

Tewin Cowper School



Phonics Information Evening

19th September 2024

Staff



Miss Nicole Byatt – Reception Teacher and EYFS lead

Miss Abbie Wilkinson – Year 1 Teachers

Mrs Angela Sanders – Phonics and English lead

Welcome



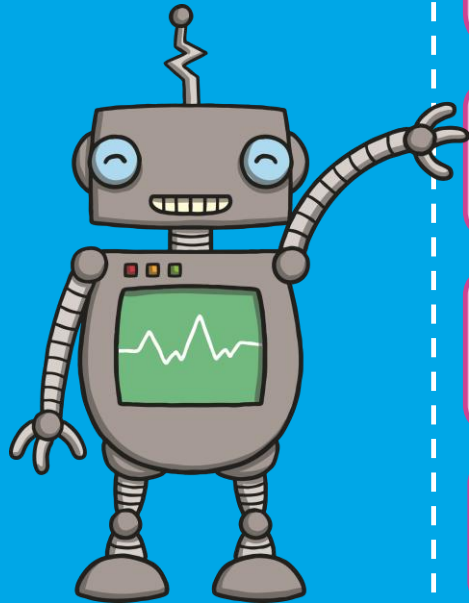
Thank you for coming.

Phonics and reading are the most important skills a child learns. They are core to everything. Being able to read and understand text is the key to unlocking a whole wider world of learning! If you can read, you can learn anything!

I will first, tell you a bit about what phonics is and how we teach it in school then I will talk about reading.

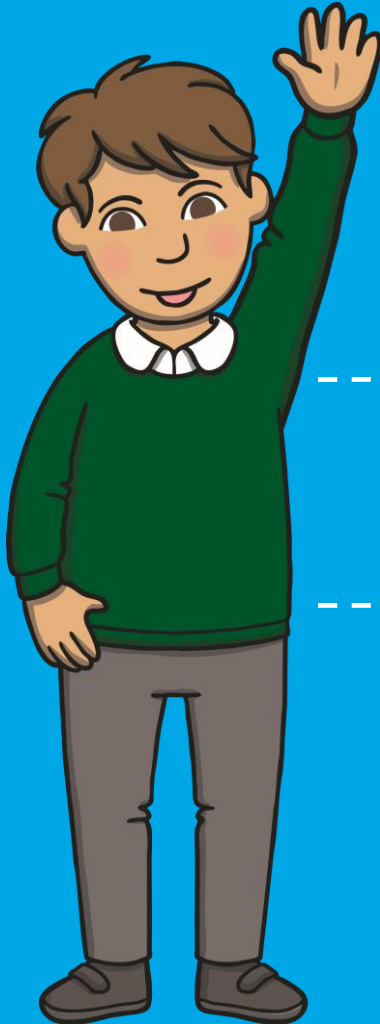
Introduction:

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 which are called 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes'.
- Sounds are then joined or 'blended' together into words for reading.
- And whole words are broken down or 'segmented' into their sounds for writing.
- 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 connect letters to the sounds that they make to enable them to decode any word.

Children learn phonics using a DfE approved programme to ensure full coverage and progression.

Children use their knowledge to decode unknown words.

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



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 ea e_e 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			



An Introduction to Twinkl Phonics

for Parents and Carers



Effective Phonics, Done Simply

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

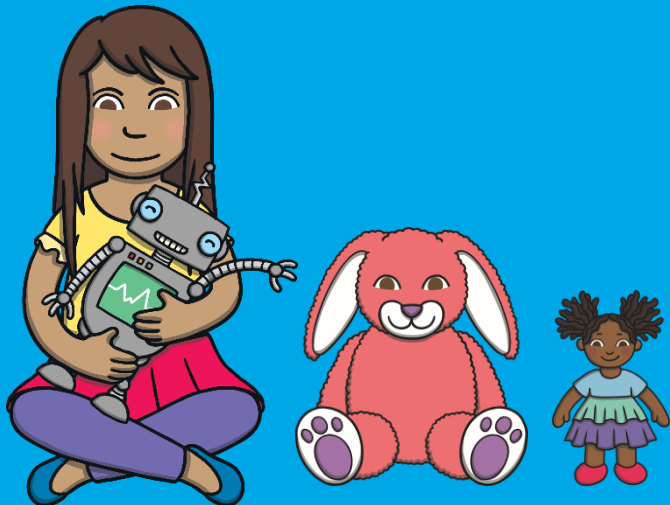
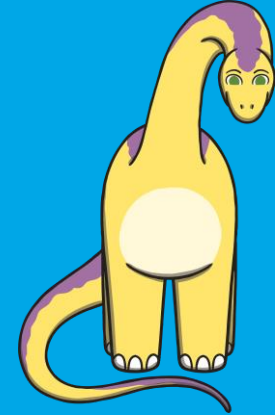
Level 1



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;
- Saying 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



Crash
Aspect 1 -
Environmental Sounds



Ted
Aspect 2 -
Instrumental Sounds



Captain Stomp
Aspect 3 -
Body Percussion



Happy Poppy
Aspect 4 -
Rhythm and Rhyme



Dana Dinosaur
Aspect 5 -
Alliteration



Pam
Aspect 6 -
Voice Sounds



Robot Rick
Aspect 7 -
Oral Blending and
Segmenting

Level 2



Level 2 is taught in Reception.



Level 2 Coverage

In Level 2, children will learn the first 23 GPCs and the first 5 tricky words for reading. (They will learn to spell these tricky words in Level 3.)

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,ff l,ll ss	no, go, I
6	Recap of all Level 2 sounds	




























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>Play your drumkit.</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>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>	

<https://www.youtube.com/watch?v=0SzkjubQ-Ok>

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.

Letter formation

								
Around the apple, up the stalk and down the leaf.	Down the bat, up and around the ball.	Curl around the caterpillar.	Around the drum, up and down the stick.	Around the egg and under the cup.	Over the fairy's head, down her dress and give her a wand.	Around Gabi's head and wrap her scarf.	Down the chimney to the floor, up and over the new front door.	Down the insect's body and tail, dot the head.
								
Down the jet, around its trail and dot the sun.	Down Kit, up and around the kite and down its tail.	Down the lolly and lick!	Down the fork, over and over the meatballs.	Down the leaf, up and over the nut.	Around the orange.	Down the puppy's neck and leg, up and around his head.	Around the queen's head, down and up her arm.	Down the robot's body, up and over its arm.
								
Curl around and around the snake's body.	Down the teaspoon and under the teacup, then across the top.	Down one umbrella handle, up and down the other.	Down the neck, up the neck.	Down the wave, up the wave, down the wave, up the wave.	Criss, cross.	Swing the yoyo up, drop it all the way down and underneath.	Zig, zag, path.	

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 3



Level 3 is taught in Reception.



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, l
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, l

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 yoyo.	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!			

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.

No new sounds are taught in level 4.

These are words like:
Milk and flip



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 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

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

Find full coverage on the [Level 4 Overview](#).

Level 5



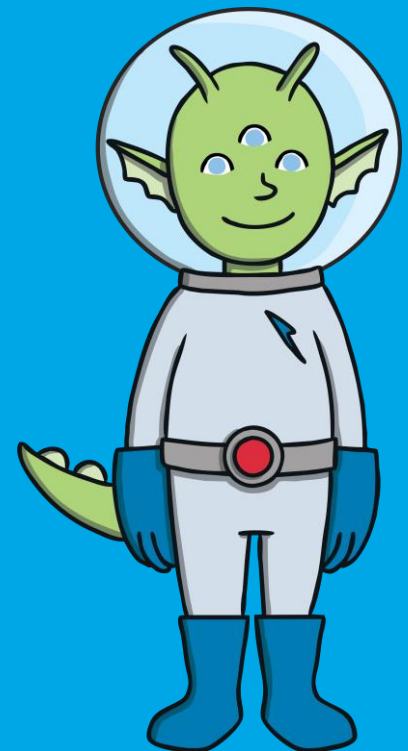
Level 5 is taught in Year 1.

Level 5 moves on to teaching alternative graphemes for the same phoneme e.g ou like in mouth and ow like in clown. Or alternative phonemes for the same grapheme e.g u_e makes the sound 'yoo like it statue' and 'oo' like in flute.

5a	1	ay
		oy
		ie
		ea
	2	a_e
		i_e
		o_e
		u_e (yoo)
		u_e (oo)
		e_e
	3	ou
		a
		e
		i
		o
		u

5b	4	ch (c)
		ch (sh)
		ir
		ue (yoo)
		ue (oo)
		ew (yoo)
	5	ew (oo)
		y (ee)
		aw
		au
		oe
		ow (oe)
		wh
		g (soft)
		c (soft)
		ph
		ea (e)
		ie (ee)

5c	6	ed
		s & es
		er & est
		tch (ch)
		ing & er
		are (air)
		ear (air)
		unspoken 'e'
		ore (or)
		un-



Level 5 Mnemonics

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		

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

https://www.youtube.com/watch?v=BqhXUW_v-1s



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.



- Reading words of two or more syllables;
- Reading words containing common suffixes e.g. -ed, -est – ing;
- Read fluently without having to sound out
- segment spoken words into phonemes and represent these by graphemes
- read and spell most common exception words correctly.

Level 6 Overview

Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus	Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus
1	'y' saying /igh/	door, floor	Capital Letters and Full Stops	16	'mb' saying /m/	famous, shoe	Using a Dictionary 1 - Finding Definitions
2	'dge' saying /j/ 'ge' saying /j/	bought, favourite	Proper Nouns (Names)	17	'al' saying /or/	pretty, neighbour	Coordinating Conjunctions
3	-es to words ending in y	autumn gone	Plural nouns	18	-ing, -ed to CVC, CCVC words	England, tongue	Irregular Past Tense
4	'gn' saying /n/	know colour	Alphabetical Order (1) - First/Second Letter	19	'o' saying /u/	group, country	Exciting Words (1) - alt words for said
5	'kn' saying /n/	other does	Alphabetical Order (2) - Second/ Subsequent Letters	20	'ey' saying /ee/	heart, dangerous	Exclamation Marks (to show emotion/shouting)
6	-ed, -ing to words ending in y	talk two	Verbs	21	-er, -est, -y to CVC, CVCC words	special, enough	Improving Sentences (1) Adjectives and Nouns
7	'wr' saying /r/	four, eight	Adverbs	22	contractions	aunt, father	Contractions
8	-le	world work	Common Nouns (Revision)	23	'war' saying /wor/ 'wor' saying /wur/	prove, improve	Subordinating Conjunctions
9	-er, -est to words ending in y	poor, great	Adjectives and Expanded Noun Phrases	24	suffixes -ment, -ness	hour, move	Improving Sentences (2) - Verbs and adverbs
10	-el	break, steak	Commas in Lists	25	's' saying /zh/	sure, sugar	Exciting Words (2) Using a Thesaurus
11	-al, -il	busy, clothes	Capital letters for place names	26	'wa' saying /wo/ 'qua' saying /quo/	half, quarter	Possessive Apostrophe
12	-ed, -er to words ending in e	whole, listen	Regular Past Tense	27	tion	straight, touch	Improving Sentences (2) - when, if, because
13	'eer' saying /ear/	build, earth	Regular Present Tense	28	suffixes -ful, -less, -ly	caught, daughter	Speech Marks
14	ture	delicious, fruit	Question Marks and Commands	29	homophones/near homophones	journey, area	Commas in Speech
15	-est, -y to words ending in e	learn, search	Exclamations and Statements	30	prefix dis-	heard, early	Using a Dictionary 2 - Checking Spellings



