

Phonics at Grange Primary School

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! See the image below which shows what we teach in order for our children to become fluent in reading and writing.

Whole Scheme Sound Mat									
a a	e ea 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 ie i i_e y	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
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Why Twinkl Phonics?

Twinkl Phonics is systematic, synthetic phonics programme (SSP) which has been validated by the Department for Education. The scheme has been produced to a high quality and is robust in its purpose. With a clear, structured progression through the programme, it allows all, if not most of our pupils to meet or exceed the expected standard.

Twinkl Phonics has been designed by teachers and educators so they have lots of experience in the classroom and the best knowledge and understanding to provide a high quality scheme. There are many other Department for Education validated schemes which we could have chosen, but after trialing it last school year, we feel as though this one would be the most beneficial to the children within our school, and supports them in making the best possible progress in their reading journey.

The benefits of Twinkl phonics are that the scheme allows children to progress through the stages as they are ready to do so. The children begin learning phonics as a whole group and our aim is that they progress through school within the group, so that they are not left behind. In order for us to be able to maintain this and support our children, we have interventions which take place on the same day, and use our positive parent partnership to support parents/carers with their child's learning at home. This is something which we are working hard on and our children are blowing us away with the progress that they are making.

The children have lots of exposure and rehearsal of reading and writing, which are practices which are developed hand in hand. Not only does the Twinkl Scheme work well for our children, it also works well for our staff. Staff are well experienced and very knowledgeable of the scheme as well as the children within their class, that they can change and adapt lessons where necessary, to support the progression of the children. This could include more exposure to blending and segmenting skills, or reading of tricky words, each child has the support that they need to be able to move forward in their learning.

How is Twinkl Phonics Taught?

The way in which phonics is taught is through levels. This was previously known as 'phases'.

The aim is that a child will begin on level 1 in Nursery and then move on to levels 2, 3 and 4 as they progress into Reception. As your child moves into Year 1 they will be taught level 5 and as they progress into Year 2 they will be on level 6.

In KS2, children continue to learn phonics if they need to and are supported in filling the gaps that they might have.

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.

Whole school progression document

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Why is Level 1 so important?

Children need to develop speaking and listening skills as the foundation of early reading and writing. It helps to build communication skills and vocabulary too. In fact, the focus of early phonics isn't to read or recognise phonemes (sounds) and graphemes (letters), it is to *listen*!

Level 1 is the beginning of a child's phonics journey and will help to develop a foundation for reading and spelling. Within Level 1, children learn about oral sounds and the emphasis is on listening and recognising these. Children are not expected to be able to recognise any written letters or sounds until Level 2. Level 1 is broken down into seven different aspects which are taught alongside each other. Each of the different aspects relates to different sounds that children will learn about.

Level 1 is broken up into 7 different aspects, each with their own character:

- Aspect 1 - Environmental Sounds
- Aspect 2 - Instrumental Sounds
- Aspect 3 - Body Percussion
- Aspect 4 - Rhythm and Rhyme
- Aspect 5 - Alliteration
- Aspect 6 - Voice Sounds
- Aspect 7 - Oral Blending and Segmenting



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



Aspect 1 – Environmental Sounds

Crash



Aspect 1 -
Environmental Sounds

This involves listening to sounds within the indoor and outdoor environments. We can extend their learning by modelling describing the sounds to them. The children also learn about long and short sounds as well as high and low sounds.

Activity ideas:

- *Sound hunt* – hide an object that makes a continuous noise (e.g. alarm or ringtone) and let your child listen carefully and hunt to find it.
 - *Sound maps* – draw themselves in the middle of the paper and then draw all the things that they can hear around them (this may need adult support).
- *Police Siren* - You could talk about how the sirens get louder as the car gets closer, and how the sirens get quieter as the car drives past.
 - *Indoor Sounds* - you could be walking around town and hear people talking, footsteps, a baby crying.

