Sound out and blend: answers and notes

What your child practised: spotting letter teams, saying each sound and blending the sounds to read new words, using "sound buttons" as schools do (Year 2 phonics).

Page 1 · Warm up

Each word joins to its own picture: moon, fish, boat, star.

Page 2 · Try it together

chin **3** ch-i-n · rain **3** r-ai-n
light **3** l-igh-t · thick **3** th-i-ck
storm **4** s-t-or-m · frost **5** f-r-o-s-t

Page 2 · A. Sound buttons

chop sheep night card

Page 3 · B. Ring the picture

snail: **snail** (middle) · chick: **chick** (right)
boat: **boat** (left) · fork: **fork** (middle)

Page 3 · C. Alien names

zort chab theep blaim

zort rhymes with fort, theep with sheep, blaim with aim.

Page 3 · D. Read and draw

A frog sitting in the rain.

Challenge: No. Leo looked only at the first sound. He should touch every sound, **sh – ar – k**, and blend them: **shark**. "Shell" would need e and ll, not ar and k.

Watch out for

- **Guessing from the first letter** (or from a picture). Cover the word and uncover it one sound at a time, so every sound gets read.
- **Splitting a letter team**, such as "s-h-o-p" for shop. Point to the two letters together: "these two make one sound, sh".
- **Adding "uh" to sounds** ("suh-tuh-or-muh"), which makes blending hard. Model short, clean sounds: "sss", "t", "mmm".
- **Turning alien names into real words** (zort → "sort"). Praise careful sounding: alien names don't have to be real words.

Going further (5 minutes, no paper)

- **Sound-talk I spy:** "I spy a ch-air." Your child blends to find it, then has a turn.
- **Robot orders:** "Touch your n-o-se!" "Clap your h-a-n-d-s!" Your child blends and does it.
- **In the game:** Chapter 2, Alternative sounds, shows that some letter teams make more than one sound, like ow in snow and cow.