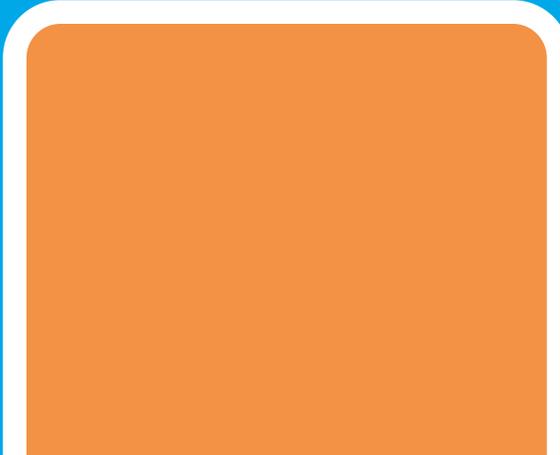


# Twinkl Phonics Handbook



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### As part of each Level, you can:

- find out what sounds and skills are covered;
- look at what is in each weekly pack;
- look at what is in a typical lesson PowerPoint;
- see a sample lesson and videos.





# Overview

Twinkl Phonics is a fully comprehensive, synthetic phonics teaching programme designed to be used with children from nursery to year 2. Delivered through the 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.

**This handbook will guide you from the very basics of phonics through to confidently setting up the [Twinkl Phonics](#) programme across your school or delivering it to your class.**

**This handbook is recommended to be used alongside the Twinkl Phonics [online training course](#).**



1. The Basics  
of Phonics

2. How to  
Teach Phonics

3. Teaching  
Phonics with  
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4. Teaching  
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5. Supplementary  
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This section is supported by, and can be used in conjunction with, module 2 of the Twinkl Phonics [online training course](#).



# 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 or 'phonemes'. Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme. Sounds are then built up or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their constituent sounds for writing. The benefits of this approach are:

- children learn in an order which is well thought-out and allows them to progress through stages as they are ready;
- teachers have a structure for planning and clear stages for assessing children, in order to ensure progression and coverage;
- children can attempt new words working from sound alone;
- reading and writing become practices that are developed hand-in-hand.

Synthetic phonics has been the required method of teaching early reading and writing skills since the 2006 Rose Report, which examined the advantages of phonics through long term data. The benefits of a phonetic approach has been well evidenced and, as a result, the UK government produced its own non-statutory synthetic phonics guidance document, Letters and Sounds. In March 2021, the DfE decided it should not continue with its involvement in this work. While many practitioners are moving away from using this document to directly inform their teaching, it still has had a huge impact on how we teach phonics today.

**Twinkl Phonics' teaching sequence complements the progression laid out in Letters and Sounds. Therefore, it is very easy to transition to Twinkl Phonics if you have previously taught using this document.**



# A Cohesive Whole-School Approach

**Synthetic phonics builds continuously on prior learning. It is therefore vital that the same programme is used across the whole school to ensure maximum impact.**

By following one scheme as a whole school, you will be able to establish a progressive, consistent phonics curriculum where children will progress and succeed.

As part of this cohesive approach, it is also vital that all staff, children and parents use the same terminology and language when talking about phonics.

Reading books should follow the same teaching progression as your phonics scheme so that children immediately apply their new knowledge in context.





# Phonics Terminology

Phonics has a large technical vocabulary. Much of this will become more familiar as you teach phonics but it is useful to learn some key terms before you start.



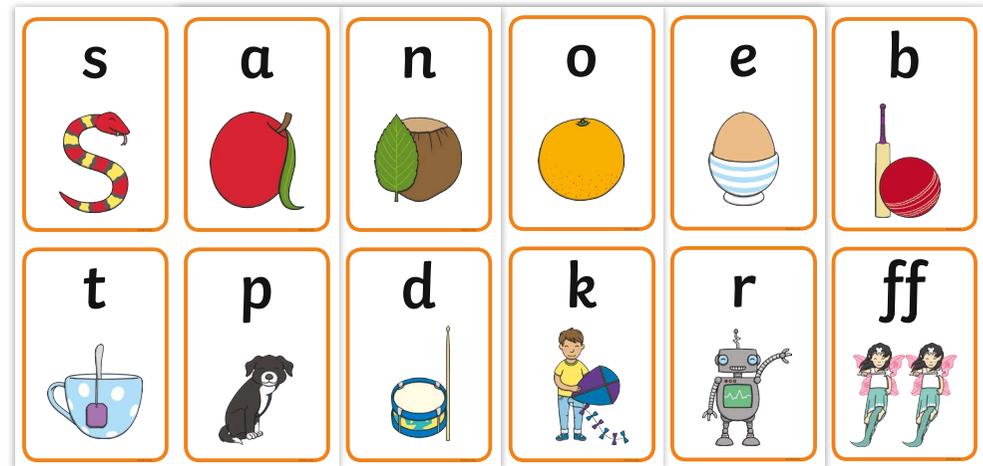
# How Are Letters and Sounds (GPCs) Taught?

In phonics, children are introduced to letters and the corresponding sounds they make. Children learn to link a grapheme to a phoneme and this link is referred to as a grapheme-phoneme correspondence (GPC).

Video: How are letters and sounds taught?



Play Video



There are 44 phonemes in the English language. These include the 26 letters of the alphabet plus consonant sounds such as /sh/ and /ng/ and long vowel sounds such as /ee/ and /igh/. Each phoneme is introduced systematically and at a fast pace. When learning the first 44 phonemes, children should be introduced to around four new sounds per week, revisiting and practicing taught phonemes daily to ensure secure understanding and rapid recall.

**The Twinkl Phonics scheme provides a variety of support scaffolds to aid children's learning of the first 44 GPCs, including stories, mnemonics (pictures that create a visual link to the GPC), actions, letter formation rhymes and songs. Making many links through visual, auditory and kinaesthetic stimuli helps children to access and secure this learning.**



# Using Pure Sounds

When introducing children to the first 44 GPCs, it is important to use 'pure sounds'.

'Pure sounds' refers to the way of sounding phonemes without adding an extra 'uh', known as a schwa, at the end of each letter.

Using pure sounds helps children to blend sounds for reading and segment words for writing, as no extra sounds are accidentally inserted into words.

For example:

- /s/ is pronounced as 'sss' instead of 'suh'.
- /t/ is pronounced as a very short bouncy sound instead of 'tuh'.

It is also important to pronounce GPCs as their letter sounds, not names, e.g.

'a, b, c' rather than 'ay, bee, see'.

# Adjusted Sounds

Adjusted sounds appear where slight auditory adjustments are made in order to increase children's access to words that are almost decodable. Some very common words feature sounds/phonemes that are not taught until a later phonic level, but that without access to will limit children's ability to read otherwise age-appropriate texts. Examples of these within Level 2 are 'is', 'of', 'has' and 'dogs', which feature sounds that do not appear until Level 3 ('v', 'z'). These words are considered decodable at Level 2 as most children working within this level can make the auditory leap from /is/ to /iz/, /dogs/ to /dogz/ and from /of/ to /ov/, in order to read and pronounce the words. Note that /f/ is articulated in the same way as /v/, and /s/ as /z/, apart from the fact that /f/ and /s/ is unvoiced and /v/ and /z/ is voiced.\*

Another example of this, would be the 'i' at the end of 'taxi'. In many accents, the 'i' here can be heard as an /ee/. Children working at Level 3 would be able to adjust the sound /i/ to /ee/, in order to make the word decodable. Adjusted sounds also appear in cases where the pronunciation of a particular grapheme is very rare, e.g. 'ai' saying /e/, so has not been discretely taught, but can be identified within the context of a whole word. For example, a child reading 'mountain' for the first time might pronounce the 'ai' as a long sound, but then recognise they have heard the word and pronounce it naturally.\*\* Twinkl Phonics chooses to follow this approach (as it appears in Letters and Sounds and the Early Reading Framework) to ensure that children are able to decode as many words as possible from as early as possible and also to recognise that regional accents create variety, and therefore the need to 'tweak' or 'adjust' sounds as a matter of course.

\* Department of Education and Skills (2007) Letters and Sounds, Crown Copyright

\*\*Department for Education (2021) The Reading Framework - Teaching the Foundations of Literacy, Crown Copyright

# Regional Accents

Phonics is an approach that enables children to access as many words as possible through their knowledge of sounds. However, some sounds vary according to children's accents.

Regional variations need to be recognised and factored into phonics planning and lesson delivery.

For example, the GPC 'u' in 'bus' and 'put' sounds the same in a north-of-England accent but are different sounds in a south-of-England accent.

No regional variation is preferred and all phonics schemes can be used to teach children with any accent, including international accents. Acknowledgment and slight adjustments in delivery will just be needed at times to cater for individual differences.

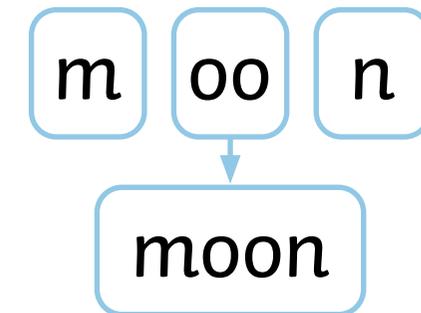
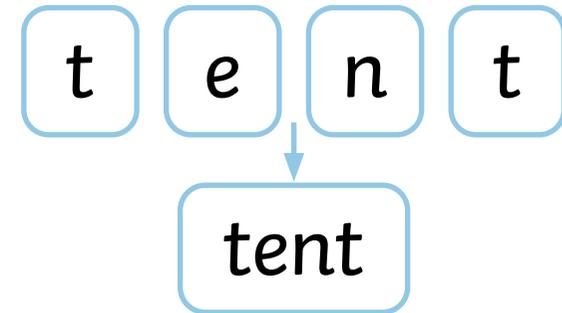
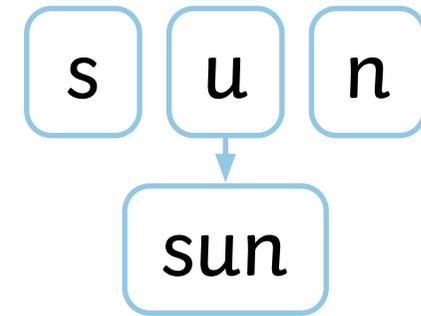
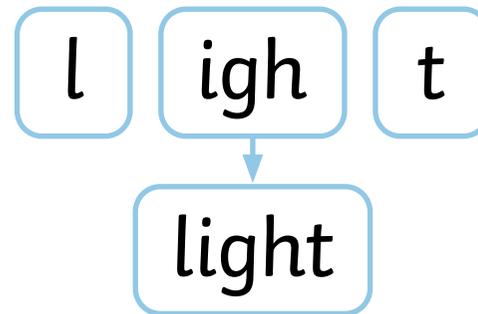


# What Is Blending?

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.





# 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.

Note that the word 'lamp' has 4 phonemes as each sound can be heard individually within the word. However, the words 'rain' and 'chick', while having 4 and 5 letters respectively, each have only 3 phonemes as the digraphs 'ch', 'ck' and 'ai' make a single sound within the word.

tin

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

clap

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

lamp

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

rain

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

chick

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

# What Is Segmenting?

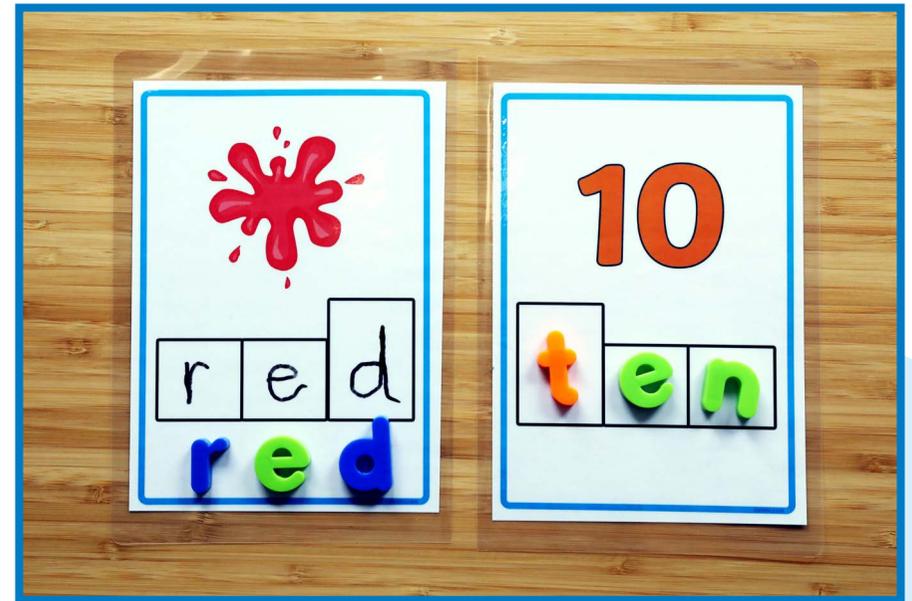
Children will choose graphemes from the phonetic level at which they are working when segmenting words for spelling. Especially in the early stages of learning, this will sometimes lead to 'phonetically plausible' attempts at spelling words. These independent attempts, while technically incorrect, should be encouraged and celebrated as spelling accuracy will improve and refine as further GPCs are learnt.

For example, if a child is working at Level 4 and attempting to spell the word 'grape', an acceptable phonetic attempt at segmenting it would look like this:

g	r	ai	p
---	---	----	---

The spelling is naturally corrected at Level 5 when children are introduced to split digraph 'a\_e'.

g	r	a	p	e
---	---	---	---	---



# Tricky (Common Exception) Words

There are parts of some very common words in the English language that are not phonetically decodable. Some examples of these are 'to', 'the' and 'said'. Due to the frequency and usefulness of these common words, it is necessary to introduce them as 'tricky' or 'common exception' words at the earliest stages. By introducing these words as a unique group that do not follow the usual phonics rules, it allows children to access a greater range of sentences for both reading and writing and to begin to build a bank of sight vocabulary.

Common exception words are introduced first as reading sight vocabulary and then are reintroduced later as spelling words.

Children need to recognise these common exception words as sight vocabulary. It is, therefore, important to make sure all children practise them daily in order to learn them by sight and attain rapid recall.

## 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



# Teaching Tricky (Common Exception) Words

## The Active Repetition Method

When introducing and teaching new tricky (common exception) words for reading and spelling, Twinkl Phonics recommends using the suggested language and steps laid out on these pages. This approach supports children to identify the decodable and non-decodable parts of a word and helps them to make links between non-decodable spelling patterns; it assists them to recognise tricky words by sight and attain rapid recall. When learning tricky words for spelling, Step 6 supports children to memorise the spelling of each word.