Aspect 2 – Instrumental Sounds

Ted



Aspect 2 -
Instrumental Sounds

This involves introduction to a range of musical instruments as well as exploring playing the different instruments. The children will be able to use a wide range of vocabulary to talk about the instrument sounds.

Activity ideas:

- Make your own musical instrument – use an old bottle or container with a lid and add in different resources, such as rice, peas, pasta etc.
- Practice starting and stopping an instrument to a signal.
- Play the instrument alongside a nursery rhyme and model how to play it to a rhythm.

Aspect 3 – Body Percussion

Captain Stomp



Aspect 3 -
Body Percussion

This involves the children learning about the different sounds that we can make with our bodies and developing an awareness of sounds and rhythms. We will also be teaching the children to distinguish between sounds and remember patterns of sound. *E.g. clap, click, clap – repeat*

Activity ideas:

- Clapping the syllables of words – e.g. their name
- Create actions and sound effects to a familiar story – e.g. Three Billy Goats Gruff
- Create a pattern of body percussion and see if they can repeat it. Swap roles, can they create one for you?

Aspect 4 – Rhythm and Rhyme



Aspect 4 -
Rhythm and Rhyme

This involves children engaging in lots of rhyme time and we encourage them to join in with the words and actions. In time, they will develop an awareness of rhythm and rhyme in speech as well as being able to talk about words that rhyme and maybe even adding their own rhyming word.

E.g. ten, pen, hen, ...?

Activity ideas:

- Lots of exposure to Nursery rhymes
- Use pots and pans from the kitchen and tap out a rhythm, challenge them to copy it.
- Read some rhyming stories such as:

The Gingerbread Man

The Gruffalo

Brown Bear, Brown Bear

Aliens Love Underpants – *and many more!*

Aspect 5 – Alliteration



Aspect 5 -
Alliteration

This involves children developing an understanding of alliteration. They will learn how different sounds are articulated, as well as listening to sounds at the beginning of words and hear the differences between them.

Activity ideas:

- Use their name and their family member's names and emphasise the initial sounds in their names. *E.g. Sss Sam, K K Katie (can extend by getting them to recognise the initial letter in their name)*
- Using an initial sound – hunt around the house for other items that begin with the same sound. *E.g. 'S' Spoon, scarf, sock*
- Use a teddy and create an alliteration string.
E.g. Betty Brown Bear. Curious Colin Caterpillar

Aspect 6 – Voice Sounds



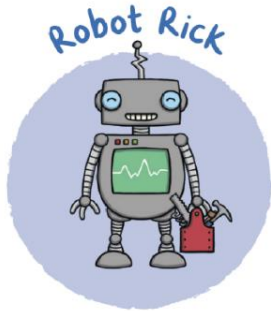
Aspect 6 -
Voice Sounds

This involves children distinguishing between the differences in vocal sounds as well as exploring the sounds that we can make with our voices.

Activity ideas:

- To speak in a range of tones and pitch. *E.g. deep voice, high pitches, squeaky like a mouse.*
- When reading stories, take on the voice of the character. *E.g. The Gruffalo (deep voice) vs the mouse (high pitched voice).*
- Encourage the children to join in with the voices of the character – can they pretend to be the different characters?

Aspect 7 – Oral Blending and Segmenting



Aspect 7 -
Oral Blending and
Segmenting

This aspect is quite tricky and takes lots of repetition and practice. The children have to listen to the sounds within the words and remember them in the order to which they occur. They then talk about the different sounds that make up words.

Activity ideas:

- When out shopping, use your list and segment the word to see if your child can blend it back together to see what you need.

E.g. br-ead. Ch-eeze.

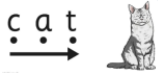
- In everyday language try to segment the words for the children to identify.
- *E.g. "we need to go to the sh-op"*
- *"Shall we go to the p-ar-k?"*
- *"Can you brush your t-ee-th?"*

Level 2

Level 2 is where they begin to identify graphemes (letters) as phonemes (sounds). By the end of Level 2, children will have had opportunities to:

- Identify the phoneme (sound) when shown any Level 2 grapheme (letter)
- Identify any Level 2 grapheme (letter) when they hear the phoneme (sound)
- Orally blend and segment CVC words such as 'sat' and 'pin'
- Blend sounds to read VC words such as 'if', 'am', 'on' and 'up'
- Segment VC words into their sounds to spell them
- Read the tricky words (words which cannot be sounded out), I, no, go, to, into and the.

