

In school we teach phonics by following the Twinkl phonics scheme. This scheme has books which match all the sounds we have taught and also has online books and resources for parents to support learning at home.

Did You Know...?

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

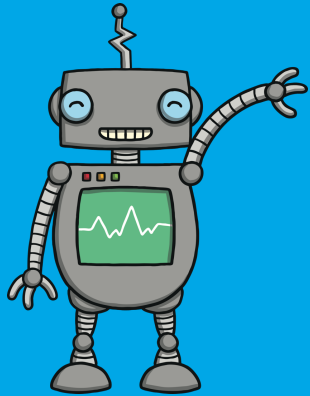
This is why English is one of the most complex languages to learn!

Whole Scheme Sound Mat

a a	e e ea	i i	o o	u u oo o	ai ai ay a_e a	ee ee y ie e_e ey e	igh igh i ie y i_e	oa oa ow o_e oe o	oo oo ue u_e ew
ar ar	or or ore aw al au a	ur ur er ir	ow ow ou	oi oi oy	ear ear eer	air air are ear	ure ure	u_e u_e ue u ew	b b
c c ck k ch	ch ch tch	d d	f f ff ph	g g	h h	j j dge g ge	l l el ll al le il	m m mb	n n gn kn
ng ng	p p	qu qu	r r wr	s s ss c	sh sh ch	t t	th th	th th	v v
w w wh	x x	y y	z z zz s	zh s	tion tion	ture ture			



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 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	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	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.

Level 2



Level 2 is taught in Reception.

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

Level 2 Coverage

In Level 2, children will learn the first 24 GPCs (19 letters, 4 digraphs and an alternative pronunciation) and the first 5 tricky words for reading.

Teaching Week	GPCs	Tricky Words for Reading
1	sat p	
2	in m d	
3	g o c k	
	ck e u r	to, the
	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words



○ 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>	

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.

**The songs and actions will
be put on Tapestry.**

Today we have been learning p.