This step-by-step process can be found in the lesson PowerPoints where new tricky (common exception) words are introduced and taught.



**1** Now, we are going to learn to read a new tricky word. Today's word is [insert tricky word]. What does the word mean? Let's say it in a sentence. [Insert sentence using tricky word here.]

Children should discuss the meaning of the tricky word and use it in a spoken sentence. For example, 'The man **said** it might be sunny today'.

**2** Are there any bits of the word that you already know? Which letters/graphemes are making the sounds you expect?

Children should identify which letters/graphemes are making the sounds they expect. For example, the 's' and 'd' in 'said'.

**3** Which part of the word is tricky? Why is that part tricky?

Ask the children to identify which letters or graphemes aren't making the expected GPC. For example, the 'a' and 'i' making the /e/ sound.

**4** Let's write the tricky part of the word in a different colour or underline it.

Children write the word, using a different colour to write the tricky part, e.g. **said**. Alternatively, the tricky part of the word could be underlined, e.g. said.

This task could be done individually in a spelling journal or with the whole class when revising spellings.



**Are there any other words that also have this spelling pattern? Can we learn this 'chunk'?**

- 5 If there is a relevant example, show the children another word that follows the same non-decodable spelling pattern. This may be another tricky word the children already know. *For example, go, no, so.*

**[Add this step when teaching tricky words for spelling.]**

**Trace the word with your finger. Say the individual letter names as you are writing them.**

- 6 **Time to practise by writing the word.**

Children should write the word at least five times, saying each letter name (not the phoneme) as they write it.

This approach to teaching tricky words can be used throughout Twinkl Phonics Levels 2-6. The frequent repetition and reinforcement of the steps will soon become familiar to your children and further enhance their learning of non-decodable words.



# Revising Previously Taught Tricky (Common Exception) Words

During the Revisit and Review section of the lesson, we recommend following a similar strategy to identify the tricky and non-decodable parts of the words. This scaffolding can be reduced as the children attain rapid recall for both reading and spelling.

**Now, we are going to practise [reading or spelling] some tricky (common exception) words that we already know.**

1 Display the word to revise (either using the flashcards on the lesson PowerPoint or by using tricky word or common exception word flashcards). Say the word together.

**Which part of the word is tricky? Why is that part tricky?**

Children recall the tricky part of the word (the part that is undecodable or not yet decodable at that stage in their learning).

2 Together, identify the tricky part of the word that does not make the expected grapheme-phoneme correspondence. This can be done in a similar way to the teaching method i.e. by writing the tricky part in a different colour or underlining it. *For example, go.*

**[Use these steps when teaching tricky words for reading.]**

**Let's say the word together.**

3 Children to say the word.

Children may need a moment to identify the tricky part themselves. This scaffolding can be reduced as the children become more confident and attain rapid recall.

**Now, we will read the words again and see if we can read them even more quickly this time.**

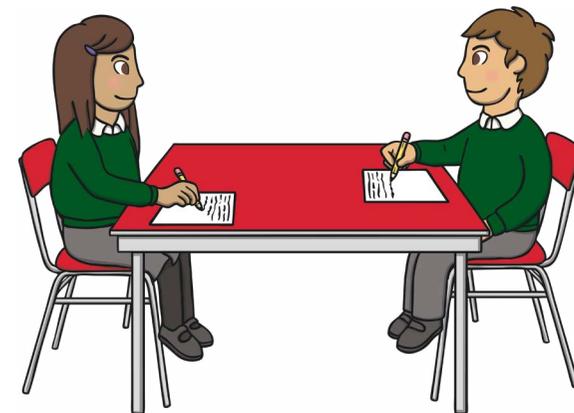
4 Use a selection of previously taught tricky (common exception) words, including the word being revised. Display them for the children to read in quick succession, returning to any that children find difficult and addressing misconceptions.

**[Use this step when teaching tricky words for spelling.]**

**Trace the word with your finger. Say the individual letter names as you are writing them.**

**5 Time to practise by writing the word.**

Children should practise spelling the word, saying each letter name (not phoneme) as they write it.



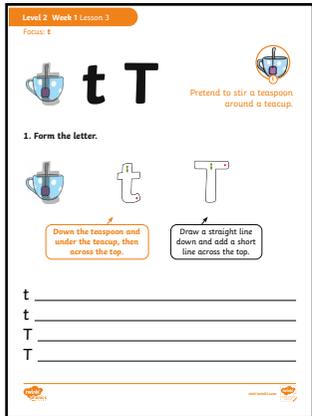
# Letter Formation

In Levels 2-6 of Twinkl Phonics, letter formation is embedded into every lesson. As children are introduced to each letter of the alphabet in Levels 2 and 3, an opportunity to practise letter formation is built into the teach section. A letter formation rhyme linked to the mnemonic is introduced and an animated 'magic pencil' models the correct letter formation.

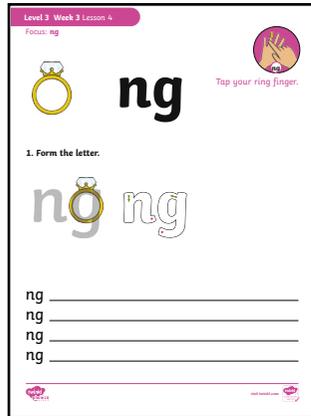
In Level 3, children continue to practise their letter formation when digraphs and trigraphs are introduced. Here, the grapheme mnemonics are included to prompt recall of the previously taught letter formation.

Watch the demonstration a couple of times and model writing the new lower-case form of the grapheme. Then, invite each child to write the sound in the air or on the floor with their finger. Children can be given a 'magic pencil' at this point in the lesson to support the correct tripod pencil grip. Be aware of children who are left-handed – you may want to model letter formation explicitly for them too.

Level 2 | Week 1 | Lesson 2  
 Focus: t



Level 2 | Week 2 | Lesson 4  
 Focus: ng



Level 4 | Week 3 | Lesson 1  
 Focus: adjacent consonants

Example words:

 frog	 black	 help	 shelf	 milk
--	---	---	---	--

Write the words:

smell \_\_\_\_\_ smell \_\_\_\_\_  
 milk \_\_\_\_\_ milk \_\_\_\_\_

1. Read the tricky words.

Colour the parts of the words you find tricky:

were there little one

Level 5 | Week 2 | Lesson 1  
 Focus: egg, saying /oi/

The /oi/ Sound Family

oi	oy	oy
----	----	----

oy \_\_\_\_\_

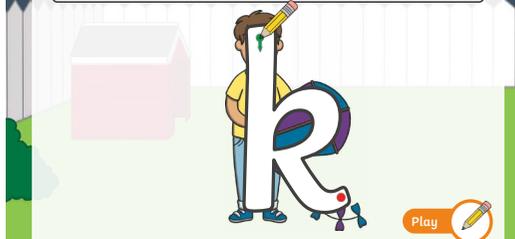
1. Read the common exception words.

Colour the parts of the words you find tricky:

would  
 want

Write the Letter

Down Kit, up and around the kite and down its tail.

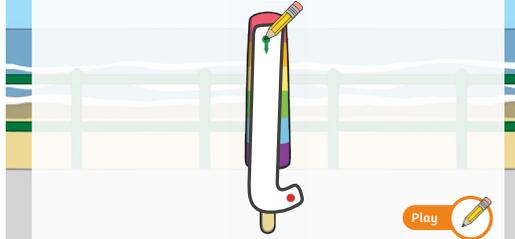


Teach

Play

Write the Letter

Down the lolly and lick!



Teach

Play



In all levels, there are opportunities to practise letter formation and handwriting in the pupil workbooks, initially practising single letters, before moving on to digraphs/trigraphs and then whole words.

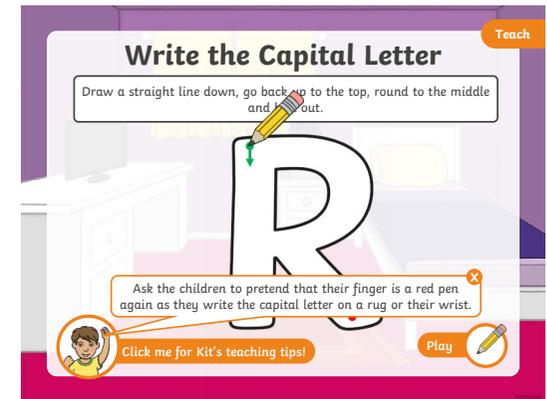


# How to Teach Capital Letters

## Introducing Capital Letters

Twinkl Phonics teaches each capital letter alongside its corresponding lower-case letter. Throughout the whole of Level 2 and in weeks 1 and 2 of Level 3, as each new single-letter GPC is taught, children are introduced to the corresponding capital letter and are guided through the correct letter formation.

Each capital letter teaching slide includes a magic pencil demonstration of the letter formation and a patter to prompt correct capital letter formation. This early introduction enables children to make vital links between capital and lower-case letters. They will develop an understanding that the lower-case and capital letter have the same name and represent the same sound, e.g. 't' and 'T' are called the letter /tee/ and make the /t/ sound.



Level 2 Week 4 Lesson 4

Focus: r



r R

Move your arms like a robot.

1. Form the letter.



Down the robot's body, up and over its arm.




Draw a straight line down, go back up to the top, round to the middle and kick out.

r \_\_\_\_\_  
r \_\_\_\_\_  
R \_\_\_\_\_  
R \_\_\_\_\_

twinkl.com

## Revisiting and Reviewing Capital Letters

After each GPC has been taught, it is included in the Revisit and Review section of subsequent lessons. Children have the opportunity to revisit and review the recognition of capital letters during the Level 3 lesson PowerPoints.

The pupil workbooks provide further opportunities for children to consolidate their knowledge and understanding of capital letters. They offer daily grapheme recognition and letter formation practice for each new GPC, for both capital and lower-case letters (where appropriate).

## Further Practice

There are a number of useful resources for children who would benefit from further practice of capital letter formation. Make the most of the lesson pack follow-up writing activities, e.g. the 'r Writing Practice' activity from the Level 2 week 4 pupil workbook. There are also the following resources available:

- [Capital Letter Formation Desk Mat](#)
- [Upper and Lower Case Letter Formation Mat](#)
- [Phonics Level 3 Capital Letter Formation Activity Sheets](#)

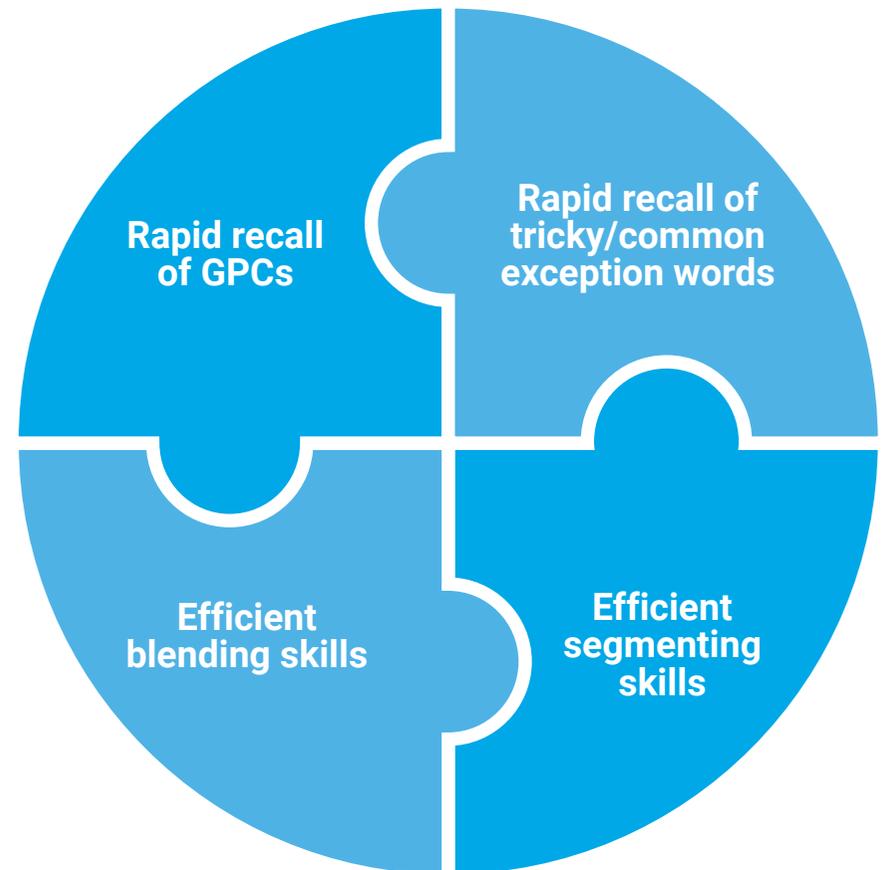


# The Four Cornerstones of Phonics

There are four key elements that children need to master in order to read and write fluently.

- Rapid recall of GPCs
- Rapid recall of tricky/common exception words
- Efficient blending skills
- Efficient segmenting skills

The four skills represent the cornerstones of phonics and must be practised every day to ensure children make the expected progress.



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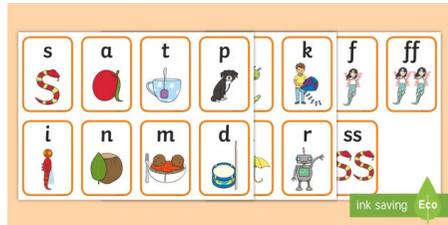
This section is supported by, and can be used in conjunction with, module 3 of the Twinkl Phonics [online training course](#).

# Setting Up Your Classroom

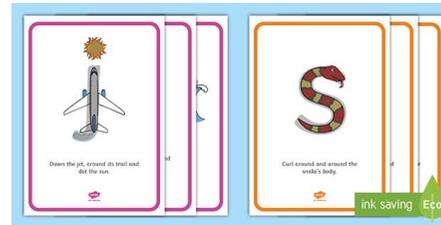
Before you begin, there are a number of things that are necessary in order to create a successful phonics learning environment. Below is a checklist that will help you reflect and ensure your classroom is ready for phonics lessons.

