



## Phonological Stages – Grade Two

### What should my second grader be able to do?

By the end of grade two, your child should be able to:

- Identify the middle vowel sound in a word that has three sounds (e.g. "What sound do you hear in the middle of this word: *fit*?")
- Segment words into sounds (e.g. "Tell me each sound in this word: *best*." Child: "b – e – s – t")
- Add sounds to the beginning of words (e.g. "Say the word *lame*. Now say it again but add 'b' to the beginning." Child: "blame")
- Add sounds to the end of words (e.g. "Say the word *fine*. Now say it again but add 'd' to the end." Child: "find")
- Delete sounds from the beginning of words (e.g. "Say the word *crust*. Now say it again but don't say 'c'." Child: "rust")
- Delete sounds from the end of words (e.g. "Say the word *went*. Now say it again but don't say 't'." Child: "when")
- Substitute initial sounds (e.g. "Say the word *cheat*. Now say it again with a 'sh' sound instead of a 'ch' sound." Child: "sheet")

### How can I help my second grader develop phonological awareness skills?

- Your second grader should be doing lots of sound blending and segmenting activities in order to help them become proficient at reading and spelling words. Sound blending and segmenting activities have been shown to be key phonological awareness skills that support word reading and spelling skills.
- Second graders also need lots of help noticing vowel sounds and noticing all the sounds in consonant blends, whether the blends occur at the beginning of a word as in '**g**rape', at the end of a word as in '**ma**sk', or in the middle of words as in '**fa**ster'. Incorporate words with consonant blends into your blending and segmenting activities (e.g. "Say all the sounds in this word: *street*"; Child: s – t – r – ee – t)
- Grade two is also a good time to do syllable blending and segmenting activities for words that have three or more syllables. Many children in grade 2 struggle to read



and to spell longer words. Phonological awareness activities will help them to recognize that longer words are just a series of easy to read and easy to spell syllables that are strung together. For example, if your children struggle to read the word *porcupine*, write out each syllable for them and have them read each syllable alone before blending the syllables together (e.g. por – cu – pine). If your children struggle to spell the word *porcupine*, have them say the first syllable "por" and then spell it, say the next syllable "cu" and spell it, and then say the last syllable "pine" and spell it. If they can say the word, they can spell it!