



## Phonics – The Extended Code

### A guide for parents and carers of children in Year 2

#### What did children learn previously in Reception? (The Initial Code)

Children are now able to: blend, segment and manipulate sounds and spellings with simple 3, 4 and 5 sound words with the structures CVC, VCC, CVCC, CCVC, CCCVC and CCVCC.

Children also now know that: sounds in speech are represented by letters, a sound can be represented by a one letter spelling and some sounds can be represented by 2 letter spellings (/sh/, /ch/, /th/, /ll/ etc).

#### What will we be teaching in Year 2?

##### Conceptual knowledge:

1. A sound may be spelled by 1, 2, 3 or 4 sounds, we join these together when writing:

<i>d</i> <u><i>o</i></u> <i>g</i>	<i>st</i> <u><i>re</i></u> <i>e</i> <i>t</i>	<i>n</i> <u><i>igh</i></u> <i>t</i>	<i>ei<u><i>gh</i></u><i>t</i></i>
(1 letter 1 sound)	(2 letters 1 sound)	(3 letters 1 sound)	(4 letters 1 sound)

2. The same sound can be spelled in more than one way:

<i>r</i> <u><i>ai</i></u> <i>n</i>	<i>br</i> <u><i>ea</i></u> <i>k</i>	<i>g</i> <u><i>at</i></u> <i>e</i>	<i>st</i> <u><i>ay</i></u>
One sound – different spellings			
They were informally introduced to this previously with the sound /k/ as 'c', 'k' and 'ck'.			

3. Many spellings can represent more than one sound:

<i>h</i> <u><i>ea</i></u> <i>d</i>	<i>s</i> <u><i>ea</i></u> <i>t</i>	<i>br</i> <u><i>ea</i></u> <i>k</i>
One spelling – different sounds		

Sounds~Write introduces the most common possibilities of spellings in the same lesson, rather than introducing only one popular way of spelling a sound. This gives pupils practise and exposure so the sounds can be recognised and reproduced. The sounds and spellings are presented in a unit order which allows pupils to read the greatest number of words as early as possible.

Some of the sounds are visited twice at differing levels of difficulty, **first** spellings in Year 1 and **more** spellings in Year 2 (this is a more complete list of the less common spellings they will encounter). We continue to teach the sounds in the context of whole words. Here is an example of **more** spellings introduced in Year 2, children will experience these spellings within a variety of words.

Unit 27: /æ/- *r**ai**n*, *d**ay*, *gr**ea**t*, *m**ak**e*, *D**ai**vid*, *v**ei**l*, *th**ey*, *ei*gh**t*,*

Unit 29: /e/- *h**e*, *m**ea**l*, *th**re*, *f**un**n**y*, *ch**im**ne**y*, *fi*el**d*, *taxi*,*

Unit 31: /y/- same spelling, different sound, *y**ellow*, *m**y**th*, *m**y*, *re**ad**y*,

Unit 32: /œ/- *g**o*, *b**oa**t*, *gr**ow*, *to**e*, *bo**ne*, *sh**ou**ld**er*, *d**ou**gh*,

Every two to three weeks we will begin a new unit, learning new sounds or spellings, alongside this previous sounds are regularly revisited to consolidate learning.

We always talk about the sounds the letters make and you can help most effectively by not using letter names, only sounds e.g. /t/ not “tee”, this may take older pupils longer to do as they need to reorientate towards sounds and spellings.

**Polysyllabic Words** - It has been estimated that more than 80% of words in the English language are polysyllabic. To read or write these words, children need a higher-level development of segmenting and blending, we teach this using an effective strategy.

#### **Segmenting (Used when spelling or writing):**

1. First separate words into syllables e.g. *fla-min-go*
2. Then take each syllable, in turn, and segment it into sounds (break it into sounds),  
*f-l-a...m-i-n...g-o*

#### **Blending (Used when reading):**

1. First blend sounds into syllables, *b-u-tt...butt...er...er...f-l-y...fly*
2. Then blend the syllables, in turn, into the word, *b-utt-er-fly...butterfly!*

Initially the teacher will guide when the end of a syllable has been reached when blending, soon afterwards children will move on to making the decision for themselves. Through using these strategies consistently, children will be able to progress from 2 syllable words to 3, 4, 5 and 6 syllable words.

### **What can you do to help your child to read and write?**

When your child is reading their ‘home reader’, please let them have a go at reading all of the words first. Sometimes, they may need help but ensure you give them time to work it out (approx. 7 seconds) before offering support.

When learning new words from books or researching topics, you could show curiosity and enjoyment in listening to the sounds with your child, e.g. *freight* would be /f/ /r/ /ae/ /t/. If you are not sure, just close your eyes and say the sounds in a word to yourself.

#### **Key phrases you could use when reading with your child:**

- When your child is unsure of a word, “remember to say the sounds, and read the word”
- If your child misreads a sound in a word, e.g. they said /ee/ in break instead of /ae/ “this is ae, say ae here”. Then encourage your child to reread the word with the correct sound.
- Your child may attempt to read words or signs when out and about, you could ask them “what is the spelling of /ae/ in gate?” (it’s a split spelling).
- When reading a polysyllabic word (with support to find the syllables), “say the sounds until you get to this part and read the syllable” e.g. magnet, m-a-g...mag, “now read the next syllable” n-e-t...net. “Now read all the syllables to hear the word”, mag...net, magnet.

#### **Key phrases you could use when writing with your child:**

- When your child is unsure of how to spell a word, “remember to say the sounds you can hear and write the word”.
- When spelling a polysyllabic word, “how many syllables can you hear in ‘suddenly’? Su-dden-ly, three...what is the first syllable you can hear? /su/, write the first syllable ‘su’... [then repeat for the second and third syllables].

If you have any questions or would like further explanations please do ask us. Enjoy exploring sounds and words with your child.