An example of Level 2 systematic synthetic phonics;



As you can see, there are three dots (sound buttons) under each of the letters (graphemes) in the word 'cat'. When learning to read, the children will break up (segment) the word into sounds (phonemes). This would be c/a/t. Once segmented, we can then blend the sounds back together to give the word 'cat'. Cat is an example of a CVC word. This means that it has a consonant sound, vowel sound and a consonant sound at the end. These CVC words are what the children will learn first, as they begin their journey through the phonic levels. As they progress through the levels, the words and decoding becomes more challenging. BUT with the pace and schedule of the teaching of phonics, the children will be supported to the best of our ability.

Level 3

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

- Say the phoneme (sound) when shown all (or most) of Level 2 and Level 3 graphemes (letters).
- Find all (or most) Level 2 and 3 graphemes (letters), from a display, when given the phoneme (sound).
- Blend and read CVC words (single-syllable words, consisting of three 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 I, no, go, to, into, the.
- Write each letter correctly.

Level 4

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

- Say the phoneme (sound) when shown any Level 2 or 3 grapheme (letter).
- Find any Level 2 or Level 3 grapheme (letter) when given the phoneme (sound).
- 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 using the correct letter formation

- Orally segment the words into phonemes (sounds) ** No new sounds are taught in Level 4 *

Level 5

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

- 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 common exception words for reading
- Use alternative ways of pronouncing and representing the long vowel phonemes (sounds). E.g. 'ea' in 'beak', 'ee' in 'seed' and 'y' in 'happy'

Level 6

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

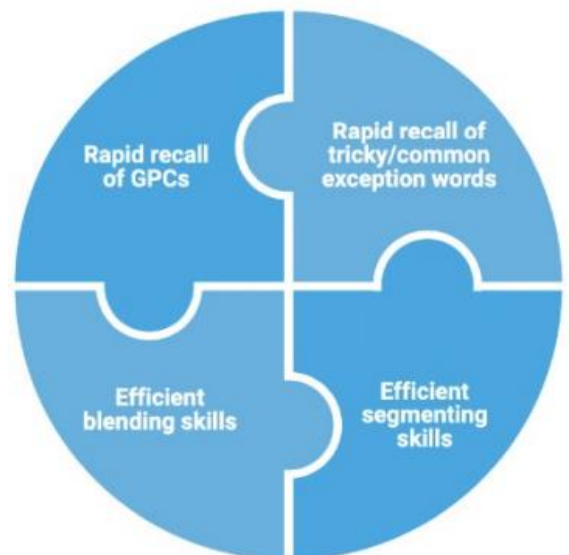
- Read most words containing common suffixes
- Read most common exception words
- Read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words
- Sound out most unfamiliar 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
-

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.

4 cornerstones of phonics

There are four key elements that children need to master in order to read and write fluently:

- Rapid recall of GPCs
 - Rapid recall of tricky/common exception words
 - Efficient blending skills
 - Efficient segmenting skills
- The four skills represent the cornerstones of phonics and must be practised every day to ensure children make the expected progress.

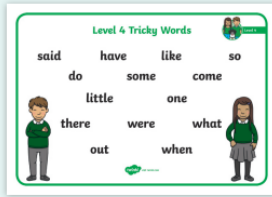


Within each classroom you will find the following:

On the Tables



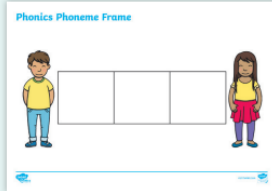
☐ Mnemonic sounds mats



☐ Tricky/common exception word mats



☐ Letter formation mats



☐ Phoneme frames

These resources are a brilliant tool to support the children in their learning journey. They give the children the independence to scaffold their own learning before seeking an adult for support.