## On the Wall

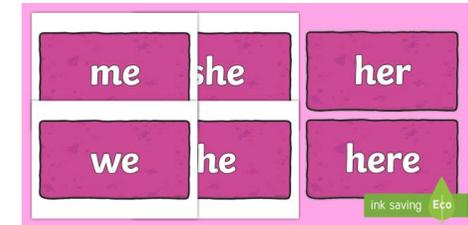
GPCs frieze/display - showing previously taught and new GPCs



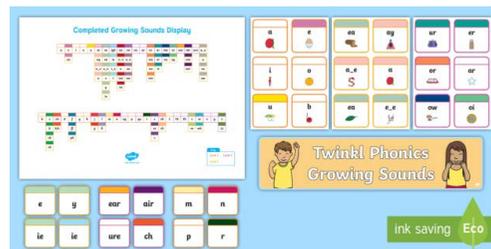
Letter formation rhymes poster



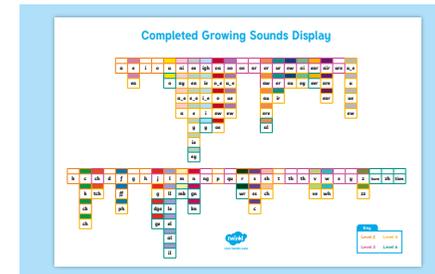
Tricky/common exception words display



Growing sounds display - to add sounds as they are taught

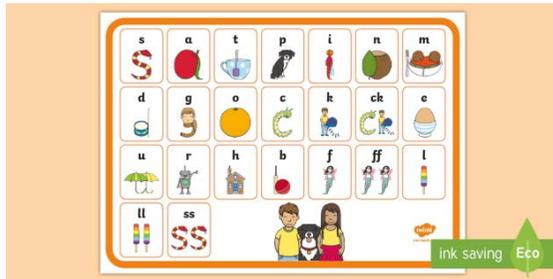


Sound families poster - for key stage 1 children making spelling choices

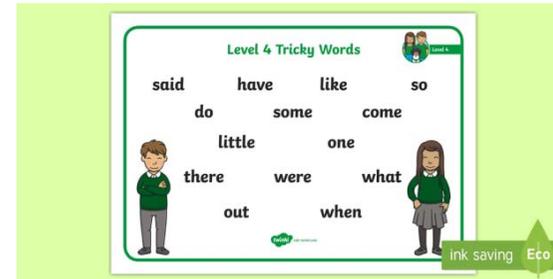


# On the Tables

## Mnemonic sounds mats



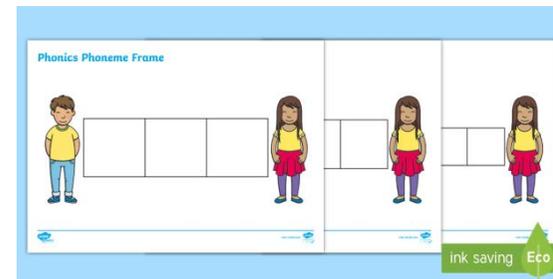
## Tricky/common exception word mats



## Letter formation mats



## Phoneme frames



# Other Useful Resources

## Formative or baseline assessments materials



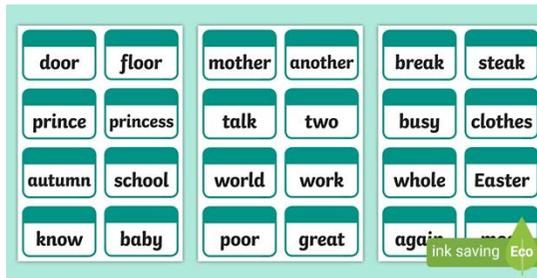
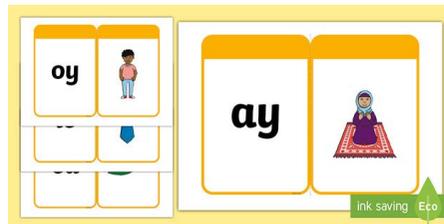
## Tricky/common exception word flashcards



## Top Tip

When you are happy with your classroom set-up, we recommend you carry out a short learning walk with another member of your team. Tick off the checklist to ensure you have everything in place and feedback to each other about what works well and any 'even better ifs'...

## GPC flashcards



## Phonics scheme planning



## Range of supporting decodable reading books



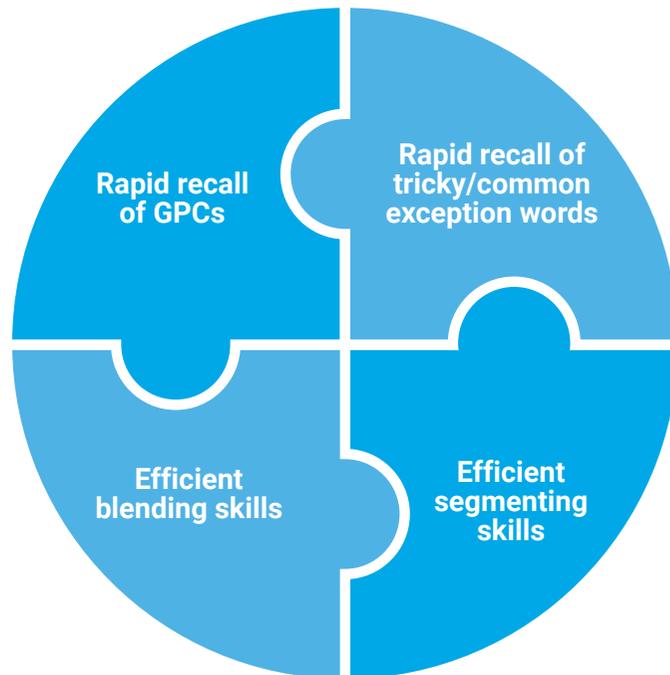


# Structure of a Phonics Lesson

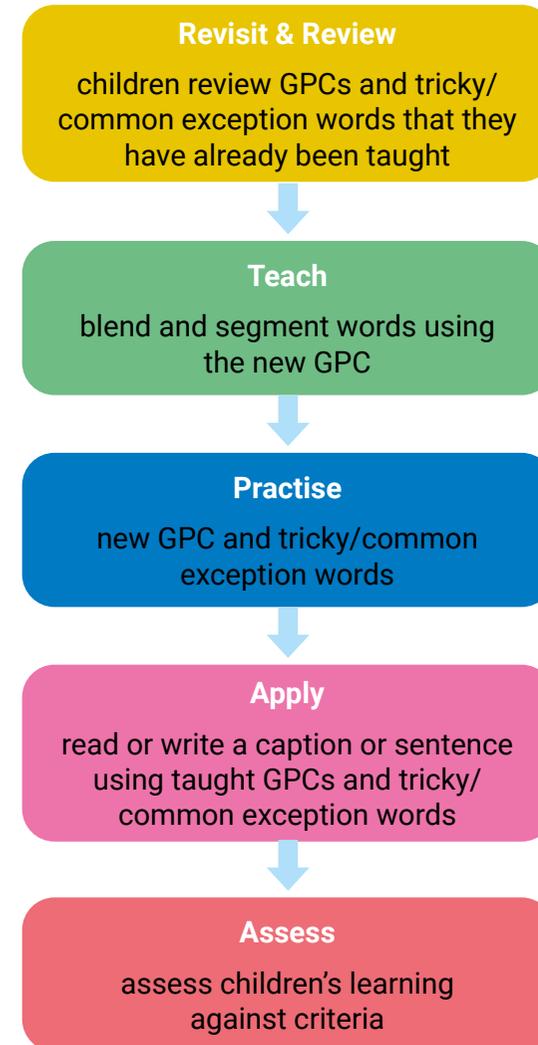
Younger children enjoy consistency of approach in their phonics lessons and to know what is coming next. Therefore, similar activities should be used. This helps to build their confidence with phonics learning.

Older children may enjoy more variety in approach and a wider range of activities. This helps them to see phonics as part of the wider curriculum and understand that the skills taught in phonics lessons can be applied in all aspects of learning.

However, for all children, it is important that the structure and routine of your phonics lessons covers the four cornerstones of phonics every day.



The structure of every phonics lesson follows this five-part pattern to ensure that the four cornerstones of phonics are covered:





# Grouping Children

## What to Consider When Grouping Children

Children will progress through a phonics scheme at different rates. It is, therefore, important that children work at the level that is appropriate for them. Prior learning needs to be secured before any new learning is introduced.

Moving children on too quickly, without securing prior learning, will allow knowledge and skills gaps to form and can cause problems later on, particularly with spelling.

## How to Form Groups

As phonics is a highly-structured and progressive way of teaching reading and writing, we would recommend that, as far as possible, children are grouped and taught with others who are working at the same level (identified through regular assessment). This may mean grouping across the year group or key stage, if it is not possible to facilitate this within one class.

Using trained teaching assistants to teach groups of children will help to ensure that all children receive phonics teaching at the level appropriate to them. Steps in learning should be small and incremental.

## The Importance of Assessment

Phonics groups should be regularly assessed to ensure that all children are placed appropriately. We would recommend that, alongside informal observations, you formally assess children's phonics every half-term.

Children who are making good progress can then be moved to a group with children working at a higher level and children who are not making the expected progress can be given support and intervention.





# Assessing Phonics

Formative assessments ensure learners have a broad understanding of a range of sounds and phonic concepts. These assessments not only tell us what children can do or what they know, they also outline those sounds and concepts some learners may need to revisit or practise further.

The assessment section in the additional resources of each Level provides everything you need for Levels 1-6. The assessment packs (like those pictured below) contain assessment grids (paper-based and Excel), GPC flashcards and word flashcards in one download.

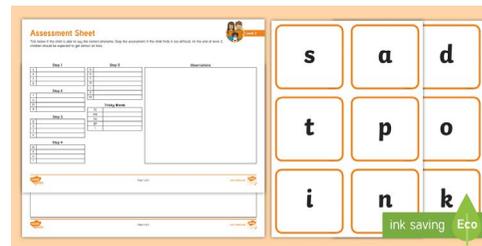
As well as material for regular class assessments, there is also a bank of resources to help you get prepared for the statutory year 1 Phonics Screening Check, which can be found within the [Level 5 Additional Resources](#).

## Assessing in Nursery

In nursery, children will be assessed in line with the learning objectives/outcomes of each aspect. This is very much a personalised individual approach and should consider observations and assessments from children's independent play, involvement in group work and phonic lessons. It is important that all staff involved within a child's learning contribute to the child's learning journey/assessment to give a holistic and true reflection of the child's phonic ability.

## Assessing in Reception and KS1

In reception, year 1 and year 2, children should be assessed on their knowledge of GPCs and common exception words to establish a child's phonic stage (level or phase). Blending and segmenting assessments can also be used to ensure that children have the skills securely for reading and spelling.





# Supporting the Lowest 20% Achievers

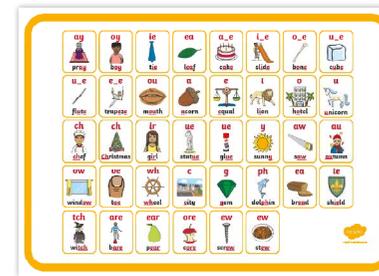
Regular assessment is vital to ensure the early identification of children who may need you to provide them with extra support, either through interventions or during the daily classroom teaching. Ideally, these children will take part in daily, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/common exception words, and practising blending and segmenting skills. As soon as you identify any child who is struggling to succeed in phonics, these steps can help you to provide the best possible support.

- **Build a clear picture** – Using the Twinkl Phonics [Assessment Packs](#), assess the specific area(s) of their phonics learning that children are struggling with, e.g. learning and retaining GPCs, hearing and identifying sounds, blending, segmenting.
- **Consider reasons for slower progress** – Use observation and assessment and consider if the child may have any SEND issues that are providing a barrier to their learning. Should you have any concerns, refer the child to the SENDCo in your setting.

**Explorasaurus** activities, found in [Level 2 Lesson Packs](#), are ideal for helping to consolidate Level 1 listening skills. Look at 'Phonics Intervention' in this section of the handbook to learn about our intervention programmes, such as Twinkl Phonics [Codebreakers](#), which support children from Level 2 onwards.



- **Liaise with other adults** – All adults in the classroom should be aware of all children in the setting who require further support. Involve these adults in discussions about children's progress and share information freely so that all adults are fully informed and ready to support, where needed. Involve parents and carers by sharing your concerns and letting them know ways in which they can support their child at home. You could give parents and carers a phonics pack containing [Sound Mats](#), [Flashcards](#) or [Decodable Minibooks](#).
- **Make reasonable adjustments during daily phonics teaching** – These adjustments can include: providing children with clear weekly targets that are small and measurable, so they are clear about what they will be learning; making sure that children are able to see the teacher clearly during the lesson; positioning children near supporting adults in the classroom for one-to-one and group support; providing additional, appropriate visual aids, such as magnetic letters, or visual prompts, such as [Letter Fans/Cards](#) and sound mats; ensuring that your class phonics display is clearly visible to the children during their phonics teaching.
- **Make time for additional input** – Provide children with an opportunity to revisit specific phonics skills taught in lessons at another point during the day, as part of a small group or one-to-one. Target these sessions to meet the specific needs of the children and keep them in line with their weekly targets. Take the opportunity for 'quick wins' and practise phonics skills as often as possible throughout the day, e.g. read a sound before lining up, do sound hunts or use a 2-minute flashcard challenge.





# Extending and Challenging Fast Learners

Regular assessment is also vital to ensuring the early identification of children who may need you to challenge them further, either through extension activities or during daily classroom teaching. These steps can help you provide appropriate extension and challenge for faster learners.

- **Build a clear picture** – Children may well be ready to be challenged in some areas of their phonics learning but it is best to first ensure that they have no gaps in their understanding of other areas. It can be easy for these gaps to ‘slip through the net’. Using our range of [Assessment Packs](#), regularly assess to ensure that any gaps in children’s skills or knowledge and understanding are identified. This prevents possible difficulties later on with various phonics skills, such as GPC understanding, segmenting, letter formation or pencil grip.
- **Liaise with other adults** – Ensure that all other adults in your setting are informed of ways in which these children should be challenged and extended, as well as possible gaps in knowledge to be aware of. Involve these adults in discussions about the children’s progress. Parents and carers can be given extension activities to take home, such as the follow-up activities found in all lesson packs.
- **Challenge and extend within your daily phonics teaching** – Your Twinkl Phonics daily lesson offers a range of ambitious activities that enable you to challenge children to apply their new phonics skills to word, sentence and text-level activities. You can further encourage independence and innovation in their phonics learning through:
  - providing opportunities for faster learners to practise skills free from supervision;
  - asking children to add to and improve dictated sentences;
  - encouraging them to compose and write their own sentences;
  - modelling and encouraging use of letter names when spelling.
- **Provide opportunities to enrich learning beyond daily phonics teaching** – These opportunities could include: making use of classroom displays and visual resources to expose children to additional GPCs, such as [Phonics Display Bunting](#) or sounds mats; when children are reading or writing across the curriculum, talking to them about unusual and alternative spellings or tricky words; encouraging children to make links between new information and their existing knowledge to promote discussion to deepen understanding; providing children with additional [Decodable Reading Minibooks](#) or reading books that contain some words that may not yet be decodable to provide opportunities for a greater depth of understanding.



