

# An Introduction to Twinkl Phonics

for Parents and Carers



What is  
phonics  
and why  
do we  
teach it?

# Phonics and Reading in Reception

## Key Objectives:

- \*What is phonics?
- \*The phases taught in EYFS and KS1
- \*Teaching tricky words
- \*Our Reading Scheme
- \*Activities and ideas of how to practise at home
- \*Websites that are useful

Phonics  
ee ur ow  
wh y au

# Phonics into Reading/Writing

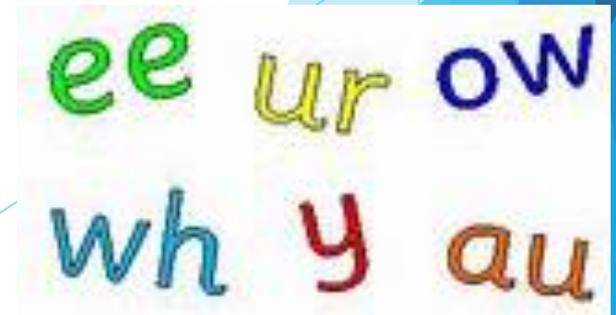
Whole Scheme Sound Mat

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

# Cracking the Code



- ▶ 26 letters of the alphabet
- ▶ 44 sounds in the English Language
- ▶ 144 different ways we put letters together to represent the sounds



# Terminology

## Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

<b>Phoneme</b>	the smallest unit of sound in words
<b>Grapheme</b>	the written representation of a sound
<b>GPC (Grapheme-Phoneme Correspondence)</b>	being able to match a phoneme with the correct grapheme and vice versa
<b>Blending</b>	joining individual speech sounds together to read a word
<b>Segmenting</b>	breaking down words into individual speech sounds to spell a word
<b>Digraph</b>	two letters making one sound <u>e.g.</u> 'sh'



# What Is Synthetic Phonics?

## Twinkl 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'.

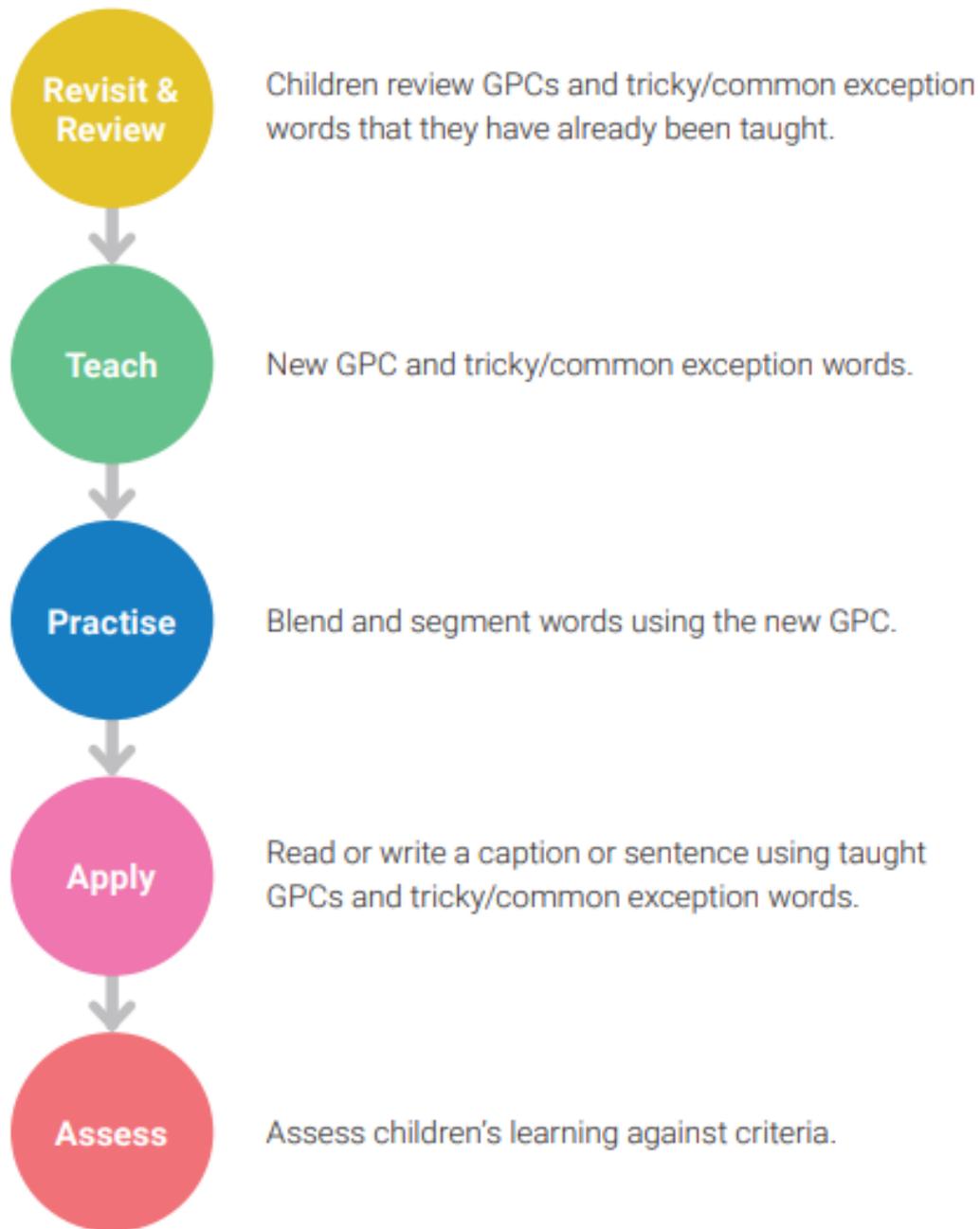
# What Are the Benefits of Synthetic Phonics?

