



Your child's reading journey

Year 2

Your child is continuing their journey to becoming a confident, fluent reader. In Year 1, they learned most of the phonemes and graphemes through the *Little Wandle Letters and Sounds Revised* programme. They began to read books matched to their phonics knowledge and built early reading fluency.

In Year 2, the focus shifts to developing **fluency, comprehension, and reading stamina**. Many children will continue to consolidate their phonics knowledge while others will move on to the *Little Wandle Fluency programme* and will be assessed using the Fluency assessments and PM Benchmarking to ensure they are reading at the correct level.

All for the Love of Reading

- Fluent reading gives children the confidence to explore more challenging books.
- Children who enjoy reading, choose to read — and the more they read, the more they learn!
- Reading continues to develop vocabulary, general knowledge, imagination and empathy.
- A love of reading remains the **strongest indicator of future academic success**.





What is my child taught in school?

- Daily phonics and spelling sessions (as needed) to secure previous learning.
- **Fluency lessons** using the *Little Wandle Fluency programme* to build automatic word recognition and expression.
- Regular **guided reading** and whole-class reading sessions focusing on comprehension and discussion.
- Children read a **book matched to their fluency and comprehension level**, at least three times a week.

What can I do to support my child at home?

- Listen to your child read their school reading book 3–5 times per week.
- Repeated reading builds **fluency** – even if the book feels “easy”!
- Read *to* your child daily. Share stories, poems and information books.
- Ask your child questions about what they've read – can they explain the story or tell you something they've learned?
- Don't worry if your child still needs to sound out some words – praise their effort!

What if my child struggles with a word or loses interest?

- Encourage them to **break the word into syllables or phonemes**.
- Prompt them to **re-read** a sentence for meaning.
- Keep reading sessions short and positive.
- If they seem tired or frustrated, switch to reading aloud to them instead.

My child is reading their school books fluently – do they need a harder book?

- Not yet! Repeated reading helps develop **expression, confidence and understanding**.
- Reading should feel **enjoyable**, not like hard work.
- Use the **back page prompts** in the reading books to explore the story in more depth.
- If your child is showing consistent fluency and understanding, teachers

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the n sound nnnnn	kn gn
	Put your lips together and make the m sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch
	Show me your teeth to make a r sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound f f f f f	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press t t t t t	le al
	Pucker your lips and show your teeth; use your tongue as you say j j j	g dge ge
	Put your teeth against your bottom lip and make a buzzing sound v v v v v	ve

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say w w w	wh
	Show me your teeth and buzz the z sound zzzzz zzzzz	se ze
	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	tch ture*
	Show me your teeth and push the air out shshshshshsh	ch ti ssi si ci
	Open your mouth wide and say e e e	ea
	Pull your lips back and make the y sound at the back of your mouth yyy	y
	Make your mouth into a round shape and say o o o	a
	Open your mouth wide and say u u u	o-e o ou

*Note that the pronunciation of 'ture' has a slight schwa sound at the end.

Sounds introduced in Phase 3

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say ai ai ai	ay a a-e elgh algh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ea e e-e ie y ey
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ie i i-e y
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	o o-e ou oe ow

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	ue u-e ew ou ul
yoo		Pucker your lips and keep them small as you say yoo yoo yoo	ue u u-e ew
oo	 hook a book	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	u* oul
ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar	a* al*

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or	aw au aur oor al a oar ore
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	er ir or
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	ou
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	oy

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear	ere ear
air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air	are ere ear
zh		Pucker your lips and show your teeth; push the air over your tongue as you say zh zh	su si

*depending on regional accent

Tricky words

Word	Why is it tricky?
although	The 'ough' says oa .
any	The 'a' says e .
beautiful	The 'eau' says yoo .
build	The 'ui' says i .
business	The 'u' says i . The 'in' says n .
busy	The 'u' says i .
does	The 'oe' says u .
England	The 'e' says i .
English	The 'e' says i .
enough	The 'gh' says f .
eye	The 'eye' says igh .
friend	The 'ie' says e .
gone	The 'ne' says n .
improve	The 'o' says oo (as in 'food').
island	The 'is' says igh .
heart	The 'ear' says ar .
height	The 'eigh' says igh .
laugh	The 'au' says ar or a (depending on accent). The 'gh' says f .
many	The 'a' says e .
minute	The 'u' says i .
move	The 'o' says oo (as in 'food').
Mr Mrs Ms	These say 'mister', 'missus' and 'muz'.
once	The 'o' says w u .
people	The 'eo' says ee .
pretty	The 'e' says i .

Need support or advice?

We're here to help! If you have any concerns or want tips on supporting reading at home, speak to your child's class teacher.

Together, we can help your child become a **lifelong reader**.