Level 6 Mnemonics

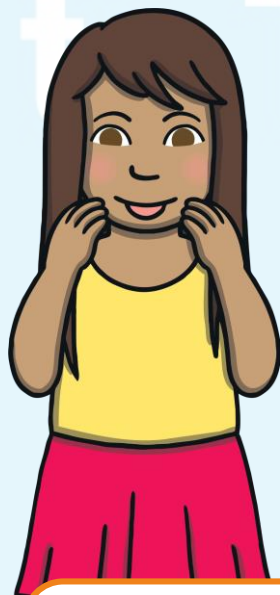
<p>y</p>  <p>fly</p>	<p>dge</p>  <p>bridge</p>	<p>ge</p>  <p>fringe</p>	<p>gn</p>  <p>gnome</p>	<p>kn</p>  <p>knife</p>
<p>wr</p>  <p>wrist</p>	<p>le</p>  <p>table</p>	<p>eer</p>  <p>deer</p>	<p>ture</p>  <p>picture</p>	<p>mb</p>  <p>thumb</p>
<p>al</p>  <p>walk</p>	<p>a</p>  <p>walnut</p>	<p>o</p> 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



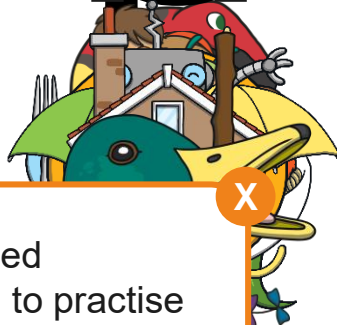
An example phonics lesson

Level 2

Let's practise Sam's Sounds and Tricky Words!



ck



X

You could use the double-sided mnemonic flashcards instead to practise Sam's Sounds today.

thee

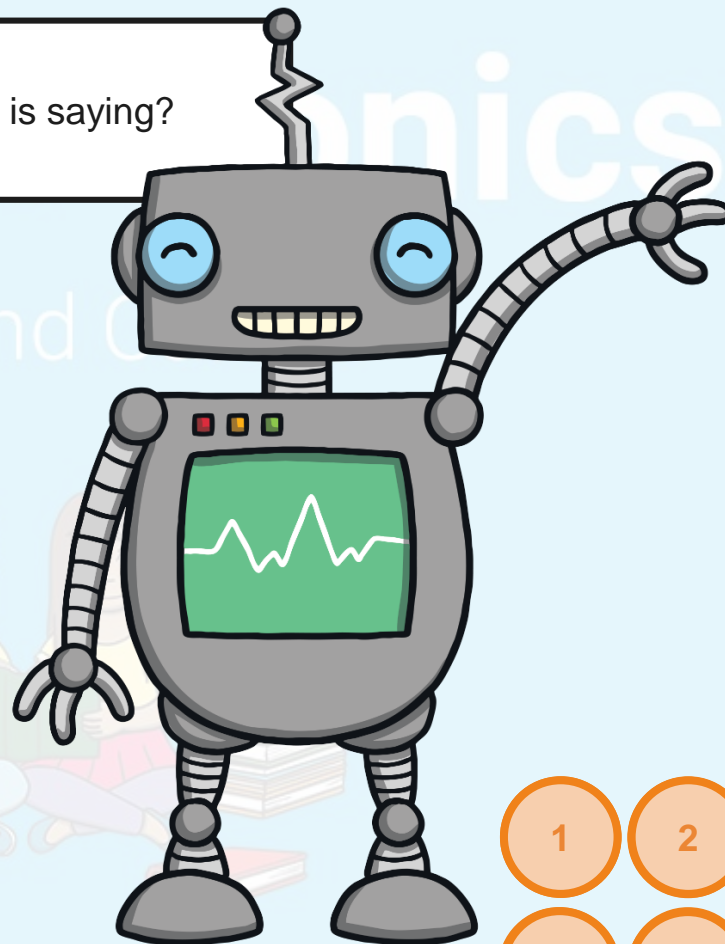


Click me for Kit's teaching tips!



Which Picture?

Which picture matches the word that Robot Rick is saying?

