



FIVE STONES

Learning Federation

HOME LEARNING PHONICS PACK

YEAR 2

W/B Monday 22nd June

UNIT 5: Spelling <o>

For this unit, children will look at the same spelling representing a different sound.

For example -

- the /o/ sound as in Bob
- the /oe/ sound for go

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English Hubs

St. Michael's English Hub



SPEED READ: SPELLING <o>

How many words can the student read in 20 seconds? Students in pairs time each other to see how many words they can read correctly in 20 seconds. Ask the students to do the activity several times over several days to challenge them to read faster.

Do the activity again after a few weeks as revision.

hot	frog	no	lost
Bob			nod
both			so
dog			from
go			sock
ox	most	off	post



COLOUR ME ACTIVITY

For this activity, children will read each word carefully and identify the sound the <o> spelling represents. Children will colour in each sound a different colour. The aim is to read all the words correctly identifying the correct sound represented by the <o> spelling.

/o/ sound—For example, sock


/oe/ sound—For example, post

hot	from	off	nod
frog	post	go	sock
no	so	dog	ox
lost	nod	both	Bob



ROLL AND READ

This is a game for two players. Each player has a different coloured pencil. Each player takes turns to roll the die. When they roll the die, they have to read the word at the bottom of the column with the same number as the die. Once they have read the word, they can claim it by crossing it out in their colour. The aim is to complete all of the columns. The player with the greatest number of columns wins.

hot	from	fold	nod	hot	post
fog	host	ox	lost	yo-yo	frost
no	so	pole	lost	dog	blotch
Tom	nod	both	Bob	from	cold
most	go	off	old	frog	sock
1		3	4	5	6



TREE MAP

Sounds for <o> spelling

/o/

/oe/

- | | |
|----------|---------|
| • blotch | • post |
| • Bob | • yo-yo |
| • both | • hot |
| • dog | • most |
| • from | • host |
| • lost | • so |
| • old | • frog |
| • nod | • sock |

Activity 1—Written Tree Map

Ask the children to create a tree map for the <o> sounds using the list above. This can just be done on a piece of paper. Each category, the children put the spelling <o> at the top (because we always write the spelling, never the sound) and all the words with that sound underneath. For example, great and steak would be in the same category because the spelling represents the same sound.

Activity 2—Speed Read

Write 5-10 words down from the list above or use the cards below. Encourage the children to read the words as quickly as they can, like the speed read above.

Activity 3—Carpet Tree Map

Use the words below and ask the children to put them in a big tree map similar to idea number 1.

*** See over for a completed example***



EXAMPLE TREE MAP

Sounds for <o> spelling

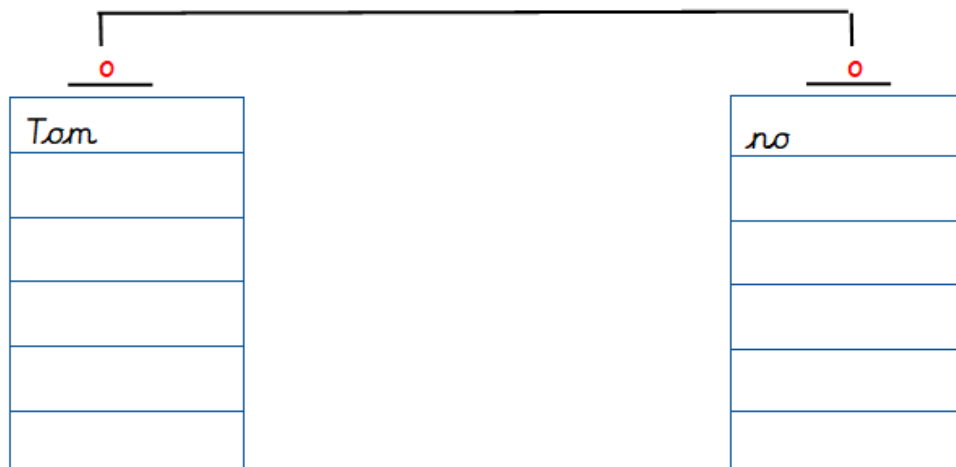
/o/

/oe/

- blotch
- Bob
- both
- dog
- from
- lost
- old
- nod

- post
- yo-yo
- hot
- most
- host
- so
- frog
- sock

LO: To identify sounds represented by the <o> spelling.





TREE MAP WORD LIST

lost

so

old

frog

sock



TREE MAP WORD LIST

most

from

host

dog

hot



TREE MAP WORD LIST

blotch

post

Bob

yo-yo

both