Children progress through the stages as they are ready.

Planning ensures progression and coverage.

Children can attempt new words working from sounds alone.

Reading and writing become practices that are developed hand in hand.



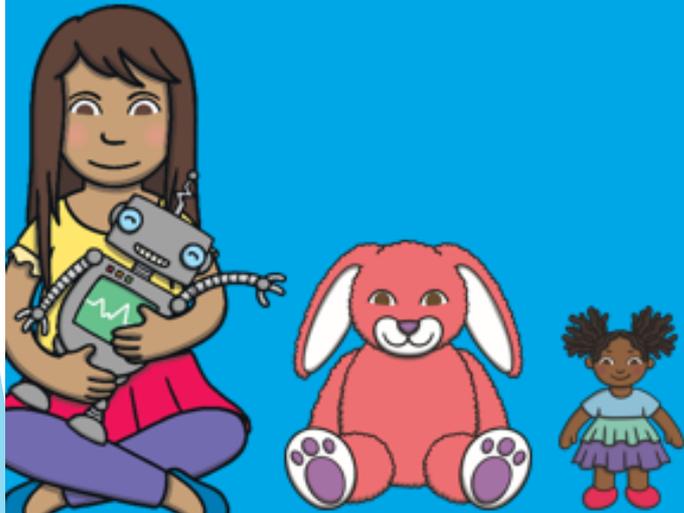
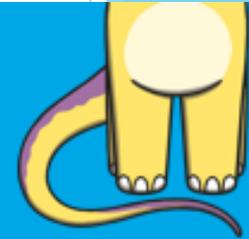
# What Is Taught and When?

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 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;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.

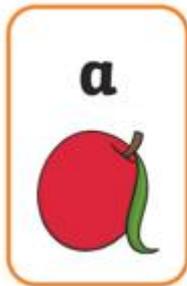


These learning opportunities are presented through 7 Aspects.

# Level 2

Level 2 is taught in Reception.

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



Pretend to bite into a crunchy apple.

○ 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.



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.

# 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 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.



**Set 1:** s, a, t, p

**Set 2:** i, n, m, d

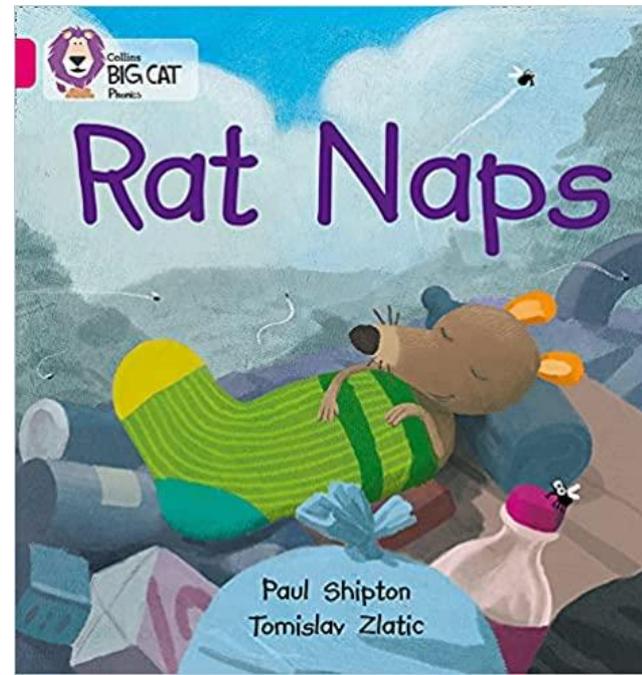
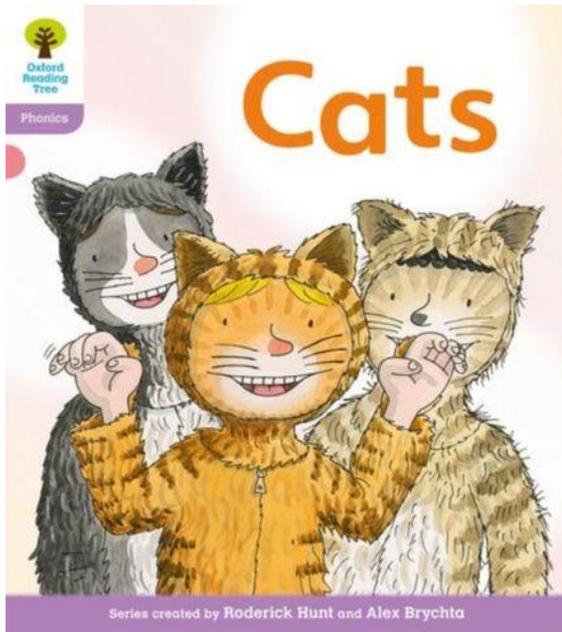
**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

