

TOOLBOX PHONICS

British Curriculum-Aligned Phonics through Play

Phase 2 Group Planning

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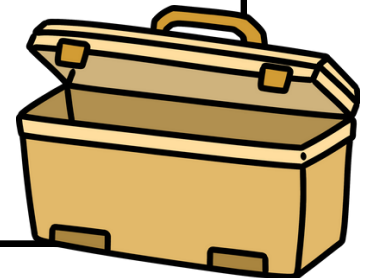
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REVISIT

Revise oral blending and segmenting using the Toolbox Phonics Oral Blending and Segmenting Song. Start by showing a picture and inserting it into the song, for example, 'I can spell the sounds in cat, c-a-t, that spells cat.' Sing each verse three times to reinforce learning. The first time, the adult sounds out and blends the word (e.g., 'c-a-t' that spells 'cat'). The second time, the children sound out the word. The third time, everyone sings it together, blending the sounds smoothly. Ensure you use a variety of CVC images to keep the activity engaging. For example, after 'cat', you might use 'dog', 'sun', or 'hat'. This helps the children practice with different sounds and enhances their phonemic awareness.

Phase 2.1

s a t p

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Suggested Toolbox Items:



bag



whiteboard
& pen



pens in two
colours

SENTENCES

Time to sit and focus. Print the caption strips and decide whether the children will read them, write them, or do both! **For the reading option**, adults should remove the picture from the caption ahead of the activity. Before the children read the caption, spend some time counting the words and adding sound buttons. A helpful tip is to use a different colour for the sound buttons in each word. This helps guide the children in sounding out and blending each word individually. Collectively, read the caption together and then match it to the correct picture. **For the writing option**, rehearse the caption orally together and count how many words it contains- in this case, two. Then, using two different coloured pens, the children write each word in a different colour. Read the caption back together to check it, reinforcing that it is made up of two separate words.

TEACH SOUNDS

Each week, the children will be taught four new sounds. You can either teach all four sounds together or introduce a different sound each day. From Week 2, all of the 'read' and 'spell' activities provide the option to focus on one sound or all four sounds. When introducing each sound (**s**, **a**, **t**, and **p**), use the letter flashcards and model the correct pronunciation and letter formation for each sound.

Mystery Bag: This game helps isolate the new sounds in words and match them to the corresponding letters. To play, place the picture cards in a bag and call this the 'mystery bag' (or use real-life items). Lay the letter flashcards for 's, a, t, p' in front of the bag. Invite the children to explore the items in the bag one at a time. Their job is to identify the initial sound of each picture and match it to the correct letter card. This skill develops phoneme (sound)-grapheme (letter) correspondence.

READ WORDS

Hide & Find: Play this after all four sounds have been introduced. Display the three picture cards on the board and hide the word cards around the room (do this before the lesson). The children move around the room, trying to find the hidden word cards. Playfully give clues, such as 'hot and cold', as they search. When a child finds a word card, they shout, "Got it!" and everyone gathers back on the carpet. Read the word together as a group, decoding and blending it as the adult models pressing each sound button on the word card. The child who found the word matches it to the correct picture, and the children return to finding the remaining two word cards. For larger groups, consider writing the word on a whiteboard to make it easier for everyone to see.

SPELL WORDS

Kung Fu Phonics: This game introduces sounding out words for spelling, play it once all four sounds have been introduced. Place the three picture cards in a bag and give each child a whiteboard and pen. For this game, the children will need to stand in an open space so they have room to kick and punch! Invite a child to choose one of the picture cards from the bag and show it to the group. The children will then orally segment the word using Kung Fu Phonics moves. They punch the air as they sound out each letter and then kick the air to blend it. It's important for children to blend the word after segmenting, as this helps them hear that the blend matches the segmented sounds. After sounding out the word, the children record it on their whiteboards. Encourage them to repeat sounding it out to help hold the sequence of sounds in their heads. Repeat with the remaining two words. Optionally, use different actions, such as bouncing and shooting a basketball.