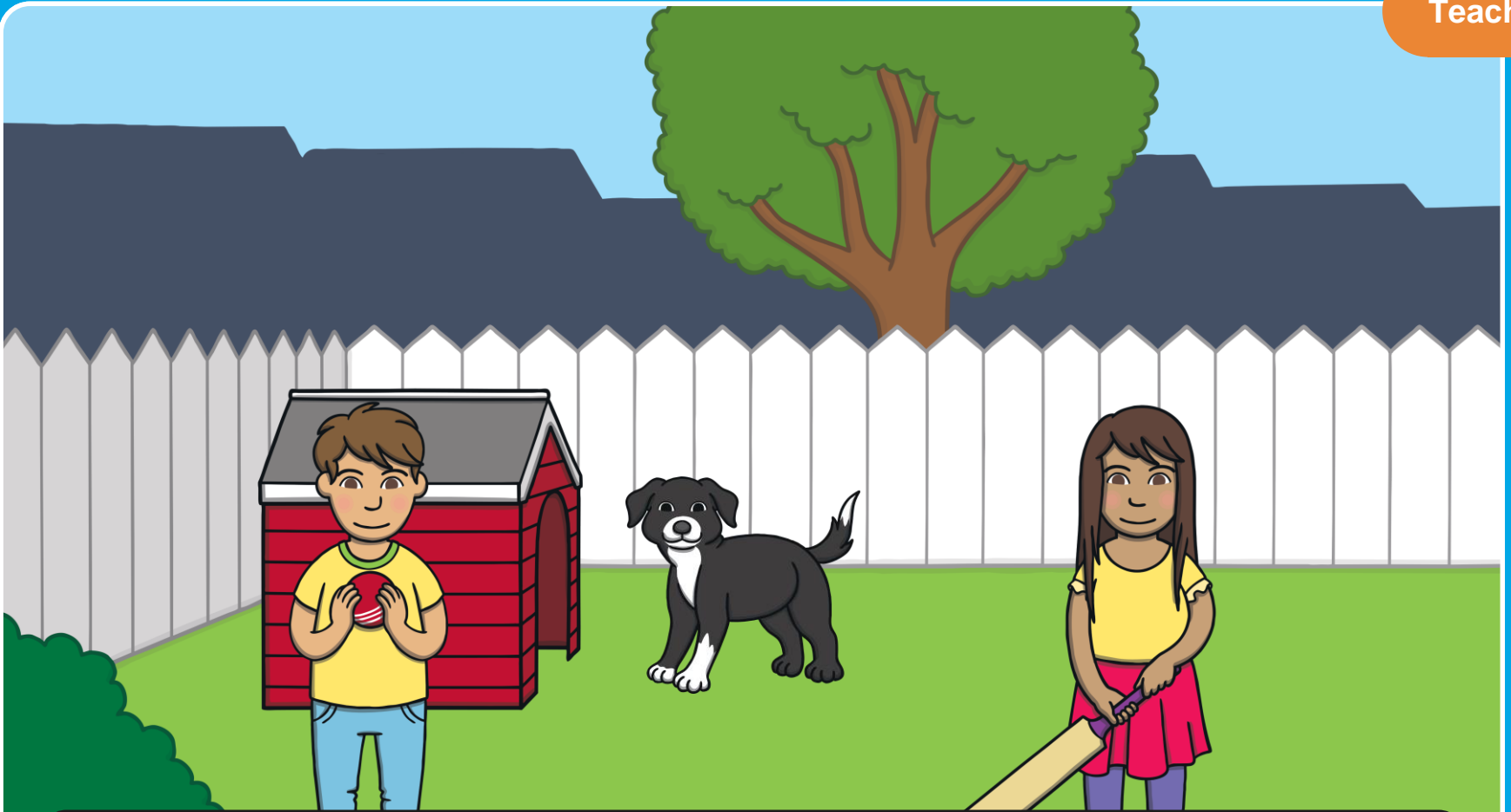


1

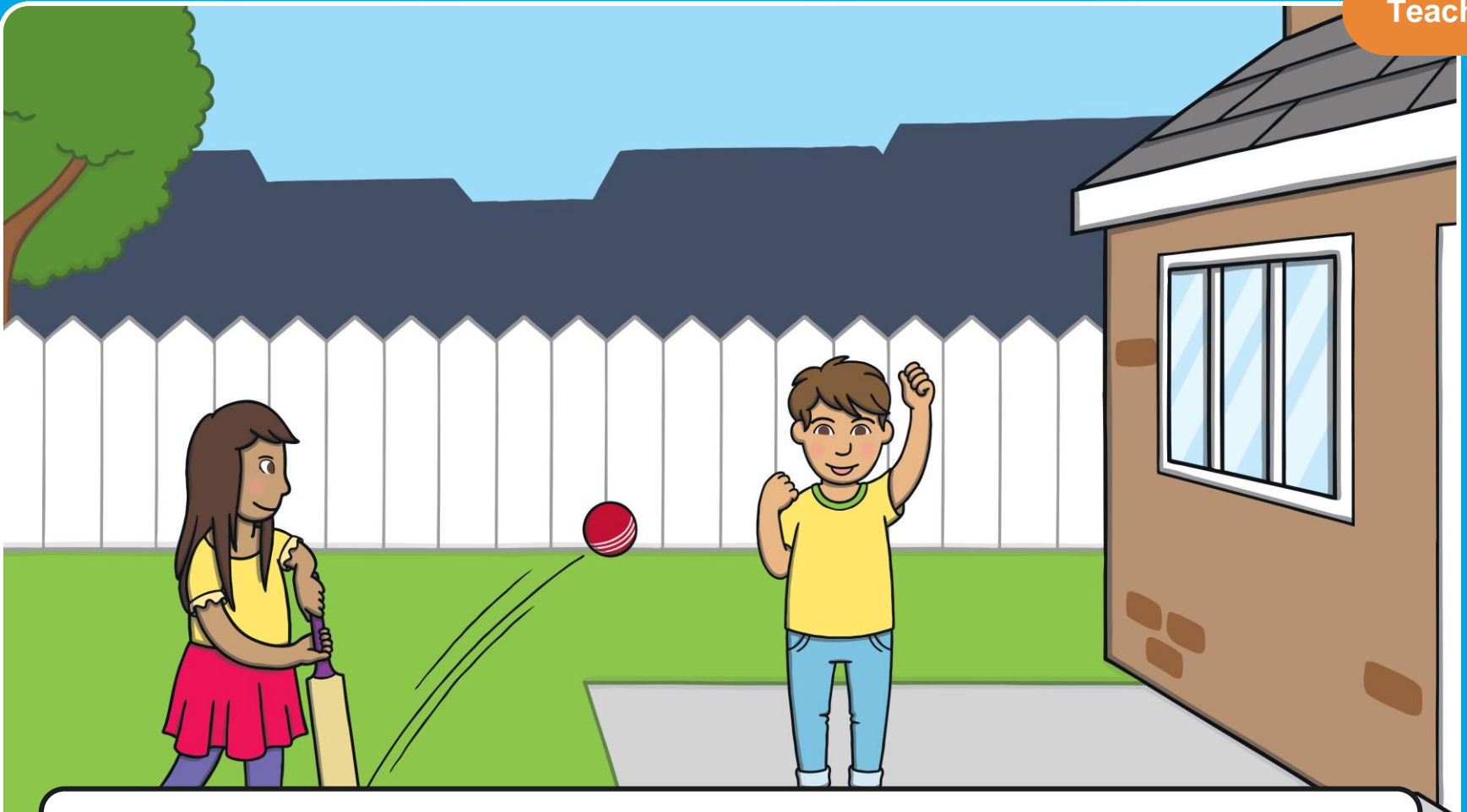
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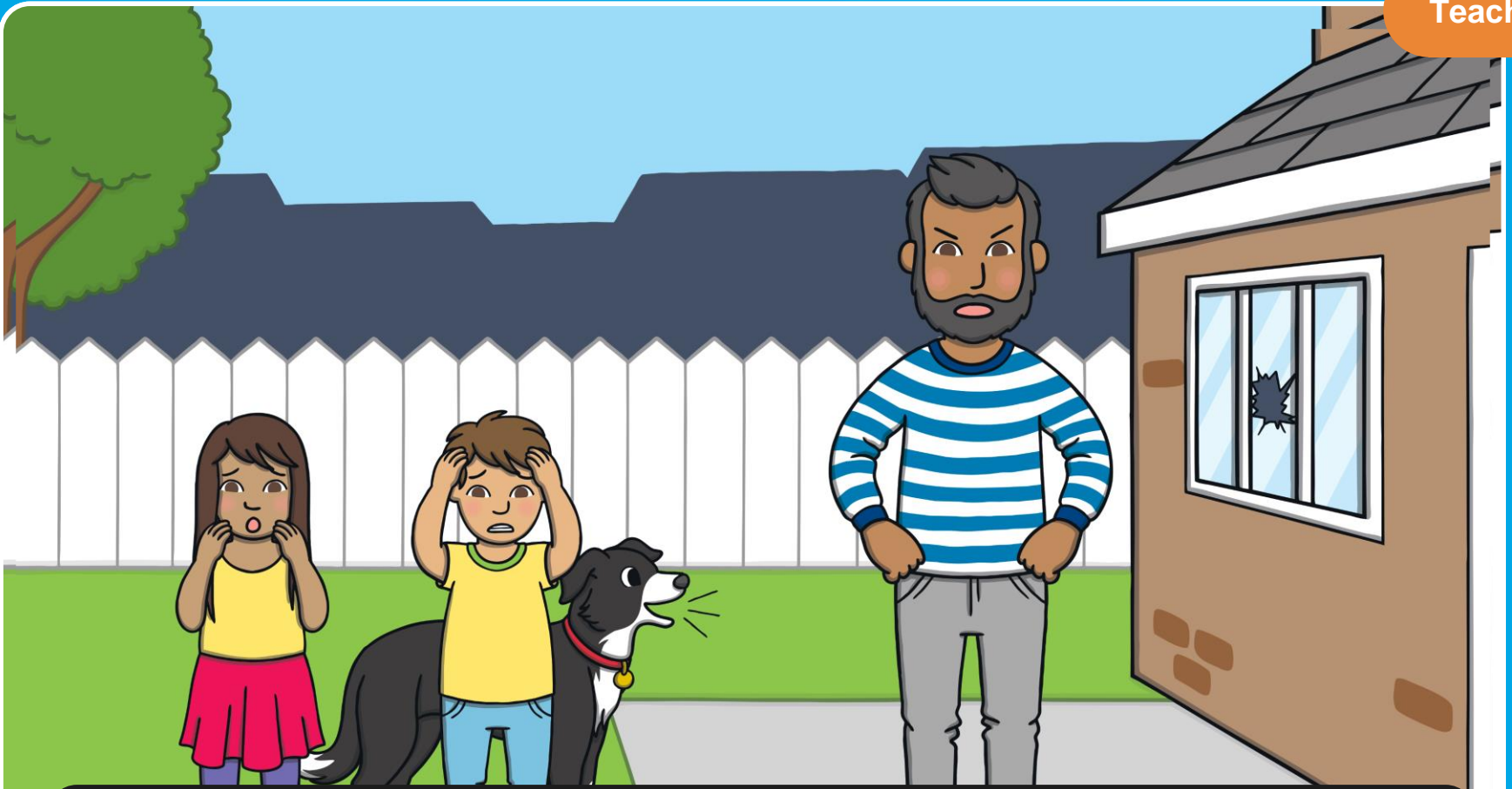
4



Sam had just joined the local cricket team. Kit was helping her to practise and they were having lots of fun batting the ball around the garden.



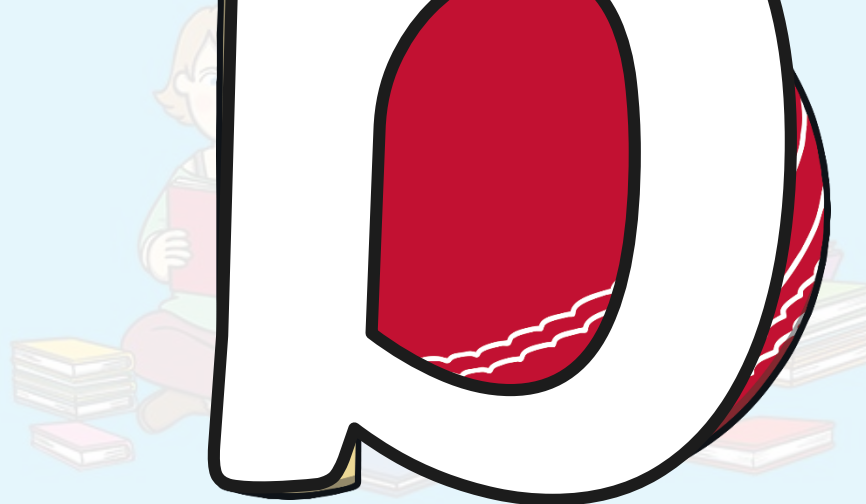
Sam was getting really good. “**b, b, b!** Bat and ball,” she sang as she hit the ball over and over. Suddenly, she took a big swing...



...and smash! The ball went through the kitchen window.
Dad came out. He did not look pleased.
“I am sorry,” said Sam. “It was my **b, b**, ball...”

An Introduction to Twinkl Phonics

for Parents and Teachers



Effective Phonics, Done Simply

Play



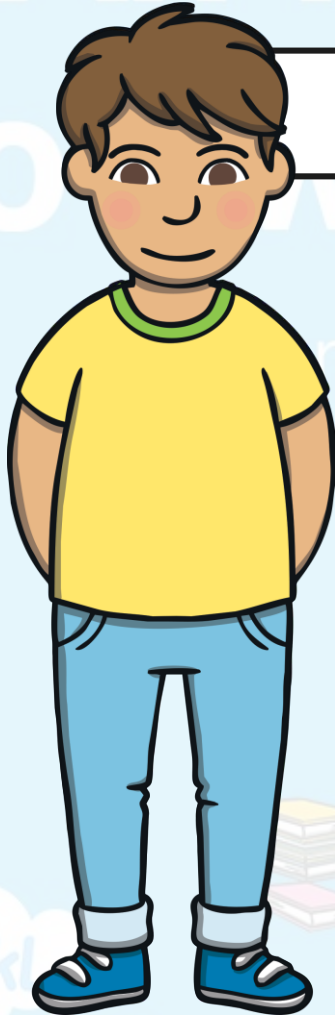
An Introduction to Twinkl Phonics

b

Action

Pretend to throw and catch your ball.

Say 'b, b, b'.



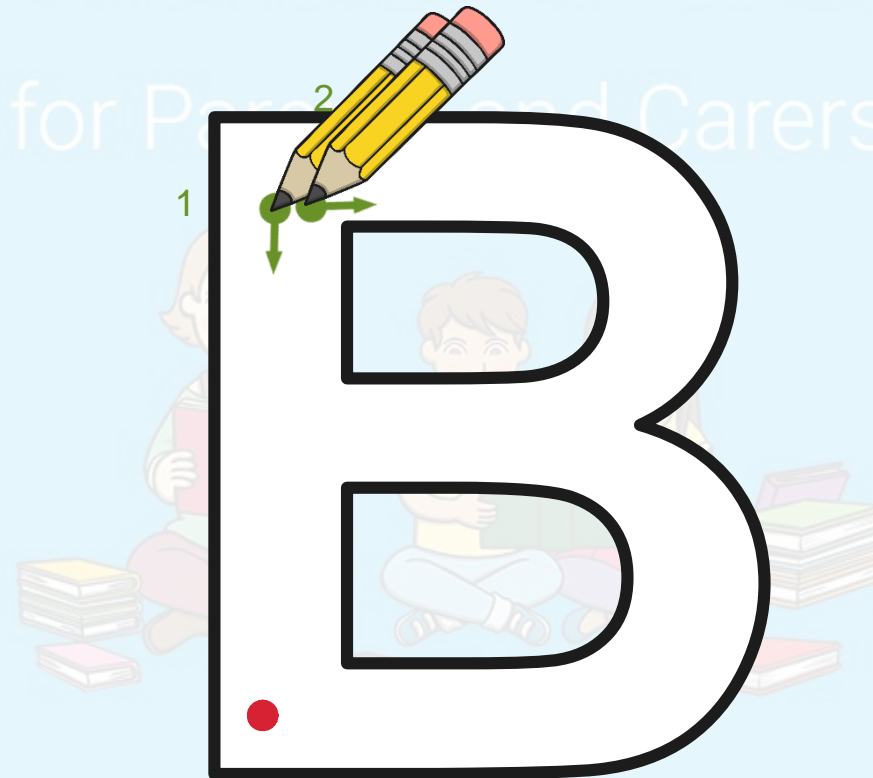
Write It, Feel It

Down the bat, up and around the ball.



Write the Capital Letter

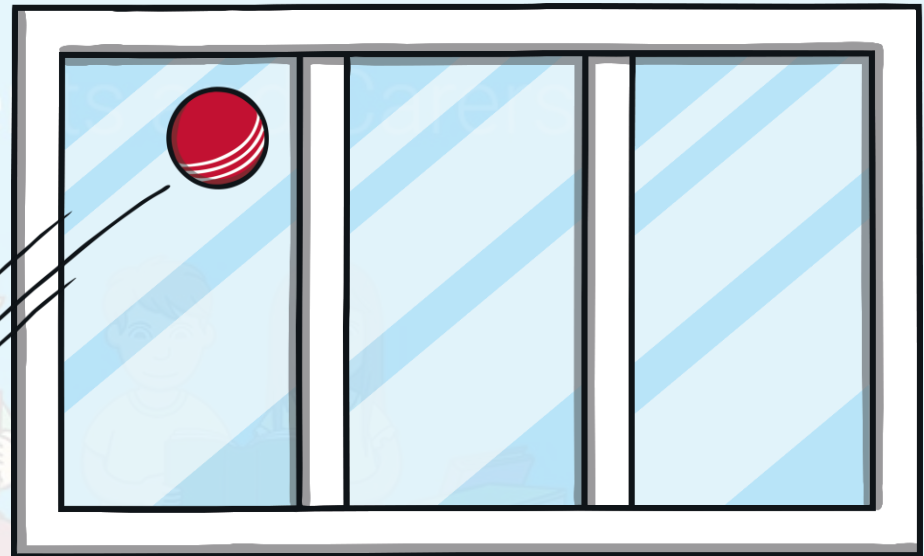
From top to bottom, make a line that's straight. Go back to the top and wait. Make a round bump that bends back to the middle and a second bump underneath, it's a bit of a fiddle.