**Set 5:** h, b, f, ff, l, ll, ss

After each set is introduced the children learn how to blend the sounds to read simple words.

We need to know these sounds before we can start to read words.



# Blending to read

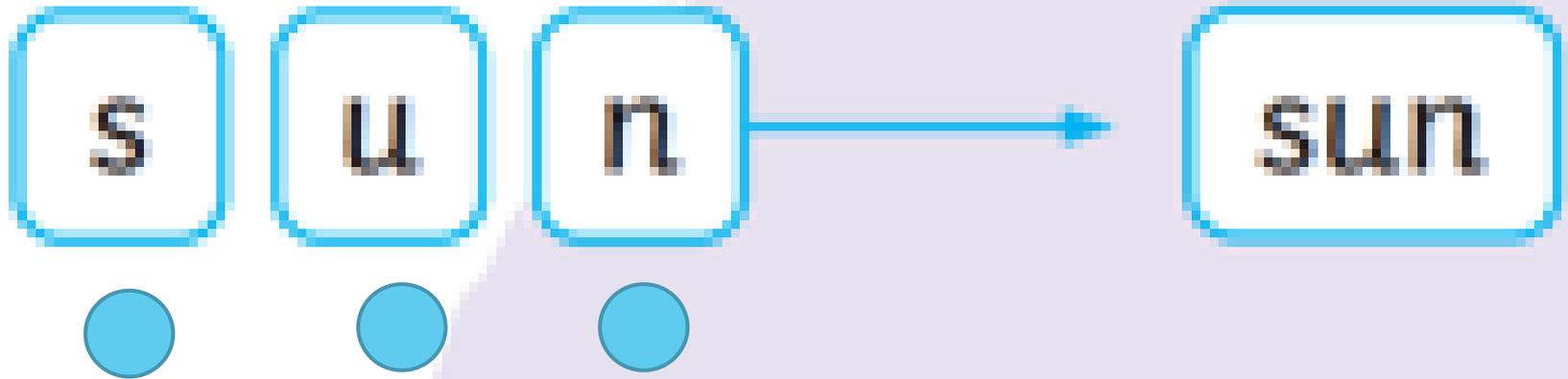
s u n → sun

t e n t → tent

l igh t → light

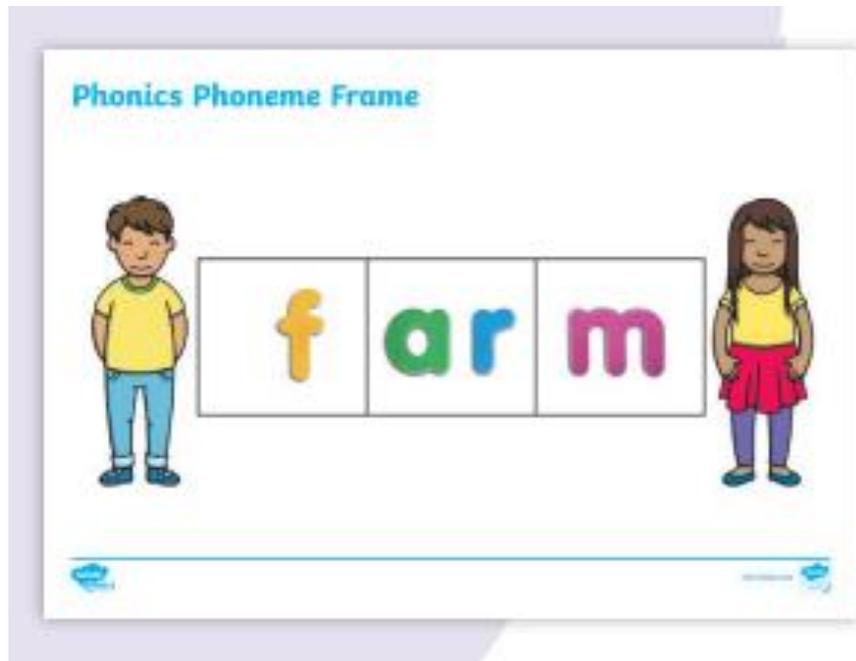
m oo n → moon

# Sound buttons



# Segmenting

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



tin

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

clap

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

lamp

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

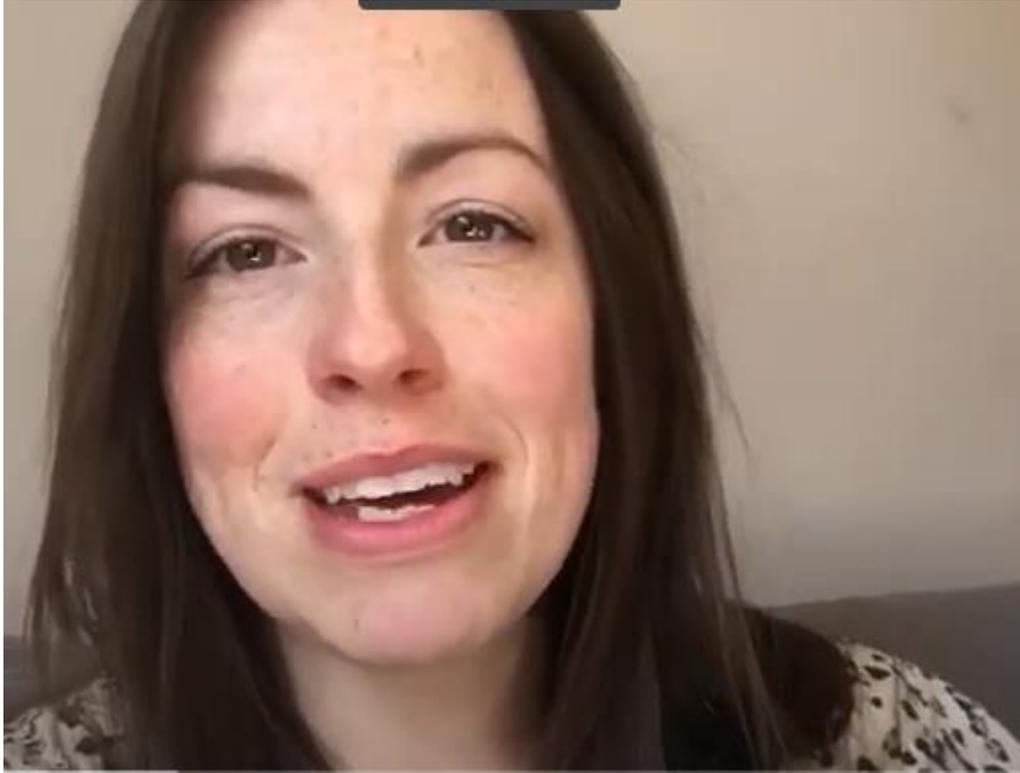
rain

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

chick

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

# Pure Sounds



[How to voice letters of the alphabet using pure sounds - YouTube](#)

# Teaching tricky words

## All Taught Common Exception Words for Reading

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

# Help at home

- Read at home, school reading book and stories
- Help your child to read words by supporting them to use their sounds
- Make time for reading
- Play games such as board games
- Talk about the stories you are reading and ask questions
