



Approved
Phonics
Teaching
Programme



Department
for Education



Introducing Twinkl Phonics

Parent's Online
Meeting
21.02.23

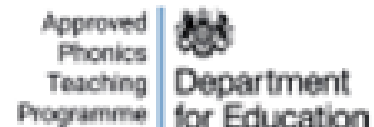
Mrs Dixon



Effective Phonics, Done Simply

Meeting Aims

- To go through some **phonic's terminology** and explain what **phonics** is
- To introduce the school's new government validated Systematic Synthetic Phonics (SSP) programme **Twinkl Phonics**
- To go through the **Twinkl Phonics Levels**
- To explain the connection between your child's phonics development and our new decodable **Rhino Readers** book scheme
- To share ideas for how you can **support** your child's journey to fluent reading at **home**.
- To answer any **questions** about phonics at Vaughan



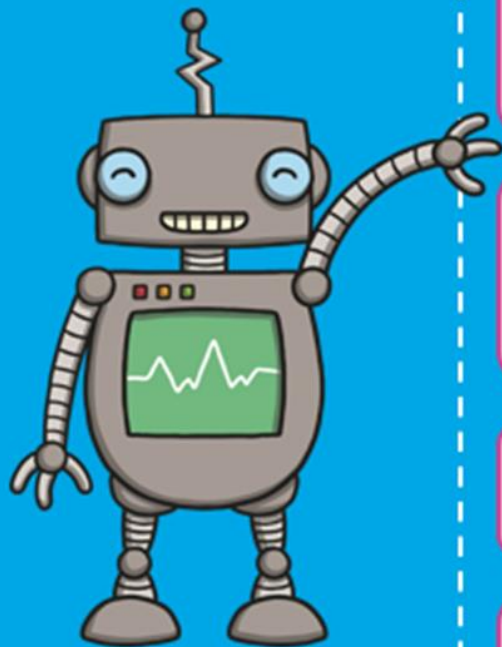
Phonics Terminology

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



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'.

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.

What Does Twinkl Phonics Look Like?

Twinkl Phonics Level	Age of Children
Level 1	3-4 years
Level 2	4-5 years
Level 3	4-5 years
Level 4	4-5 years
Level 5	5-6 years
Level 6	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.

Level 1



Level 1 is taught in
Nursery/Preschool.

**By the end of Level 1,
children will have had
the opportunities to:**

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.



These learning opportunities are presented
through 7 Aspects.

What Are the 7 Aspects of Level 1?

Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words



Level 1

How can I support my child at home?

- Work on **listening skills**, taking turns and encouraging your child to **look at you** when you are speaking.
- Go on a **listening walk** around your house or outside and talk about the sounds they can hear.
- Play the game **'I Hear with My Little Ear'**! Take it in turns to imitate the sound of something and guess what makes that sound.
- Make a collection of your own **noisemakers**. Can they guess a sound being played under a blanket? You could include things like crisp packets, keys, coins in a pot, a rattle or a squeaky toy.
- **Read** with your child daily at home. Could they use instruments or noise makers to add **sound affects**? Can they create their own **voice sounds** for sound affects?



Level 1

How can I support my child at home?

- Play a **listening and copying game** using a small set of instruments and noisemakers. Try creating loud or quiet sounds and simple patterns.
- Learn and perform lots of **nursery rhymes**. Use actions for **body percussion**!
- Read **rhyming books** and play with rhyme. Play **rhyming bingo** or **snap**. You can even challenge your child to make the **rhymes silly**, e.g. Hickory dickory dock the mouse ran up the sock!
- Oral **blending** and **segmenting games**. Such as **I spy...** a c-a-t, I spy a f-r-o-g or **Simon Says** touch your h-ea-d.



