

Group 2 Guide

Sounds (Phonemes) - Group 2

Start by introducing these sounds (phonemes) to your child, using the sentences below. You can repeat this as often as your child needs.



Introducing sounds instructions

- {Hold up phoneme card}* We are learning the sound **_**. Say **_**.
- Can you hear the sound **_** in these words? *{pick 3 simple words, 2 with the sound and one without}*
 - Word 1 - Yes you can hear **_** in [Word 1].
 - Word 2 - Yes you can hear **_** in [Word 2].
 - Word 3 - No you can't hear **_** in [Word 3].
- {Hold up the letter tracing card, with letters outlined}* This is the letter symbol we write for the sound **_** and we call this **_** *{say letter name}*. Trace this with your finger. Start here. *{point to number 1 dot on card}*
- This is the sound **_**. Say **_**.

Any reading practice should begin by quickly reviewing the sound (phoneme) cards. Say these sounds ...

Word Blending (Reading) - Group 2

Saying the sounds aloud in a continuous breath is called blending, it is how your child starts to read. Choose at least 3 cards to practice blending. The word cards have dots underneath to show how many sounds (phonemes) are in the word. The word snip has four sounds s-n-i-p.

Word list

it	snip	mist	Stan	and
sit	in	mat	am	ant
pit	tin	map	dam	sips
spit	pin	nap	spam	sin
sip	spin	an	pad	sad
nip	Tim	pan	mad	
dips	did	man	dad	

Blending words instructions

- {Hold up word card}* Blend these sounds to read the word.
- If correct, Yes that is correct
- If incorrect, Let me show you *{blend the sounds slowly and then read the word}*.
 - Let's try together *{repeat blending and reading the word}*
 - Your turn to blend these sounds and read the word.

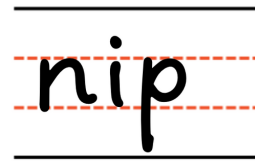
snip
.....

Word Segmenting (Spelling) – Group 2

To spell words your child hears the word, segments or separates the individual sounds (phonemes), and then writes a letter symbol (grapheme) to represent this sound. Choose at least 3 cards to practice segmenting. We can use the dotted thirds handwriting paper available in the downloads to help your child to write with correct size and spacing.

Segmenting words instructions

1. {Choose a word card, don't show your child} Write the sounds you hear in the word _.
2. If correct, Yes that is correct
3. If incorrect, The word is _ . Say _.
 - a. What sounds do you hear in the word _ {repeat and demonstrate for your child if needed}
 - b. Write the sounds you hear in the word _.

The word 'nip' is written in a cursive script on a set of three horizontal lines (top, middle dashed, and bottom). The letters are lowercase and fit within the middle dashed line.

High Frequency Words – Group 2

High frequency words are words that appear regularly in the texts your child will read. Sometimes these words will include sounds (phonemes) not yet introduced to your child. Sometimes these words include sounds (phonemes) introduced, but they behave a little differently and need some explanation. The explanations are listed below. The high frequency words have an asterisk beside them.

is*

I*

said*

High Frequency words instructions

is: is {show card}. The letter S {say letter name} also makes the sound /z/ when it is at the end of some words like is, has, was {say /z/ sound clearly}.

I: An I {say letter name} all alone is a complete word. It is pronounced with the long /i/ sound.

said: A-I {say letter names} in said makes the short /e/ sound. It is the only common English word to do this. It rhymes with words like bed, red, and fed, but is spelt differently.

Group 2 Guide

Sentence Reading – Group 2

Now it's time to read short sentences using the words your child can read with the sounds (phonemes) they know. Choose at least 3 sentences to read.

Sentence list

Nan tips the pan.
Dad is mad at Sam.
Tim spins the tin.
Min sits at the dam.
Stan did nap.
Nan stands on a pin.
Sid snips the map.
A mist in the pit.
Sam tints the map.

Sentence reading instructions

1. {Hold up sentence card} Read this sentence.
2. If correct, Yes that is correct
3. If incorrect, Let me show you {blend the sounds of any incorrect words slowly, read the word, and the sentence}.
 - a. Let's try together {repeat blending and reading}
 - b. Your turn to blend these sounds and read the word.

Tim spins the tin.

Sentence Spelling – Group 2

Choose at least 1 sentence to read aloud to your child for them to practice spelling. You can use the dotted thirds paper in the downloads section.

Sentence spelling instructions

1. {Choose a sentence card, don't show your child} Listen to this sentence and write the words _..
2. If correct, Yes that is correct
3. If incorrect, The word is _. Say _.
 - a. What sounds do you hear in the word _ {repeat and demonstrate for your child if needed}
 - b. Write the sounds you hear in the word _.

stan did nap.

Additional Notes – Group 2

Additional words

We've included 33 words in the first set of word cards to start using in "Links at Home Reading". These include a collection of short three-letter words (e.g., pit), some four-letter words (e.g., snip), and some words with the plural s at the end (e.g., dips). Your child may feel more confident to read the short three-letter words first, we have included the full list of words possible in Group 2 below.

am	maps	pant	spam
amp	mat	pants	span
an	mats	pin	spin
and	Min	pins	spins
ant	mint	pip	spit
ants	mist	pips	spits
dad	Nan	pit	Stan
dam	nap	pits	stand
Dan	naps	sad	tad
did	Nat	Sam	tamp
dim	nip	sand	tan
dims	nips	Sid	tans
dip	nit	sin	Tim
dips	nits	sip	tin
in	pad	sips	tins
it	pads	sit	tint
mad	Pam	sits	tints
man	pan	snip	tip
map	pans	snips	

Interest words

There are also some words we have excluded from the list above for blending and segmenting, information about these words are included below.

add: there is a double D at the end of this word, this is uncommon.

inn: there is a double N at the end of this word, this is uncommon..

Double S is a common grapheme that will be introduced in Group 5, words like pass and miss are not included at this stage..