

## Intent:

The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing. We also understand that not all children progress at the same rate so we intend to provide teachers with the tools they need to bridge this gap.

For those children who are working below age-related expectations, phonics learning shouldn't end in Key Stage 1. If, through assessment and observation, teachers may decide that a child needs further phonics intervention to close the gap and develop essential reading and writing skills.

## Aims:

- To establish a cohesive whole-school approach with progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics (following the Twinkl Phonics programme) is the first approach pupils use to help with their reading and spelling.
- To ensure children learn to read and write all 44 graphemes in the English language.
- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For pupils to develop a love of reading and enjoy reading for pleasure confidently across a range of genres.

## Objectives:

- To provide consistent, high-quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout Foundation Stage, Key Stage One and Key Stage Two.
- To ensure that children have strong phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills.

## Implementation:

### Timetabling/Structure

The structure of every Twinkl Phonics lesson follows a familiar structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of grapheme-phoneme correspondence (GPCs) and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.

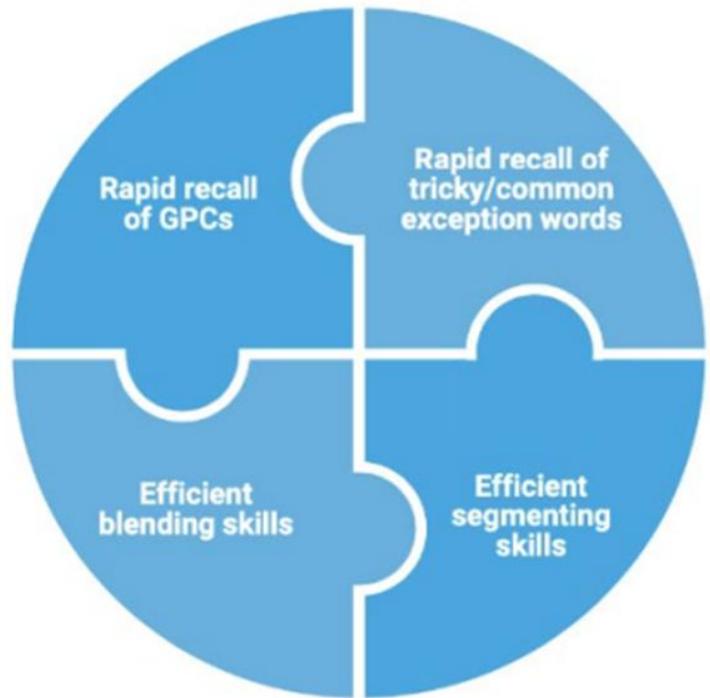
Phonics is taught daily to all children in EYFS and Key Stage 1. Within Reception, phonics sessions will increase in length over the year. By the end of Reception, children spend about 45 minutes consolidating previous learning, learning new content and practising and applying what they have learnt. This will consist of a mixture of carpet time and follow-up activities. Phonics will also form part of their continuous provision for children to access following their discrete phonics lesson. In Years 1 and 2, phonics lessons will last about 45 minutes each day. Some children may continue to need discrete phonics sessions in Key Stage 2. If this is the case, they will receive interventions as needed. Children will be regularly assessed to ensure they are receiving phonics teaching at the correct level.

Pupil progress is tracked termly which provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling teachers to respond and adapt teaching within the programme to provide additional support and challenge to pupils. The dynamic and engaging materials delivered in the daily lesson packs within

Levels 1-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills, while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The lesson presentations, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents. Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge.

### Year 1 Phonics Screening Check

In the summer term, all children in Year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter Year 2 and will be able to repeat the assessment in the summer term of Year 2.



**Four Cornerstones of Phonics**

## **Nursery**

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

## **Reception**

Children will be assessed on their knowledge of GPCs 4 times over the academic year. A blending assessment will be used to establish their phonic level. Reading books will be checked to ensure that reading books match phonic ability.

## **Key Stage 1**

Children will be assessed on their knowledge of GPCs 6 times over the academic year. A blending assessment will be used to establish their phonic level. Reading books will be checked to ensure that reading books match phonic ability.

## **Key Stage 2**

KS2 pupils who are deemed to be suitable for a phonics intervention will be assessed on their knowledge of GPCs. The Phonics Subject Lead will liaise with the class teachers to develop additional interventions suitable for the pupils' individual needs.

## **Impact:**

The impact of using the complete Twinkl Phonics Programme as the basis of our phonics teaching, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. It provides sufficient support for children to become fluent readers and prepares them for the statutory Year 1 Phonic Screening Check. Following the programme gives Chantry Community Primary School a consistent approach to phonics, which is clear to teaching staff and learners.

## Twinkl Phonics:

At Chantry Community Academy we follow the Twinkl Phonics programme. This is a phonics resource recognised by the Department for Education. Twinkl Phonics is a fully comprehensive, synthetic phonics teaching programme designed to be used with children from Nursery to Year 2. Delivered through stories and adventures of Kit, Sam and the Twinkl Phonics family, the scheme builds and develops the skills and understanding children need to become effective, independent readers and writers.