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 Actions and Mnemonics

<p>s</p>  <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p>a</p>  <p>Pretend to bite into a crunchy apple.</p>	<p>t</p>  <p>Pretend to stir a teaspoon around a teacup.</p>	<p>p</p>  <p>Make one hand into a puppy's head and pat it with your other hand.</p>	<p>i</p>  <p>Flap your hands like an insect's wings.</p>	<p>n</p>  <p>Make your fist into a nut and tap it.</p>
<p>m</p>  <p>Yummy! Rub your tummy.</p>	<p>d</p>  <p>Pretend to play your drum kit.</p>	<p>g</p>  <p>Pretend to wrap your scarf like Gabi.</p>	<p>o</p>  <p>Pretend to squeeze a juicy orange.</p>	<p>c</p>  <p>Wiggle your finger like a caterpillar.</p>	<p>k</p>  <p>Pretend to spread your hand like a kite and fly it in the air.</p>
<p>ck</p>  <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	<p>e</p>  <p>Make an egg with one hand and tap it with the other.</p>	<p>u</p>  <p>Make one hand into an umbrella and sprinkle rain on it.</p>	<p>r</p>  <p>Move your arms like a robot.</p>	<p>h</p>  <p>Pretend to open the door of the house.</p>	<p>b</p>  <p>Pretend to throw and catch a ball.</p>
<p>f</p>  <p>Pretend to wave a magic wand.</p>	<p>l</p>  <p>Pretend to lick an ice lolly.</p>	<p>ff</p>  <p>Pretend to switch off the light.</p>	<p>ll</p>  <p>Pretend to ring a bell.</p>	<p>ss</p>  <p>Blow a kiss.</p>	

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 Actions and Mnemonics

j   Sweep your hand up like a jumbo jet taking off.	v   Draw a v shape on your chest to show the V-neck of the vest.	w   Make waves with your hand.	x   Hold one hand like a map and draw an x on it.	y   Pretend to raise and lower a yo-yo.	z   Draw the zigzag path in the air.
qu   Give a royal wave.	ch   Use your thumb and forefinger to make a chick's beak.	sh   Put a finger to your lips.	th   Put your forefingers on your head and wiggle your moth's feelers.	th   Stroke your hand on your cheek like a soft feather.	ng   Tap your ring finger.
ai   Draw a spiral snail's shell.	ee   Make mouse whiskers.	igh   Hold one arm across your body as if holding a shield and pat it with your other hand.	oa   Pretend to row your boat.	oo   Point at the moon.	oo   Pretend to open a book.
ar   Make twinkly star fingers.	or   Pretend to press a car horn.	ur   Pretend to open a purse.	ow   Pretend to squeeze the squirty flower on your coat.	oi   Flick your thumb as if tossing a coin.	ear   Cup your hand around your ear.
air   Hold a chair, move it in and out from a desk.	ure   Swing your arm like a pirate.	er   Pretend to sneeze!			

Level 4



Level 4 is taught in Reception.

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


No new sounds are taught in Level 4.








- 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.














How can I support my Reception child at home?

- Practise listening skills using the **Level 1** ideas for home.
- Practise the new sounds and graphemes at home using the **Parent Information Sheets**. Remember to use the smallest unit of sounds when pronouncing the sounds and model the correct letter formation as taught in school.
- **Letter names, letter formation** and **capital letters** are taught alongside each phoneme. So you can practise these too!
- **Read every day** with your child. Use the **Before Reading** page each time to develop rapid recall.
- Practise **writing** the tricky words as well as reading them. Be creative to make it fun - paint them, write them in sand or lentils / rice on a plate, make them out of playdough etc.
- Practise hearing and **segmenting sounds for writing** through a purpose. Can they make a shopping list for you or can they label what they have built in lego or made in playdough.

Today, we have been learning **h**. 

Picture  house	Action  Pretend to open the door of the house.
Formation  Down the chimney to the floor, up and over the new front door!	Song (To the tune of 'Here We Go Looby Loo') Into the house - h, h, In through the new front door. Into the house - h, h, We cannot wait to explore!
Word List Help your child to sound out and blend to read these words.	
had ... him ... hot ...	hop ... hum ... hug ...  Hh

Before Reading  **Say the sounds.**
If your child needs help, point to the picture and read the word to them.

s  snake	s  pigs	t  tea	p  puppy
n  nut	d  drum	i  insect	c  caterpillar
u  umbrella	o  orange	e  egg	a  apple
h  house	ll  bell	ck  duck	ff  off

