

# Phonics Made Simple

## Grade 2



### Preview & Information Guide

#### About the Book

Phonics Made Simple Grade 2 is a 150-page workbook created for learners who are consolidating their foundational phonics skills and progressing to more complex sound and spelling patterns.

Activities develop word reading, spelling, vocabulary and sentence-level application.

#### Phonics Approach

The book follows a structured progression. Learners revise previously taught phonics skills before working with consonant blends, digraphs, long-vowel patterns and other grade-appropriate spelling patterns. Activities encourage learners to recognise, read, spell and use words in context.

#### Curriculum Alignment

The content is aligned with the South African CAPS curriculum and the Foundation Phase phonics progression used by WCED schools. It supports the teaching, consolidation and revision of Grade 2 phonics skills.

#### Note

This independently developed workbook is not affiliated with, or based exclusively on Jolly Phonics, THRASS or Letterland. Schools can use it alongside their existing phonics programme or as a structured practice and intervention resource.

# Inside the Grade 2 book



146 pages of progressing phonics practice

## What learners will practise

### REVISION OF FOUNDATIONAL SKILLS

Short vowels, CVC words, blending, segmenting and word families

### CONSONANT PATTERNS

Beginning and ending blends, consonant digraphs and more complex word structures

### VOWEL PATTERNS

Long vowels, vowel teams and common vowel spelling patterns

### APPLYING PHONICS SKILLS

High-frequency words, spelling activities, sentence reading and sentence writing

## How to use the book

- Whole-class teaching: Introduce or revise a phonics concept.
- Small groups: Provide focused practice at the appropriate level.
- Intervention: Revisit gaps in sound knowledge, blending or spelling.
- Independent work: Consolidate skills after direct teaching.
- Homework and revision: Give learners manageable practice at home.

### Designed for flexible use

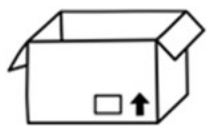
Teachers can work through the book in sequence or select activities that match the school's own phonics programme and learner needs. The workbook provides practice rather than a scripted daily teaching programme.

# CVC Revision

Write the correct word for each picture below..



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



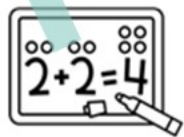
|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



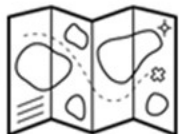
|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

# Colour the 'sh' words

Read the words and colour the sh words.



|       |      |      |       |       |
|-------|------|------|-------|-------|
| shoe  | chop | fish | who   | dish  |
| sing  | shop | ship | bath  | duck  |
| brush | bank | wash | chin  | push  |
| thin  | shed | rush | shape | sheep |

Read the sentences. Circle the 'sh' words.

1. The fish swam past the ship.
2. Dad used a brush to wash the car.
3. The sheep ran into the shed.
4. We saw a shell at the beach.

Write four words with 'sh'.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# L Blends

Look at each picture. Colour the correct blend and complete the word.

|                                                                                                                                 |                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <div>sl</div> <div>fl</div>  <div>leep</div>   | <div>gl</div> <div>pl</div>  <div>ant</div>   |
| <div>bl</div> <div>cl</div>  <div>oud</div>    | <div>pl</div> <div>sl</div>  <div>ip</div>    |
| <div>fl</div> <div>bl</div>  <div>ack</div>    | <div>cl</div> <div>sl</div>  <div>ock</div>   |
| <div>gl</div> <div>pl</div>  <div>us</div>   | <div>cl</div> <div>fl</div>  <div>ag</div>  |
| <div>cl</div> <div>bl</div>  <div>ap</div>   | <div>gl</div> <div>fl</div>  <div>ass</div> |
| <div>gl</div> <div>fl</div>  <div>ower</div> | <div>fl</div> <div>bl</div>  <div>ood</div> |
| <div>bl</div> <div>gl</div>  <div>ue</div>   | <div>fl</div> <div>bl</div>  <div>ow</div>  |

# Unscramble the sentence

1. his / prince / The / brave / rode / horse.

---

2. a / hid / under / The / crab / rock.

---

3. grows / Grandpa / grapes.

---

4. The / was / next / drum / the / to / stage.

---

5. train / crossed / The / bridge. / the

---

6. black. / is / The / plug

---

7. rabbit / across / The / ran / grass. / the

---

8. into / jumped / The / frog / the / pond.

---

# Sentence Building

Choose one item from each box and write a sentence on the lines.

| Who?                                                                                          | What?       | Where?          |
|-----------------------------------------------------------------------------------------------|-------------|-----------------|
| The snail    | sailed away | to the beach.   |
| The train    | waited      | at the station. |
| The girl     | played      | in the park.    |
| The snowman  | blew        | in the snow.    |
| The glue     | floated     | in the tree.    |
| The leaf     | stuck       | at night.       |

1.

2.

3.

4.

5.

6.

7.

# R-controlled Vowels - ur

Complete the activities below

Colour the **ur** words

|        |       |       |      |
|--------|-------|-------|------|
| term   | burn  | stir  | hurt |
| curl   | germ  | turn  | born |
| her    | first | purse | harm |
| turtle | nurse | hard  | surf |



Write the **ur** words you found below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Complete the sentences:

1. The \_\_\_\_\_ has a hard shell.
2. Mum has a new \_\_\_\_\_.
3. Please \_\_\_\_\_ left at the corner.

