

# All About Phonics

A Presentation for Parents and Carers

# Introducing Phonics

Phase One

Phase Two

Phase Three

Phase Four

Phase Five

Phase Six

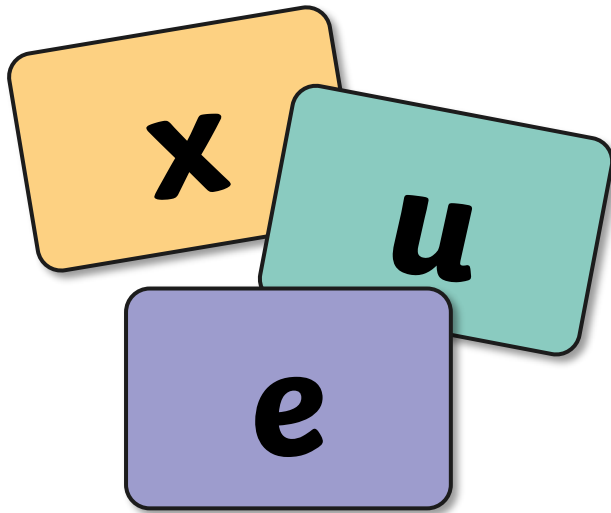
# Did You Know...?

The English language has:

26 letters

44 sounds

over 100 ways to  
spell those sounds



# Phonics Terminology

**systematic synthetic phonics** - The teaching of reading and spelling by breaking down words into the smallest unit of sound.

**phoneme** - Any one of the 44 sounds which make up words in the English language.

**grapheme** - How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ai' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

**blending** - Putting together the sounds in a word in order to read it, e.g. 'f - r - o - g, frog'.

**segmenting** - Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f - r - o - g'.

# What Is Phonics?

reading and spelling

hearing, recognising and using sounds

routine and familiarity

focus on breaking down and building up words (segmenting and blending)

tricky/common exception words



# The Progression of Phonics

You may wish to change some of the wording in this section based upon the year groups that you cater for in your school as well as your chosen phonics scheme. Please delete this instruction.



Phase One - nursery/F1 and/or reception/F2

Phase Two - reception/F2

Phase Three - reception/F2

Phase Four - reception/F2

Phase Five - year 1

Phase Six - year 2

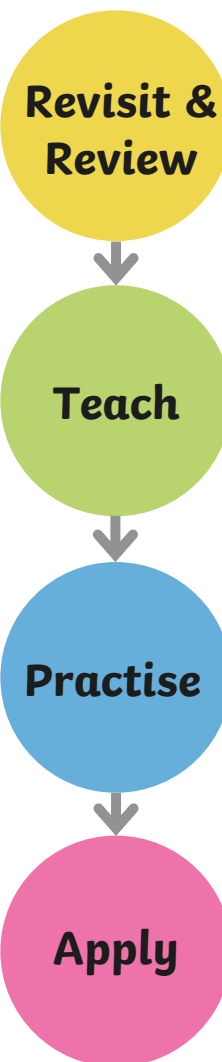


# Teaching Phonics

Children are taught reading and spelling daily throughout the week and each session will follow a structured format.