There are pupil workbooks available alongside each week of teaching; these are a great way to encourage independent development and recapping of taught skills.



# Interventions in Phonics

If, through assessment and observation, you have decided that a child is working below age-related expectations and would benefit from a phonics intervention programme, our scripted KS1 Intervention Packs and [KS2 Twinkl Codebreakers](#) interventions are specifically tailored to the needs of each key stage and designed to move children onto the next stage in their learning. The scripted packs are designed to be used by teachers and support staff alike.

For both KS1 and KS2, there are intervention packs for Levels 2, 3, 4 and 5 so you can be sure pupils are being supported at the appropriate phonics level, in an age-appropriate way.



Each weekly pack contains 5 scripted session plans and supporting resources that cover reading and writing words containing GPCs, as well as reading and spelling common exception (tricky) words. Using our multisensory and dyslexia-friendly step-by-step process, pupils learn to spell common exception (tricky) words in an effective and meaningful way.

The session plans are scripted to ensure consistency and high quality teaching. They follow a consistent five-part lesson structure for those children who thrive on predictability and routine and follow the same order as the Twinkl Phonics Scheme. There is a central pack of supporting resources which is used in every session to cut down on the need to print and prepare resources for individual sessions.

The games in the 'Practise' part of the



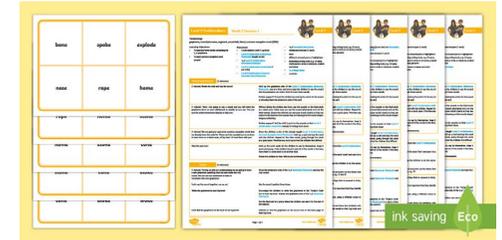
been designed to take place in whatever space you have available; there is no need for screens or access to technology.

## KS2 Intervention

For those children who are working below age-related expectation, phonics learning shouldn't end in KS1. If, through assessment and observation, you have decided that a child needs further phonics intervention, **Twinkl Codebreakers** is a comprehensive and scripted intervention programme, specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills.

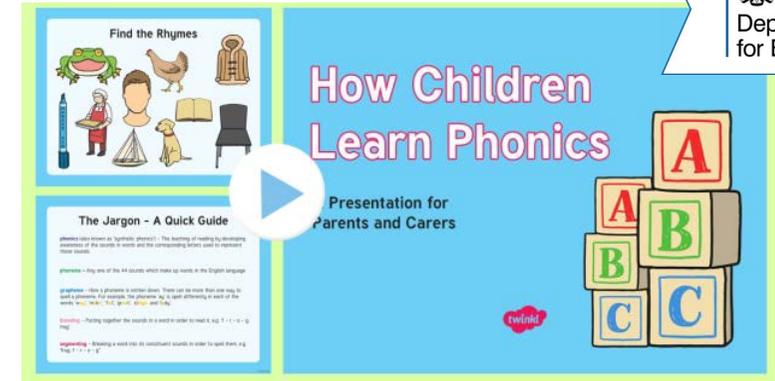
Join a more grown-up Kit and Sam as they embark on an exciting mission to codebreak the English language. With updated KS2 resources and imagery, using the same essential phonics content and structure, the Codebreakers intervention packs are perfect for children in Y3, Y4, Y5 or Y6 who need to develop these vital skills to ensure they leave primary school literate and confident.

Children use their own Codebreakers Log Book to record their common exception word spellings, the GPCs they have learnt and a list of spy equipment they have earned for their kit bag. This resource can then be taken into the classroom and used to support all areas of learning. It is a working document designed to be a central resource containing the relevant sound mat and CEW spelling list for their level, as well as their own meaningful records that they can use and refer to whenever they need it.



# Involving Parents and Carers

Parents and carers are invaluable allies in helping to support children's learning, especially if they understand and use the same techniques at home. Sharing mnemonics, songs and letter formation rhymes will help them to feel involved and equipped to use the same language at home as is used in school.

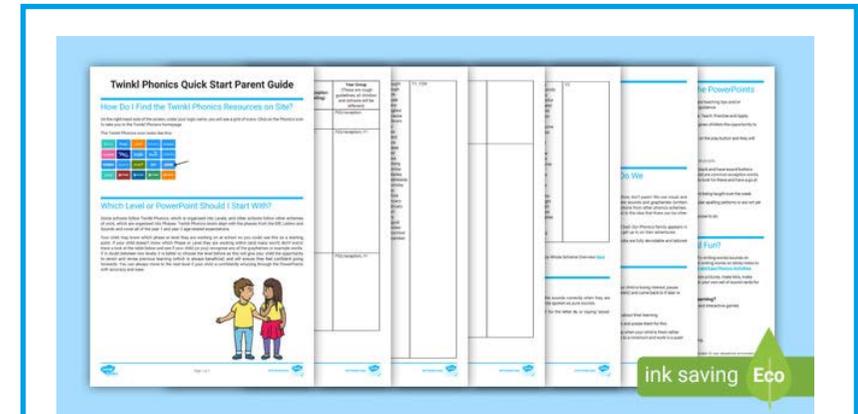


[How Children Learn Phonics - A PowerPoint Presentation for Parents and Carers](#)

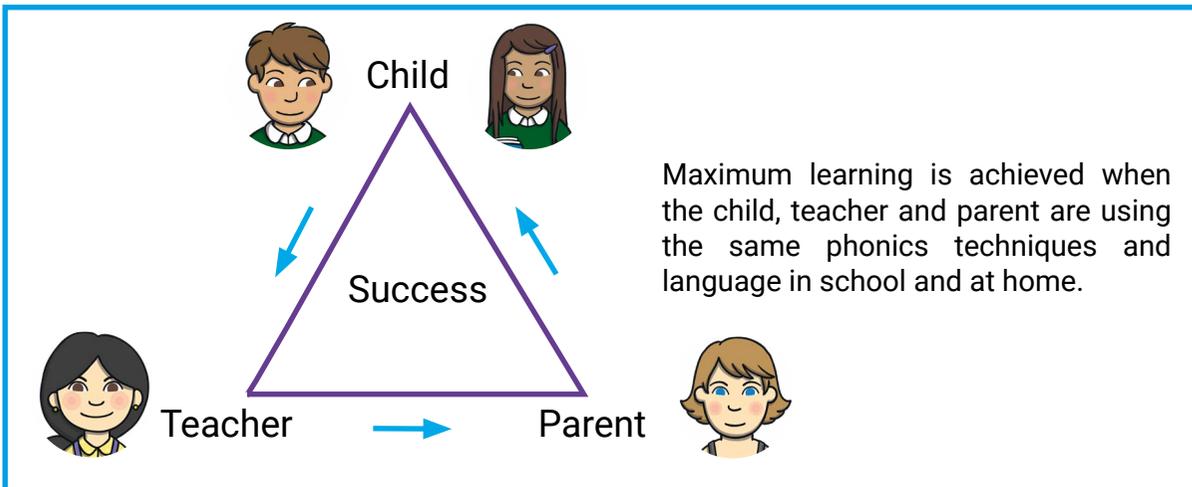
Today, we have been learning j.

Within Levels 2-6, each lesson pack contains a parent information sheet. This not only allows parents to be aware of the sounds and words their child is learning that week but also strengthens parent partnership and involvement with the school's approach.

[Level 3 Phonics Parents Information Sheet Bumper Planning Pack](#)



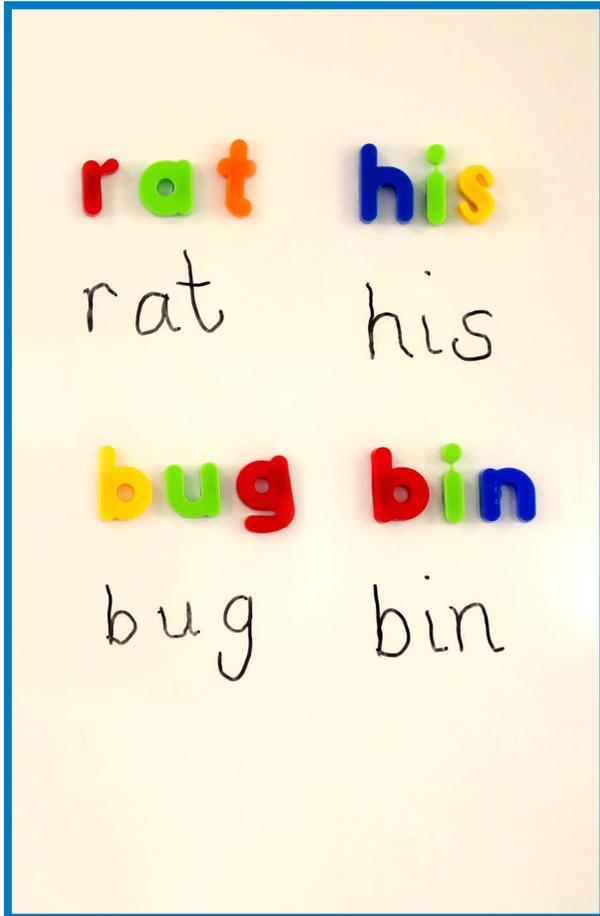
[Twinkl Phonics Quick Start Teaching Guide for Parents](#)



Holding information sessions on techniques, such as saying pure sounds and blending, can be hugely beneficial in building the confidence of parents and carers. Sharing support resources regularly, such as the parent information sheets, can help ensure that they are employing the same strategies at home as the children are learning in school.



# Early Reading and Text-Rich Environments



In order to build a solid foundation for phonics, early reading must be considered an essential part of the early years classroom. Within early reading, children are introduced to a range of books: both stories and non-fiction. Introducing and exploring new texts and sharing familiar stories with children will enable them to develop a love of reading and sharing books. Children should be encouraged to explore books freely both independently and with adults.

As well as providing meaningful opportunities for sharing stories, a text-rich environment is also key.

A successful text-rich environment may include:

- **labels which also include a picture of the item(s);**
- **displays showing words and pictures;**
- **displays of children's own mark making and writing;**
- **a reading corner with question prompts for practitioners;**
- **a mark-making area;**
- **a role-play area including labels, books, text, and writing resources, e.g. shopping lists;**
- **environmental print resources that include familiar logos, signs, packaging that children will recognise.**

Such an environment will not only enable children to become aware of the importance of text for reading and writing but will also provide a model that they will then reflect in their independent play.



# Fully Decodable Texts

In order to apply their decoding and comprehension reading skills, it is important that children have plenty of opportunities to read texts that are fully decodable at the phonics level they are working. Children should be reading take-home books at 90% fluency and should not be reading texts that are too easy or beyond their phonics level or understanding. Decodable texts should only contain the sounds and tricky (common exception) words that the children know, to allow them to read with fluency and confidence while applying their developing skills effectively.

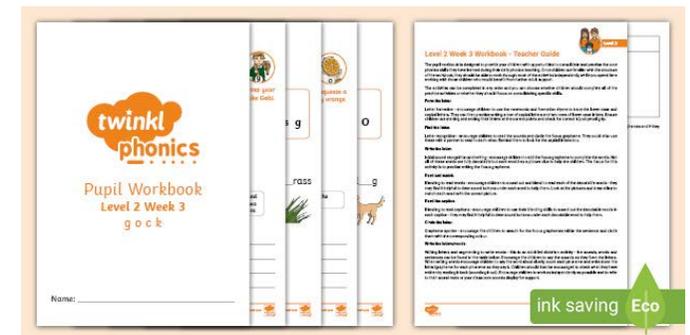
## Minibooks

Each week of Twinkl Phonics Levels 2-6 comes with two fully decodable minibooks, which are focused on the new sound(s) the children have learnt that week, making them perfect for children applying their newly learnt GPC recognition and decoding skills. Use these stories as part of Lesson 5 each week to consolidate and apply the children's learning. They can also be used in guided reading sessions, as take-home books or in subsequent weeks, for continued reading practice.



## Workbooks

There are also weekly pupil workbooks, which all contain an extended read and other reading activities. These increase in length and complexity through the levels, giving children an opportunity to read a sustained text as part of their phonics lesson. The activities in the workbooks are designed so that once the routines are embedded, children can complete them independently.



The **Parent Quick Start Guide** has lots of useful support for parents and carers, including:

- information on how to use the minibooks to support their child's phonics learning at home;
- resource suggestions that can be downloaded and used alongside the minibooks;
- video links to help with phoneme pronunciation and the process of blending for reading.



# Matching Your Phonics Scheme to Your Reading Scheme

The books that children read as part of a reading scheme should also be fully decodable. Ensuring there is alignment between phonics schemes and reading books now forms part of Ofsted's deep dives into reading. [Rhino Readers](#) is the Twinkl reading scheme that follows the adventures of the same two characters from Twinkl Phonics, Kit and Sam, in a series of fully decodable reading scheme books that are fully aligned with the Twinkl Phonics scheme. It also has a range of non-fiction books, playscripts, instruction books and quiz books!

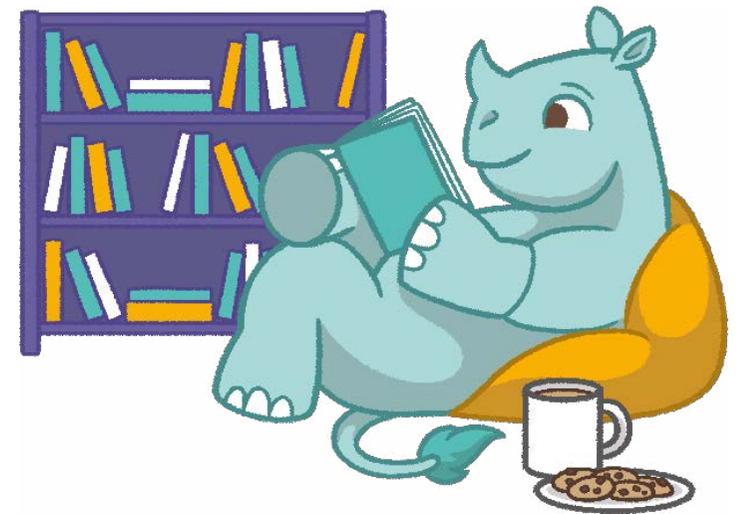
Using **Rhino Readers**, children can apply their phonics learning to guided or home reading, using only the sounds and words that they have been taught.