- Look through your child's phonics keyring using both sides
- Have a go at some of the activities on Seesaw

## Useful Websites

phonicsplay.co.uk

Oxfordowl.co.uk <https://www.oxfordowl.co.uk/for-home/advice-for-parents/learning-at-home-videos/parent-how-to-videos/how-to-help-with-phonics-videos/>

BBC phonics

# Seesaw

**Ss**

**Action**

Make a snake's head with your hands and wiggle your body like a snake!

**Let's Sing!** 1 / 4

(It's the tune of 'Alban Duet')  
We saw a snake out in the woods.  
We saw a snake out in the woods.  
We saw a snake out in the woods.  
And the snake went s, s, s.

**Formation**

Click on the star to hear the sound this letter makes.

**Word List**

Search for these words for word art! Can they hear the word you're making?

sun	sun
***	***
saw	saw
***	***
saw	saw
***	***

**MP** Mrs Parkin



**Assign**

## Student Instructions

### Phonics 's'

Hi Pine Class,

Here are some activities to help you with the letter 's'.

1. Click on **Add** to see the help sheet and task.
2. You can work on the screen using the or you can work on paper. If you work on paper, remember to take a of your work and send it to me.
3. Click on to send your work back to me.

Have fun.

Autumn Term Phonics Reception

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire



Any Questions?