An Introduction to Twinkl Phonics

for Parents and Carers



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Effective Phonics, Done Simply

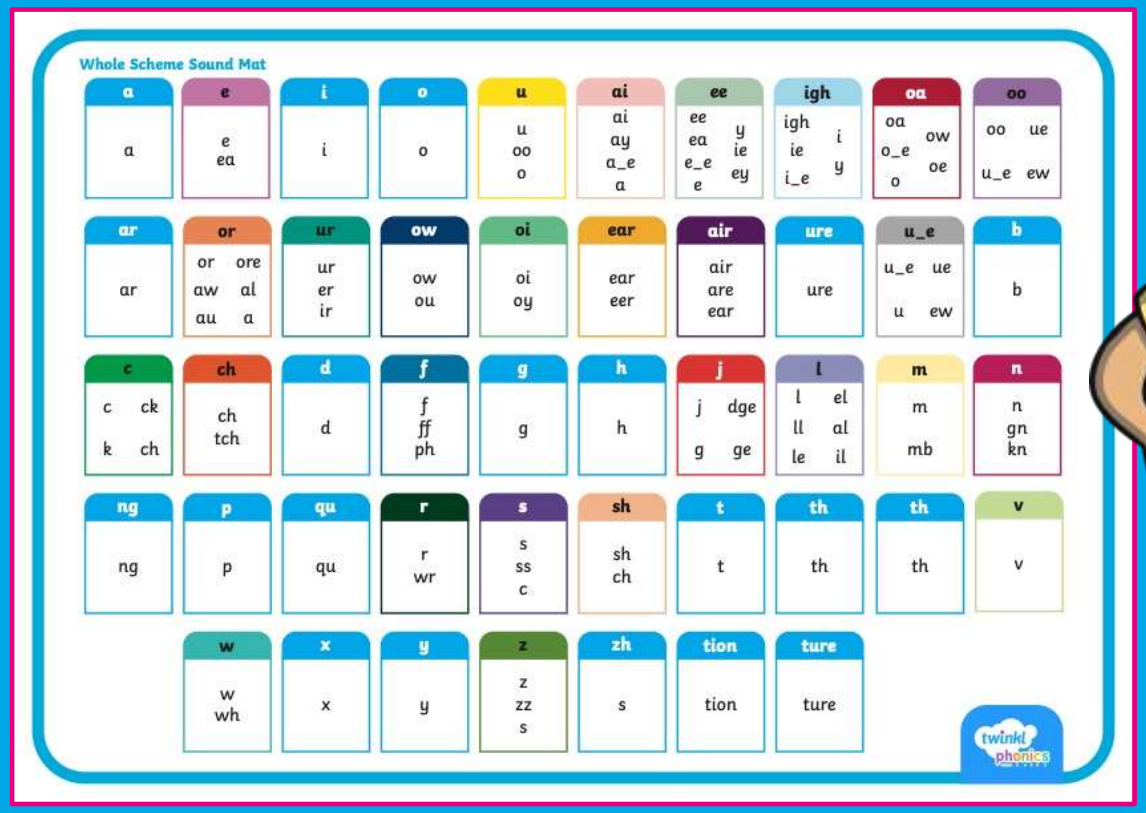
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Did You Know...?

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them.**

This is why English is one of the most complex languages to learn!





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Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound





