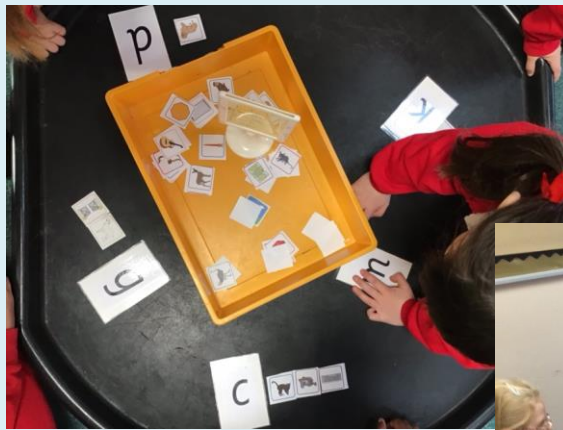
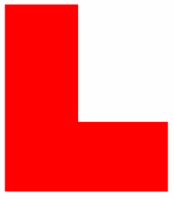


What is Phonics?



Year 1 & 2 Phonics Meeting – 18th October 2023



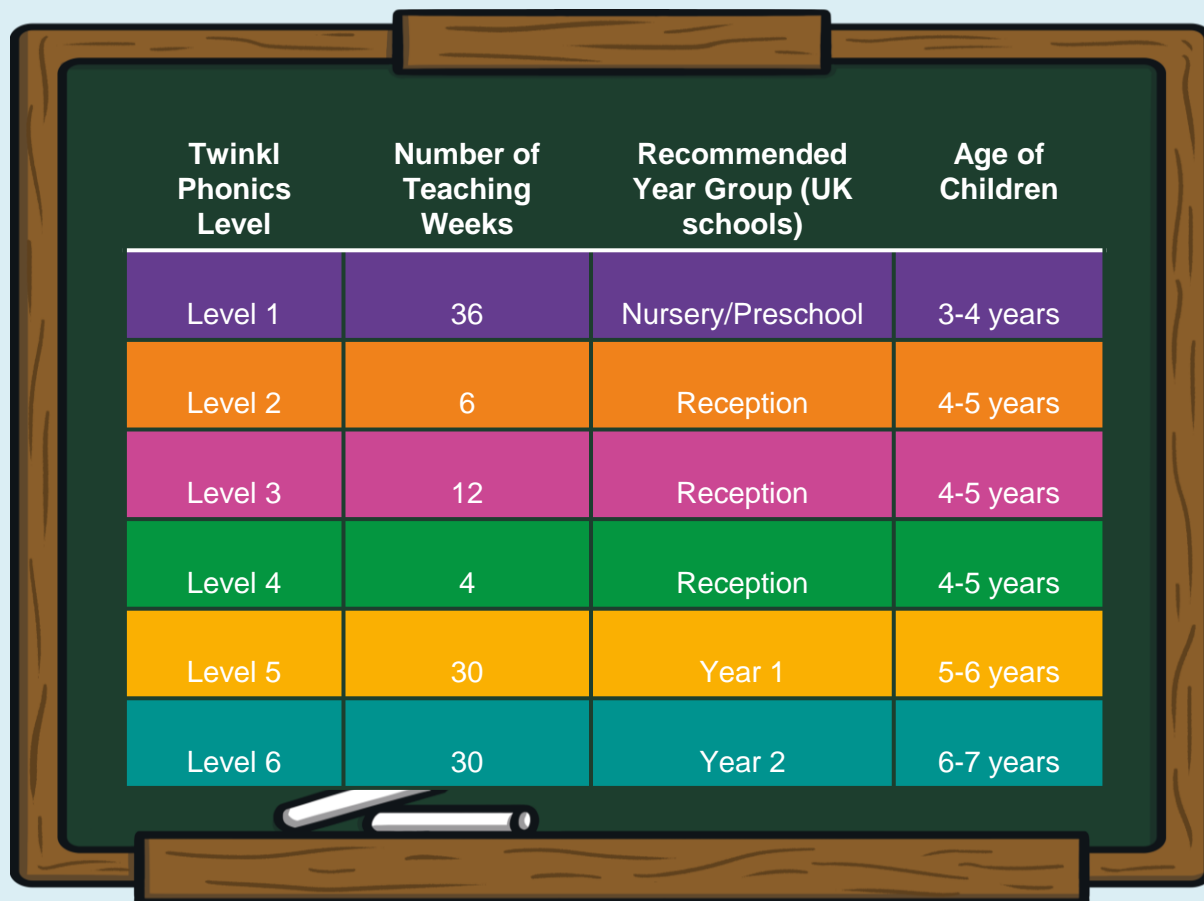


Aims of the Session

- To gain an insight into the phonics learning your child undertakes in school.
- To discuss the importance of parents/carers in children's learning and possible ways to support your child's learning at home.



