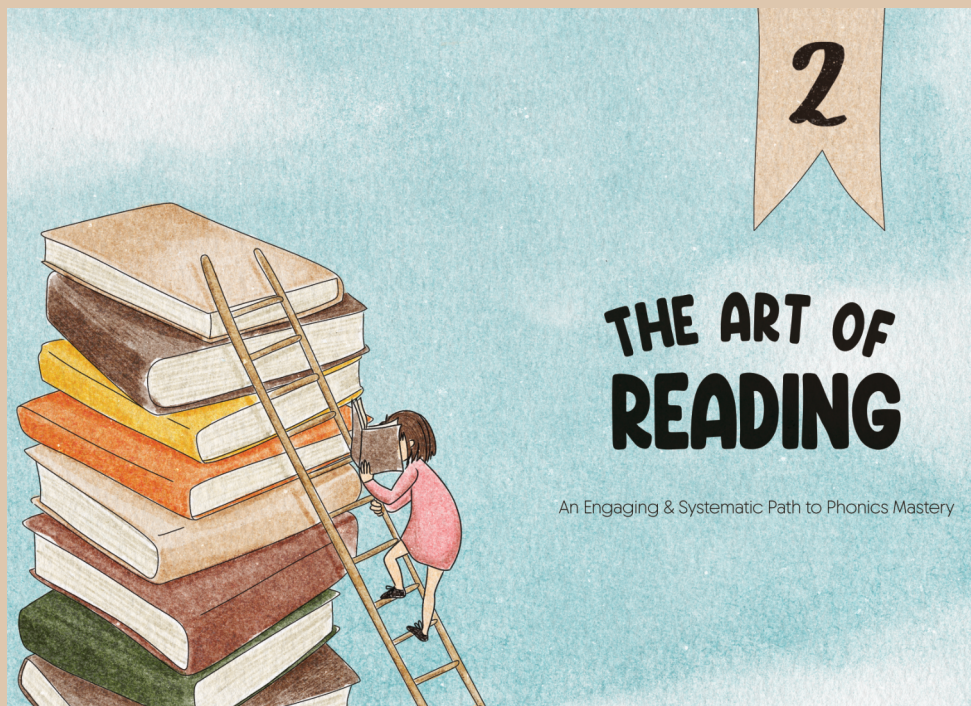




THE ART OF READING

Stage 2 Information

and placement test

Phonics lessons don't have to end in tears.

What's covered in Stage 2:

26 LESSONS · 115 DAYS · 10-15 MINUTES A DAY

CVC, CVCC, CCVC Fluency Building

Lesson 1 - AR (like in cart)

Lesson 2 - SCHWA (like in come and does)

Lesson 3 - OU (like in house)

Lesson 4 - WH

Lesson 5 - OU (like in you and should)

Lesson 6 - Y (long i like in fly)

Lesson 7 - CH

Lesson 8 - Long i and o (like in find and most)

Lesson 9 - OR (like in fort)

Lesson 10 - Silent e

Lesson 11 - TH (like in thumb)

Lesson 12 - OW (like in owl and snow)

Lesson 13 - AI

Lesson 14 - AIR (like in pair)

Lesson 15 - ARE (like in care)

Lesson 16 - Suffix -ed (short vowel words)

Lesson 17 - Syllables (compound words)

Lesson 18 - OUR (like in four)

Lesson 19 - EA (long and short e)

Lesson 20 - EAR (like in ear and pear)

Lesson 21 - Suffix -ed (silent e words)

Lesson 22 - NG

Lesson 23 - OA & OE

Lesson 24 - OAR

Lesson 25 - OI (and OY)

Lesson 26 - AW

Stories

How to use:

THE ART OF READING

Sound Games (if necessary)

USE THE GAMES PACK

If your child requires a bit of extra practice with sounds, use our downloadable flashcard games at the start of your lesson.

These games offer a fun way to help review and reinforce digraph sounds without relying on tedious flashcard drills.

Step 1: Teach or review the lesson

A quick and focused introduction (or review) of a new concept.

Step 2: Complete the activities

The activities give your child a chance to practice reading the newly learned sound.

Step 3: Readers

Finish every lesson with a tightly controlled reader, found at the back of the book.

LESSON 1
AR
CONTROLLED R - LIKE IN CART

READ TO CHILD:
What is in the picture? (cart)

cart 

Listen to the sound in the middle of the word cart (say it slowly)
"cart" - /ar/.

That sound is made by the letters A and R.

ar

When the letter R comes after A, it changes the sound to /ar/.

