

Phase 2 sound mat

The first sounds, in the order many schools teach them

Autumn 1: week 1

 s  sock	 a  apple	 t  tap	 p  pig
--	---	---	---

Autumn 1: week 2

 i  igloo	 n  net	 m  map	 d  dog
---	---	---	---

Autumn 1: week 3

 g  goat	 o  octopus	 c  cat	 k  kite
--	---	---	--

Autumn 1: week 4

 ck  duck	 e  egg	 u  umbrella	 r  robot
---	---	--	---

Autumn 1: week 5

 h  hat	 b  bat	 f  fish	 l  lolly
--	--	---	--

Key

-  Wavy line: a sound you can hold – sssss, mmmmm
-  Dot: a quick sound – short and crisp: t, b

Pictures start with the sound. ck ff ll ss zz x ng nk come at the end: duck, fox.

-s says /s/ (cats) or /z/ (dogs).

Autumn 2: more sounds

 ff  puff	 ll  bell	 ss  dress	 j  jam	 v  van	 w  web	 x  fox	 y  yo-yo
 z  zip	 zz  buzz	 qu  queen	 ch  chips	 sh  sheep	 th  thumb	 ng  ring	 nk  pink

- 1 Say the sound, not the letter name.
- 2 Keep it pure: "sss", not "suh".
- 3 Follow how your school says it – its order may differ slightly.



Hear every sound said properly
[youtube.com/@phonicsunpacked](https://www.youtube.com/@phonicsunpacked)

How to say them

A one-page guide for grown-ups

Each sound, said the pure way

s	sss – hold it, not “suh”
a	a as in apple, not “ay”
t	quick whispered t, not “tuh”
p	lips pop, a puff of air, not “puh”
i	i as in igloo, not “eye”
n	nnn – hum through your nose
m	mmm – lips together
d	quick d, not “duh”
g	quick g as in goat, not “guh”
o	o as in octopus, not “oh”
c	quick c (a k sound), not “see”
k	same sound as c
ck	one sound, as at the end of duck
e	e as in egg, not “ee”
u	u as in umbrella, not “you”
r	rrr, not “ruh”
h	a breath out: h, not “huh” or “aitch”

b	quick b, not “buh”
f	fff – top teeth on bottom lip
l	lll – tongue up behind top teeth
ff ll ss	one sound, said once: puff, bell
j	quick j, not “juh”
v	vvv – a buzzy f
w	quick w with round lips, not “double-you”
x	two sounds, k + s: fox
y	y as in yo-yo, not “why”
z	zzz – a buzzy s, not “zed”
zz	zzz, one sound: buzz
qu	k + w together: queen
ch	quick ch, not “chuh”
sh	shhh – one sound, not s then h
th	tongue peeps out: thumb (quiet), this (buzzy)
ng	as in ring – no g on the end
nk	ng + k: pink

“Hold it” and “quick” are just a handy way to think about the sounds – your school may use other words. Accents vary: follow how your school says it.

The 5-minute routine

- 1 minute: sounds.** Point to tiles on the mat. Your child says the sound, not the name.
- 2 minutes: blending.** Say the sounds, then ask “What’s the word?” s-a-t ... sat.
- 2 minutes: a game or the school book.** Hunt for things that start with today’s sound, or reread the book-bag book.

Little and often beats a long session. Stop while it’s still fun.

First words to blend

at · sat · pat · tap · pin · tin · mad · dad

Hold the sounds you can hold, keep the quick ones quick, then slide them together.

Tricky words

Autumn 1: is · I · the

Autumn 2: put · pull · full · as · and · has · his · her · go · no · to · into · she · push · he · of · we · me · be

Sound out the regular part, then point to the tricky bit. In “is”, the s says /z/.

Worried about your child’s speech? Ask school or your health visitor. Some sounds (like th, r and v) come later for many children.



Every sound, said properly, in under a minute
[youtube.com/@phonicsunpacked](https://www.youtube.com/@phonicsunpacked)