

A Guide to Twinkl Phonics for Schools, Parents and Carers

This whole-school programme provides a structured approach to learning; it is perfect for helping children progress from simple sounds to developing more complex and vital knowledge and skills required for reading.

Developed by experts, Twinkl Phonics helps children prepare for the statutory Year 1 Phonics Screening Check. Everything is made by teachers for teachers, to ensure the content is trustworthy, reliable and genuinely useful.

Approved by the Department for Education, the whole-school programme is an invaluable, steadfast, confidence-boosting companion loved by children, teachers, TAs and education leaders up and down the UK.

How will children be taught phonics?

Twinkl Phonics grounds its learning in stories; following the exciting adventures of Kit, Sam and the Twinkl Phonics family, children will build up their phonics skills and everything they need to read and write.

Children begin with identifying their first sounds (phonemes) and written representations of these sounds (graphemes) and finish year 2 with reading and writing skills that cover national curriculum statutory requirements. This scheme takes children from being new readers to being confident, skilled and enthusiastic readers and writers.

Our multisensory approach includes:

- engaging stories and activities focused on developing and applying reading and writing skills;
- physically active phonics activities to keep learning exciting and energising;
- mnemonics, actions, handwriting formation rhymes and songs to reinforce sound and letter recognition.



What is taught and when?

There are six levels, spanning from the start of nursery to year 2 and beyond.

Twinkl Phonics Level	Recommended Year Group (UK Schools)	Age of Children
Level 1	nursery/pre-school	3-4 years
Level 2	reception	4-5 years
Level 3	reception	4-5 years
Level 4	reception	4-5 years
Level 5	year one	5-6 years
Level 6	year two	6-7 years

Level 1:

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

- listen attentively;
- widen their vocabulary;
- speak confidently to adults and other children;
- tell the difference between sounds;
- say out loud the phonemes they hear in words.

Level 3:

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

- say the phoneme when shown all or most Level 2 and Level 3 graphemes, e.g. can say 'sh' when they see it in written form;
- identify any Level 2 or 3 grapheme when they hear the phoneme, e.g. find a 'sh' on the page when someone says it to them;
- read single-syllable words that contain Level 2 and Level 3 graphemes, e.g. 'chop' and 'night';
- attempt spelling single-syllable words consisting of Level 2 and Level 3 graphemes, e.g. 'paid' and 'seed';
- read the new Level 3 tricky words and spell the Level 2 tricky words;
- write each letter correctly when following a model.

Level 2:

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

- say the phoneme when shown any Level 2 grapheme, e.g. can say 't' when they see it in written form;
- identify any Level 2 grapheme when they hear the phoneme, e.g. find a 't' on the page when someone says it to them;
- be able to blend sounds to say words such as 'sat' and 'pat', 'if' and 'up';
- segment some 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 4:

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

- say and identify any phoneme and grapheme taught in Level 2 and 3;
- blend, read and spell words containing adjacent consonants, e.g. 'sand', 'bench' and 'flight';
- read the new Level 4 tricky words and spell the Level 3 tricky words;
- write each letter, usually using the correct formation;
- split words into phonemes when they say them out loud.

Level 5:

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

- say and identify any phoneme and grapheme taught in Level 2 and 3;
- apply phonics knowledge and skills to help them read and spell unfamiliar words that contain sounds they have not been taught yet;
- read and spell two-syllable and three-syllable words which contain sounds they have been taught, e.g. 'carrot' 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 Level 5 common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Level 6:

By the end of Level 6, children will have had 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;
- read fluently to allow them to focus on their understanding;
- sound out most unfamiliar words accurately, without too much hesitation;
- form letters correctly;
- break down spoken words into phonemes, spelling many of these words correctly and making good attempts at unfamiliar ones;
- spell most common exception words correctly;
- practise important grammar-based skills, including using a variety of punctuation types, capital letters, prefixes, suffixes and engaging vocabulary.

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.

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.) Twinkl Phonics provides fun games, sample test packs and assessment trackers to help guide pupils and teachers through this process.

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. After year 2, children who need additional support can get this through targeted support and intervention.

Please speak to a member of staff if you would like more information about the check or more support with your child's phonics.

How can phonics learning be supported at home?

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise breaking words up into sounds and then blending those sounds together to make a word, e.g. fish, f-i-sh, fish.

Look for familiar sounds and words in the world around you. In the supermarket, can your child find letters they recognise on your shopping list and sound them out? Can they recognise letters on street names or on car number plates?

Practise the new sounds your child is learning using the Parent Information Sheets provided by their teacher. Remember to use 'pure' sounds when pronouncing the sounds and model the correct letter formation as it is taught in school.

Support your child to complete any homework they bring home.

Read to and/or 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 very important.

Have fun!

Whole Scheme Sound Mat

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Key

Level 2 Level 5

Level 3 Level 6

Please note: some sounds and sound families may vary due to regional accents