How do we teach Twinkl Phonics?



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

Sounds are taught in a prescribed order across the scheme to ensure children are building on previous knowledge.

In order to ensure all children make progress intervention groups run to close any gaps of knowledge.

Year 1 & 2 Phonics Meeting – 18th October 2023



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



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 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, l
6	Recap of all Level 2 sounds	

- 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.



Year 1 & 2 Phonics Meeting – 18th October 2023



Level 2



<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 one hand into an umbrella 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>	



Level 3



Level 3 is taught in Reception.

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

- 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



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 yo-yo.	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 squirly 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!			

Year 1 & 2 Phonics Meeting – 18th October 2023



Level 4



No new sounds are taught in level 4.

Level 4 is taught in Reception.

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

- 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.

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](#).



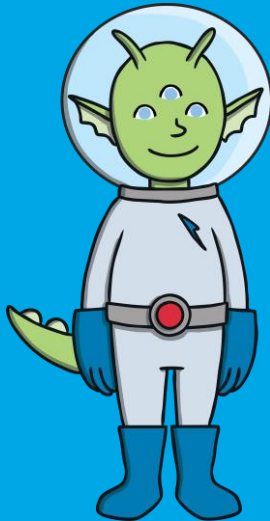
Year 1 & 2 Phonics Meeting – 18th October 2023

Level 5



Level 5 is taught in Year 1.

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



- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- 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 most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Year 1 & 2 Phonics Meeting – 18th October 2023



Level 5 Mnemonics

ay  pr <u>ay</u>	oy  bo <u>y</u>	ie  ti <u>e</u>	ea  lea <u>f</u>	a_e  ca <u>ke</u>	i_e  slid <u>e</u>	o_e  bo <u>ne</u>	u_e  cu <u>b</u> e
u_e  flu <u>t</u> e	e_e  trapez <u>e</u>	ou  mou <u>th</u>	a  a <u>c</u> orn	e  equ <u>a</u> l	i  li <u>o</u> n	o  ho <u>t</u> el	u  uni <u>c</u> orn
ch  che <u>f</u>	ch  Chri <u>st</u> mas	ir  gi <u>r</u> l	ue  statu <u>e</u>	ue  glu <u>e</u>	y  sun <u>n</u> y	aw  sa <u>w</u>	au  a <u>u</u> tumn
ow  wind <u>o</u> w	oe  to <u>e</u>	wh  whe <u>l</u>	c  ci <u>t</u> y	g  ge <u>m</u>	ph  dol <u>ph</u> in	ea  br <u>e</u> ad	ie  shi <u>el</u> d
tch  wi <u>tch</u>	are  ba <u>re</u>	ear  pea <u>r</u>	ore  co <u>r</u> e	ew  scre <u>w</u>	ew  ste <u>w</u>		

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



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 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, 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;
- spell most common exception words correctly.

Year 1 & 2 Phonics Meeting – 18th October 2023



Level 6 Mnemonics

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



Year 1 & 2 Phonics Meeting – 18th October 2023



Tricky Words

There are many words that cannot be blended or segmented because they are irregular.

In  they

are red words called common exception words or 'tricky words'.

All Taught Common Exception Words for Reading

Level 2	to, the, no, go, I
Level 3	he, she, we, me, be, was, my, you, they, here, all, are
Level 4	said, so, have, like, come, some, were, there, little, one, do, when, out, what
Level 5 Weeks 1-10	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through
Level 5 Weeks 11-20	work, house, many, laughed, because, different, any, eye, friend, also, once, please, live, coming, Monday, Tuesday, Wednesday, brother, more, before
Level 5 Weeks 21-30	January, February, April, July, scissors, castle, beautiful, treasure, door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two

Year 1 & 2 Phonics Meeting – 18th October 2023



What Is Blending?

Blending is the key skill in the development of word reading.

Blending is the process of saying each individual phoneme that appears in a written word and then running the phonemes together to hear and say the word. For the process of blending to be as smooth and effective as possible, pure sounds must be used.