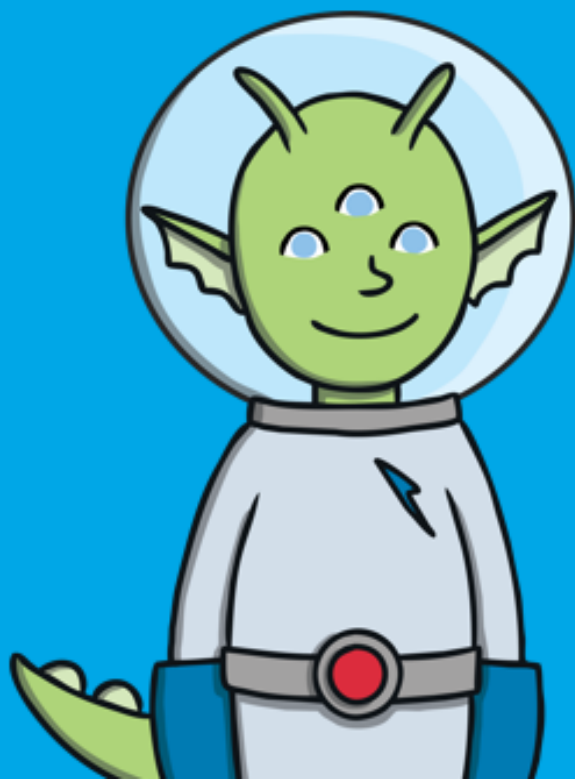


Level 5













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 'parachute';
- 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.

Level 5 Mnemonics

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  c <u>a</u> ke	i_e  sl <u>i</u> de	o_e  b <u>o</u> ne	u_e  c <u>u</u> be
u_e  fl <u>u</u> te	e_e  tra <u>e</u> p <u>e</u> ze	ou  m <u>ou</u> th	a  <u>a</u> corn	e  <u>e</u> qual	i  l <u>i</u> on	o  h <u>o</u> tel	u  <u>u</u> nicorn
ch  ch <u>e</u> f	ch  Ch <u>ri</u> stmas	ir  g <u>i</u> rl	ue  stat <u>ue</u>	ue  gl <u>ue</u>	y  sun <u>y</u>	aw  saw	au  au <u>t</u> umn
ow  wind <u>ow</u>	oe  t <u>oe</u>	wh  w <u>h</u> eel	c  c <u>i</u> ty	g  g <u>e</u> m	ph  dol <u>ph</u> in	ea  br <u>ea</u> d	ie  sh <u>i</u> eld
tch  w <u>tch</u>	are  b <u>a</u> re	ear  p <u>ea</u> r	ore  c <u>o</u> re	ew  sc <u>re</u> w	ew  st <u>ew</u>		

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



Level 6



Level 6 is taught in Year 2.

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

At this stage, children can read hundreds of words automatically. They are now reading for pleasure and reading to learn rather than learning to read.



- 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.


Level 6 Mnemonics

y  fly	dge  bridge	ge  fringe	gn  gnome	kn  knife
wr  wrist	le  table	eer  deer	ture  picture	mb  thumb
al  walk	a  walnut	o  glove	ey  monkey	war  warm
wor  world	s  treasure	wa  watch	qua  squash	tion  station





How can I support my Year 1 or 2 child at home?

- If your child is still developing their reading fluency and ability to blend and segment, practise listening skills using the **Level 1** ideas for home. You can adapt to make some games harder too. For example, **I spy** a ch-i-m-p. Using adjacent consonants or even polysyllabic words ch-i-m-p-a-n-z-ee.
- Practise the new sounds and graphemes at home using the **Parent Information Sheets** and practice their weekly spellings.
- Read every day with your child. Use the **Before Reading** page each time to develop rapid recall.

This week, we have been learning to read and spell words containing 'ou' saying /ow/. 

Top Tip
The grapheme 'ou' makes the same sound as 'ow'. It is most commonly found when the /ow/ sound is in the middle of a word.

Picture

mouth

Formation

Finish at the red dot.

Word List

ch <u>ou</u> t	cl <u>ou</u> d	sp <u>ou</u> d	pr <u>ou</u> d
s <u>ou</u> nd	p <u>ou</u> g	o <u>ur</u>	h <u>ou</u> k
ab <u>ou</u> t	sc <u>ou</u> t	sp <u>rou</u> t	gr <u>ou</u> nd

Some are real words and some are nonsense words. Circle the real words.