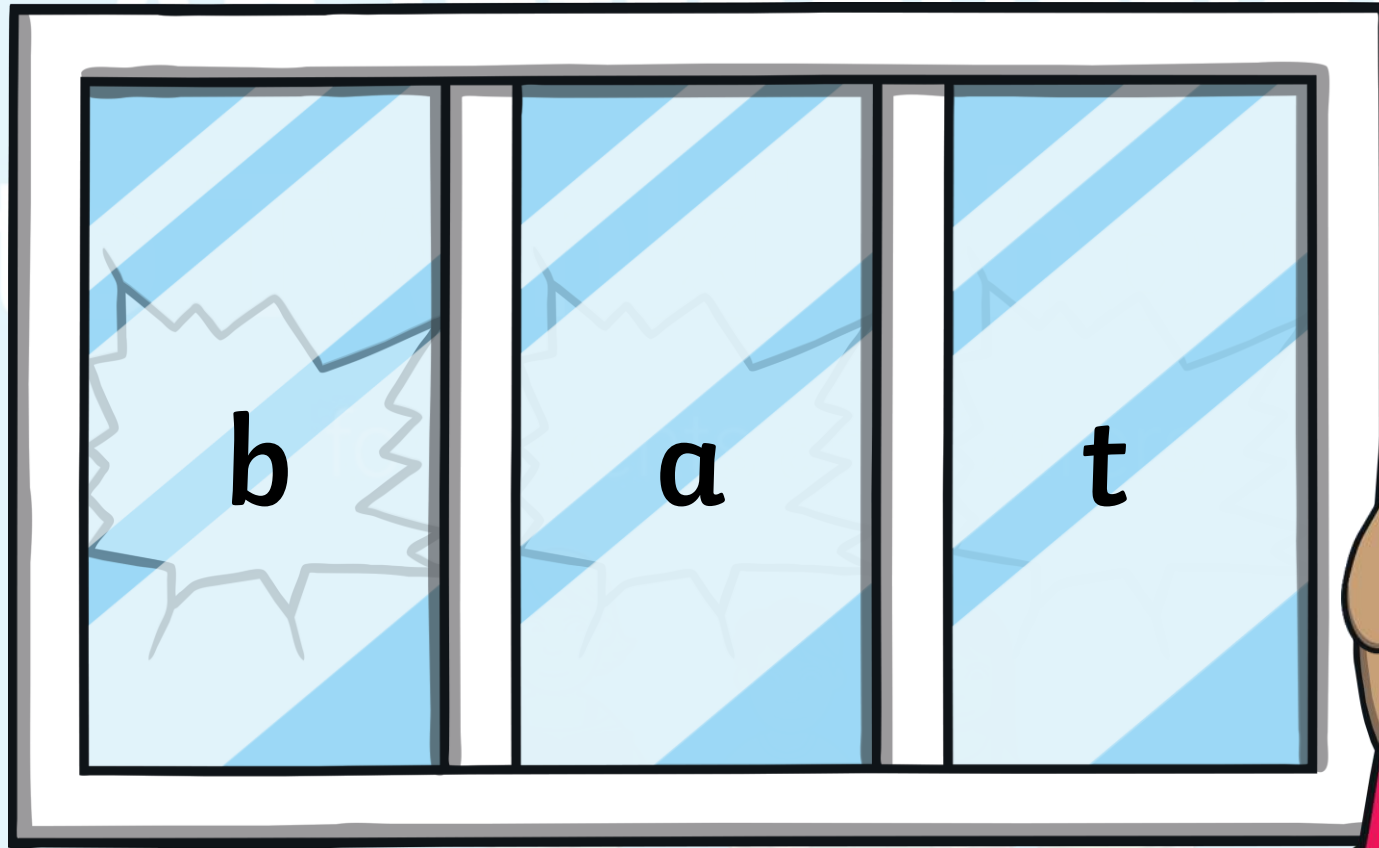


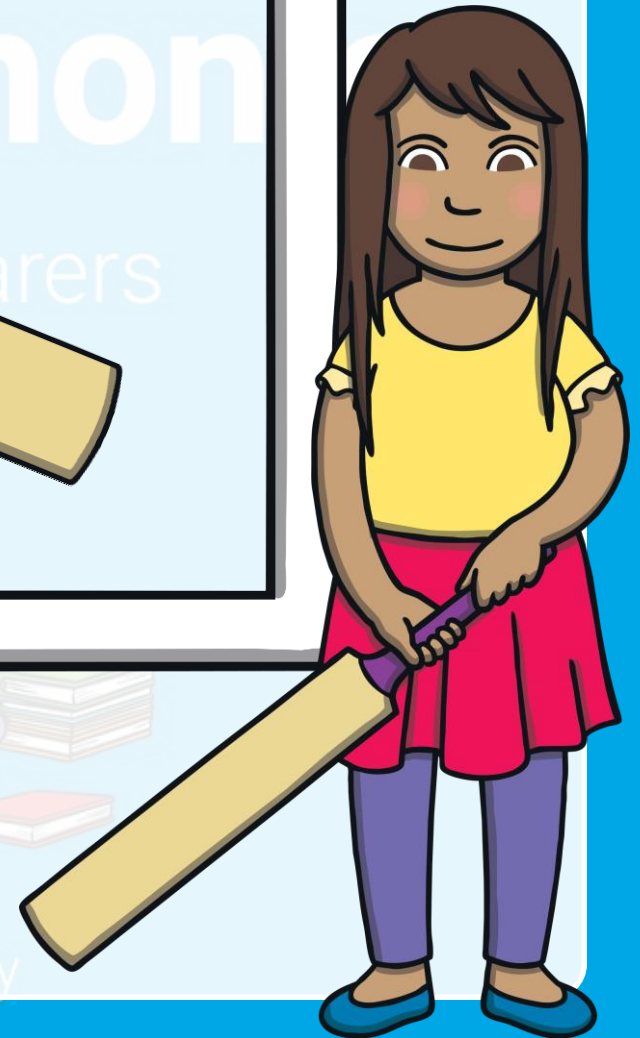
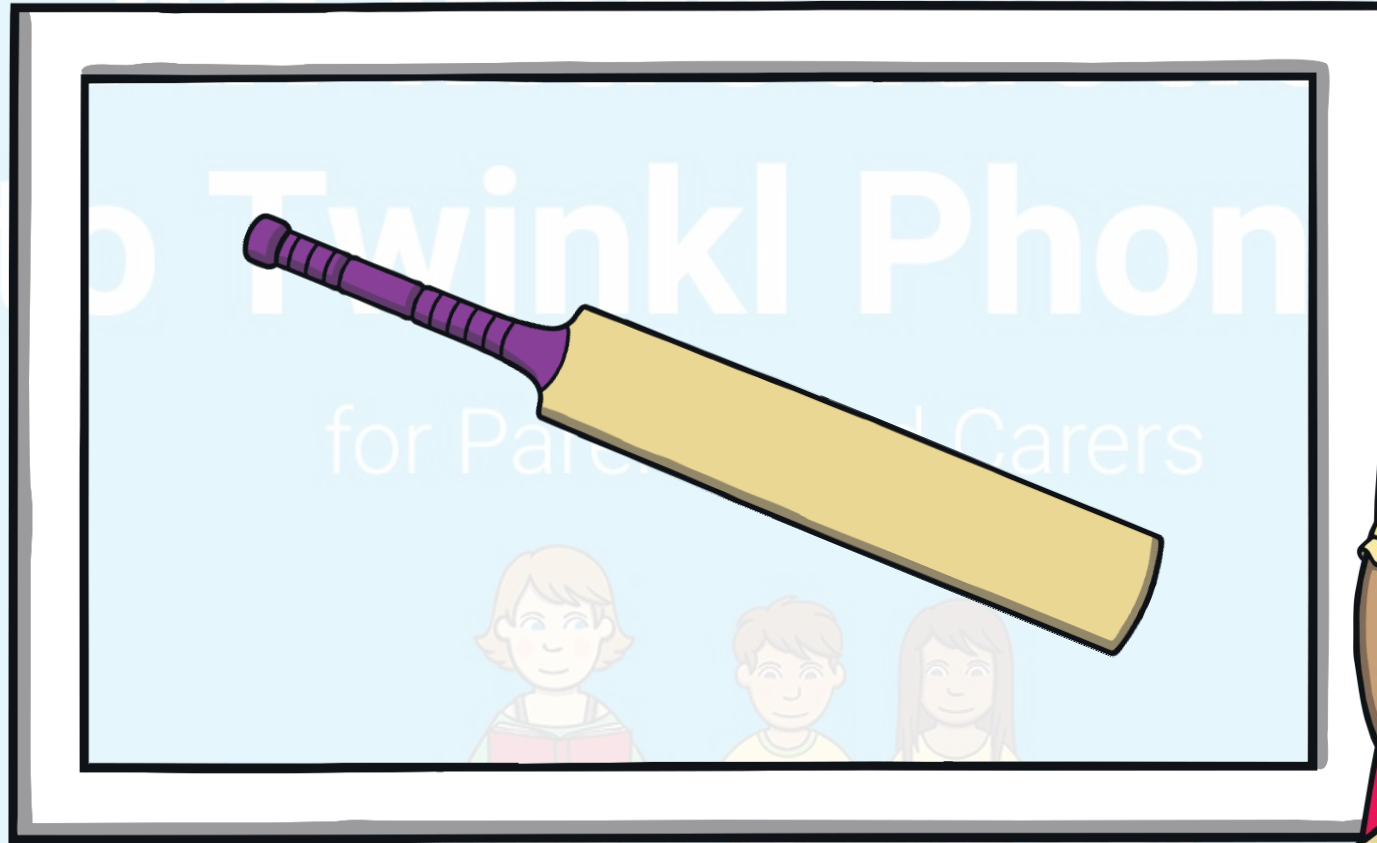
An Introduction

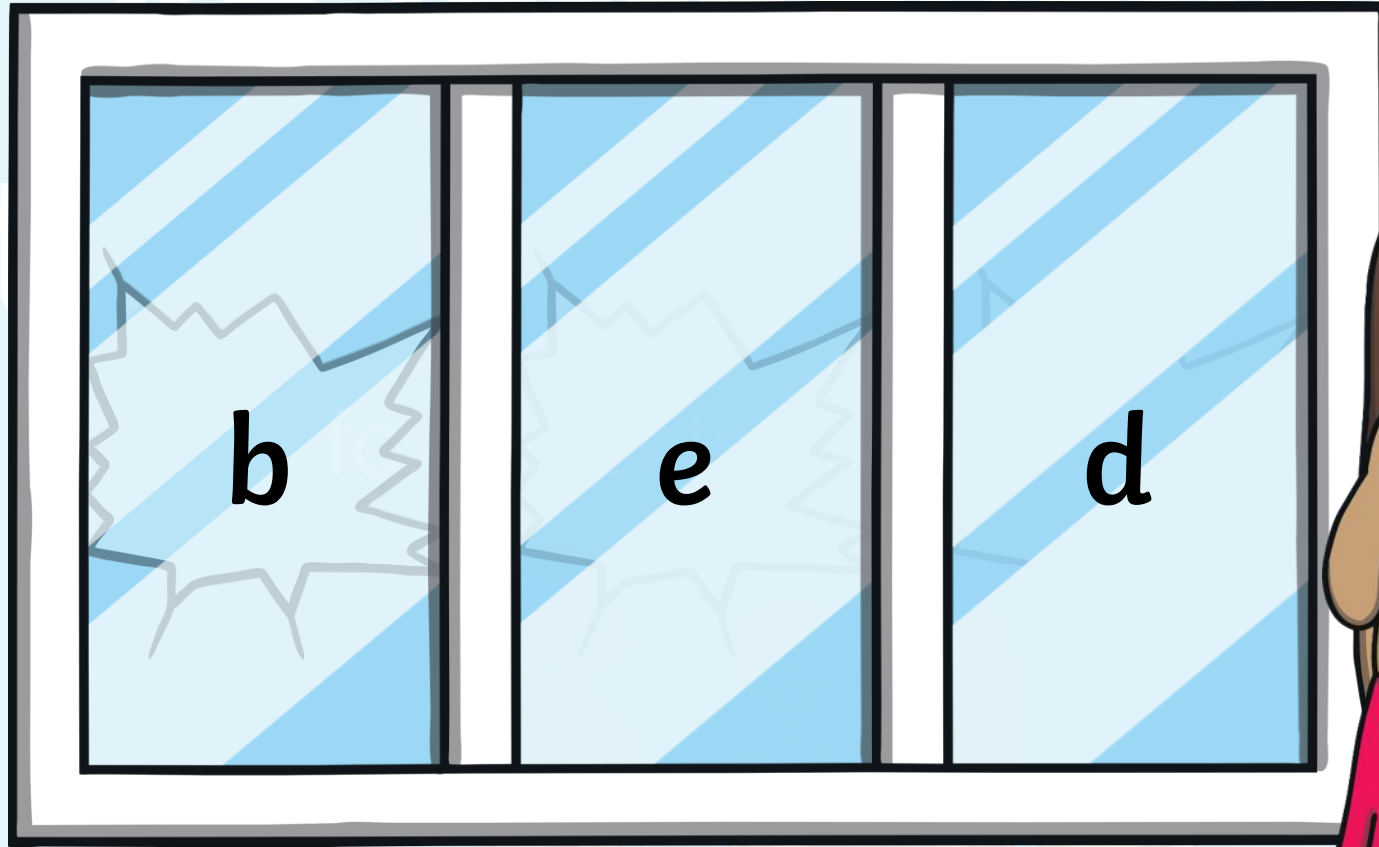
Window Smash!