**CAN YOU HEAR THE SOUND /AR/ IN THESE WORDS?
IF YOU CAN, IS IT IN THE BEGINNING, MIDDLE, OR END?**

gap, star, dark, light, fork, art, bar, shirt, far

Try reading the word below. Remember, most of the time the e at the end of the word is silent. For now, silent letters will be colored pink.

are

1 WHAT IS THE MISSING SOUND
Color the letter that completes the word to match the picture.

 y arn  b arn

 b ar  sc ar

 j ar  st ar

2 READ THE WORDS
Cross out the words that do **not** contain the sound /ar/.

crab harp brag tram part

3 DOES THE SENTENCE MATCH THE PICTURE?

 There are stars in the dark.

YES ☐ NO ☐

4 READ STORY 5 ON PAGE 139

DAY 21

21

How to use the readers:

THE ART OF READING

Grammar:

Art of Reading explicitly teaches grammar throughout Stage 2, as it relates to reading.

The Story:

Stage 2 readers span multiple days, mimicking the experience of reading real books.

Comprehension Questions:

After you read, answer the comprehension questions.

These questions are designed to check your child's understanding of the story.

Markers:

When learning to read, children often forget that digraphs or certain letter combinations make a particular sound. Digraphs are underlined when first introduced, to help your child spot and easily distinguish them from other letters.

An arrow is used to remind your child that the silent e affects the pronunciation of the vowel before it.

Indicates reading direction.

STORY 25 - DAY 95

- Color the word **their**, meaning something belongs to them **blue**. Color **Contraction** for **they are** **red**. Color **there**, meaning a place or direction **green**.

they're their there

COMPREHENSION QUESTIONS

- What does the cat tell the dog to do?
- What will happen if the dog eats the garlic?
- What does the dog want to eat instead of garlic?



"You need to eat **garlic**. Fleas do not like **garlic**. They will clear out," said the cat.

"I don't like **garlic**. Why can't I eat a pear?" asked the dog.

"You must hear me out," said the cat.

"The fleas will leave, do you hear me? I will hide it in some ham."

The cat put **garlic** in some ham. The fleas shock with fear.

"**Garlic** is near! We must clear out!" they said.

The fleas left. At last, the dog's ear was clear.

Lots of review activities on every page:

1 LONG OR SHORT VOWEL?
Highlight the words with long vowel sounds.

note shore throw
shark come glow
those cloth row
sigh kind town
kind snow

2 WHAT SOUND IS MISSING?
Name the sounds in the circles. Color in the missing sound.

th ck sh
or ch ar
bran_

3 I SPY

row sound
cow brown
row

4 READ STORY 16 ON PAGE 179

DAY 61

1 FIND THE HIDDEN WORDS IN THE PICTURE
Name the sounds in the circles. Color the missing sound in the word.

brim clog drill felt flop pump raft snap truck went

2 COLOR THE SOUND

d b b
b d d
q q p
p q p
b d b
d b d
pu qu pu
pu pu qu

3 READ STORY 3 ON PAGE 131

DAY 14

1 MISSING SOUND
Name the sounds in the circles. Draw a line to the matching picture.

d_ ar
th
ay

2 READ THE SENTENCES
Draw a line to the matching picture.

Can a sheep sleep in the barn?
There is a shark in the park.
We are in a car, on the way to a park.
The bees dance past the plants.

3 CIRCLE THE VERBS
Write the words that show action. For example, in the sentence "The boy runs," the word "runs" shows what the boy is doing. It is showing action, so circle the word "runs" in a circle.

jump dark harp sleep
bark star stop cliff

4 FIND AND CROSS OUT Q

p p q p p q p

5 READ STORY 5 ON PAGE 140

DAY 22

1 CIRCLE THE WORD THAT MATCHES THE PICTURE

shout want found hound loud wash was out flour

2 WHAT IS IN THE PICTURE?
Highlight the word that matches the picture.

are hour does yard

3 VERBS
Write the words that show action.

For example, in the sentence "The boy runs," the word "runs" shows what the boy is doing. It is showing action, so circle the word "runs" in a circle.

w ick s w eep l o o k d a y p u sh
k d b p b

4 READ STORY 7 ON PAGE 146

DAY 28

1 FIND THE SOUND
I will read a sound, and you need to find the letter or letter combination that makes the sound and color it in. Color 'ar' red. Color 'ee' blue. Color 'ou' green. Color 'ai' yellow. Color 'ay' orange.