Within each classroom there is a phonic wall which displays all of the tools to support the children and shows the GPCs which the children have already learnt, as well as the new one that they are learning, being added daily. Again, this is so that the children can scaffold their own learning before seeking an adult for support.

Structure of phonics lessons

Revisit and Review

Children review GPCs and tricky words that they have already been taught.

Teach

New GPC and tricky words are taught

(This is done by introducing the letter (grapheme) and the phoneme (sound). There is then a rhyme to support the children to form the letter correctly.)

There is then a story to go alongside the new letter that the adult reads to the children and this is displayed on the PowerPoint.

Practice

The children practice blending and segmenting words containing the new GPC.

Apply

Children have the opportunity to read or write a caption or sentence using the taught GPCs and tricky/common exception words.

Assess

Assess children's learning against the criteria.

Assessment

Formative assessments ensure learners have a broad understanding of a range of sounds and phonic concepts. These assessments not only tell us what children can do or what they know, they also outline those sounds and concepts some learners may need to revisit or practise further.

At Grange Primary School within Nursery, we assess the children during the lesson as well as at the end of each term. This enables us to see if there are any gaps in their learning so that we can focus on the aspects that they need more support with.

In Reception, we assess during the lesson to enable us to have same day interventions, as well as an overview at the end of each level to enable us to support children further if it is needed.

In Year 1 we assess at the end of each term and in Year 2 we assess the children who did not pass the phonics screening test within year 1. As the children are taught in groups, the class teachers are aware of the children's progress within the lesson, and same day interventions are completed in order to support the children further.

Within Year 1, the children are expected to sit a phonics screening check which tests their knowledge of phonic sounds. The children that do not pass the check are given appropriate support and materials to ensure that they catch up. E.g. by putting them into smaller groups and recapping previously learnt GPCs. They continue to receive daily phonic lessons at the relevant level, as well as more opportunities to read to an adult in either shared reading, one to one or within guided groups. This continues into KS2 if the children are still not secure in their phonic sounds.

Support Videos

<https://www.youtube.com/watch?v=OSzkjubQ-Ok> – Level 2 Twinkl Phonics pure sounds and actions

<https://www.youtube.com/watch?v=8ZGwM48Wy5E> – Level 3 Twinkl Phonics pure sounds and actions

Please check these links before you show to your child – the links have been tried March 2023

Assessment

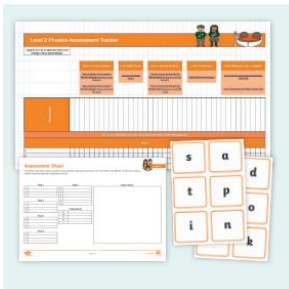
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Assessing in Nursery

In nursery, children will be assessed in line with the learning objectives/outcomes of each aspect. This is very much a personalised, individual approach and considers observations and assessments from children's independent play, involvement in group work and phonics lessons.



Assessing in Reception & KS1



In reception, year 1 and year 2, children are assessed on their knowledge of GPCs and common exception words to establish each child's phonic level. Blending and segmenting assessments are also used to ensure that children have the skills securely in place for reading and spelling. At Grange, we also assess Year 1 using past phonic screening papers to give them exposure and confidence in the paper for their official phonics screening test in the Summer term.

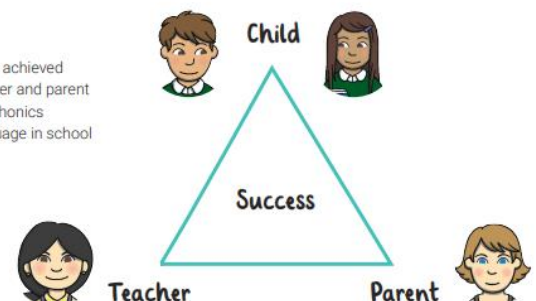
Supporting the lowest 20%

At Grange we understand how important it is to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during the daily classroom teaching. We try to ensure that these children take part in daily, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/ common exception words, as well as practising blending and segmenting skills. At Grange, we ensure that children get the best possible teaching and most children are taught by confident, skilled teachers and teaching assistants. This enables us to have a clear vision of the children and their ability, and teaching in smaller groups which allows us to support them in the way that they need, as appose to teaching them as a large group.

