs up, we're having fun.
sh	shells	Show me your teeth and push the air out shishishish shishishish	sh Share the shells.
ch ch	cherries	Pucker your lips and show your teeth. Use your tongue as you say ch ch ch	ch Chew the cherries, children.
n g ng	ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
nknk	pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink



Catchphrase	Grapheme	Catchphrase	Grapheme
tall in the rain	ai	sheep in a jeep	ee
a light in the night	igh	soap that goat	oa
zoom, to the moon	<i>€</i> 00	hook a book	00
march in the dark	ar	born with a horn	or
curl the fur	ur	wow owl	ow
boing boing	oi	get near to hear	ear
phair in the car	air	a bigger digger	er



Letter formation: Capital letters

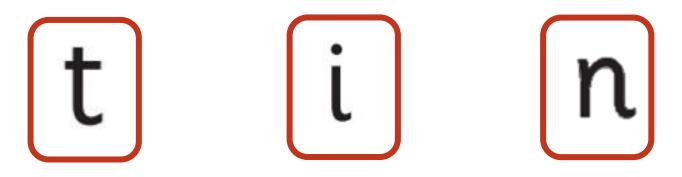
Use this document to ensure correct letter formation when you are teaching children to form capital letters.

tter	Capital letter formation phrase			
Α	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.			
В	From the top, down, back to the top. Round to the middle, round to the bottom.			
С	From the top, curl around to the left to sit on the line.			
D	From the top, down, back to the top. Curve right, down to the bottom.			
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.			
F	From the top, down, back to the top. Across, back. Lift up and across the middle.			
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.			
Н	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.			
1	From the top to the bottom and stop:			
J	From the top, all the way down, then short curl to the left.			
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.			
L	From the top, down and across the line.			
М	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the lin-			
N	From the top, down, back to the top. Diagonally down, then straight up to the top.			
0	From the top — all around the o.			
Р	From the top, down then back up. Curve right to halfway down.			
Q	From the top — all around the o. Lift off. Short line diagonally down.			
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.			
S	From the top, under the snake's chin, slide down and round its tail.			
Т	From the top, down and stop. Lift up and from the left, make a line across the top.			
U	From the top, down and curve right, then straight up to the top.			
٧	From the top diagonally right to the bottom, then diagonally up to the top.			
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.			
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to th bottom.			
Υ	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.			
Z	From the top go across, diagonally down to the left and across the bottom.			

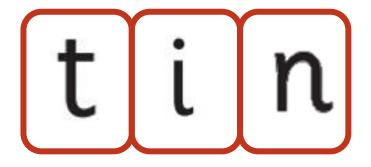
How we teach blending

In our phonics lessons, your child is taught to recognise the connections between sounds in our spoken word, called phonemes, and the letters that are used to write them down, which are called graphemes.

When we read, we see these letters written down and we change them back into sounds, e.g. To read the word tin, children would change the word into the separate sounds:



Say the sounds in turn, t-i-n, pointing to each sound, then blend them together, whilst sweeping our finger underneath to say:



When we sound out the phonemes, we make sure that we pronounce the phonemes correctly, so that we don't say:

tuh-i-nuh

because that doesn't say tin when we blend it back together.

How we teach Tricky Words

Almost all words in the English language can be de-coded using phonics. (See 'How we teach blending') However, some word contain unusual ways of spelling phonemes, even in the very early stages. We call these words 'Tricky Words'.

When we teach 'Tricky Words', we should the children which part is the tricky part.

Reception Tricky Words	<u>Year 1 Tricky Words</u>
is I the as has his her go no to into she he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today	is I the as has his her go no to into she he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today their people oh your Mr Mrs Ms could would should our house mouse water want any many again who whole where two school call different thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe

If your child is struggling to remember a tricky word, write it on a post-it note and stick it where they will see it a lot. Keep asking them to read the tricky word, reminding them of the tricky part if you need to.

What will your child bring home?

'My Book' Reading practice book

- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

A sharing book.

- In Reception class, this will be a story sack, in KS1 this will be a book which they have chosen themselves.
- Your child will not be able to read this on their own.
- This book is for you both to read and enjoy together. In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure.
- The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!