

Level 2 Week 1 Workbook - Adult Guide



Level 2

The pupil workbook is designed to provide your children with opportunities to consolidate and practise the core phonics skills they have learned during their daily phonics teaching. Once children are familiar with the structure of the workbook, they should be able to work through most of the activities independently, while you spend time working with those children who would benefit from further adult support.

The activities can be completed in any order and you can choose whether children should complete all of the practice activities or whether they should focus on consolidating specific skills.

Form the letter.

Letter formation - Encourage children to use the mnemonic and formation rhymes to trace the lower-case and capital letters. They can then practise writing two rows each of lower-case and capital letters. Ensure children are starting and ending their letters at the correct points and check for correct tripod pencil grip.

Find the letter.

Letter recognition - Encourage children to look for and circle the focus grapheme. There may be some sounds the children have not yet learnt. Encourage them to look for the lower-case and capital forms of today's grapheme. They could also work with a partner and read the sounds to each other.

Write the letter.

Initial sound recognition - Encourage children to say what they see in each picture and then complete the words by writing the focus grapheme. The focus of this activity is not for the children to read the words, as they are not fully decodable at this level. It should be treated as an opportunity to listen for and write the focus grapheme.

Read and match.

Blending to read words - Encourage children to sound out and blend to read each of the decodable words. They may find it helpful to draw sound buttons under each word to help them. Children should then look at the pictures and draw a line to match each word with the correct picture.

Read the captions.

Blending to read captions - Encourage children to use their blending skills to sound out the decodable words in each caption. They may find it helpful to draw sound buttons under each decodable word. Encourage children to repeat the whole caption after blending each word.

Circle the letters.

Grapheme spotter - Encourage the children to search for the focus graphemes within the sentence and circle them with the corresponding colour. The focus of this activity is not for the children to read the words, as they are not all fully decodable at this level.

Write the letters/words.

Writing sounds and segmenting to write words - This is an adult-led dictation activity. The sounds and words can be found in the table below. Encourage the children to say the sounds as they form the letters. When writing words, encourage children to say the word aloud slowly, count each phoneme and write down the letter/grapheme for each phoneme as they say it. Children should then be encouraged to check what they have written by reading it back (sounding it out). Encourage children to work as independently as possible and to refer to their sound mats or your classroom growing sounds display for support.

Focus sounds	Focus words
s a t p	sat pat tap at a

If children are not ready to write, encourage them to use magnetic letters to find the focus graphemes and if they are ready, make the focus words.

Lesson 5

In Lesson 5, children can complete the activities in addition to reading or writing the corresponding minibook for the lesson. For further reading practice, there is also an additional minibook available.

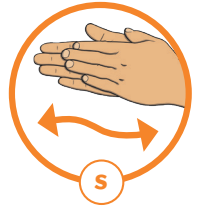
Pupil Workbook
Level 2 Week 1
s a t p

Name: _____

Focus: s

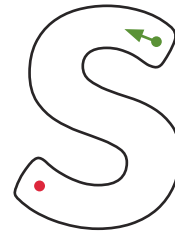
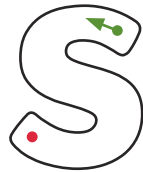


s S



Make a snake's head with your hands and wiggle your body like a snake!

1. Form the letter.



Curl around and around the snake's body.

Start with a c at the top before you turn around. Then, curl back the other way, slithering along the ground.

S _____

s _____

S _____

S _____

2. Find the letter.

Read and circle each **s** you can see.
Remember to look out for the capital letters too.

S t s a p S a t s s a S s

3. Write the letter.

Complete the words by writing the **s**. Can you say the word?

___un



___ock



___ad



___tar

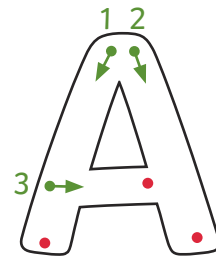
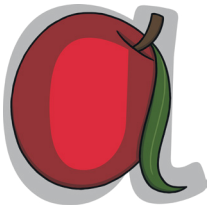


Focus: a



Pretend to bite into a crunchy apple.