Level 2

Picture



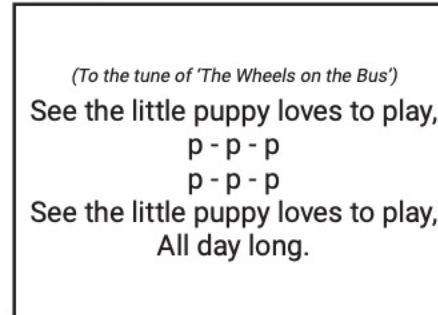
Action



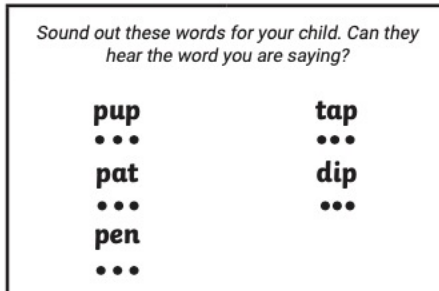
Formation

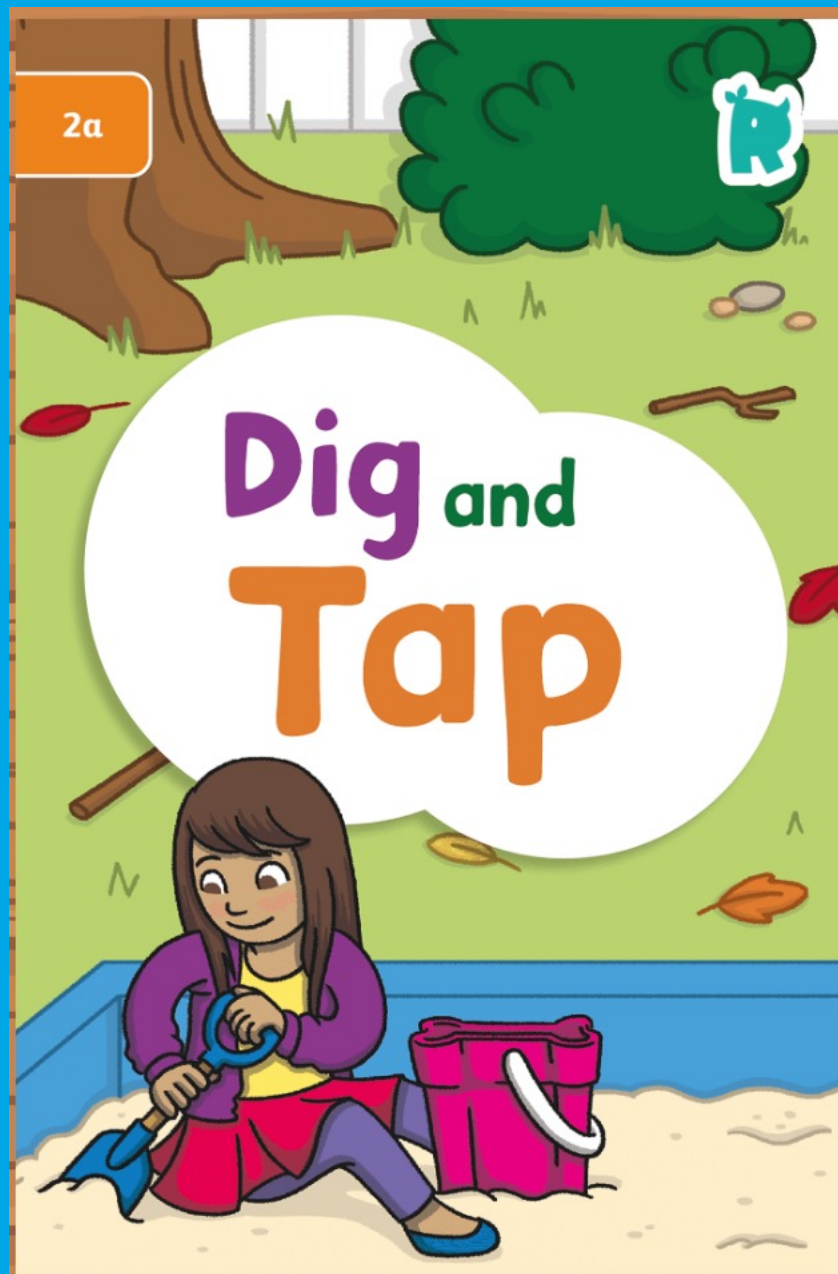


Song



Word List





Before Reading



Say the sounds.

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

s



snake

t



tea

p



puppy

n



nut

d



drum

g



girl

c



caterpillar

m



meatballs

k



kite

i



insect

o



orange

a



apple

Read the focus words.

Encourage your child to say each sound then blend to read the word.

dig

tap



Kit



Sam



Kit and Sam



in a pit

After Reading



Read these pages to your child and complete the activities together.

Look at the pictures and retell the story.