ay ee ou ck sh wh th ee ck oo ar

2 WHAT IS IN THE PICTURE?
Circle the word that matches the picture.

front sack what mom count who boy son when

3 READ THE SENTENCE
Circle the correct word, so that the sentence makes sense.

When Who lives in this house? Where

4 BUILD A WORD
Write the letter combination that makes the word "up" at the end of the word "up".

I am going to say a word. Listen carefully and separate the sounds, then build a word using letter cards.

bend, tray, part, clip, farm, so, she, we

5 READ STORY 8 ON PAGE 151

DAY 32

Progression:

Stage 2 is the meatiest of all three stages, this is where the bulk of digraphs and diphthongs are taught to your Kindergartener/1st Grader.

The first four weeks focus entirely on building fluency of CVC words and consolidation from Stage 1. After finishing Stage 1, children very often need an intentional break from new concepts and dedicated time to reinforce what they've already learned. Stage 2 starts with CVC fluency practice in the readers, while CVCC and CCVC words are slowly introduced in the activities.

From there, the program introduces digraphs and diphthongs within one-syllable words, followed by silent e words with long vowels. Stage 2 concludes by introducing compound words — the easiest multisyllable words to read — along with the suffix -ed, teaching your child to differentiate between a short vowel word and a silent e word ending in -ed.

1 HIGHLIGHT THE MATCHING WORD

short shore cane cork
more snare horse park
form storm store sport

2 MATCH THE SOUND
Name the sounds in the stars. Then read the words and draw a line to match each word to the sound it has.

qu shout
y quick
ou stark
ar cry

3 USE LETTER CARDS
I am going to say a word. Listen carefully and separate the sounds in the word. Write each sound on a letter card. Use the letter cards to build each word.

fort, hard, shift, went, lunch, sway, no, go

4 READ STORY 15 ON PAGE 154

DAY 50

1 LONG OR SHORT VOWEL SOUND?
Read the words. Highlight the words with the long vowel sound.

where fry fade
wild give bite
light mane find
keep what play

2 WHAT SOUND IS MISSING?
Name the sounds in the circles. Color in the missing sound.

oo or ay ar y ee

3 MATCH

wave
rake
plate
cake
skate

4 READ STORY 14 ON PAGE 149

DAY 52

1 WHAT IS THE MISSING SOUND?
Color the letters that complete the word to match the picture.

bl ow sc out sn itch sl oth sm ile
br sn w cl wh

2 READ THE WORDS
Circle the words that do not contain the sound 'ai'.

care dark pair main cart lair fair wait rare

3 BUILD A WORD
I am going to say a word. Listen carefully and separate the sounds in the word. Write each sound on a letter card. Use the letter cards to build each word.

aid, say, play, plain, lay, gray, grain

4 WHAT IS IN THE PICTURE?
Circle the word that matches the picture.

pill sale dime rope

5 READ STORY 10 ON PAGE 142

DAY 74

1 FIND WORDS WITH LONG VOWEL SOUND
Read the words. Circle the words with the long vowel sound.

baked waffled smiled stung
snowed smelled clapped dozed

2 CUT & PASTE
Read the words. Paste each word over the flying word.

tail bound leap
claw moat faint

3 DOES THE WORD MATCH?
Circle the picture if it does not match the word.

thaw saw raw paw jaw lawn

4 READ STORY 31 ON PAGE 133

DAY 105

What to expect by the end of stage 2:

By the end of Stage 2, your first grader should be reading one-syllable words fairly fluently, without needing to sound out each letter.

They will naturally be working toward reading easily decodable two-syllable words and will be ready to start syllable division and advanced, layered phonics concepts in Stage 3.

First and last readers of Stage 2:

STORY 1 - DAY 1

- Most of the time, when a word ends with the letter e, the e is silent - you don't pronounce it, if the letter is pink it is silent.
- Can you read the words in red?
- This is the title of the story. A title gives the story a name and sometimes a clue about what the story may be about.
- What do you think this story could be about?

COMPREHENSION QUESTIONS

- What is the dog's name? (circle the answer)
Tug Tug
- Is a pug a big or a small dog? (tick the answer)
☐ Big
☐ Small
- What color is the ball? (circle the answer)
black gray green red

The Lost Ball

- I have a dog.
- He is a pug.
- A pug is a small dog.
- He is not tall.
- I call him Tug.
- Tug runs and plays.
- I have a red ball.
- We play with the ball.
- I toss the red ball.
- Tug gets it.
- I toss it.