<https://www.twinkl.co.uk/>

### Level 1

Level 1 of Twinkl Phonics concentrates on developing children's speaking and listening skills and lays the foundations for all future phonic work. Level 1 is divided into seven aspects:

A1 – Environmental

A2 – Instrumental sounds

A3 – Body Percussion

A4 – Rhythm and rhyme

A5 – Alliteration

A6 – Voice sounds

A7 – Oral blending and segmenting.

Each aspect contains three strands:

Tuning in to sounds (auditory discrimination)

Listening and remembering sounds (auditory memory and sequencing)

Talking about sounds (developing vocabulary and language comprehension)

### Level 2

In Level 2, letters and their sounds (phonemes) are introduced one at a time. A set of letters is taught each week, in the following sequence:

**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

Children are taught that words are constructed from phonemes and that the sound they make are represented by graphemes. Children learn to blend them together to read simple words and segment them to support spelling simple words such as 'sad', 'hot', 'mess'.

### Level 3

New graphemes are introduced one at a time in the following sequence:

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

### Level 4

In Level 4, no new graphemes are introduced. The main aim of this level is to consolidate the children's knowledge learnt previously and apply this into two syllable and polysyllable words such as 'sandpit', 'windmill' and 'lunchbox'. There is also an emphasis on teaching words which have adjacent consonants, such as 'strap', 'start', 'pumpkin' and 'monster'.

### Level 5

In Level 5 children will be taught some new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. For example, children will already know /ai/ as in 'rain', but now they will be introduced to /ay/ as in 'day' and /a-e/ as in 'make'. Alternative pronunciations for graphemes will also be introduced, e.g. /ea / in 'tea', 'head' and 'break'.

**Digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au

**Split digraphs:** a\_e, e\_e, i\_e, o\_e, u\_e

## Terminology

**Phonics** - Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.

**Blend** - Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.

**Segment** - This is the opposite of blending. Splitting a word up into individual sounds – used when spelling and writing.

**Vowel** - The letters a, e, i, o, u.

**Consonant** - Most letters of the alphabet (excluding the vowels: a,e,i,o,u).

**CVC words** - Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).

Other similar abbreviations include:

VC words e.g. on, is, it

CCVC words e.g. trap and black

CVCC words e.g. milk and fast

**Phoneme** - A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

**Grapheme** – Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

**Digraph** – Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph:

Vowel digraph - a digraph in which at least one of the letters is a vowel, for example; boat or day.

Consonant digraph - two consonants which can go together, for example shop or thin.

Split digraph - (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.

Trigraph - Three letters which go together make one sound e.g. ear, air, igh, dge, tch.

**Pure sound** - Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.' Top Tip – It is tricky to say some sounds without the 'uh' sound at the end – like b, d, v and g! Try to emphasise the main letter sound when talking about these letter sounds. Some are easier to say by dragging the sound out e.g. fffff rather than 'fuh' or mmmmm rather than 'muh.'

**Tricky words** - Words that are difficult to sound out e.g. said, the, because.

## **Year 1 Phonics Screening Check**

### **What is the phonics screening check?**

The phonics screening check was introduced in 2012 to all Year 1 pupils in England. It is a short, statutory assessment and is designed to give and parents/carers information about children's progress in phonics. It helps to identify whether they need additional support to ensure they are on track to become a fluent reader who can enjoy reading for pleasure and for learning.

### **When will the phonics screening take place?**

The check will take place during the week commencing Monday 5th June 2022.

### **How does the check work?**

The check normally takes 5-10 minutes and is designed not to be stressful for your child. The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-(nonsense/ alien) words. The nonsense words will be shown with a picture of an alien.

### **Why are there Pseudo Words/ nonsense words / alien words?**

The nonsense words are important as they cannot be read using the children's vocabulary or from memory. The children have to use their phonic knowledge and decoding skills to read the words and this is a fair way to assess all children's ability to decode and read words.

## **Phonics at Home**

Tips for teaching your child the sounds

It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously, you should use a capital letter when required, such as at the beginning of the child's name, e.g. Paul. Or for a place, e.g. Gravesend.

When you talk about letters to your child, remember to use the letter sounds rather than the alphabet names of the letters: A, B, C.

## Useful Websites

### Phonics Play

This is a very popular website we use regularly in our phonics lessons. The children will be familiar with the website and its games. Some of our favourite games are:

- Flashcards
- Buried Treasure
- Dragons Den
- Picnic on Pluto
- Reading Robot

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

The school's username is: chantry1 Password: chantry1

### Mr. Thorne Does Phonics

If you are unsure how to correctly pronounce any of the sounds go to Mr. Thorne Does Phonics on YouTube where you can watch videos of Mr. Thorne or his friend Geraldine the Giraffe teach the sound and discuss words including it.

<https://www.youtube.com/user/breakthruchris>

### Alphablocks

Can be watched on the Cbeebies channel or accessed via youtube.com. It involves interactive videos that children can watch and it allows them to practise sound recognition and blending.

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

[https://www.youtube.com/channel/UC\\_qs3c0ehDvZkbiEbOj6Drg](https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Drg)

### ICT Games

<http://www.ictgames.com/literacy.html>

### BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>

Both websites offer a great range of activities and games to support grapheme, phoneme recognition, blending and segmenting.