## Reading at Home with Rhino Readers

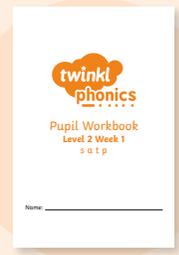
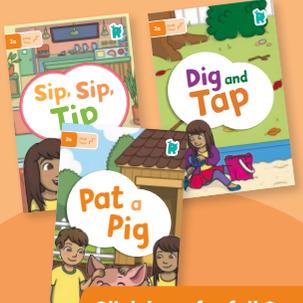
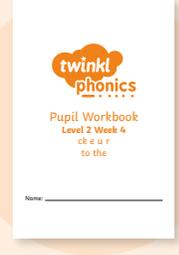
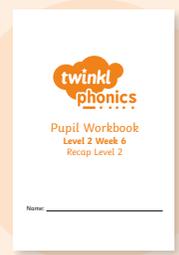
It is important that parents are given information about their child's phonics level as well as guidance on how to support them with reading most effectively. **Rhino Readers** supports parents by including:

- a 'before reading' page. This introduces both the adult and child to the GPCs, focus words (which contain the focus GPCs) and tricky words that will be in the text to decode. This ensures that children have practised the sounds and words before applying them to decoding the main text;
- an 'after reading' page. This includes questions for parents to ask their child about the story, to develop their comprehension. It also contains a 'Rhino Challenge' to extend learning, suggesting activity ideas for parents to further engage their children.

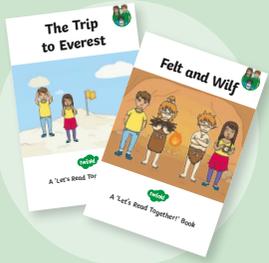
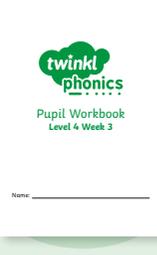
Home reading that reinforces the skills that children are learning in school is important not only for sustained progress, but also builds both the child and parent's sense of achievement and helps develop a positive association with reading and books. There are many other benefits to reading at home, including increasing vocabulary, imagination and comprehension, as well as developing empathy, promoting discussion and learning about the world around us.



# Teaching and Learning Programme Overview: Reception

Twinkl Phonics Level	Rhino Readers Level	Sounds	Common Exception Words	Twinkl Phonics Lesson PowerPoints	Twinkl Phonics Minibooks	Twinkl Phonics Pupil Workbooks	Rhino Readers Further Practice Books
Level 2	2a	s, a, t, p, i, n, m, d, g, o, c, k	None	 <p>Level 2 Weeks 1-3 Lesson PowerPoints</p>	 <p>Two focus sound minibooks per week</p>	 <p>Level 2 Weeks 1-3 Workbooks</p>	 <p><a href="#">Click here for full 2a collection.</a></p>
	2b	e, u, r, h, b, f, l, ck, ss, ll, ff	to, the, no, go, l	 <p>Level 2 Weeks 4-5 Lesson PowerPoints</p>	 <p>Two focus sound minibooks per week</p>	 <p>Level 2 Weeks 4-5 Workbooks</p>	 <p><a href="#">Click here for full 2b collection.</a></p>
	2c	Consolidation of Level 2 Sounds Compound words	All previous words	 <p>Level 2 Week 6 Lesson PowerPoints</p>	 <p>Two focus sound minibooks per week</p>	 <p>Level 2 Week 6 Workbook</p>	 <p><a href="#">Click here for full 2c collection.</a></p>

Twinkl Phonics Level	Rhino Readers Level	Sounds	Common Exception Words	Twinkl Phonics Lesson PowerPoints	Twinkl Phonics Minibooks	Twinkl Phonics Pupil Workbooks	Rhino Readers Further Practice Books
Level 3	3a	j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng	he, she, we, me, be, was	 <p>Level 3 Weeks 1-4 Lesson PowerPoints</p>	 <p>Two focus sound minibooks per week</p>	 <p>Level 3 Weeks 1-4 Workbooks</p>	 <p><a href="#">Click here for full 3a collection.</a></p>
	3b	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er	my, you, they, here, all, are	 <p>Level 3 Weeks 5-9 Lesson PowerPoints</p>	 <p>Two focus sound minibooks per week</p>	 <p>Level 3 Weeks 5-9 Workbooks</p>	 <p><a href="#">Click here for full 3b collection.</a></p>
	3c	Consolidation of Level 3 Sounds Compound Words	All previous words	 <p>Level 3 Weeks 10-12 Lesson PowerPoints</p>	 <p>Two focus sound minibooks per week</p>	 <p>Level 3 Weeks 10-12 Workbooks</p>	 <p><a href="#">Click here for full 3c collection.</a></p>

Twinkl Phonics Level	Rhino Readers Level	Sounds	Common Exception Words	Twinkl Phonics Lesson PowerPoints	Twinkl Phonics Minibooks	Twinkl Phonics Pupil Workbooks	Rhino Readers Further Practice Books
Level 4	4a	CVCC and CCVC words Digraphs and trigraphs without adjacent consonants	said, so, have, like, come, some				
	4b	Words with adjacent consonants including Level 3 vowel digraphs/trigraphs CVCC and CCVC words containing Level 3 vowel digraphs and trigraphs	were, there, little, one, do, when, out, what				
	4c	Three-letter consonant blends Two-syllable words	All previous words				

# Teaching and Learning Programme Overview: Year 1

Twinkl Phonics Level	Rhino Readers Level	Sounds	Common Exception Words	Twinkl Phonics Lesson PowerPoints	Twinkl Phonics Minibooks	Twinkl Phonics Pupil Workbooks	Rhino Readers Further Practice Books
Level 5	5a	'ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'e_e' saying /ee/ 'l_e' saying /igh 'o_e' saying /oa/ 'l_e' saying /oo/ and /yoo/ 'ou' saying /ow/ Long vowel sounds 'ch' saying /c/ 'ch' saying /sh/	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through				 <a href="#">Click here for full 5a collection.</a>
	5b	'ir' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/ 'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/	work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before				 <a href="#">Click here for full 5b collection.</a>
	5c	'ie' saying /ee/ 'ch' saying /ch/ 'are' saying /air/ 'ear' saying /air/ 'ore' saying /or/	January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know				 <a href="#">Click here for full 5c collection.</a>

# Teaching and Learning Programme Overview: Year 2

Twinkl Phonics Level	Rhino Readers Level	Sounds	Common Exception Words	Twinkl Phonics Lesson PowerPoints	Twinkl Phonics Minibooks	Twinkl Phonics Pupil Workbooks	Rhino Readers Further Practice Books
Level 6	6a	'y' saying /igh/ 'dge' saying /j/ 'ge' saying /j/ 'gn' saying /n/ 'kn' saying /n/ 'wr' saying /r/ 'le' saying /l/	four, eight, world, poor, great, break, steak				
	6b	'eer' saying /ear/ 'ey' saying /ee/ 'mb' saying /m/ 'a' and 'al' saying /or/ 'o' saying /u/ 'ture'	busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, group, Eng- land, tongue, country, heart, dangerous				
	6c	'war' saying /wor/ 'wor' saying /wur/ 'wa' saying /wo/ 'qua' saying /quo/ 's' saying /zh/ 'tion'	special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, touch, caught, daughter, journey, area, heard, early				



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This section is supported by, and can be used in conjunction with, module 4 of the Twinkl Phonics [online training course](#).

# The Philosophy behind Twinkl Phonics

Twinkl Phonics has purposefully been designed and written as a whole-school phonics programme to be used from nursery to year 2. It provides schools with everything that is needed to teach rigorous and progressive phonics in one affordable and time-saving package.

The systematic introduction of sounds and common exception words ensures challenging yet supportive learning outcomes that build upon prior knowledge. This ensures progression and continuity between key stages and year groups.

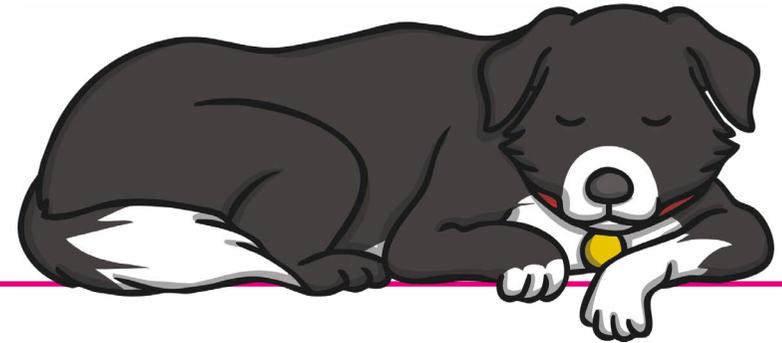
As well as giving you all the tools needed to confidently teach effective phonics in the classroom, training is provided through our Twinkl Phonics [online training course](#).





# Twinkl Phonics provides...

- a consistent whole-school approach;
- rigour and routine skilfully combined with excitement and engagement;
- a mix of visual, auditory and kinaesthetic cues ;
- easy access to quality teaching resources that ease teacher workload;
- resources that can be edited to meet children's needs (see 'Making It Work for You' at the end of this section);
- a programme developed for teachers, by teachers, from real-life practice;
- a 2014 national curriculum compliant spelling and grammar programme built in; no need for separate schemes;
- a free [online training course](#) to upskill staff quickly;
- [physically active phonics activities](#) to get your class up and moving (see 'Creating Active Phonics Lessons' in section 5 of this handbook);
- planned and resourced lesson packs to ensure you can focus on what matters most and improve work/life balance;
- a programme that is easy to transition to if you have previously used Letters and Sounds;
- complete coverage of the sounds needed for the year 1 phonics screening check.



## Supporting All Teaching and Learning Styles

**Twinkl Phonics is an editable programme containing hints and tips for how to make it bespoke for the teachers in your school and the children in your classes.**

This supports our company philosophy to 'help those who teach'. The phonics programme has been designed so it can be adapted to different teaching and learning styles while ensuring continuity, progression and coverage.

We also listen to our customers and your feedback can help us to improve the scheme. Get in touch with the team via Twinkl Cares [twinklcares@twinkl.co.uk](mailto:twinklcares@twinkl.co.uk)



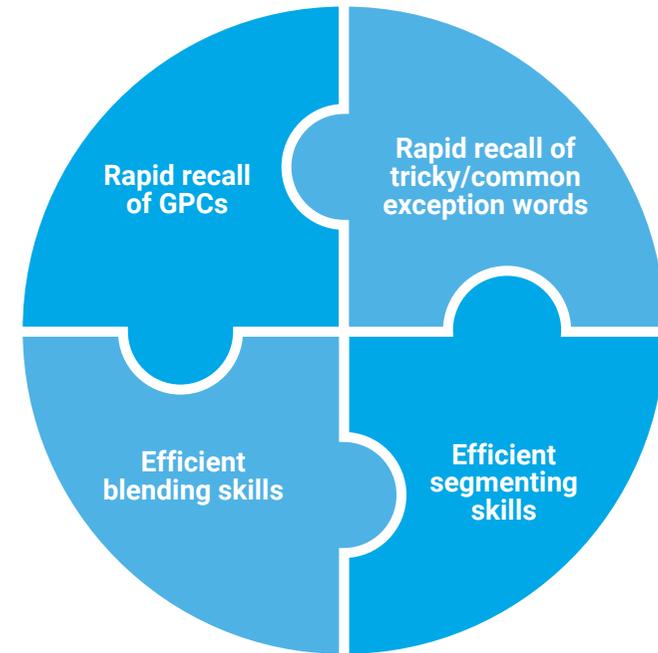
# The Twinkl Phonics Approach

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun lesson resources within a clear and systematic approach that builds children's skills daily.

During the lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practise of these core skills.

Stories are used to provide a stimulus and context for the phonics teaching in Twinkl Phonics lessons. The story content also integrates games to practise the skills taught. So, while children are solving mysteries in Ancient Egypt or journeying down the Mississippi River, they are practising and rehearsing their core phonics skills over and over, in many different and engaging ways. Within Levels 2 and 3, stories last for one lesson. From Level 4 onwards, stories develop over a week and, therefore, act as an additional hook into learning, often being left on a cliffhanger to be resolved in the next lesson.

Twinkl Phonics lessons are also supported by weekly decodable minibooks, which are part of our Core Provision, where children can apply the skills they have learnt in their phonics lessons. As part of our wider SSP provision, there are also follow-up activities that the children can complete independently, in pairs or in groups which relate to the day's learning.



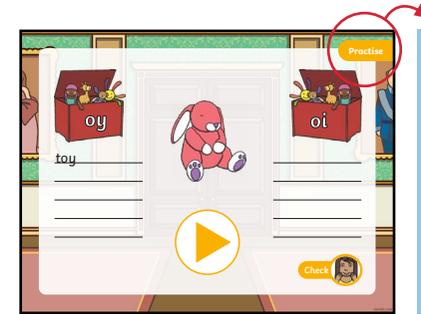
**Four Cornerstones of Phonics**



# Core and Wider SSP Provision

In Twinkl Phonics, all the essential core teaching and learning is provided in the lesson PowerPoints, pupil workbooks and minibooks. This is everything you need to teach rigorous and systematic phonics. Additional activities and supporting materials are also included; however, they form part of the wider SSP provision and are entirely optional.

The table below shows which part of each lesson pack consists of the essential core teaching and which is part of the optional wider SSP provision:



The tab in the top right-hand corner of the slide identifies which part of the lesson the slide relates to. All four sections form part of the core provision.

Part of Lesson Pack	Core provision - essential	Wider SSP provision - optional
Lesson PowerPoint - Revisit and Review section (as pictured, top right).	✓	
Lesson PowerPoint - Teach section	✓	
Lesson PowerPoint - Practise section	✓	
Lesson PowerPoint - Apply section	✓	
Minibooks	✓	
Pupil Workbooks	✓	
Follow-up Activities		✓
Explorasaurus Level 1 Focus Activities		✓
Songs		✓
Parent Sheets		✓
Spelling Bookmarks		✓

Note: Parents Sheets and Spelling Bookmarks can be found in the lesson 1 packs for each week; minibooks can be found in the lesson 5 packs.