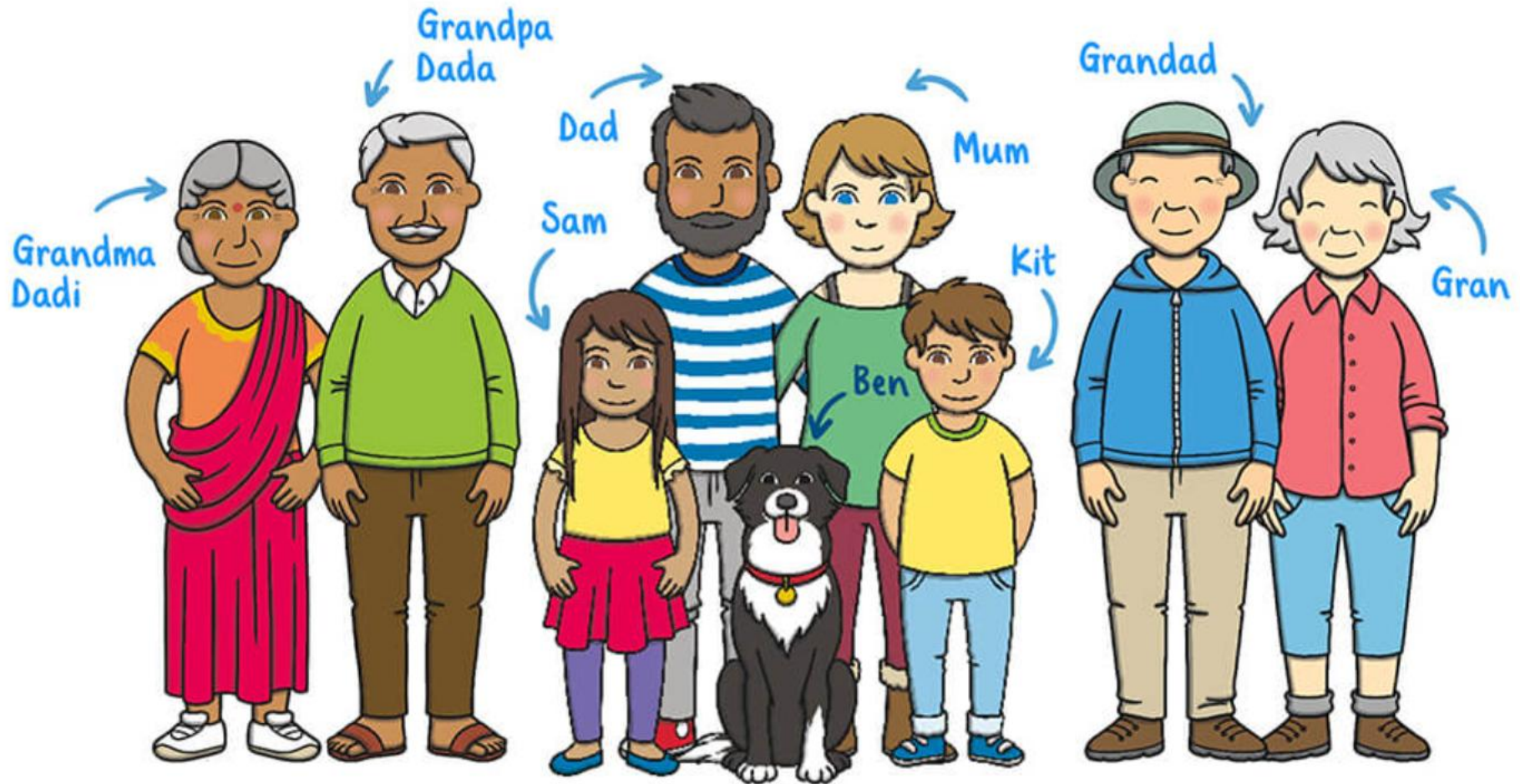
The activities used to teach will vary and can be adapted. They are multisensory and appeal to different learning styles. They involve games and individual and group activities as well as teacher-led sessions.

Teachers will assess children's understanding throughout each session and will also assess knowledge of sounds to see whether a child is ready to move on to the next phase.





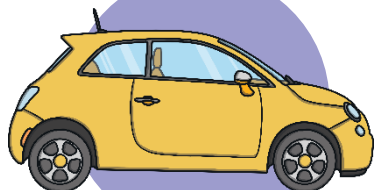
# Twinkl Phonics





# Phase One

Phase 1 has seven aspects, with a focus on listening skills.

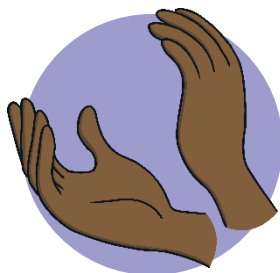


1. Environmental sounds

2. Instrumental sounds

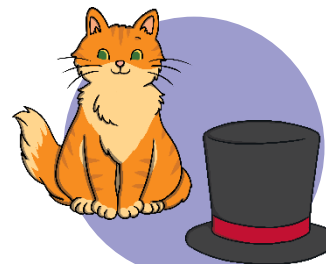


3. Body percussion



4. Rhythm and rhyme

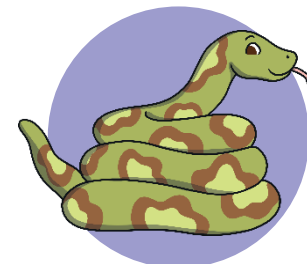
5. Alliteration









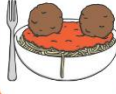













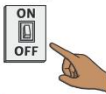




6. Voice sounds



7. Oral blending and segmenting



# Phase Two

s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	l 	ff 
ll 	ss 					



# 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	s a t p	
2	i n m d	
3	g o c k	
4	c k e u r	to, the
5	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, l, no, go.