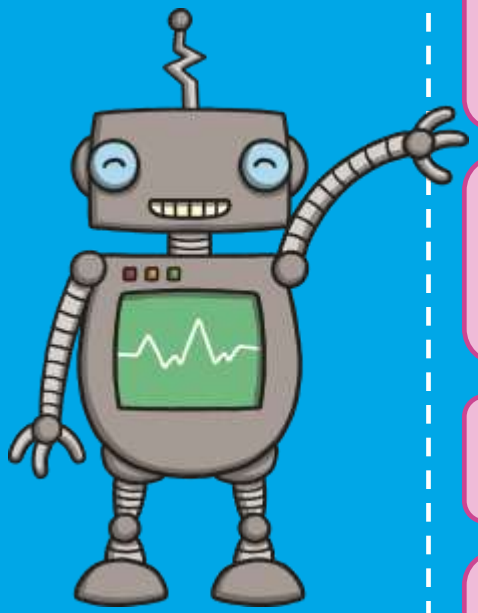






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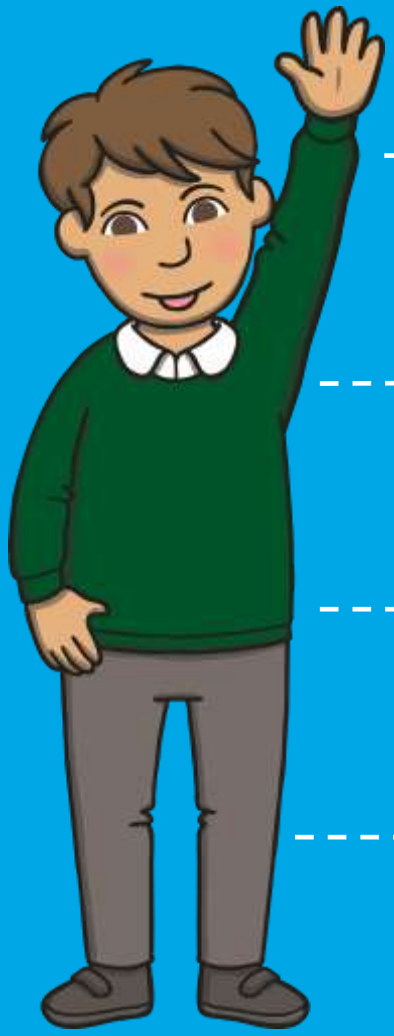
What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or ‘phonemes’.
- Children learn to associate a written letter or group of letters, known as ‘graphemes’, with each phoneme.
- Sounds are then joined or ‘blended’ together into words for reading or, conversely, whole words are broken down or ‘segmented’ into their sounds for writing.
- It is the UK’s most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as ‘sat,’ ‘tap’ and ‘pin’.

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What Are the Benefits of Synthetic Phonics?



- Children progress through the stages as they are ready.
- Planning ensures progression and coverage.
- Children can attempt new words working from sounds alone.
- Reading and writing become practices that are developed hand in hand.

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https://youtu.be/UCI2mu7URBc

What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	6	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	4	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

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Level 2



Level 2 is taught in Reception.

By the end of Level 2, children will have had the opportunities to:

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words such as, ‘sat’ and ‘pat’;
- blend sounds to read VC words such as, ‘if’, ‘am’, ‘on’ and ‘up’;
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words (words that cannot be sounded out): the, to, I, no, go.



Level 2 Coverage

In Level 2, children will learn the first 23 GPCs and the first 5 tricky words for reading. (They will learn to spell these tricky words in Level 3.)

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	ck e u r	to, the
5	h b f,ff l,ll ss	no, go, I
6	Recap of all Level 2 sounds	



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Level 2 Actions and Mnemonics



Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.

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Level 3



Level 3 is taught in Reception.

By the end of Level 3, children will have had the opportunities to:

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as ‘chop’ and ‘night’;
- segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as ‘paid’ and ‘seed’;
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.





Level 3 Coverage

In Level 3, children continue to learn 28 new GPCs (6 letters, 17 digraphs, 3 trigraphs and 2 alternative pronunciations) and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	all level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, I
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all level 3 GPCs	here	
9	all level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all level 3 GPCs	all level 2 tricky words	the, to, no, go, I

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Level 3 Actions and Mnemonics



It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly. It would be great if you could also model this at home.

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Level 4



Level 4 is taught in Reception.

By the end of Level 4, children will have had the opportunities to:

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants such as, ‘sand’, ‘bench’ and ‘flight’;
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.

Find full coverage on the Level 4 Overview.



No new sounds are taught in level 4.

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Level 5



Level 5 is taught in Year 1.

By the end of Level 5, children will have had the opportunities to:



- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three syllable words such as ‘dolphin’ and ‘fantastic’;
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

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Level 5 Mnemonics



The new sound is displayed within a word linked to the mnemonic for Level 5.



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Level 5 Overview

Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling
1	'ay' saying /ai/	could should	said so	16	'ow'/'oe' saying /oa/	once, please	thought through
2	'oy' saying /oi/	would want	have like	17	'wh' saying /w/	live, coming	work house
3	'ie saying /igh/	oh their	some come	18	'c' saying /s/ 'g' saying /j/	Monday, Tuesday	many laughed
4	'ea' saying /ee/	Mr Mrs	were there	19	'ph' saying /f/	Wednesday, brother	because different
5	'a_e' saying /ai/	love your	little one	20	'ea' saying /e/	more, before	any eye
6	'i_e' saying /igh/ 'o_e' saying /oa/	people looked	do when	21	'ie' saying /ee/	January, February	friend also
7	'u_e' saying (y) /oo/ and /oo/ 'e_e' saying /ee/	called asked	what could	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water where	should would	23	adding -s and -es	scissors, castle	live coming
9	Long Vowel Sounds	who why	want their	24	adding -er and est (adj)	beautiful, treasure	Monday Tuesday
10	'ch' saying /c/ 'ch' saying /sh/	thought through	Mr Mrs	25	'tch' saying /ch/	door, floor	Wednesday brother
11	'ir' saying /ur/	work house	love your	26	adding - ing and -er (verbs)	bought, favourite	more before
12	'ue' saying (y) /oo/ and /oo/	many laughed	people looked	27	'are'/'ear' saying /air/	autumn, gone	January February
13	'ew' saying (y) /oo/ and /oo/	because different	asked called	28	've' saying /v/	know, colour	April July
14	'y' saying /ee/	any eye	water where	29	'ore' saying /or/	other, does	scissors castle
15	'aw'/'au' saying /or/	friend also	who why	30	adding un-	talk, two	beautiful treasure