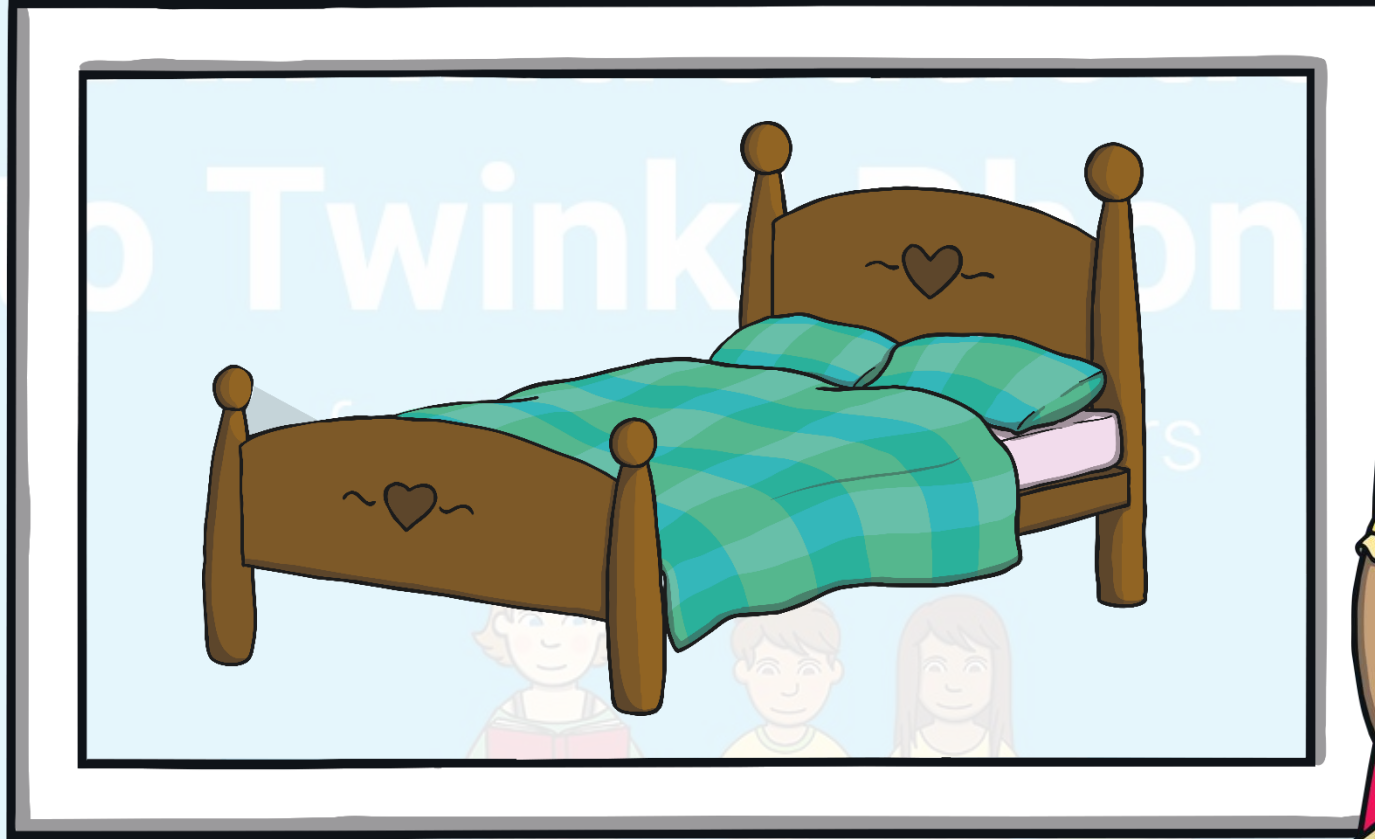
Oh no, Sam's ball has smashed the kitchen window!
What word is hidden behind the broken panes?