Secure, rapid recall of individual letter sounds, digraphs and trigraphs is crucial to enable children to blend words effectively.

s u n → sun

t e n t → tent

l igh t → light

m oo n → moon



What Is Segmenting?

Segmenting is the key skill in the development of word writing.

Segmenting is the process of breaking down a word into the individual phonemes in order to correctly spell the word. Children listen to, and identify, the phonemes in a word and then choose the correct grapheme or graphemes to represent them.

Encourage children to hold up their fingers as they hear each phoneme and to take particular care when choosing the GPCs to represent long vowel digraphs and trigraphs or adjacent consonants.

Adjacent consonants, such as 'br', 'st' or 'cl', can be segmented into their separate letter sounds as both sounds can be heard individually.

tin

t	i	n
---	---	---

clap

c	l	a	p
---	---	---	---

lamp

l	a	m	p
---	---	---	---

rain

r	ai	n
---	----	---

chick

ch	i	ck
----	---	----



Phoneme Frames and Sound Buttons

c	a	t
---	---	---

• • •



f	i	sh
---	---	----

• • —



Phonics Terminology

Phoneme

smallest unit of sound in a word

Grapheme

symbol of a phoneme, this could be one letter or a group of letters (e.g. i, ie, igh, i_e)

Grapheme-Phoneme Correspondences (GPCs)

the relationship between sounds and the letter or letters that represent that sound

Blending

building up of words from individual phonemes for reading

Segmenting

breaking down words into individual phonemes for writing

Tricky (Common Exception) Words

words that are not decodable at the child's current phonic level of understanding

Digraph

two letters that work together to make one sound (ee)

Trigraph

three letters that work together to make one sound (igh)

Mnemonic

an illustration that is designed to support children's recognition of GPCs

Year 1 & 2 Phonics Meeting – 18th October 2023



Successful Daily Teaching

Phonics lesson structure

Consistency and pace are key.

- ***Revisit and review (rapid recall)***
- ***Teach (new GPCs & CEW)***
- ***Practise (blending and segmenting in context)***
- ***Apply (reading or writing a sentence)***

Grouping Children across KS1 and continual assess

Year 1 & 2 Phonics Meeting – 18th October 2023



Guided Reading



The children will take part in guided reading sessions daily with the class teacher and other adults within school. They will have three opportunities to decode, develop their fluency and comprehension skills with the adults and then other sessions to develop a love of reading.



The class teacher will select a book appropriate to your child's phonics level that they will work on for that week.

Year 1 & 2 Phonics Meeting – 18th October 2023





Year 1 & 2 Phonics Meeting – 18th October 2023



Explore our before and after reading pages.

Before Reading

Say the sounds.
If your child needs help, point to the pictures and read the words for them.

w	z	sh	ai
wheel	zipper	ship	air
sw	igh	ai	ar
swan	light	air	star
ur	ur	ur	ur
urn	urn	urn	urn

Read the focus words.
Read the words and sound cards. Then read the words and sound cards together. Then read the words.

wait	sheep
cars	turns
buses	airport

Read the tricky words.
Some of these words are hard to remember. Read them and say them. Remember to say the words and the letters.

are they all

Prepare to be fluent: practise key SPCs and tricky words before reading.

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
- 5
- 6

What is blocking the signing road?

How do you think that, Matt, Kit and Sam feel when they arrive at the airport?

Have you ever had to wait and wait for something? What were you waiting for? How did you feel?

Write a Challenge!

- Talk to a grown-up about a journey you have been on.
- Where do you think Dad, Mum, Kit and Sam go to on the plane? Create a picture or a model of their destination.

We really enjoyed your story and pictures. We want to hear more about your journey.

Maximise learning: use the after reading page to support comprehension, recall and language development.



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.

Support your child to complete any homework they bring home.

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



Made by teachers, perfect for parents

Free parent packs at [twinkl.co.uk/parents](https://www.twinkl.co.uk/parents)



Year 1 & 2 Phonics Meeting – 18th October 2023



Is there anything I can do at home

- Get into the habit of pronouncing the phonemes (sounds) in the correct way
- Practise the phonemes, digraphs etc. together
- Use them to make different words at home and play phonics games
- Play bingo games or pairs with key words
- Play hunt the word round the house e.g. hide the key words and then ask them to go and find each one by saying the word you want them to find.
- Model writing and encourage your child to write with you - shopping lists, sentences etc.
- Take a trip to the library

the