Common Exception Words
water
where

Spelling Words
should
would

Focus Sounds

oy saying /oi/







toy	destroy
boy	annoy
joy	employ
enjoy	royal

Common Exception Words

have	like
------	------


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Before Reading
Say the sounds.
If your child needs help, point to the picture and read the word to them.

y 	dge 	gn 
kn 	wr 	le 

Read the focus words.

fly	shuttle	stable
wrap	circle	triangles
edge	middle	designs

Read the exception words.
Parts of these words cannot be sounded out at this level. Read the word to your child if they need help.

four	world
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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)

For more information refer back to the parent meeting slides that was held by Miss Mistry.

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.



pib



voisk



spike

Rhino Readers – Home Reading Books

- **Fully decodable books** for your child's stage of development.
- Linked to **phonics teaching** and only progress through the levels when the sounds have been **taught** and when your child has shown they are **secure** in the prior levels.
- Twinkl has **sets of books for each level** which are divided into sub-levels. Books can be sent home more than once.
- Remember home reading is for **practise** and to develop **fluency**. Your child should be able to decode the book.

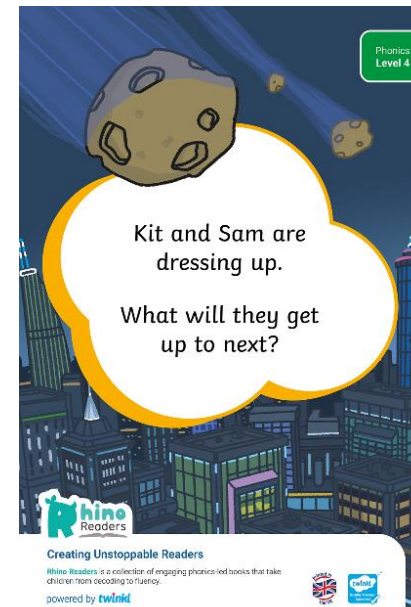


Level 2	2a
	2b
	2c
Level 3	3a
	3b
	3c



How can you support your child when reading at home?

- Positive experiences to foster a **love of reading**. A mix of **child-led** and **adult-led** reading.
- **Daily reading** – children thrive on **repetition**. Hardwiring phonemes and tricky words!
- Finding a **time** to read that is right for your child – try and get into a routine.
- **Pre-reading talk** is really important. Explore the **front cover** and **blurb** together. What do they notice? Do they have the **vocabulary** to discuss what they can see and are they excited by the **title**?



How can you support your child when reading at home?

- Don't skip the '**Before Reading Page**'. **Point and say** the phonemes and words. Keep this pacey and fun!
- If your child isn't sure on a sound, first say the **word underneath**. Then **segment / stretch it out** to hear the sound they need. Emphasising the phoneme they need.
- When reading the **focus words** can your child identify the **digraphs** and do they understand the **meaning** of the word?
- **Pink words** are tricky words to learn by sight. **If it's pink, stop and think!** You can help your child with these words.

Before Reading

Say the sounds.
If your child needs help, point to the picture and read the word to them.

s snake	s pigs	b bat	ss kiss	ck duck
x box	w wave	sh sheep	th feather	th moth
qu queen	ng ring	oa boat	ow clown	ee cheese
er pepper	oo book	oo moon	ur purse	ear ear

Read the focus words.
The dots show one sound made by one letter. The dashes show one sound made by more than one letter.

burst	cloaks
dressing	speedboat
Twister	Squish

Read the tricky words.
Parts of these words cannot be sounded out at this level. Read the word to your child if they need help.

