Twinkl Phonics

We have chosen to follow the Twinkl Phonics Scheme, which is a comprehensive, synthetic phonics teaching programme designed to be used in Reception and Key Stage 1. Our lessons will be delivered through the stories and adventures of Sam, Kit and their family. The scheme builds and develops the skills and understanding children need to become effective, independent readers and writers.

Intent

To have a phonics programme that clearly outlines the knowledge, skills and understanding children will develop to read and write effectively.

Implementation - To achieve our intentions, around the school you will see:

- **Well-planned and structured phonics lessons that follow a 5-part pattern** to support the differing needs of the learners.
- A **successful and stimulating phonics environment** where children can access resources and support at all times.
- Regular **monitoring and data analysis** by the phonics subject lead and senior leaders.
- Regular contact with and **support for parents** via homework and information sent home, added to the website or in face-to-face workshops.

Impact - The impact can be measured by...

- **Talking to the children!** They will share with you enthusiasm about reading, a 'can do' attitude with strategies to access at all levels.
- **Talking to the parents!** Parents are communicated with regularly about the progress of their child, with information given on how to support at home.
- Children will **learn Phonics at their own pace and to suit their needs**, and interventions and extra support are in place where needed.
- Good results in the Phonics Screening Test at Year 1.

Level 2

The purpose of Level 2 is to:

- teach the first 19 most commonly used letters and the sounds they make.

- move children on from oral blending and segmenting to blending and segmenting with letters.

- introduce some tricky words for reading.

Level 3

The purpose of Level 3 is to:

- introduce another 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that children can represent 42 phonemes with a grapheme.

- continue to practise CVC blending and segmentation.

- apply their knowledge of blending and segmenting to reading and spelling simple two syllable words and captions.

Level 4

The purpose of Level 4 is to:

- consolidate children's knowledge of graphemes in reading and spelling words, especially trigraphs and digraphs.

- introduce words with adjacent consonants CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC, CCVCCC.

- learn polysyllabic words and to learn and to spell some more tricky words.

Level 5

The purpose of Level 5 is to:

-learn alternative graphemes for known phonemes.

- learn alternative pronunciations of known graphemes.

- introduce split digraphs.

- introduce suffixes and prefixes.

- learn to read and spell more common exception words.

Level 6

The purpose of Level 6 is to:

- develop children's knowledge of spelling patterns and best guess grapheme selection.

- learn more alternative graphemes for known phonemes.

- learn more alternative pronunciations for known graphemes.

- develop and understanding of the spelling rules for adding suffixes and prefixes.

- introduce homophones/near homophones and contractions.

- learn to spell more common exception words.

- develop their understanding of grammar rules.

Terminology

Phoneme - smallest unit of sound in a word.

Grapheme - symbol of a phoneme. This can be one letter or a group of letters e.g.   i   ie   igh   i_e

Grapheme-Phoneme-Correspondence (GPC) - the relationship between sounds and the letter or letters that represent the sounds.

Blending - building up of words from individual phonemes (sounds) to whole words.

Segmenting - breaking down words into individual phonemes (sounds).

Tricky words (common exception words) - words that are not decodable

Digraph - two letters that make one sound.

Trigraph - three letters that make one sound.

Mnemonic - an illustration that is designed to support children's recognition of GPCs.

Rhino Readers and Reading Books

Rhino Readers are a scheme of books that follow our Phonics Curriculum. We use these in Reception and Year 1. Each book is matched to the level at which your child is currently learning, and children will only meet the sounds and words they've already been taught (as well as learning Tricky Words along the way). Each book is split into three parts;

Before Reading -these pages include sounds that will appear in the book, focus words and tricky words.
The Story itself
After Reading - these pages include a comprehension based activity to go alongside the book. This checks understanding of what has been read.

We use Rhino Readers at school and also **assign these electronically** as 'homework' for children to read at home.

We also send children home with **phonetically decodable books** to practise the sounds they have been learning in school.

Children also have access to **library books** to promote an enjoyment and love of Reading which can also challenge or be read at bedtime.

What Are the Recommended Ages/Year Groups for Each Level?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	nursery/preschool	3-4
Level 2	7	reception	4-5
Level 3	12	reception	4-5
Level 4	5	reception	4-5
Level 5	30	year 1	5-6
Level 6	30	year 2	6-7

All Taught Common Exception Words for Reading

Level	Words
Level 2	to, the, no, go, I
Level 3	he, she, we, me, be, was, my, you, they, here, all, are
Level 4	said, so, have, like, come, some, were, there, little, one, do, when, out, what
Level 5 Weeks 1-10	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through
Level 5 Weeks 11-20	work, house, many, laughed, because, different, any, eye, friend, also, once, please, live, coming, Monday, Tuesday, Wednesday, brother, more, before
Level 5 Weeks 21-30	January, February, April, July, scissors, castle, beautiful, treasure, door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two

What Is Segmenting?

Segmenting is the key skill in the development of word writing.

Segmenting is the process of breaking down a word into the individual phonemes in order to correctly spell the word. Children listen to, and identify, the phonemes in a word and then choose the correct grapheme or graphemes to represent them.

Encourage children to hold up their fingers as they hear each phoneme and to take particular care when choosing the GPCs to represent long vowel digraphs and trigraphs or adjacent consonants.

Adjacent consonants, such as 'br', 'st' or 'cl', can be segmented into their separate letter sounds as both sounds can be heard individually.

tin

t	i	n

clap

c	l	a	p

lamp

l	a	m	p

rain

r	ai	n

chick

ch	i	ck

What Is Blending?

Blending is the key skill in the development of word reading.

Blending is the process of saying each individual phoneme that appears in a written word and then running the phonemes together to hear and say the word. For the process of blending to be as smooth and effective as possible, pure sounds must be used.

Secure, rapid recall of individual letter sounds, digraphs and trigraphs is crucial to enable children to blend words effectively.

s u n → sun

t e n t → tent

l igh t → light

m oo n → moon