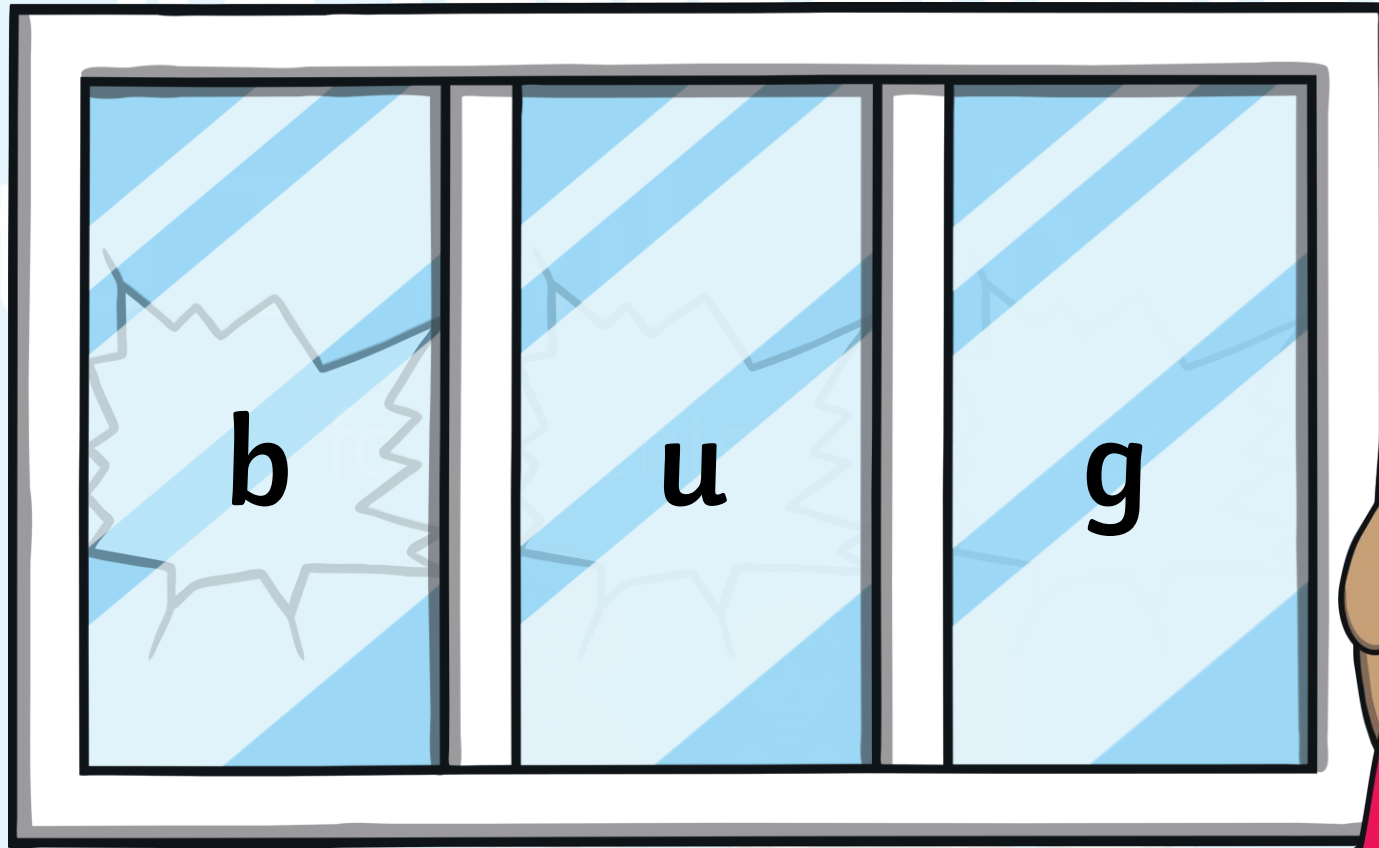


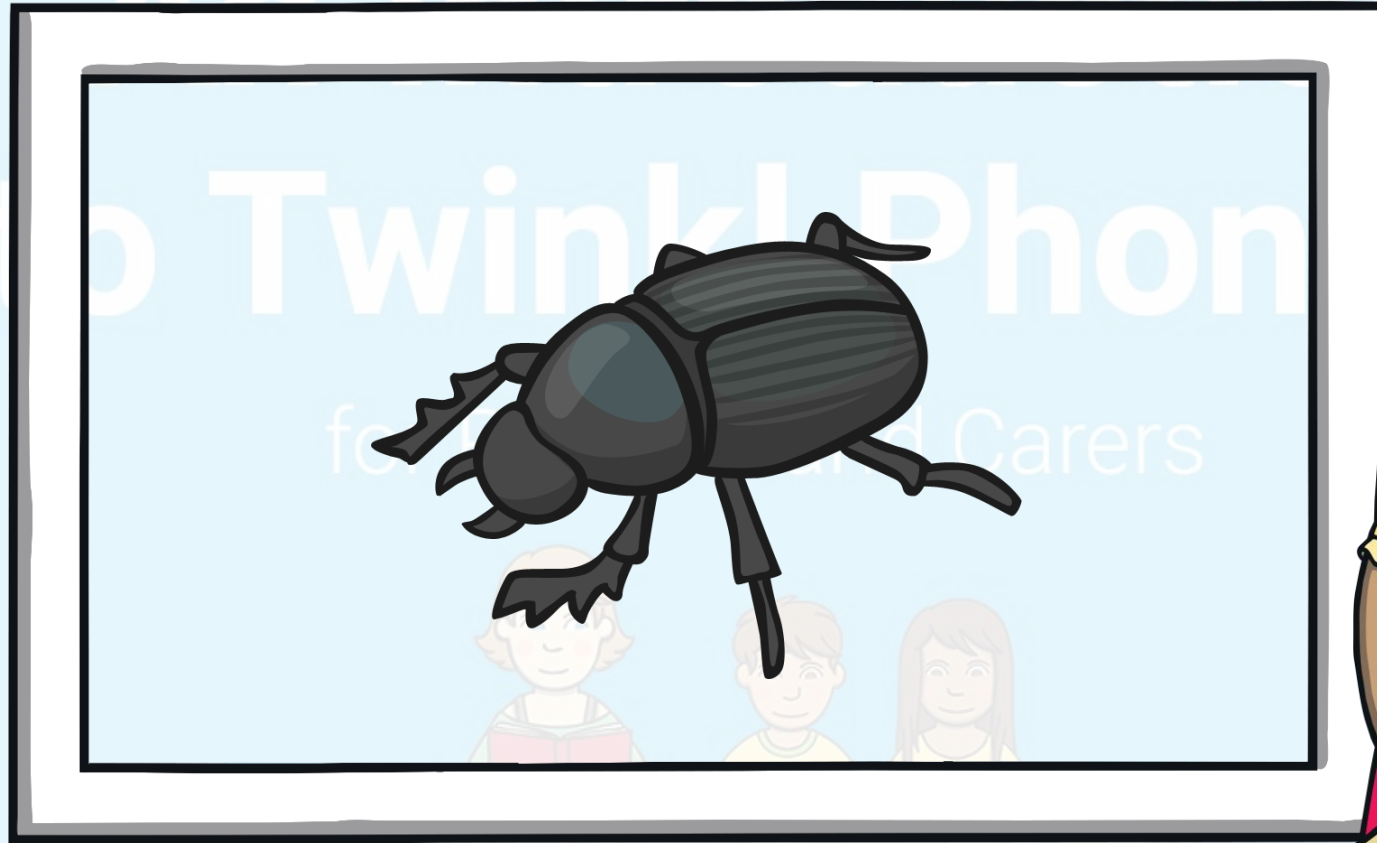


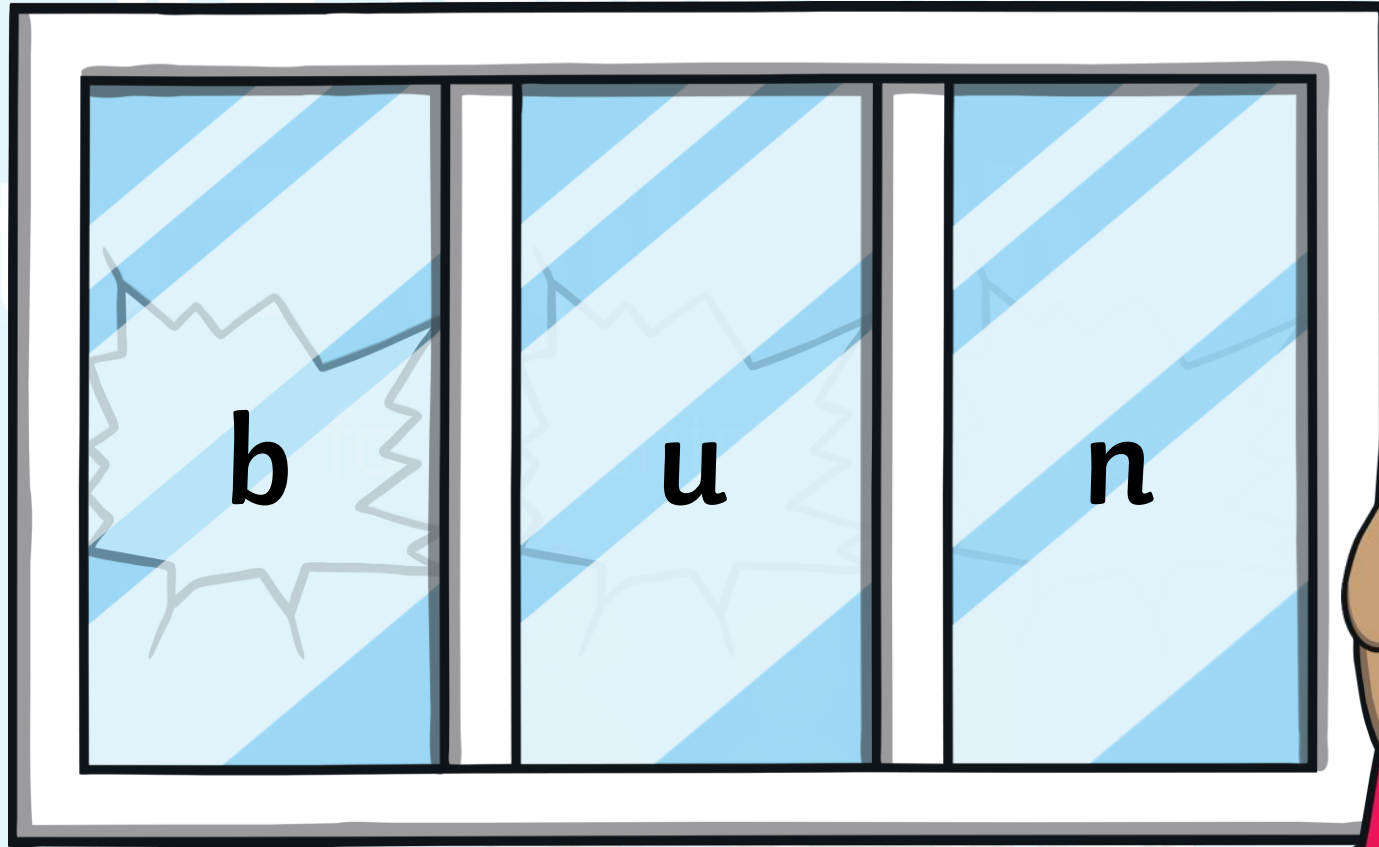