# Meet the Phonics Family

The twins, Kit and Sam, along with their family and mischievous pet dog, Ben, are at the heart of the Twinkl Phonics world.

All learning in Twinkl Phonics is contextualised through the adventures of Kit and Sam and their friends. Through phonics learning embedded within these stories, your children will practise the four cornerstones of phonics daily in a way that is both rigorous and fun.

## Why 'Kit and Sam'?

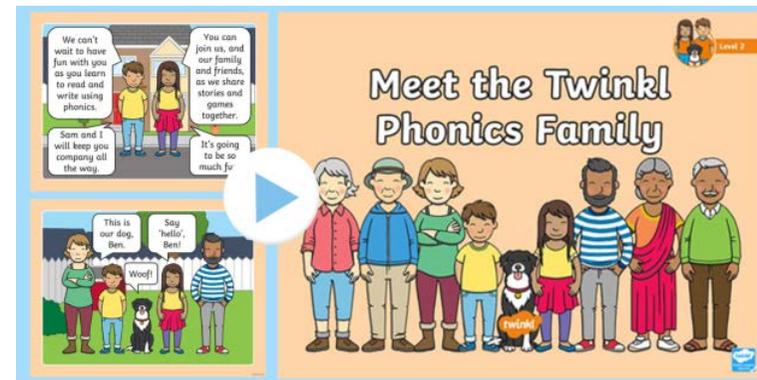
The main characters' names (Kit, Sam, Mum, Dad and Ben) are all decodable early in Level 2. This enables the stories, lessons and activities to be accessed by all. The names of all of the characters in the scheme are intended to provide good coverage of the GPCs learned in the level they first appear.

Kit and Sam grow up with your children through the levels so that they feel part of the class. Stories at Level 2 and 3 are based in familiar settings to give young children structure and contexts that they recognise. Then from Level 4, the children venture to different time periods, to geographical locations and to meet historical or fictional characters – just at the time your pupils are ready to expand their experiences and use their imagination.



## Top Tip

The stories are intended for the teacher to read to the class to provide context and engagement with the phonics learning. However, you may also find learning opportunities for children to help identify sounds, words or use parts of the text for reading practice, using your professional judgement.



[Meet the Twinkl Phonics family \(PowerPoints available for each level\)](#)



# Level 1 Characters

The seven aspects that form the basis of Level 1 teaching are introduced by Kit and Sam's toys. A different toy represents each one of the seven aspects of early phonological awareness. The characters provide familiar faces to children and create learning links with the different aspects: they also provide a visual guide to teachers on planning and resource documents to aid with coverage planning.

These characters ensure children who learn phonics with Twinkl Phonics in nursery have continuity when moving to reception, without disadvantaging those who have come from other settings and covered the early stages of phonics using alternative schemes.

The first six aspects (and their characters) feature across all weeks from Week 1-36. 'Robot Rick', who represents oral blending and segmenting, appears towards the end of Level 1 but continues to feature in Level 2 as children begin to apply their oral blending and segmenting skills to use written letters. Developing consistent imagery and seamless progression from level to level creates the optimum learning experience and outcomes for young children.



**'Crash'**  
Aspect 1 -  
Environmental Sounds



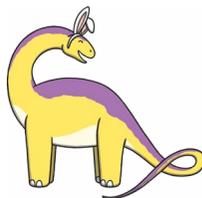
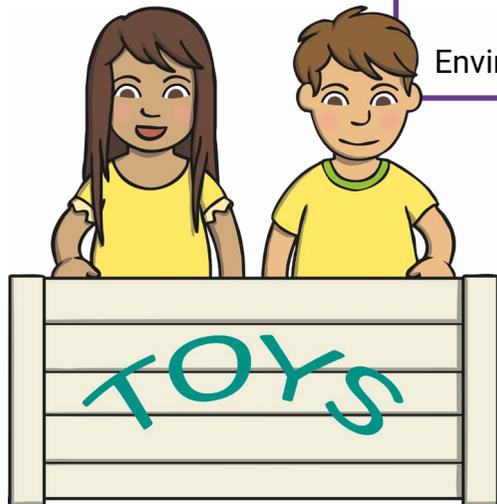
**'Ted'**  
Aspect 2 -  
Instrumental Sounds



**'Captain Stomp'**  
Aspect 3 -  
Body Percussion



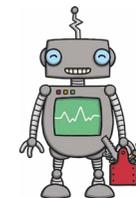
**'Hoppy Poppy'**  
Aspect 4 -  
Rhythm and Rhyme



**'Dana Dinosaur'**  
Aspect 5 -  
Alliteration



**'Pam'**  
Aspect 6 -  
Voice Sounds



**'Robot Rick'**  
Aspect 7 - Oral Blending  
and Segmenting

# Progression Overview

Twinkl Phonics features six levels as part of its teaching sequence. It is easy to transition to using these Levels if you have previously used Phases in Letters and Sounds.

## What Are the Recommended Ages/Year Groups for Each Level?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	nursery/preschool	3-4
Level 2	6	reception	4-5
Level 3	12	reception	4-5
Level 4	4	reception	4-5
Level 5	30	year 1	5-6
Level 6	30	year 2	6-7

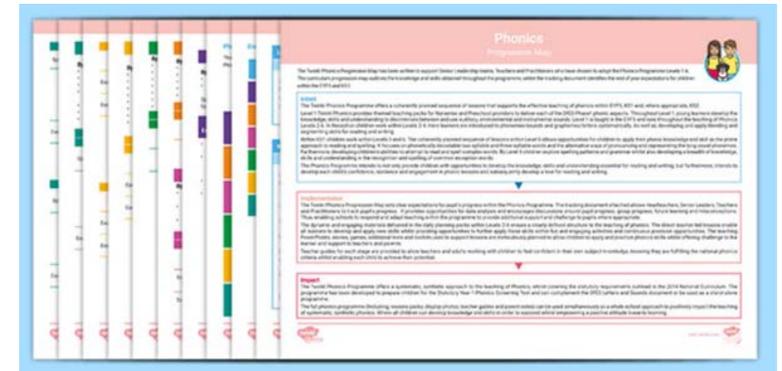
## Where Can I Find the Full Teaching Content of Each Level?

Full coverage of the teaching content of each Level can be found in the Whole-Scheme Overview.



[Twinkl Phonics Whole Scheme Overview Plan](#)

Or the Deep Dive into Phonics: Whole-School Progression Map and Intent, Implementation and Impact Statement.



[Deep Dive into Phonics: Whole-School Progression Map and Intent, Implementation and Impact Statement](#)



Each level has its own overview showing the weekly progression in one convenient place.

Level 1 Overview Plan Twinkl Phonics. This overview shows the weekly progression for Level 1, including a table for 'Phase 5 GPCs' and 'Phase 5 Exception Words' across weeks 1 to 10. It also includes a 'Key Learning Objectives' section.

[Level 1 Overview Plan Twinkl Phonics](#)

Level 2 Overview Plan Twinkl Phonics. This overview shows the weekly progression for Level 2, including a table for 'Phase 5 GPCs' and 'Phase 5 Exception Words' across weeks 1 to 10. It also includes a 'Key Learning Objectives' section.

[Level 2 Overview Plan Twinkl Phonics](#)

Level 3 Overview Plan Twinkl Phonics. This overview shows the weekly progression for Level 3, including a table for 'Phase 5 GPCs' and 'Phase 5 Exception Words' across weeks 1 to 10. It also includes a 'Key Learning Objectives' section.

[Level 3 Overview Plan Twinkl Phonics](#)

Level 4 Overview Plan Twinkl Phonics. This overview shows the weekly progression for Level 4, including a table for 'Phase 5 GPCs' and 'Phase 5 Exception Words' across weeks 1 to 10. It also includes a 'Key Learning Objectives' section.

[Level 4 Overview Plan Twinkl Phonics](#)

Level 5 Overview Plan Twinkl Phonics. This overview shows the weekly progression for Level 5, including a table for 'Phase 5 GPCs' and 'Phase 5 Exception Words' across weeks 1 to 10. It also includes a 'Key Learning Objectives' section.

[Level 5 Overview Plan Twinkl Phonics](#)

Level 6 Overview Plan Twinkl Phonics. This overview shows the weekly progression for Level 6, including a table for 'Phase 5 GPCs' and 'Phase 5 Exception Words' across weeks 1 to 10. It also includes a 'Key Learning Objectives' section.

[Level 6 Overview Plan Twinkl Phonics](#)

## A Note about Level 5

Compared to Phase 5 in Letters and Sounds, Level 5 of Twinkl Phonics provides more opportunity and time for learners to consolidate taught GPCs ahead of the statutory year 1 phonics screening check. We want children to build a solid foundation of phonics skills through a steady and well-paced approach throughout key stage 1 so that they can enter key stage 2 as confident readers and spellers. Therefore, uncommon GPCs from Phase 5 are covered through the common exception word list or introduced in Level 6.



# Whole-Scheme Sound Mat

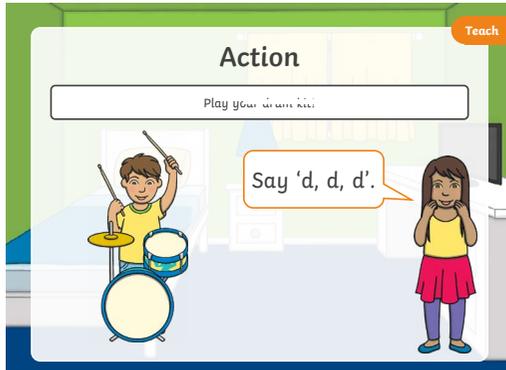
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# Mnemonics, Actions and Songs

To create as many multisensory hooks as possible for children learning new GPCs, Twinkl Phonics uses a set of mnemonics, actions and songs that link to each sound within Levels 2 and 3.

## Actions



Children also learn a linked physical action alongside the letter and mnemonic. For example, the action for 'd' is to play your drum kit. While saying the sound 'd, d, d', the children pretend to hit a drum with drumsticks.

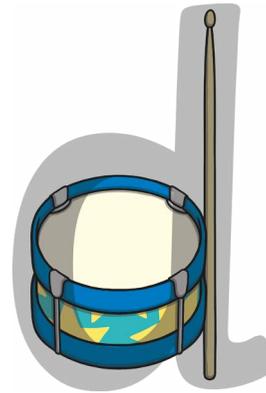
## Songs

There is a song for each letter and sound in levels 2 and 3. These can be found [here](#) as part of our wider SSP provision. Each song ties into the theme of that letter's mnemonic in order to support recall. They are all sung to the tune of a familiar traditional song or nursery rhyme.



## Mnemonics

Twinkl Phonics mnemonics link to both the phoneme and the grapheme to give as much visual information to the children as possible and aid children's recall.



**Around the drum,  
up and down the stick.**

## Letter Formation

Finally, children will learn the correct grapheme formation through a letter formation rhyme, which is linked to the mnemonic.



# Level 2 Mnemonics and Actions

**s**

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

**a**

Pretend to bite into a crunchy apple.

**t**

Pretend to stir a teaspoon around a teacup.

**p**

Make one hand into a puppy's head and stroke it with your other hand.

**i**

Flap your hands like an insect's wings.

**n**

Make your fist into a nut and tap it.

**m**

Yummy! Rub your tummy.

**d**

Play your drumkit.

**g**

Pretend to wrap your scarf like Gabi.

**o**

Pretend to squeeze a juicy orange.

**c**

Wiggle your finger like a caterpillar.

**k**

Pretend to spread your hand like a kite and fly it in the air.

**e**

Make an egg with one hand and tap it with the other.

**u**

Make one hand into an umbrella and sprinkle rain on it.

**r**

Move your arms like a robot.

**h**

Pretend to open the door of the house.

**b**

Pretend to throw and catch a ball.

**f**

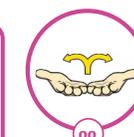
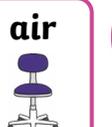
Pretend to wave a magic wand.

**l**

Pretend to lick an ice lolly.



# Level 3 Mnemonics and Actions

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

# Level 5 Mnemonics



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

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# Level 6 Mnemonics

y  
  
fly

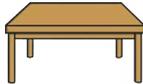
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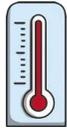
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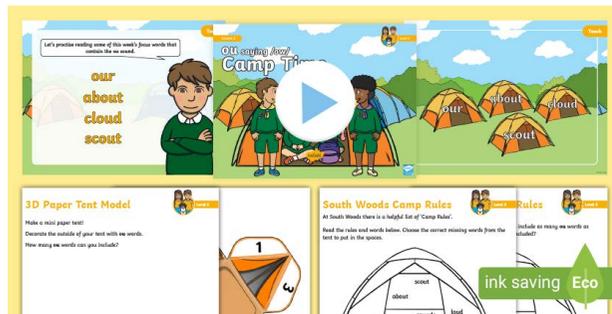
visit [twinkl.com](https://www.twinkl.com)



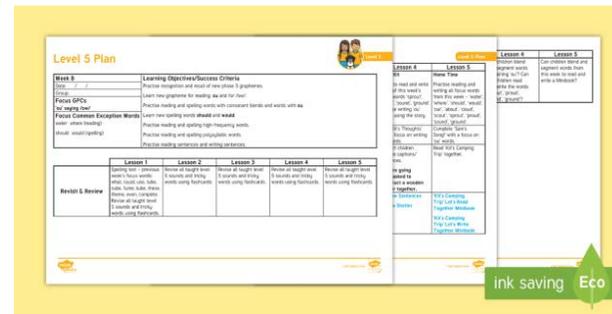
# What Resources Will I Use Each Week?

For every week in Levels 2-6, there is a weekly lesson plan, five daily lesson packs, a parent sheet, weekly pupil workbook and, within Level 5 and 6, spelling bookmarks.

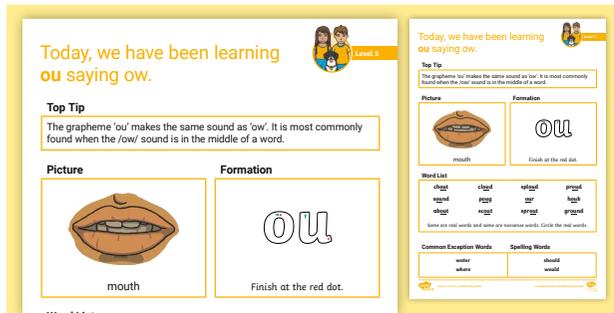
Each week of resources can be accessed using the dropdown menu on our Twinkl Phonics landing page. Simply choose the Level and then the week you are on; all of the resources are ready to download.



