

Phase 2 sound mat

The first sounds, in the order many schools teach them

Autumn 1: week 1

 s sock	 a bag	 t tap	 p pig
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Autumn 1: week 2

 i ink	 n net	 m map	 d dog
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Autumn 1: week 3

 g gull	 o ox	 c cat	 k king
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Autumn 1: week 4

 ck duck	 e bed	 u up	 r rat
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Autumn 1: week 5

 h hat	 b bat	 f fish	 l log
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Key

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

Pictures start with the sound, but **a e** are in the middle (bag, bed) and **ck ff ll ss zz x th ng nk** come at the end (duck, moth).

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

Autumn 2: more sounds

 ff puff	 ll bell	 ss kiss	 j jam	 v van	 w web	 x fox	 y yak
 z zip	 zz buzz	 qu quack	 ch chips	 sh ship	 th moth	 ng ring	 nk pink

- Say the sound, not the letter name.
- Keep it pure: "sss", not "suh".
- 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 bag, not “ay”
t	quick whispered t, not “tuh”
p	lips pop, a puff of air, not “puh”
i	i as in ink, not “eye”
n	nnn – hum through your nose
m	mmm – lips together
d	quick d, not “duh”
g	quick g as in gull, not “guh”
o	o as in ox, 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 bed, not “ee”
u	u as in up, 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 yak, not “why”
z	zzz – a buzzy s, not “zed”
zz	zzz, one sound: buzz
qu	k + w together: quack
ch	quick ch, not “chuh”
sh	shhh – one sound, not s then h
th	tongue peeps out: moth (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)