













Phase 2 Phonic Support

In Phase 2 children are taught 19 letters grouped into 5 sets. One set will generally be taught in one week.

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, ff / l, ll / ss

Jolly Phonic Actions to support sound acquisition.

At Lister Infants we use the Jolly Phonics programme to support sound acquisition. Jolly Phonics uses a multi-sensory approach when introducing each letter sound with fun actions, stories and songs. Please see below for each sounds action.

	s Weave hand in an s shape, like a snake, and say ssssss.	
	a Wiggle fingers above elbow as if ants crawling on you, saying a, a, a.	
	t Turn head from side to side as if watching tennis and say t, t, t.	
	i Pretend to be a mouse by wiggling fingers at end of noise and squeak i, i, i, i.	
	p Pretend to puff out candles and say p, p, p.	
	n Hold arms out at side, as if a plane, and say nnnnnnnnn.	



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



e Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.



h Hold hand in front of mouth panting *h, h, h* as if you are out of breath.



r Pretend to be a puppy holding a rag, shaking head from side to side and say *rrrrrrrrrr*.



m Rub tummy as if seeing tasty food and say *mmmmm*.



d Beat hands up and down as if playing a drum and say *d, d, d*.



g Spiral hand down, as if water going down the drain, and say *g, g, g*.



o Pretend to turn light switch on and off and say *o, o, o*.



u Pretend to be putting up an umbrella and say *u, u, u*.



l Pretend to lick a lollipop and say *l, l, l*.



f Let hands gently come together as if toy fish deflating, and say *fffff*.



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



Children are encouraged to begin 'blending' sounds into words straight away. Therefore, having been taught only Set 1, children can make (and read) words like at, sat & pat.

Nonsense words, such as 'tas' are also acceptable as they allow children to explore sounds freely. Mis-spelt words (which are phonetically correct) are also allowable e.g. pas. In time, children will

be shown the correct spelling. Remember, the initial focus is on reading; blending separate sounds into words.

As children learn all the Sets in Phase 2, they will be able to read an increasing number of words. The 'Reading Word List', resource (see phonics tab), sets out the range of words which can be read once each additional Set has been taught.

You will notice that 'double consonants' (ff / ss / ll) are taught early. This illustrates to children that sometimes more than one letter can represent a single sound. In the case of these letters it is the same sound as the single letter represents. In Phase 3 children are taught that this is not always the case.

The grapheme 'ck' is taught in Phase 2 as it features in many of the early words that children learn e.g. back, neck and sack.

Once the children are confident with Phase 2 and can blend they will move on to Phase 3. (see phonics tab for Phase 3 information)