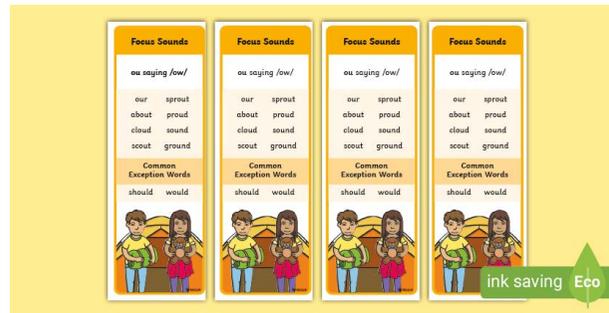
[‘ou’ saying /ow/ Lesson Pack - Level 5 Week 8 Lesson 2 Activity Pack](#)



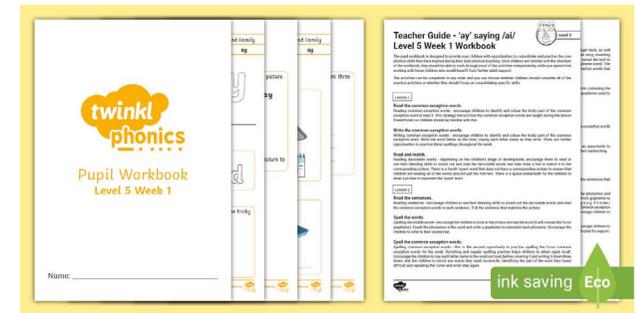
[‘ou’ saying /ow/ Lesson Plan - Level 5 Week 8](#)



[‘ou’ saying /ow/ Parent Sheet - Level 5 Week 8 Lesson 1 Activity Pack](#)



[Level 5 Week 8 Spelling Bookmarks](#)



[Level 5 Week 1 Workbook](#)



# What Is in a Daily Lesson Pack?

- Lesson PowerPoint
- 2 follow-up activities (a table-based one for formal recording of children's learning and a game or practical activity)

For detailed guidance on how to deliver a lesson in each level, have a look at our teacher guidances. You can find one for each of the levels 2-6.

**Insect Hide and Seek**  Level 6

Fill in the missing letters.

b \_ , t \_ y, d \_ , \_ k \_ , f l \_ s l \_ , \_ p \_ , d \_ or, \_ lo \_ r

Write words in the box next to the ants that contain each spelling of the 'igh' sound.

	<input type="text"/>
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	<input type="text"/>
	<input type="text"/>

 Page 1 of 2  visit [twinkl.com](https://www.twinkl.com)

**The Minibeast Party**  Level 6

Today, our grammar focus is learning that every sentence must begin with a capital letter and end with a full stop. We are also learning to write sentences containing y saying /igh/ words.

**y saying /igh/**

Betty the bee shared her honey and nectar with them. "Thanks for the party food, Betty," said Kit. "It has been great to meet you all."

 Level 6

**igh**

 Level 6

**ie**

 Level 6

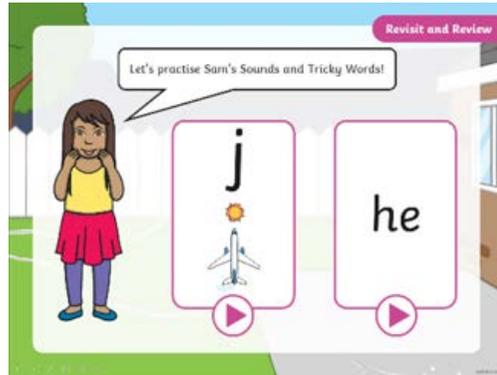
**ie**

['Y' saying /Igh/ Lesson Pack - Level 6 Week 1 Lesson 4](#)

# What Does a PowerPoint Include?

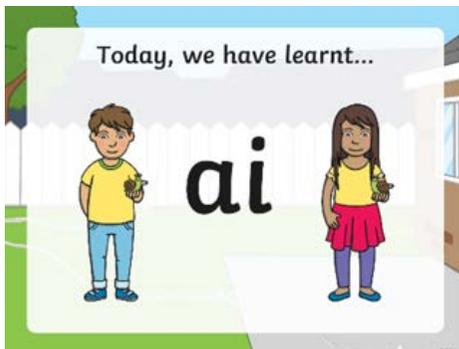
The learning within each PowerPoint is delivered in a discrete sequence as shown below.

All PowerPoints begin with a 'Revisit and Review' of prior learning. In this section, children are able to revisit previously taught sounds and tricky (common exception) words ensuring that they become secure in recognising and applying them.



'Teach' slides introduce new sounds or a new concept for that lesson.

'Practise' slides enable children to practise the new sounds/ concept through fun and interactive whole-class games and activities.



The 'assess' slide sums up the learning that has taken place. It enables the opportunity to reflect on the learning as a class and assess children's learning and understanding of taught concepts.



'Apply' slides encourage all children to apply their phonics learning in either a reading or writing task.



## How are Talking Partners Used in PowerPoints?

Talking partners are a great way not only to encourage children to apply their phonic knowledge and skills independently but also to engage all pupils in their learning and develop their confidence.

Within lesson PowerPoints, children are encouraged to use talking partners to develop and apply their phonics understanding.



## How Can I Make Phonics Lessons More Active?

While Twinkl Phonics lesson PowerPoints guide you simply and easily through a phonics session, there may be times you need to get your class up and active! This icon suggests a physically active alternative to an interactive whiteboard activity that can easily be applied in your daily phonics lessons.



## What are Kit's Teaching Tips?

Kit's teaching tips can be found within lesson PowerPoints.

These tips offer further explanation of a phonics concept and suggest ways in which this can be taught or relayed to your class. These are aimed at the adult delivering the lesson; they can be read ahead of a lesson or during it for more information on a skill being taught.

Sound buttons help children to differentiate between the separate phonemes in words.



Click me for Kit's teaching tips!

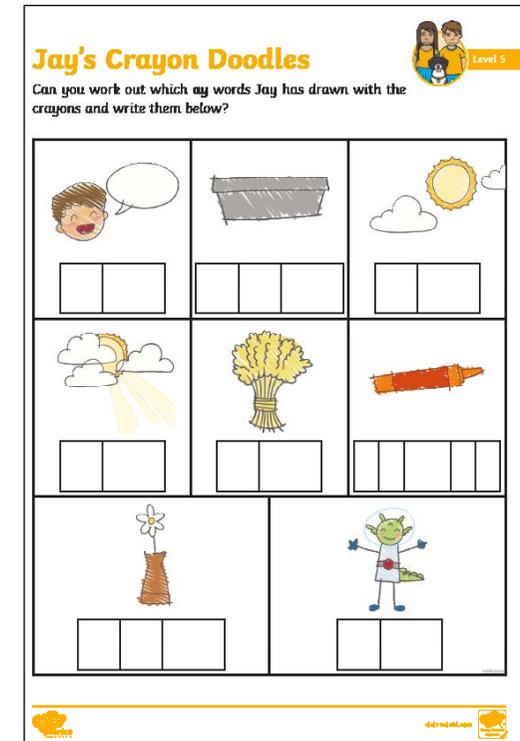


# What Does a Follow-Up Activity Look Like?

Follow-Up activities allow children to apply and practise taught skills and concepts introduced during phonics lessons. These can be used in a variety of ways, for example, as an independent task after a carpet session, as home learning or as intervention or booster group materials. Some activities can be completed independently by children and used for assessment, while others can be completed with an adult or in pairs or groups to encourage discussion around phonics rules and techniques. Follow-Up activities are part of the wider SSP provision and not an essential part of the daily phonics teaching.



One is a fun, practical, game-based activity that encourages children to practise skills either independently or in a small group.



The other is an evidence-based activity, which enables children to practise taught skills in an engaging way but which also provides you with a written piece of work for evidence and assessment.



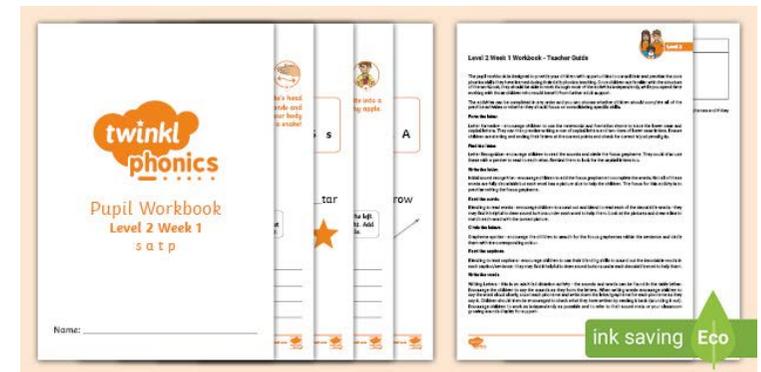
# Workbooks

Each week of teaching from Level 2 through to Level 6 has an associated workbook. The pupil workbooks are designed to provide your children with opportunities to consolidate and practise the core phonics skills they have learned during their daily phonics teaching. Once children are familiar with the structure of the workbooks, they should be able to work through most of the activities independently. This allows you to spend time working with those children who would benefit from further adult support. They can also be a useful tool to assess how individual children are progressing each week and what sounds or skills may need to be revisited to ensure they are fully embedded.

## Activities cover a range of critical skills and areas, including the following:

- letter formation;
- letter and initial sound recognition;
- blending to read words, captions, sentences and longer texts;
- reading and writing common exception words;
- segmenting to spell decodable words, including focus words from each week's spelling list;
- sorting and identifying graphemes which belong to the same sound family;
- spotting graphemes and noticing what phoneme they represent in their given context.

Each week's workbook has a teacher guidance document, including a list of dictated words or sentences which contain the focus sound or sounds learnt that week.



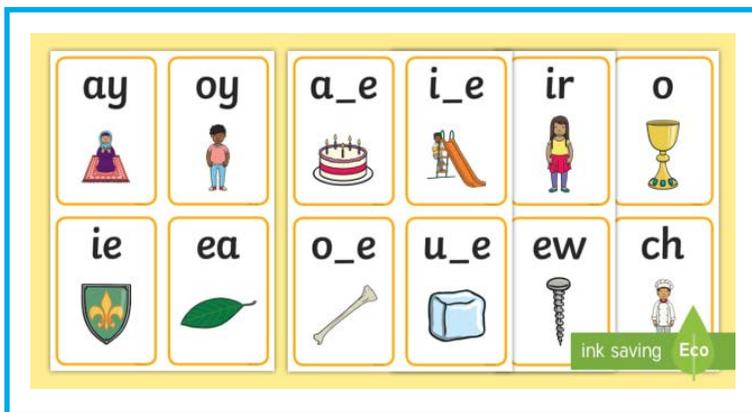


# Making the Scheme Work For You

Twinkl Phonics is most effective when it is tailored to your individual classroom. The scheme provides a large range of supporting resources and it is worth taking the time to review them before beginning to deliver lessons in order to identify the ones that work best for you, your class and your setting. Having ownership of the programme and your own lesson delivery will ensure that you make the most of it and get the best results for your children. While the programme works to build knowledge and skills cumulatively and needs to be delivered in order, here are some ways that you can make it suit your individual setting.

## During the Lesson:

- Make sure that your lesson has pace and is focused on the phonics learning. Read the story quickly to establish context and then move through the lesson so that the building of skills is clearly defined.
- Get all children actively involved. When children are practising or applying a skill, you can use whiteboards, phoneme fans, phonics jotters, tablets or talk partners to ensure maximum participation at all times. Avoid too much 'hands up'.
- Encourage children to either work individually, use talk partners or work in groups for targeted areas of the lesson. Vary this across the week's teaching to provide opportunities for individual challenge or support where needed.
- Add in physical resources if you have them available, such as sound pots for introducing initial sounds or items for blending and segmenting activities.
- Identify a good day or time when you can either adapt sections of your lessons to an outdoor setting or simply make it more active within the classroom. There are [Physically Active Phonics Activities](#) and [Quick Games](#) you can use to make a range of lessons more active. Look out for the logo on the left which means an activity can be adapted to be more active or hands-on. Remember that the focus must remain on the phonics learning at all times, so it is more effective to use games and activities that are familiar.
- Use physical resources such as these [flashcards](#) as an alternative to the lesson presentation PowerPoint to allow you to further control the pace of the lesson.
- Be enthusiastic - learning to read and write opens the world up to children and they will be even more excited about their learning if they see that you are!





## Beyond the Lesson:

- Use [minibooks](#) from lesson packs in your Guided Reading sessions or play [Go! Games](#) in transition periods in the day so that embedding the use of a specific GPC doesn't only occur in a phonics lesson.
- Use follow-up activities as part of continuous provision or as home learning to give children extra support and practise, reinforcing the learning delivered in the core part of the lesson.
- Remain flexible! Some lessons will move much quicker than others. When children are finding a particular sound tricky, you do not need to quickly rush onto the next week of learning. Take the time to use the follow-up activities and other supporting materials to embed challenging sounds before moving on.

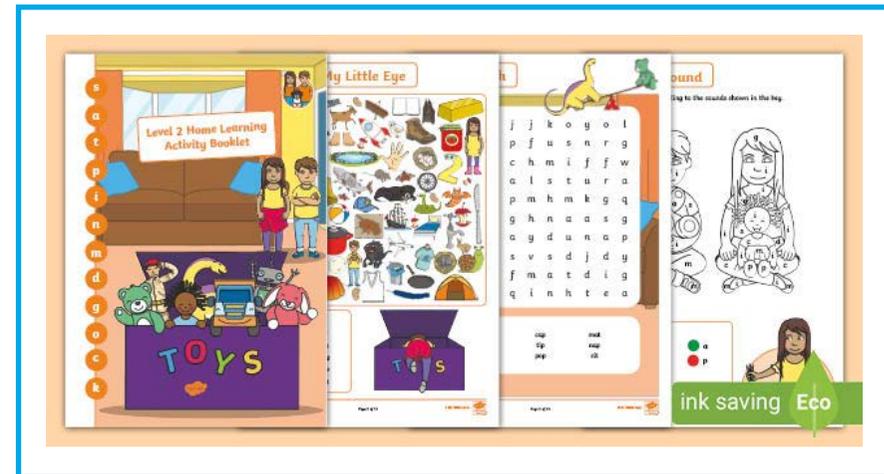
## Remote Learning:

Everything that you need for Twinkl Phonics can be accessed on our [landing page](#); this means that you can access our resources wherever you are. Lesson PowerPoints can be presented online remotely to your class or pre-recorded. Parent sheets, bookmarks, minibooks, follow-up activities and all other supporting resources can be sent home electronically, too.