STORY 31 - DAY 115

- This story continues on the next page. Please ensure the story is finished in this lesson.
- A root word is the main part of a word that gives it meaning. We can add different endings (suffixes) to it to show when an action happens or has already happened. For example, "play" is the root word in "played", "playing", and "plays". The root word remains the same, "play", only the ending changes. In verbs (action words) the suffix at the end tells us when that action has happened. The suffix -ing tells us that the action is happening right now.
- Underline the root word. What does the word say?

growing needing stomping

The kitten's mom came into the room. She saw the big mess on the wall.

"What is all of this? Why are there paw prints on the wall?"

"Look! I can draw with my paws! I am painting," said the kitten.

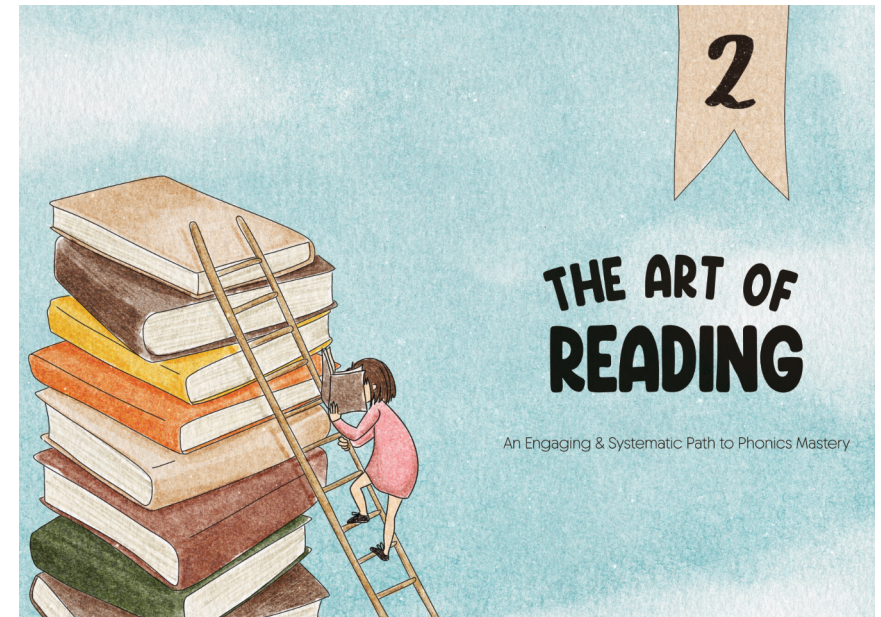
"No, you made a mess. You are staining the wall," said her mom.

"I saw no note to say, 'No painting on the wall'," whined the kitten.

"You will wash it right away," said the kitten's mom.

GET IT TODAY

THE ART OF READING



Placement Test:

If you have completed TGAB K or AAR 1, your child should be fine to move into Stage 2, please fill any gaps before you start.

MY CHILD KNOWS:

- ☐ Letter o can make the /oo/ sound like in "to"
- ☐ Digraph TH like in "this"
- ☐ A before double L makes the sound /aw/ like in "call"
- ☐ Digraph CK like in "pack"
- ☐ Digraph EE like in "see"
- ☐ Diphthong AY like in "pay"
- ☐ Digraph OO like in "pool" and "cook"
- ☐ Letter U can make the short /oo/ sound like in "put"
- ☐ Digraph QU like in "quick"
- ☐ Digraph SH like in "fish"
- ☐ Can decode two letter words with long vowel sounds like "he" "we" "be"
- ☐ W affects pronunciation of A like in "wash" or "was"
- ☐ Letter S as /z/ like in "has"

If your child can do everything on this list you can start Stage 2.

If your child can read the passage and summarise but doesn't know some of the concepts, please fill those gaps before you start Stage 2.

If your child does not have the stamina or can't summarise the story, you will need to complete Stage 1.

1. A queen sits in the hall. She has six men.
2. "I have a quest," says the queen.
3. "I need a man to go to the woods."
4. "He must get a quill," she says.
5. "The quill must be from a duck that quacks."
6. "That man has to be quick," she adds.
7. "He must get it fast, as the duck may peck him!"
8. All the men nod.
9. They do not want the duck to peck them.
10. "I am that man," says one man.
11. "I will go to the woods on this quest!" he adds.

My child can:

- ☐ Decode every word in this reader.
- ☐ Summarise the story.
- ☐ Has the stamina to read all 11 lines in one go.

Please note: Reading does not have to be perfectly smooth. Segmenting is still expected at this stage.