1



2



3



4

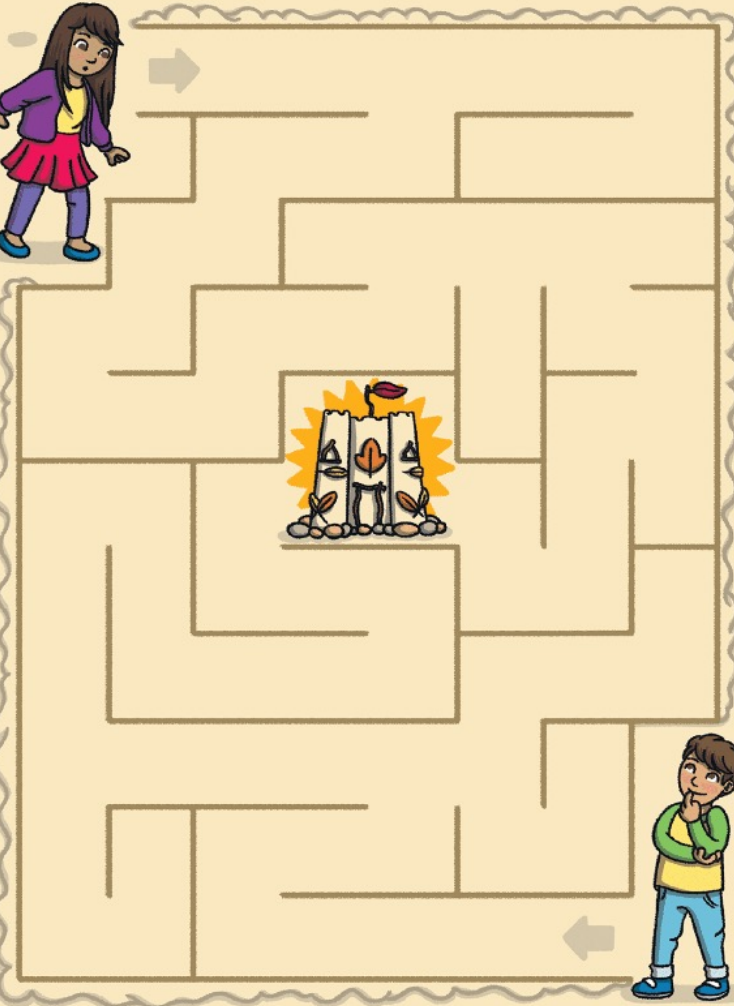


Rhino Challenge!



- Design your own castle. You could have a go at making it! What could you use?

With your finger, help Kit and Sam find their way to the sandcastle.





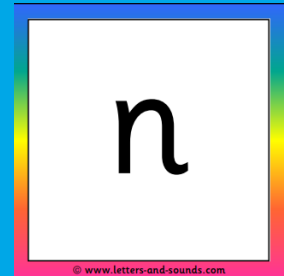
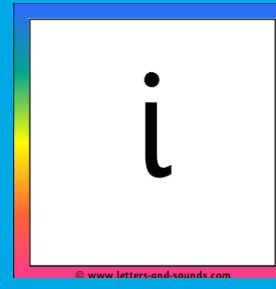
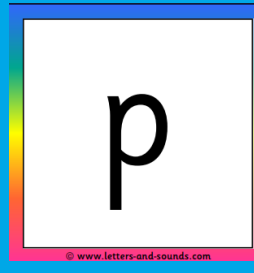
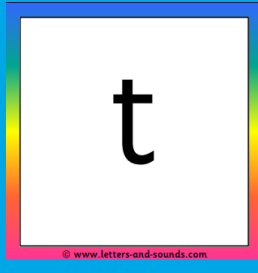
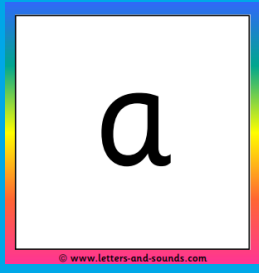
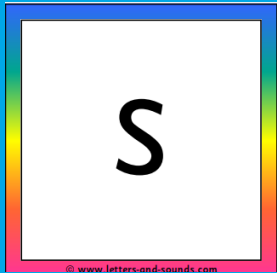
a cat
• • • •