have	when	come
some	little	
what	do	

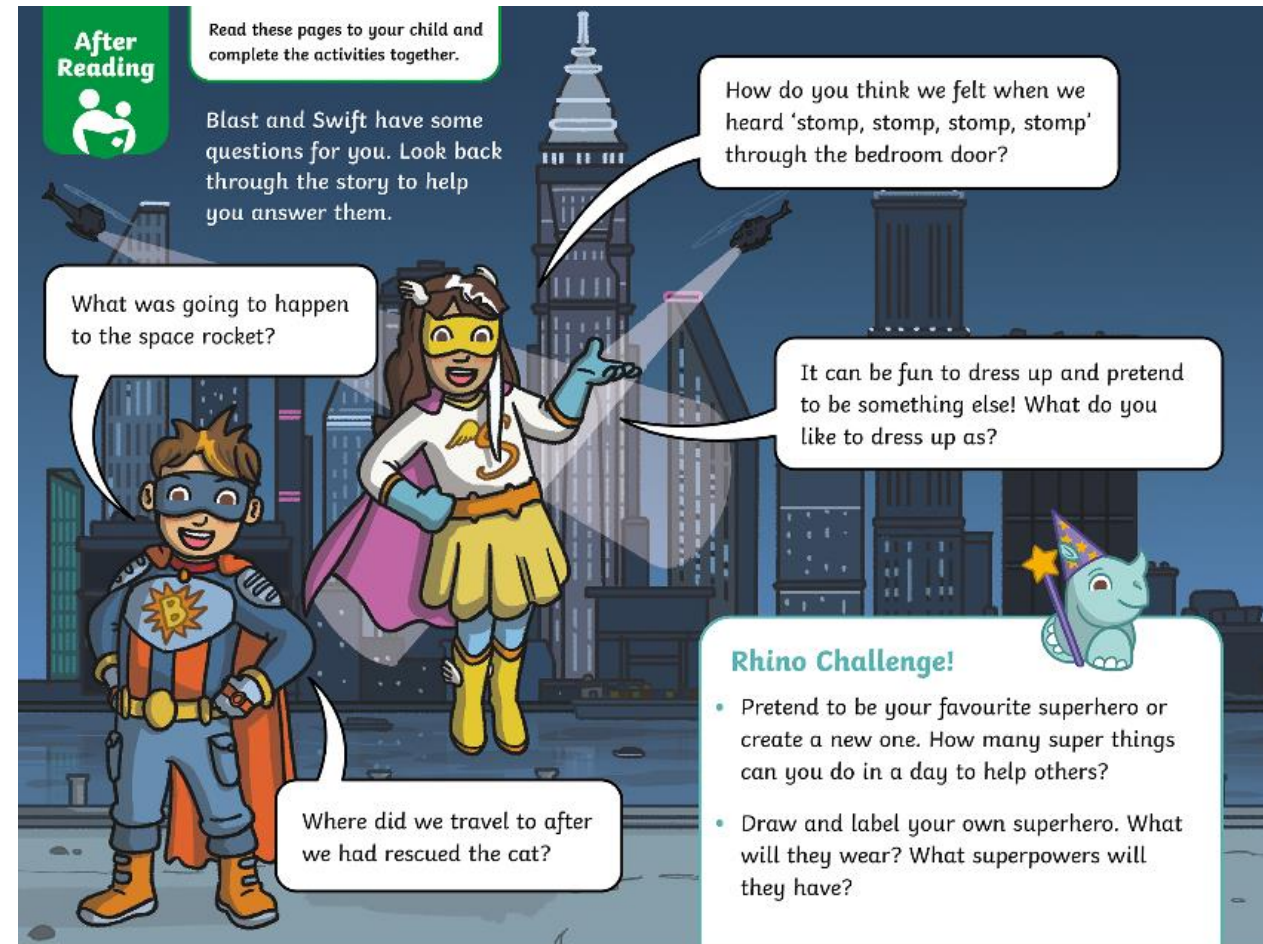
Level 4 reviews sounds from Levels 2 and 3 and focuses on blending an increasing number of sounds together.

How can you support your child when reading at home?

After Reading page for comprehension.

Additional questions you could use to check understanding are:

1. **Vocabulary check** – they can read it but do they know what it means? You can ask them to use in a sentence or think of another word that means the same.
2. **Predicting** – mid way through is a good point as they are familiar enough to make sensible predictions.
3. **Sequencing** – ordering events from the beginning, middle and end.
4. **Retrieval** – finding facts or specific answer through scanning the text.



Any Questions?

