

Key stage one- Working from home



Phonics - Year 2

Week 1	Week 2	Week 3	Week 4
<p><u>Sound</u> /m/</p> <p><u>Spellings:</u> <m> <mm> <mb> <mn></p>	<p><u>Sound</u> /ɔr/</p> <p><u>Spellings:</u> <oar> <ore> <our> <augh> <ough></p>	<p><u>Sound</u> /h/</p> <p><u>Spellings:</u> <h> <wh></p>	<p><u>Sound</u> /k/</p> <p><u>Spellings:</u> <c> <k> <ck> <ch.&br/><cc.</p>
<p>animal, autumn, bomb, climb, column, comb, comma, dumb, hammer, hymn, motor, thumb, tomb, lamb, meet, man, match</p>	<p>boar, board, bought, brought, caught, wore, tore, roar, shore, ought, ignore, more, naughty, caught, snore, taught</p>	<p>behave, hand, hat, help, her, hump, reheat, who, whole, whose,</p>	<p>acorn, anchor, attic, baker, book, brick, bucket, chemist, cold, comic, crab, echo, hiccup, joke, joke, kerb, kind, neck, raccoon, scarf, school, silk, truck</p>
	<p>Story of the week (found on CPA website)</p> <p>What am I?</p>		

Activities:

(repeat activities below for the whole week)

- 1) Discuss with your child the sound and show them the different spellings of the sound.
- 2) Break up the words above and ask the child to put them back together. Saying the sound as they write the word. For example- h air - child put this back together to make hair.
- 3) Put the words above into sentences. Encourage the children to use their neatest handwriting and the writing features from their year groups. For example- The dog had long hair.
- 4) Spelling test. At the end of the week- test your child on this week's spellings. Display the spellings of this week's sound in front of your child during the spelling test as a support.
- 5) Phonics stories will be available on the Cranford Park website for the children to read. Also ask the children to make a list of the words in the text containing this week's sound.