



RED ROSE

Letters and Sounds

Introduction to Phase 2 Red Rose Letters and Sounds

Children entering Phase 2 will continue to build on the foundations from Phase 1. They should have experienced a wealth of speaking and listening activities, including songs, stories and rhymes, alongside oral blending and segmenting. The purpose of Phase 2 is to teach 23 GPCs with single letter graphemes and some digraphs, with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing words and sentences. Children will also be taught how to read and spell 6 tricky words with automaticity of reading tricky words being essential.

From Week 3 onwards in Red Rose Letters and Sounds, children begin to be exposed to the concept of a sentence. Carefully considered sessions have been planned which have a focus on blending or segmenting. Later in Phase 2, these skills are combined. Where it suggests writing words or sentences, it is recommended that the role of the adult scaffolds this process. For example, if children are not developmentally ready with finger strength and letter formation, adults can model writing and/or magnetic letters can also be used to practise application.

Early in Phase 2, teaching can be organised into 2 x 10 minute sessions or a 20-25 minute session, daily. Additionally, it is suggested that practitioners plan for phonics to be provided in classroom provision with the support from a well-trained adult.

For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences.

Stretch and Challenge

Within this phase, opportunities for aiming high are included via multi-syllabic words, CVCC, CCVC and CCVCC words in the Phase 2 word bank. Consider using these words for reading or spelling during phonic sessions if appropriate. Some children may begin to read and write multi-syllabic words, CVCC, CCVC and CCVCC words using GPCs learned within Phase 2.

Assessment of Phase 2

At the end of this phase children should be able to:

- read VC and CVC words with the 23 GPCs learned
- spell VC and CVC words either using magnetic letters or by writing the letters on paper or on whiteboards with the 23 GPCs learned - read captions and sentences
- read and write 6 'tricky' words
- read decodable texts with the 23 GPCs and 6 tricky words
- make phonetically plausible attempts with the emerging stages of spelling in their writing journey

Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	

Week 5	Teach o c k	Teach the
Week 6	Teach ck e u	Teach I to
Week 7	Teach r h b	Teach no go
Week 8	Consolidate o c k ck e u r h b	Teach into
Week 9	Teach f ff l	Consolidate the I to no go into
Week 10	Teach ll ss	Consolidate the I to no go into
Week 11	Consolidate f ff l ll ss	Consolidate the I to no go into
Week 12	Consolidate as required	Consolidate Phase 2 Tricky Words as required
		<i>High Frequency Words as is us his has s pronounced /z/</i>