1. Form the letter.



Around the apple, up the stalk and down the leaf.

Start at the top and move to the left and down. Take your pen off the page, don't mess around. Back to the start and then slide down the other way. Finish with a short line across the middle; you've made a capital A!

a _____

a _____

A _____

A _____

2. Find the letter.

Read and circle each **a** you can see.
Remember to look out for the capital letters too.

s A t a s t p a t A a s a A

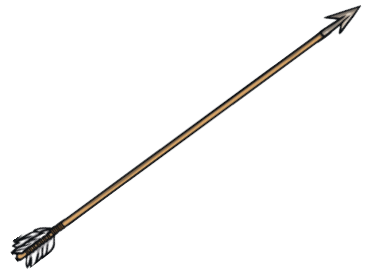
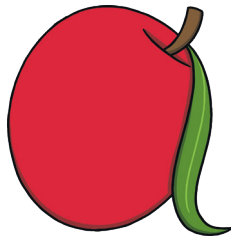
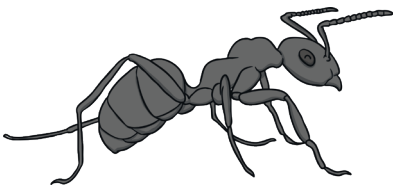
3. Write the letter.

Complete the words by writing the **a**. Can you say the word?

___nt

___pple

___rrow



Focus: t

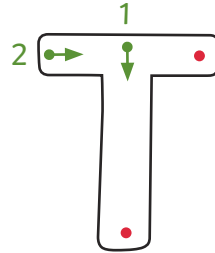
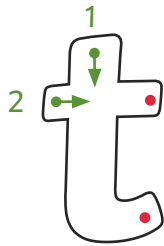


t T



Pretend to stir a teaspoon around a teacup.

1. Form the letter.



Down the teaspoon and under the teacup, then across the top.

Just like a capital I, this letter is straight and tall. With just one line going down and another across the top, flat like a wall.

t _____

t _____

T _____

T _____

2. Find the letter.

Read and circle each **t** you can see.
Remember to look out for the capital letters too.

s t a s t p T a t a t s t T

3. Write the letter.

Complete the words by writing the **t**. Can you say the word?

___ap

___ent

___in

___op



Focus: p



p P

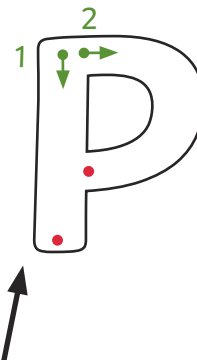


Make one hand into a puppy's head and pat it with your other hand.

1. Form the letter.



Down the puppy's neck and leg, up and around his head.



P and 9 can be a bit of trouble. Like looking in the mirror, am I seeing double? Take care with the next part after the straight line down. Back at the top and do a loop to the right not the left, or it will make you frown.

p _____

p _____

P _____

P _____

2. Find the letter.

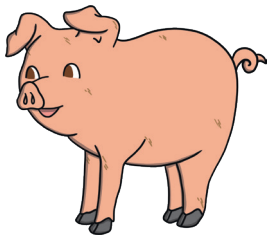
Read and circle each **p** you can see.
Remember to look out for the capital letters too.

s P t s a t p s p a P t a P

3. Write the letter.

Complete the words by writing the **p**. Can you say the word?

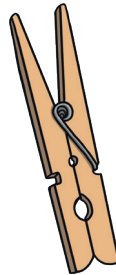
___ig



___en



___eg



___ot



1. Read and match.

Read the words and match them to the correct picture.

pat

tap

sat



2. Read the captions.

Sound out and blend the sounds to read the words.
Remember, you can add sound buttons to help you.

pat a tap

at a tap

sat at a tap

3. Circle the letters.

Find and circle the **s, a, t, p** in different colours.

Sam has a pot of pink pens.

4. Write the letters.

Listen to the sounds and write them down.

5. Write the words.

Listen to the sounds carefully.