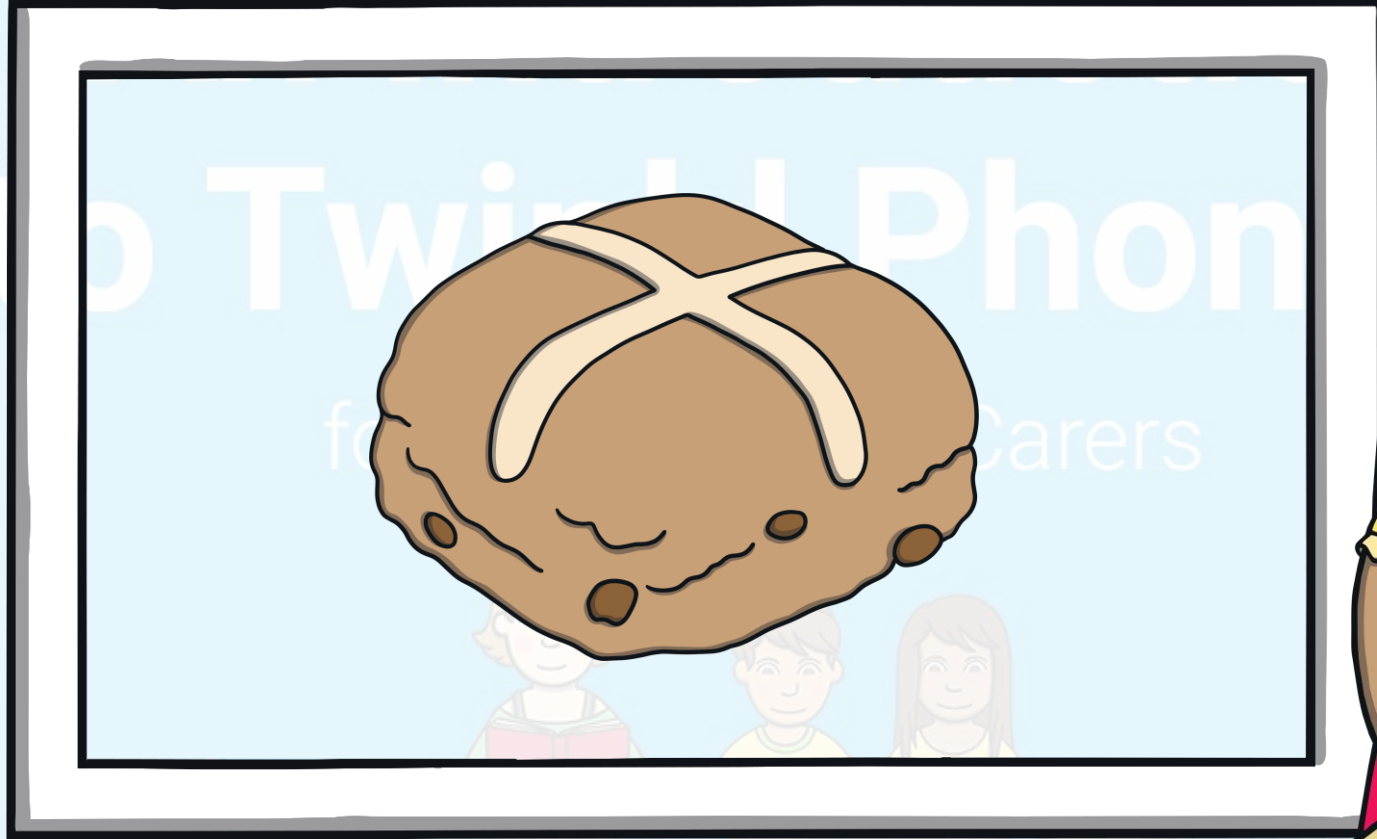


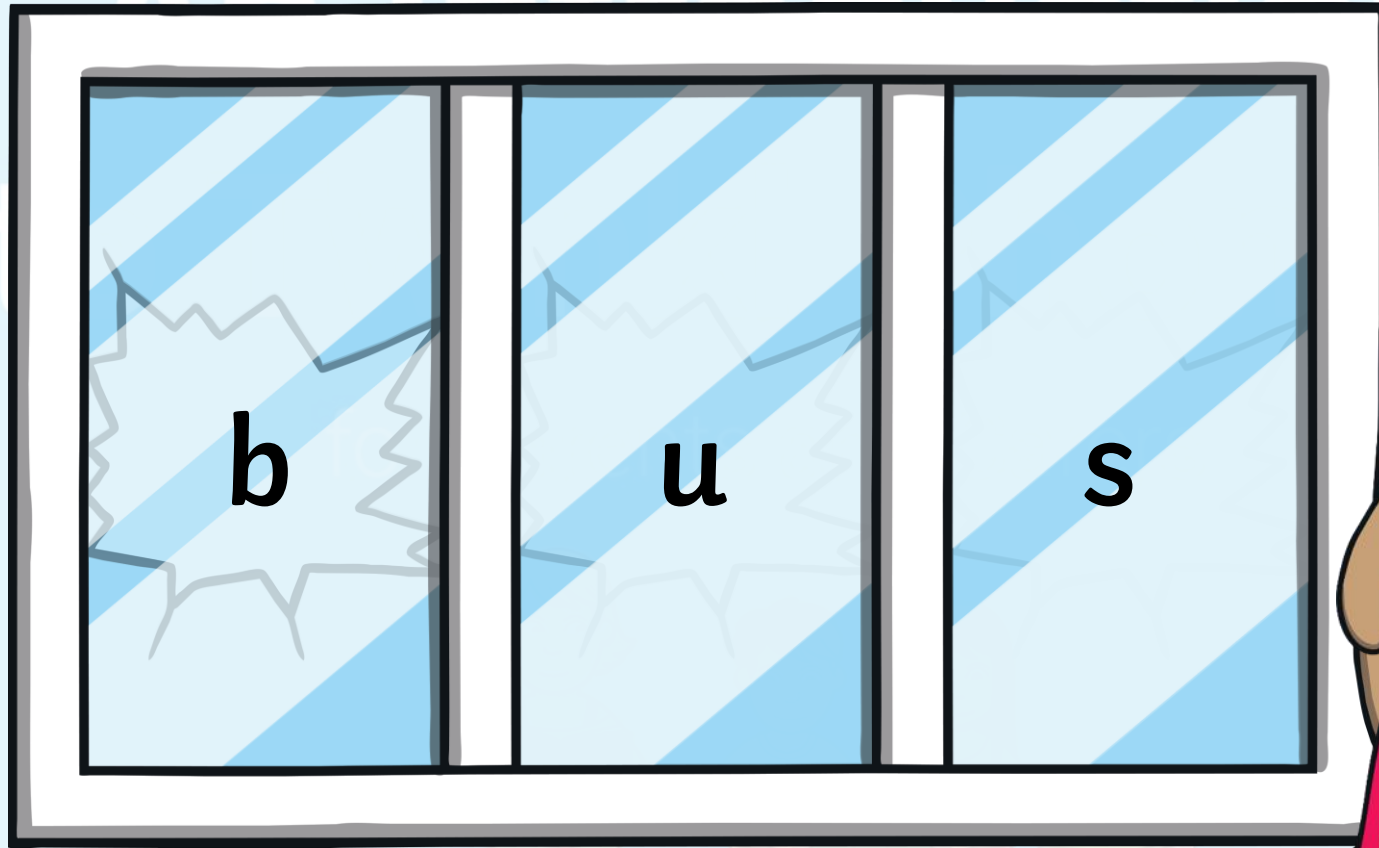


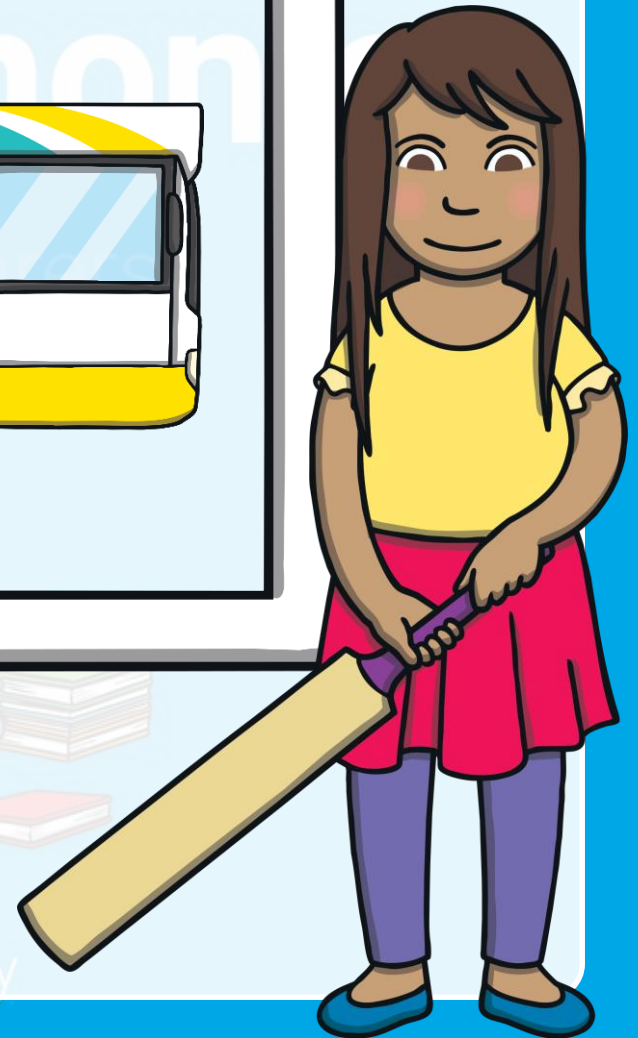
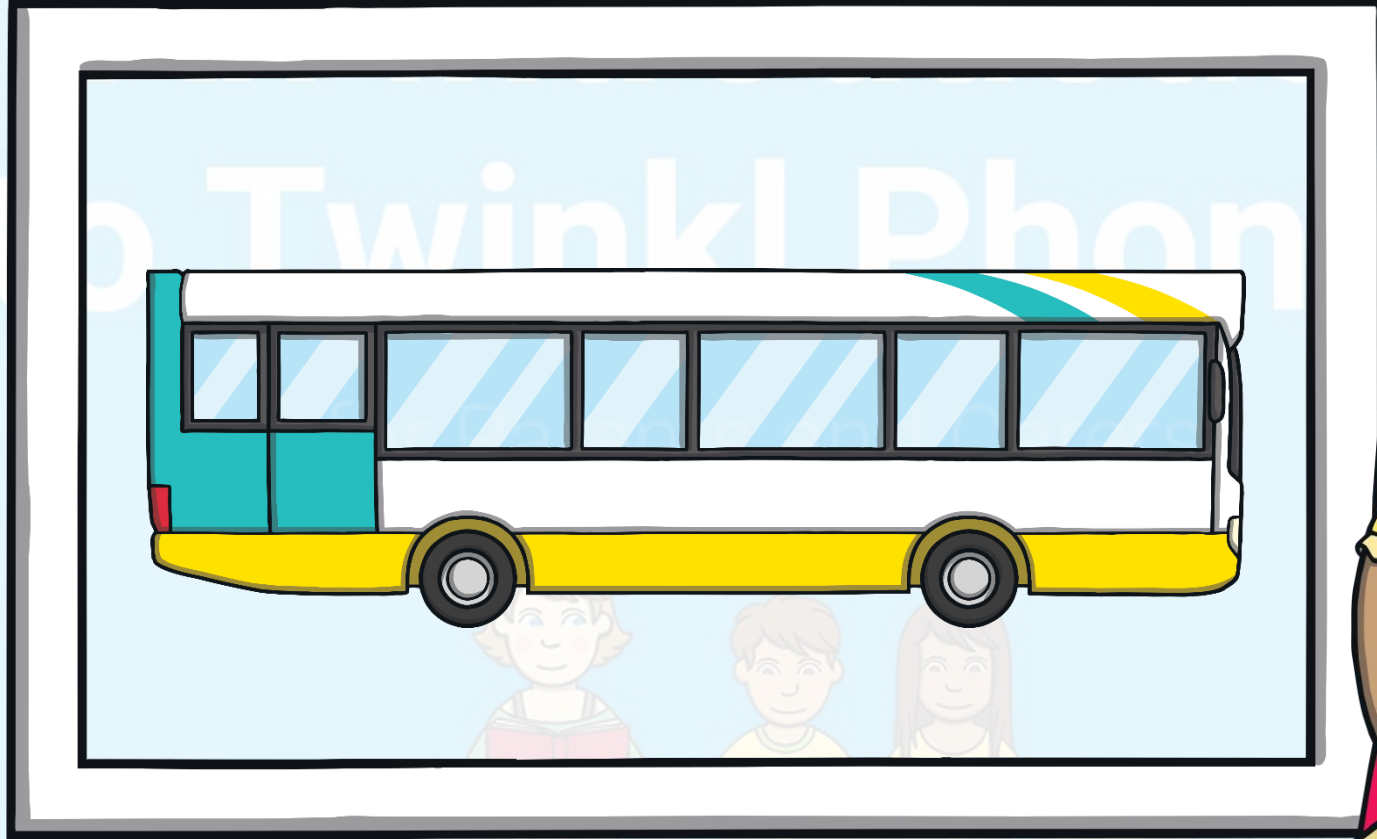