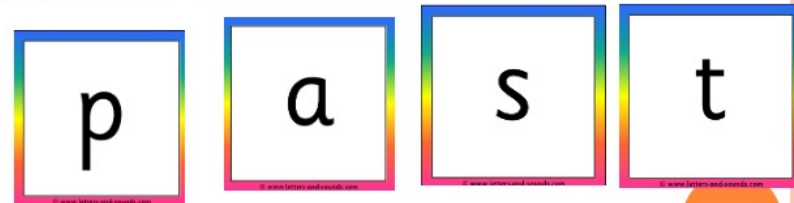
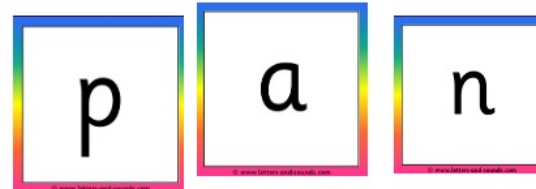
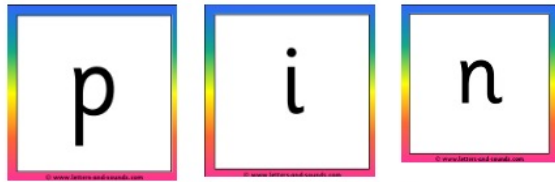
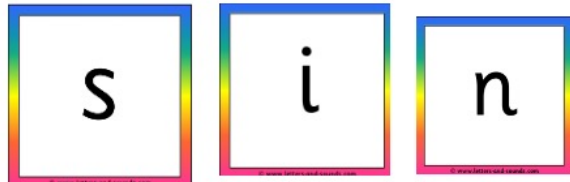
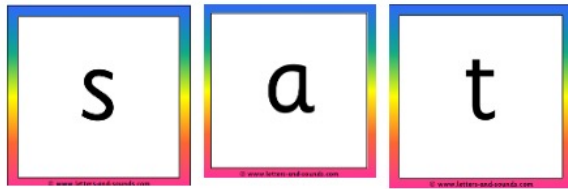
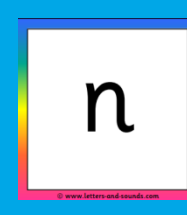
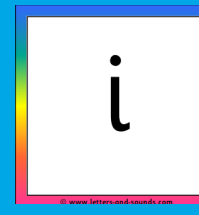
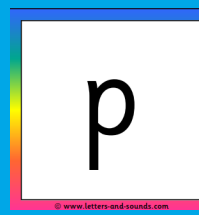
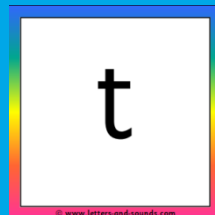
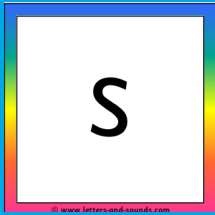
a man and a dog
• • • • • • • •

Flash cards of sounds will be coming home .

You can play find the sounds or make up game such as bingo or lotto.



You can use the cards to make words then your child can learn how to blend the sounds together into words.



Flash cards of tricky words

to the

no go I

<https://www.bigbrownbear.co.uk/letters/>

h e t o t

<https://www.twinkl.co.uk/go/sign-in>

Shared Lesson Code Access

If you have a shared lesson code, enter it below:

Log In

Children are assessed at regular intervals so we can see how the children are progressing.

7. Reading Decodable Words

Ask the child to sound-talk the word then blend it together.

Words	Sounds	Tick if correct	Record exactly what was said if incorrect
sat	s-a-t		
pin	p-i-n		
dim	d-i-m		
cog	c-o-g		
kid	k-i-d		
rock	r-o-ck		
peg	p-e-g		
hut	h-u-t		
boss	b-o-ss		
fog	f-o-g		
huff	h-u-ff		
lock	l-o-ck		
fell	f-e-ll		
fun	f-u-n		
bugs	b-u-g-s		

7. Spelling Decodable Words

Adult to say the word, child to segment it and write the word.

You may wish to use magnetic letters or other forms of written communication for children who have difficulty with handwriting.

Words	Tick if correct
sit	
pet	
sock	
hat	
can	
bell	
puff	
got	
men	
dip	
kick	
run	
fin	
loss	
pigs	



8. Reading Tricky Words

Words	Tick if correct
to	
the	
no	
go	
I	



Level 3

Level 3 is taught in Reception.

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

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 3 tricky words	the, to, no, go, I

○ say the phoneme when shown all or most Level 2 and Level 3 graphemes;

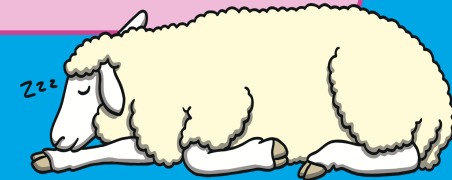
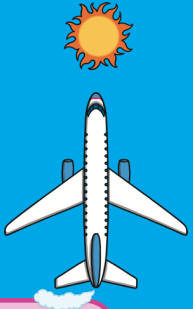
○ find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;

○ 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

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

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.

Before Reading



Say the sounds.

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

j



jet

x



box

ai



snail

ee



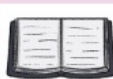
cheese

oo



moon

oo



book

oi



coin

oa



boat

ar



star

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.

deep

road

hard

Toot

Cain

near

Read the tricky words.