**Video of all sounds:**

**[Twinkl Phonics Level 2 Sounds and Actions](#)**
















# Level 2 Actions and Mnemonics

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



# Phase Three

j 	v 	w 	x 	y 	z 	zz 
qu 	ch 	sh 	th 	th 	ng 	ai 
ee 	igh 	oa 	oo 	oo 	ar 	or 
ur 	ow 	oi 	ear 	air 	ure 	er 

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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:**

## Level 3 Coverage

In Level 3, children learn 28 new GPCs (6 letters, 18 digraphs - 2 of which have alternative pronunciations - and 4 trigraphs). They will also learn 12 tricky words for reading and the spelling of the Level 2 tricky words.

Teaching Week	Focus	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	Revise Level 2 words	n/a
2	y, z/zz, qu, ch	he, she,	the, to
3	sh, th, th, ng	we, me, be	the, to (recap)
4	ai, ee	was	no, go, I
5	igh, oa	my	no, go, I (recap)
6	oo (long), oo (short), ar,	you	no, go, I (recap)
7	or, ur	they	the, to (recap)
8	ow, oi	here	no, go, I (recap)
9	ure, er	all, are	go, to (recap)
10	ure, ure, er, er (recap)	all Level 3 tricky words	-
11	Recap jvw x y z/zz qu ch sh th th ng ai ee igh oa	all Level 3 tricky words	all Level 3 tricky words
12	Recap oo (long) oo (short) ar or ur ow oi ear air ure er	all Level 3 tricky words	all Level 3 tricky words

- 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 'shop' and 'milk';
- 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

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

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.

# Level 4



Level 4 is taught in Reception.

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

## 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	Focus	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CCVC Words	have, like, come, some	was, you
3	adjacent consonants	were, there, little, one	they, are, all
4	polysyllabic words	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', 'learn', 'there', 'little', 'one'.
- 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.

No new sounds are taught in Level 4.



# Reading

## Early Learning Goals:

### ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them, Anticipate key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound-blending, read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**If you read just one book a day to your child, they will have been read 1825 books by their 5th birthday.**





## Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could

# Writing

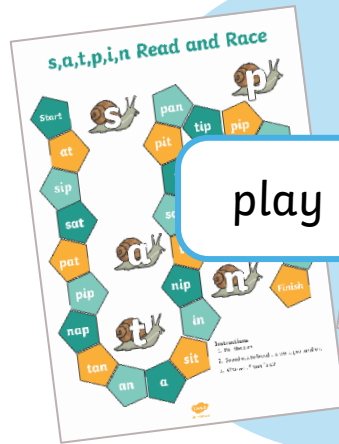
## Early Learning Goal:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

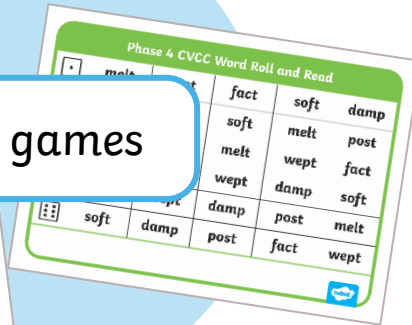
On saturday I  
Went to the  
metfordam.  
Is wama napa luv  
I Wen on the side



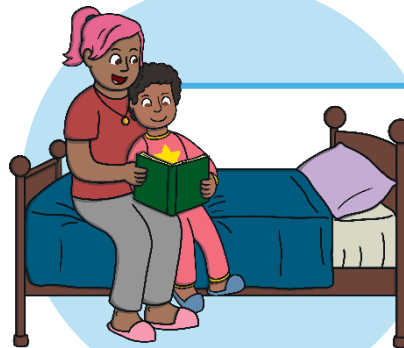
# Helping Your Child at Home



play games



provide opportunities  
for writing



provide opportunities  
for reading