Parental and Carers Involvement

Parents and carers are invaluable allies in helping to support children's learning, especially if they understand and use the same techniques at home. Sharing mnemonics, songs and letter formation rhymes will help them to feel involved and equipped to use the same language at home as is used in school.

Maximum learning is achieved when the child, teacher and parent are using the same phonics techniques and language in school and at home.



At Grange Primary school, in Nursery we hold parent/carers drop in sessions which give the adults an overview of what we teach at this age phase, as well as giving them an opportunity to stay and play with their child. Activities from Twinkl Phonics are available for them to engage in within the classroom, as well as other Phonic activities.

We have Tapestry that we use to share moments that we are enjoying at school. We have recently begun 'Snap and Tap' challenges based on Phonics. This allows the parents to know what phonics entails in Nursery and how they can support their child at home. Each week there is a focus on one of

the level 1 aspects and activities that they can engage with and enjoy at home. Within the challenge there is supporting resources which are added through Twinkl Go, and these can be accessed from a range of devices. The parents/carers then have the option to join in and upload it to Tapestry for us to see too.

In Reception we hold parent/carer drop in sessions based on all aspects of school, as well as Phonics. These sessions give the parents/carers chance to see what phonics is and how the learning progresses from Nursery. The adults are then able to ask questions and seek support if needed.

As each week is taught within the levels, children are given the 'Parent Information Sheet' which has been made to include all of the GPCs that the children have learnt that week. These sheets provide all the information that the parents/carers need to support their child with their learning at home. These sheets are given physically, emailed and also added to Tapestry, so that they are easily accessed if the paper copy is misplaced. We also share appropriate resources and reading materials through Twinkl Go on Tapestry. These are optional for parents/carers to access and for their child to have additional resources to support their learning.



Early Reading and Text-Rich Environments

In order to build a solid foundation for phonics, early reading must be considered an essential part of the early year's classroom. Within early reading, children are introduced to a range of books: both stories and non-fiction. Introducing and exploring new texts and sharing familiar stories with children will enable them to develop a love of reading and sharing books. Children should be encouraged to explore books freely both independently and with adults. As well as providing meaningful opportunities for sharing stories, a text-rich environment is also key.

Our environments at Grange Primary include:

- labels which also include a picture of the item(s)
- displays showing words and pictures
- displays of children's own mark making and writing
- a reading corner with question prompts for practitioners
- a mark-making area
- a role-play area including labels
- books, text and writing resources, e.g. shopping lists
- environmental print resources that include familiar logos, signs and packaging that children will recognise.

Such an environment will not only enable children to become aware of the importance of text for reading and writing but will also provide a model that they will then reflect in their independent play.

Fully Decodable Texts

In order to apply their decoding and comprehension reading skills, it is important that children have plenty of opportunities to read texts that are fully decodable at the phonics level they are working. Children should be reading take-home books at 90% fluency and should not be reading texts that are too easy or beyond their phonics level or understanding. Decodable texts should only contain the sounds and tricky (common exception) words that the children know, to allow them to read with fluency and confidence while applying their developing skills effectively.

The books that children read as part of a reading scheme should also be fully decodable. Ensuring there is alignment between phonics schemes and reading books now forms part of Ofsted's deep dives into reading.



Rhino Readers is the Twinkl reading scheme that follows the adventures of the same two characters from Twinkl Phonics, Kit and Sam, in a series of fully decodable reading scheme books that are fully aligned with the Twinkl Phonics scheme. It also has a range of non-fiction books, playscripts, instruction books and quiz books! Using Rhino Readers, children can apply their phonics learning to guided or home reading, using only the sounds and words that they have been taught.