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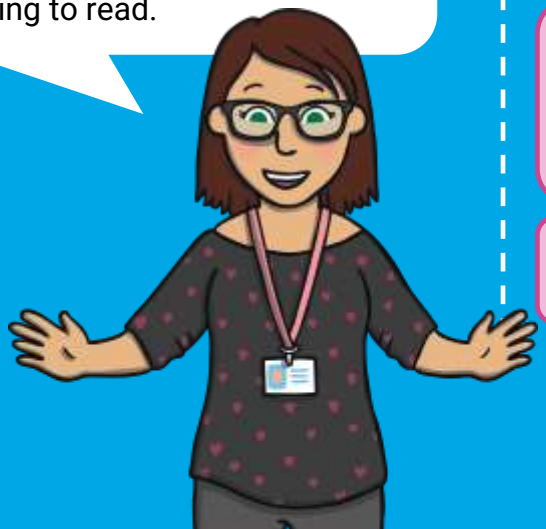
Level 6



Level 6 is taught in Year 2.

By the end of Level 6, children will have had the opportunities to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.



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Level 6 Overview

Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus	Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus
1	'y' saying /igh/	door, floor	Capital Letters and Full Stops	16	'mb' saying /m/	famous, shoe	Using a Dictionary 1 - Finding Definitions
2	'dge' saying /j/ 'ge' saying /j/	bought, favourite	Proper Nouns (Names)	17	'al' saying /or/	pretty, neighbour	Coordinating Conjunctions
3	-es to words ending in y	autumn gone	Plural nouns	18	-ing , -ed to CVC, CCVC words	England, tongue	Irregular Past Tense
4	'gn' saying /n/	know colour	Alphabetical Order (1) - First/Second Letter	19	'o' saying /u/	group, country	Exciting Words (1) - alt words for said
5	'kn' saying /n/	other does	Alphabetical Order (2) - Second/ Subsequent Letters	20	'ey' saying /ee/	heart, dangerous	Exclamation Marks (to show emotion/shouting)
6	-ed, -ing to words ending in y	talk two	Verbs	21	-er, -est, -y to CVC, CVCC words	special, enough	Improving Sentences (1) Adjectives and Nouns
7	'wr' saying /r/	four, eight	Adverbs	22	contractions	aunt, father	Contractions
8	-le	world work	Common Nouns (Revision)	23	'war' saying /wor/ 'wor' saying /wur/	prove, improve	Subordinating Conjunctions
9	-er, -est to words ending in y	poor, great	Adjectives and Expanded Noun Phrases	24	suffixes -ment, -ness	hour, move	Improving Sentences (2) - Verbs and adverbs
10	-el	break, steak	Commas in Lists	25	's' saying /zh/	sure, sugar	Exciting Words (2) Using a Thesaurus
11	-al, -il	busy, clothes	Capital letters for place names	26	'wa' saying /wo/ 'qua' saying /quo/	half, quarter	Posessive Apostrophe
12	-ed, -er to words ending in e	whole, listen	Regular Past Tense	27	tion	straight, touch	Improving Sentences (2) - when, if, because
13	'eer' saying /ear/	build, earth	Regular Present Tense	28	suffixes -ful, -less, -ly	caught, daughter	Speech Marks
14	ture	delicious, fruit	Question Marks and Commands	29	homophones/near homophones	journey, area	Commas in Speech
15	-est, -y to words ending in e	learn, search	Exclamations and Statements	30	prefix dis-	heard, early	Using a Dictionary 2 - Checking Spellings



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Level 6 Mnemonics





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Year 1 Phonics Screening Check

In June, all year 1 children are expected to complete the year 1 Phonics Screening Check.

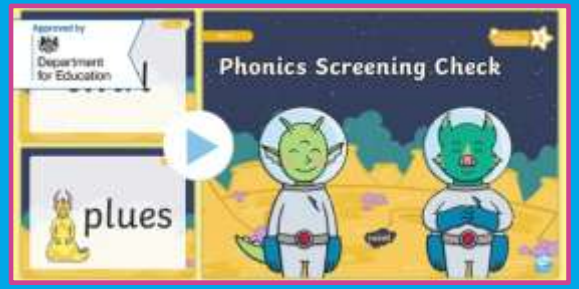
The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words. (Nonsense words can also be referred to as 'pseudo' or 'alien' words)

If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2.

