

TOOLBOX PHONICS

British Curriculum-Aligned Phonics through Play

Phase 2 Individual Planning

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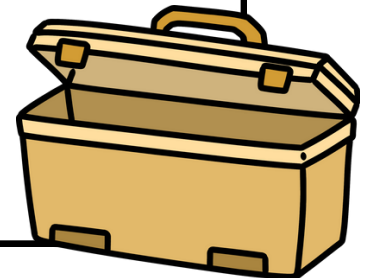
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REVISIT

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 child sounds out the word. The third time, you both sing 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 child 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 your child 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 child reads 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 child in sounding out and blending each word individually. Once the child has read the caption, they 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 child writes 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 child 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. Let the child 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: A game to get the child moving. Place the three picture cards on the table and hide the word cards around the room (do this before the lesson). As the child searches for the hidden word cards, playfully give clues, such as 'hot and cold'.

When the child finds a word card, they stop searching and bring it back to the table. Read the word together, modelling how to press the sound buttons on the word card and demonstrating the decoding and blending process. The child then matches the word to the correct picture before continuing to search for the remaining two word cards- to play this game, all four sounds must have been introduced to the child.

SPELL WORDS

Kung Fu Phonics: This game introduces sounding out words for spelling. Place the three picture cards in a bag and give the child something to write on. The child will need to stand in an open space so they have room to kick and punch! To play, the child takes a picture card from the bag and sounds it out using Kung Fu Phonics moves. They punch the air as they sound out each letter and then kick the air to blend the word. It's important for the child to blend the word after segmenting, as this helps them hear that the blend matches the segmented sounds. After sounding out the word, they record it on paper or a whiteboard. Encourage them to repeat sounding it out to help hold the sequence of sounds in their head. Repeat with the remaining two words. Optionally, use different actions, such as bouncing and shooting a basketball, to keep the activity engaging - to play this game, all four sounds must have been introduced to the child.