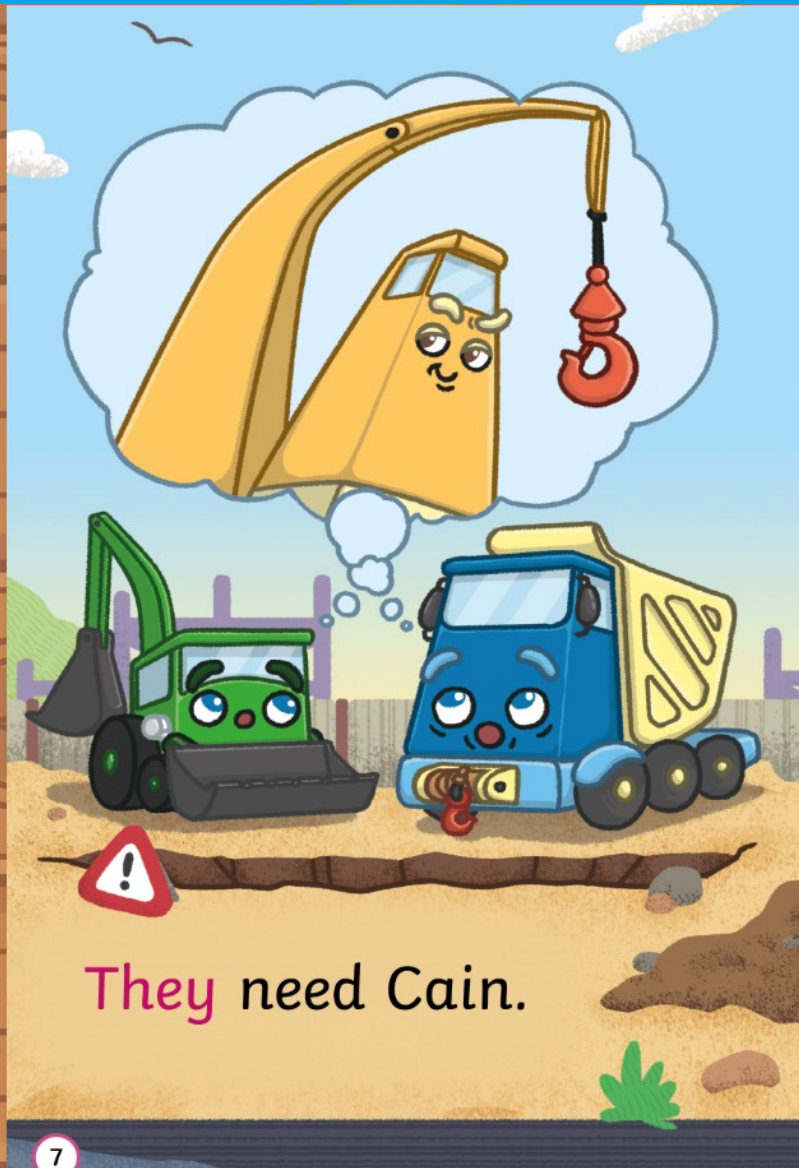
Parts of these words cannot be sounded out at this level. Read the word to your child if they need help.

she

here

they

all



They need Cain.



Cain tugs and tugs. It is too hard!

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.

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 for 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
5	three-letter adjacent consonants	all level 4 words	all level 4 words

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

- 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.



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	p  puppy	d  drum
r  robot	ss  kiss	j  jet	w  wave	y  yo-yo
ch  chick	sh  sheep	ng  ring	oo  book	oo  moon
ow  clown	ur  purse	ee  cheese	er  pepper	igh  knight

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

Read the focus words.

The dots show one sound made by one letter. The dashes show one sound made by more than one letter.

brown

• • — • •

branch

• • • • —

swoops

• • — • • •

springs

• • • • — • •

screeches

• • • — • — • • •

grassland

• • • — • • • • •

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.

when

do

one

like

little

what

Mum turns to look across the grassland.



Stan turns but he slips back.



7

“When will I turn like you do?” asks Stan.



“Soon, little one, soon,” Mum tells Stan.

8

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.

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?

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?



Contact Fiona Hutchinson
reception@pennineway.cumbria.
sch.uk

A reminder of how we write each letter in school. A capital letter should only be used at the start of the name.

a b c d e f g h i j
k l m n o p q r s t
u v w x y z

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

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