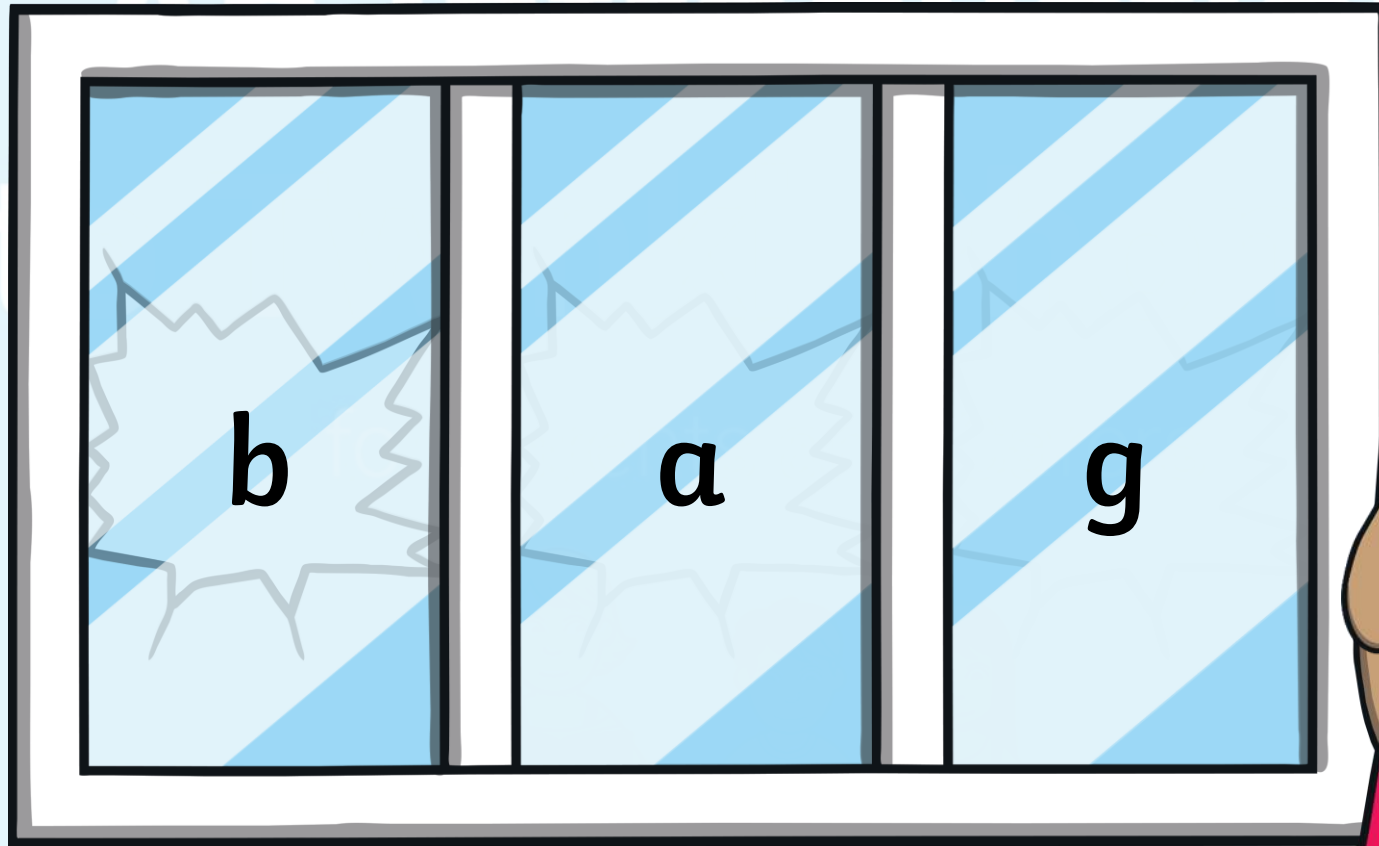


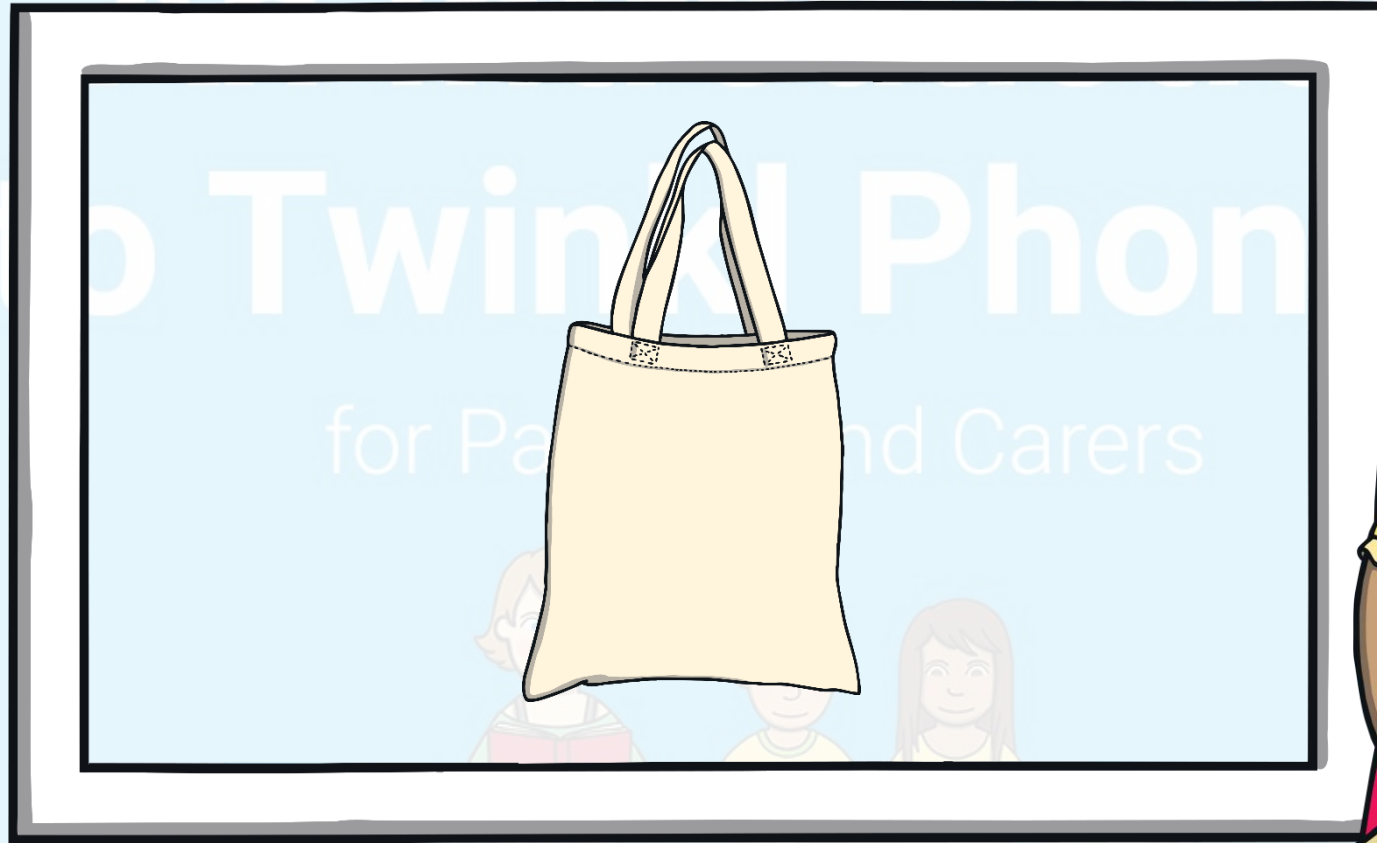














“Oh no, Sam,” said Dad. “That window will need mending now.” Sam looked sad. Kit gave her a hug. “I know how you can make it up to Dad,” Kit said.

An Introduction

What did Kit suggest to Sam? Read the sentence then click 'Show' to reveal the answer!



Click 'Sound Buttons On/Off' to select whether you want to show sound buttons under the sentence.



Click me for Kit's teaching tips!

Effective Phonics, Done Simply

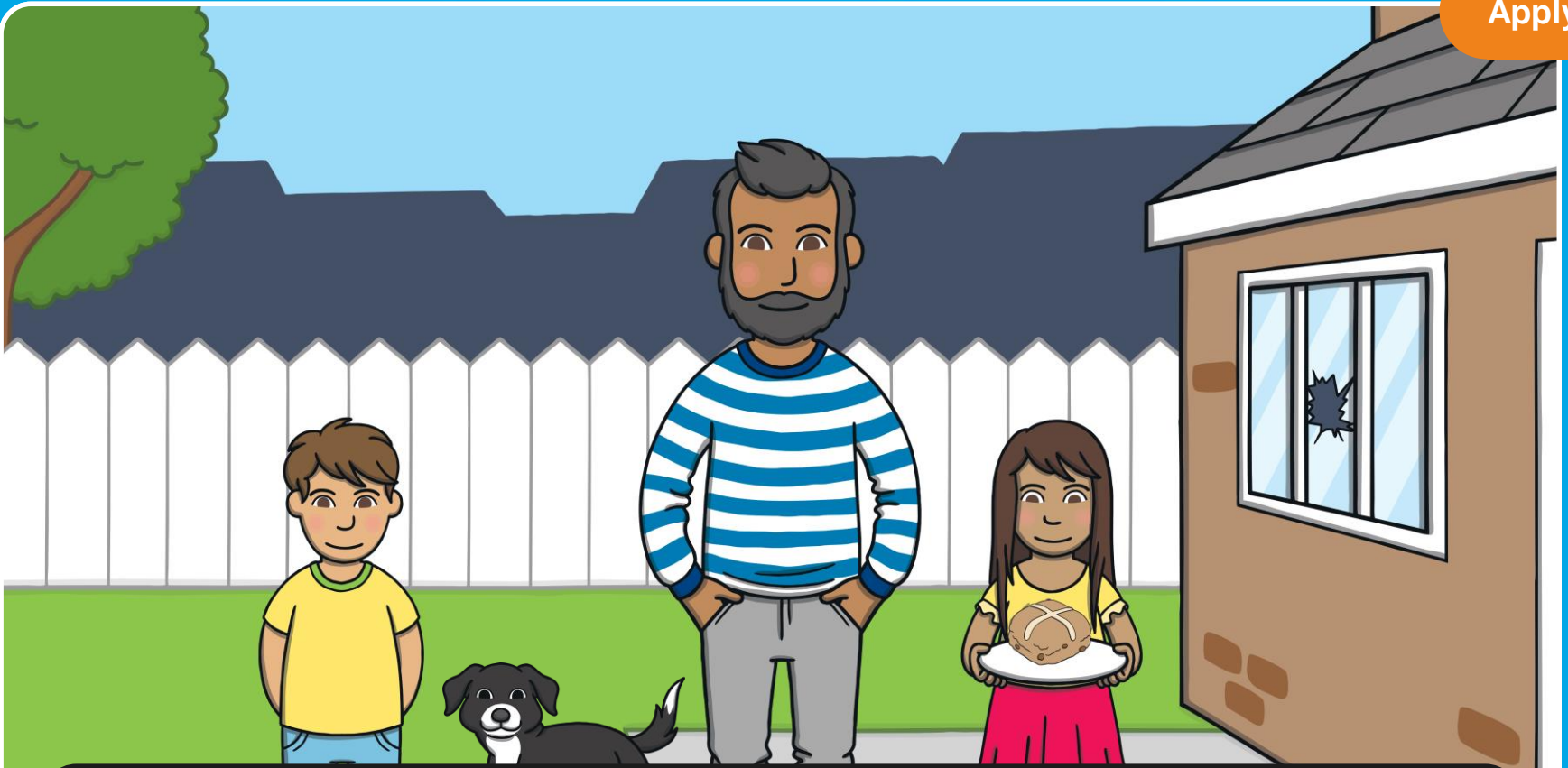
Sound Buttons On/Off



Go and get the big bun.
... ..

Show





“I made these buns earlier,” said Sam. “I am really sorry, Dad.”

“It’s ok, Sam. It was an accident,” said Dad, “but no more bats and balls near the house!”



Ask the children to find today's sound on their sound mat.



Click me for Kit's teaching tips!



Effective Phonics, Done Simply

Today, we have learnt...



b



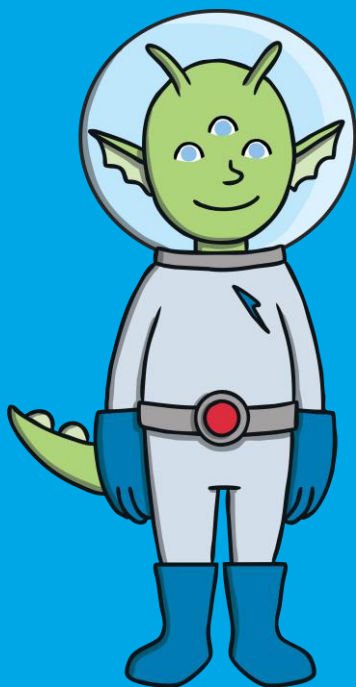
Year 1 Phonics Screening Check

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)

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.



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.

Practise segmenting and blending words.

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?



How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use 'pure' sounds when pronouncing the sounds and model the correct letter formation as is taught in school.

Read to and 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 important.

This week, we have been learning to read and spell words containing **dge** and **ge** saying /j/.



Level 6

The /j/ Sound Family

dge

This spelling is used when the /j/ sound comes at the end of a word and after a short vowel sound. (Short vowels are spoken as a pure sound).

badge
bridge

ge

This spelling is used when the /j/ sound comes at the end of a word and after a long vowel sound, a vowel digraph or a consonant. (Long vowels are spoken like letter names.)

huge
barge
orange
challenge

g

This spelling is sometimes used when the /j/ sound is followed by e, i or y.

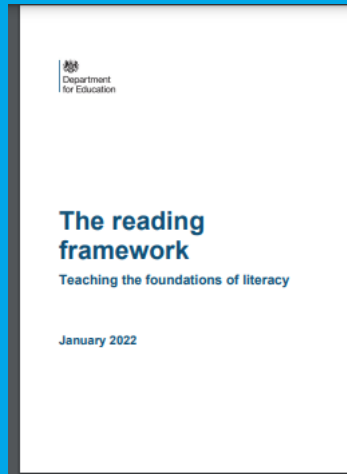
gem
gymnast
giant

j

This spelling is used when the /j/ sound is at the start or in the middle of words.

jump
jelly
injury

READING



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1178136/The_Reading_Framework_2023.pdf

The Reading Framework is a document released in July 2021 by the Department for Education and was updated in July 2023.

It has important recommendations that we follow as schools to ensure that children have the best education when it comes to learning phonics and learning to read. Our reading and phonics curriculum and design is based on these recommendations.

READING



Reading is more than decoding. Word reading is nothing without fluency. It is learning new words, performing the words, learning about the world and people beyond their own experiences, gaining new perspectives, immersing themselves in another world, relaxing, having fun and so much more.

The most important part of reading is to love and enjoy it. There are so many amazing stories out there to explore and share together, so many wonderful poems, so many facts to learn.

Our aim is to inspire a generation of children who love to read – after all, if you can read, you can learn anything!

Here's how many words kids would have heard by the time they were 5 years old if they were:

Never read to: 4,662 words;

Read to 1–2 times per week: 63,570 words;

Read to 3–5 times per week: 169,520 words;

Read to daily: 296,660 words;

READING



In Reception children will start with a wordless book. These encourage language, communication, discussion and inspire a love of books and reading as well as their imagination.

Once children have gained some phonics knowledge they will start to read decodable books. Children must only be reading books that match their current phonic knowledge. They are supposed to be easy enough for them to practice with confidence. This does mean that children will be expected to read the same book more than once.

As parents, we ask you to read with your child as often as you possibly can, every day ideally. Talk to your children about the book, discuss the phonemes and vocabulary, relate it to experiences. Support your child to read it with fluency.

As teachers we assess the children constantly to ensure the books they are sent home with match their ever progressing knowledge.

This does mean they cannot enjoy a whole other range of texts. We aim to change books between once and twice a week and send home a reading for pleasure book to enjoy with your support to read.

**Thank you so much for coming and
listening.**

Do you have any Questions?

**Please take a look at some of the
resources we use to support learning.**