Children who have not passed the check in year 1 will have the opportunity to retake it in year 2.

For more information why not take a look at the Twinkl Phonics Year 1 Screening Check Guide for Parents







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How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking. Use a mirror so they can see their tongue, teeth and lip placement

Practise segmenting and blending words. Use pure sounds.

Look for familiar sounds and words in the world around you. Such as, when in the supermarket, can your child find words on your shopping list or recognise letters on food packaging? Can they tell you the sounds they can hear in a word?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive?



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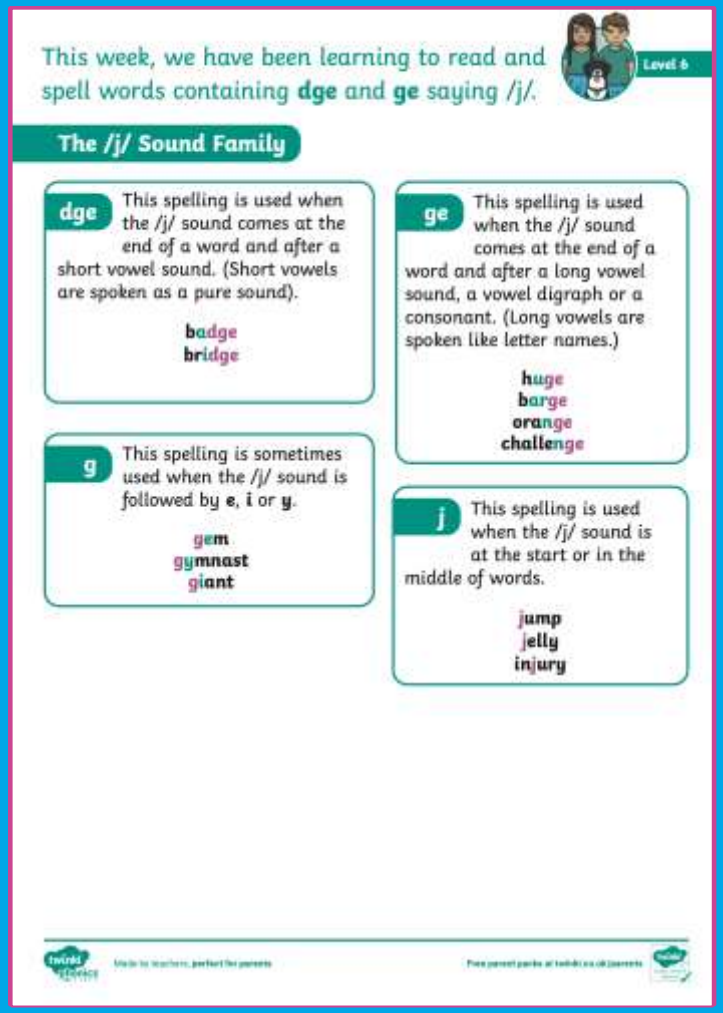
How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use 'pure' sounds when pronouncing the sounds and model the correct letter formation as is taught in school.

Support your child to complete any homework they bring home.

Read to and with your child **every day.**

Finally, remember to ask your child's class teacher if you are unsure about any aspect of your child's phonics learning. A consistent approach is important.



This week, we have been learning to read and spell words containing **dge** and **ge** saying /j/.

Level 6

The /j/ Sound Family

dge This spelling is used when the /j/ sound comes at the end of a word and after a short vowel sound. (Short vowels are spoken as a pure sound).

badge
bridge

ge This spelling is used when the /j/ sound comes at the end of a word and after a long vowel sound, a vowel digraph or a consonant. (Long vowels are spoken like letter names.)

huge
barge
orange
challenge

g This spelling is sometimes used when the /j/ sound is followed by **e**, **i** or **y**.

gem
gymnast
giant

j This spelling is used when the /j/ sound is at the start or in the middle of words.

jump
jelly
injury

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Reading in Hedgehog Class

Children will have their phonetically-decodable book changed once they have read it and are familiar with all the sounds and decodable/tricky words.

The following adults will hear your child read:
Myself – Individual reading and reading as part of our phonics lessons.
Mrs Smith – Individual readers
Mrs Ellis – Individual readers.

We will use the yellow Reading Record books to record any individual reading that we do with your child. We will write a short comment, so you know how your child has progressed with their reading that day. Please also write **EVERY TIME** you hear your child read at school and add a short comment. Reading folders will need to be in school **EVERY DAY** please.



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Any Questions?



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Thank you!



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