There is a range of [Home Learning Booklets](#) available for each Level; these are a fantastic resource for those wanting extra support when learning from home. If printing isn't an option, each booklet also has an interactive PDF version, such as this one from [Level 5](#).

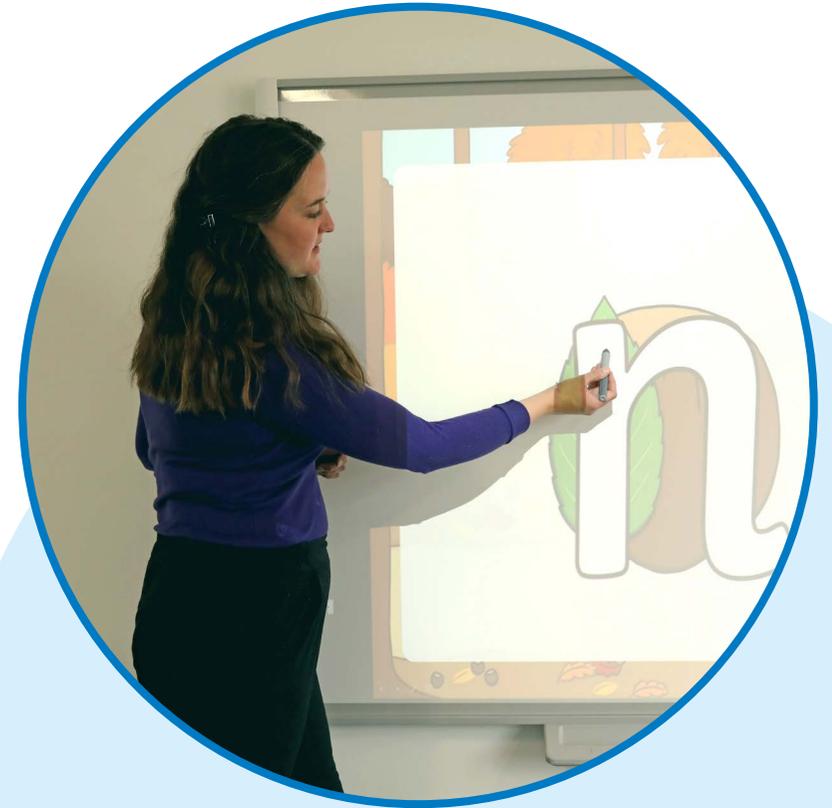
[Twinkl Go!](#) have fantastic interactive games which can be played at home; children can access these using personalised [pin codes](#). Games such as the [Phonics Galaxy](#) cover every sound taught in Twinkl Phonics.

Our planner tool also makes it easy to add Twinkl Phonics resources to your personal online classroom so that they can be remotely and securely accessed by your students.



## Section 4: Teaching the Levels

Teaching the Levels	65
Level 1	66
Level 2	78
Level 3	88
Level 4	98
Level 5	108
Level 6	120



This section is supported by, and can be used in conjunction with, module 5 of the Twinkl Phonics [online training course](#).

# Teaching the Levels

The Twinkl Phonics programme contains six levels of phonic learning for children from nursery to year 2.

Select a level to find out more...

Twinkl Phonics Level	When is it introduced?
Level 1	nursery/preschool
Level 2	reception
Level 3	reception
Level 4	reception
Level 5	year 1
Level 6	year 2





# Level 1

Throughout Level 1, young learners develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects. Level 1 is taught in EYFS and underpins learning throughout the teaching of Phonics Levels 2-6.

By the end of Level 1, children will have had 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.

## Level 1 Coverage

Find full coverage in the Level 1 Overview.

## Level 1 Aspects

Level 1 activities are arranged under the following 7 Aspects:

Aspect 1: Environmental Sounds

Aspect 2: Instrumental Sounds

Aspect 3: Body Percussion

Aspect 4: Rhythm and Rhyme

Aspect 5: Alliteration

Aspect 6: Voice Sounds

Aspect 7: Oral Blending and Segmenting

There is overlap between these aspects but each activity plan highlights one of these aspects as the focus of that particular activity. The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk about what they hear, see and do.



# The Importance of Effective Practitioner-to-Child Interactions within Level 1

The way in which teachers and practitioners talk to and interact with children is critical to develop children's effective speaking and listening skills within Level 1.

Practitioners should actively:

- provide time for children when answering questions. Giving children time allows them to process the question they have been asked and then think about and form an effective response.
- listen to children talking to one another in independent play without frequently interrupting. This will enable children to apply the skills and language they have learnt and give an insight into a child's learning in order to plan their next steps.
- model good speaking and listening skills, including speaking confidently and clearly, modelling how to structure sentences, making eye contact when speaking, asking questions and commenting in response to what the child has said.





# What Will Children Learn in Each Aspect?

## 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

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



## 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

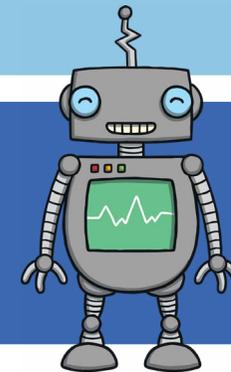


## Aspect 7: Oral Blending and Segmenting

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



# 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

Within Aspect 1, children are provided with opportunities to explore indoor and outdoor environmental sounds.

The early stages of Aspect 1 encourage children to notice sounds around them, thinking about how different objects make different sounds. Children will then start to differentiate between these sounds in order to identify and name individual sounds within the environment. In the later stages of Aspect 1, children are encouraged to talk about, describe and compare the sounds they hear.

The broad range of weekly themes within Level 1 of Twinkl Phonics enables children to become enthused when exploring a range of environmental sounds both inside and outdoors.



**This is Crash.**

He likes listening to the sounds around him.



## 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

Within Aspect 2, children will be introduced to and explore musical instrumental sounds.

In the earlier weeks of Level 1, children explore the sounds that instruments make and develop an awareness that they have to act upon an instrument to make a sound. Children will then start to identify the sounds of familiar instruments and name them. They will also develop an awareness of how they can affect the sound that a musical instrument makes by the way they act upon it. Within the later stages of Aspect 2, children are encouraged to talk about, describe and compare instrumental sounds as well as developing the skills to follow instructions to recreate a sound using an instrument.

The hands-on learning approach within Level 1 of Twinkl Phonics enables children to enjoy exploring a range of instrumental sounds both in large and small group activities, as well as providing opportunities for children to practise these skills independently through their play.



**This is Ted.**

He loves to play musical instruments.



# 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

Within Aspect 3, children are provided with opportunities to explore body percussion.

In the earlier weeks of Level 1, children are encouraged to explore the sounds their bodies can make and join in and copy actions with familiar songs in Aspect 3 body percussion activities. Children will then start to join in with body percussion patterns, developing the confidence and ability to copy body percussion sequences. They will also develop an awareness of how they can change body percussion sounds. Within the latter stages of Aspect 3, children are encouraged to create their own sequence of body percussions, join in with longer sequences of body percussion and describe body percussion. They will also develop the skills in order to follow instructions to recreate a body percussion sound.



**This is Captain Stomp.**

He likes to make different sounds using his body.



# Aspect 4: Rhythm and Rhyme

Experience and appreciate rhythm and rhyme  
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

Within Aspect 4, children will be introduced to and have opportunities to explore rhythm and rhyme.

Within the early stages of Aspect 4, children are encouraged to join in with songs and rhymes, recognising familiar rhythms and rhymes. Children will then start to develop their understanding in order to recognise words that rhyme. They will be encouraged to copy and keep to a simple beat and then to join in and copy breaking words into syllables. In the latter stages of Aspect 4, children are provided with opportunities to play with rhyme, making up their own rhyming words. They will be encouraged to complete sentences with their own rhymes orally and break words down into syllables with a beat, as well as creating their own beat.



**This is Hoppy Poppy.**

She loves creating rhythms and things that rhyme.



# 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

Within Aspect 5, children are provided with opportunities to explore alliteration.

In the early stages of Aspect 5, children are encouraged to explore the initial sounds of words. Children will then start to select objects with a given initial sound from a choice of two and identify the initial sounds of given words. Within the latter stages of Aspect 5, children are provided with opportunities to match objects with the same initial sound and encouraged to play with alliteration.



**This is Dana Dinosaur.**

Dana likes alliteration and words that start with the same sound.



# 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

Within Aspect 6, children will explore voice sounds.

In the early stages of Aspect 6, children are provided with opportunities to explore different mouth movements and sounds whilst also being encouraged to copy different voice sounds and mouth movements. Children will then start to recognise different voice sounds and develop the confidence and ability to make a variety of different voice sounds, including animal sounds. Within the latter stages of Aspect 6, children are encouraged to talk about, describe and compare voice sounds. They will also develop and create voices for characters, and learn to produce speech sounds clearly.



**This is Pam.**

She loves to use her voice to make different sounds.



# Aspect 7: Oral Blending and Segmenting

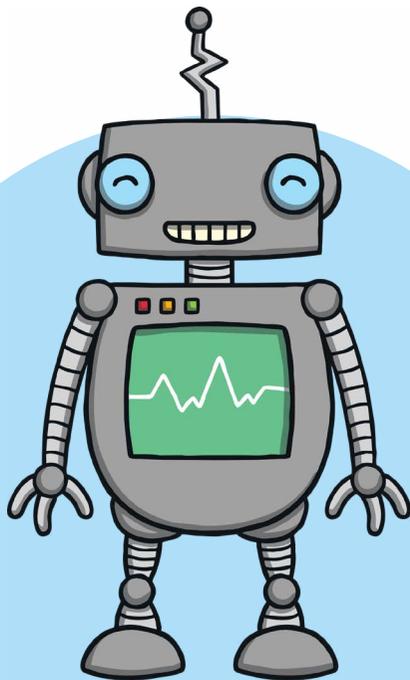
Develop oral blending and segmenting of sounds in words

Listen to sounds within words and remember them in the order in which they occur

Talk about the different sounds that make up words

Aspect 7 differs from the other Aspects within Level 1 as it is taught discretely in the summer term, only once the other Level 1 skills have been embedded and developed. Within Aspect 7, children will be introduced to oral blending and segmenting.

Within the early stages of Aspect 7, children are encouraged to identify the initial sounds of words. They will develop an awareness of how words can be broken into phonemes and will be encouraged to choose the correct object when hearing a word broken into phonemes. Once these skills have been embedded, children will then start to say simple CVC and VC words after hearing them broken into phonemes and begin to join in with segmenting CVC and VC words into phonemes. In the latter stages of Aspect 7, children are provided with opportunities to segment CVC and VC words into phonemes themselves. They will begin to blend the phonemes of longer words and develop skills in order to identify how many phonemes are in a CVC or VC word.



**This is Robot Rick.**

He only speaks in robot-talk. He likes breaking words down into their individual sounds.



# What Resources Will I Use Each Week in Level 1?

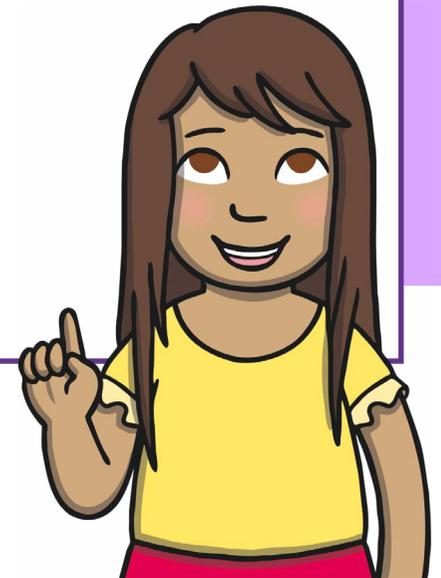
- weekly plan
- weekly assessment sheet for small group activities
- 5 small group activity cards
- 5 large group activity cards



Level 1 is split into six-week blocks, each with an overarching topic:

- Me and My Family
- Traditional Tales
- People Who Help Us
- Animals
- Places to Visit
- Fantasy

Each week then has a more specific theme within this topic. Themes include: my family, superheroes, in the woods, minibeasts, police and the Gingerbread Man.





# What Does an Activity Card Include?

The resources you will need for the activity.

Resources included in the pack are in blue.

The focus aspect for the activity, a child-friendly learning objective and any key words the children will need to understand.

Whether the activity is designed for a large or small group of children.

Clear, step-by-step instructions on how to lead the activity.

Extension activity for children who need additional challenge.

Approximate time the activity will take.

The strands of phonics learning that the children will develop as part of the activity.

Suggested enhancements to continue the learning through your classroom provision.

Assessment questions to assess whether the children have achieved the learning objective.

**Dancing in the Deep**  
Animals Under the Sea

**Resources**

- Sea Creatures Photo Cards
- Dancing in the Deep Prompt Sheet (optional)
- A selection of percussion instruments (e.g. guiro, triangle, castanets, drum, xylophone, maracas)

**Aspect 2**    **Objective:** To hear the differences between instrumental sounds.    **Key Words:** short, long, high, low, loud, quiet, fast, slow, smooth

**Large Group Activity**    10-15 minutes

- Show the children the crab from the [Sea Creatures Photo Cards](#).
- Who can move like a crab?** Encourage children to demonstrate. Model if necessary.
- 'I want to play an instrument to make everyone move like a crab. I wonder which one sounds most like a crab moving and clicking its claws?'**
- Play each instrument, in different ways, encouraging the children to listen carefully. **Which one would be best?**
- Take children's responses and steer them towards castanets if necessary, modelling descriptive language: **'I think the castanets would be best as they can make a fast, clickety-click sound, like the claws on a crab.'**
- Repeat steps 1 to 5 for two more sea creatures. Refer to the [Dancing in the Deep Prompt Sheet](#) for instrument suggestions, if needed.
- Encourage the children to move around the space, changing their sea creature movements according to the instrument you are playing.

**Extension**

- Add the other sea creatures into the game and repeat the activity.

**Aspect 2: Instrumental Sounds**

**Strands covered:**

- Tuning into instrumental sounds
- Listening and remembering instrumental sounds
- Talking about instrumental sounds

**Enhancements**

- Provide instruments in the outdoor area to enable children to recreate the game or create their own animal games with instrumental sounds.
- Hide the instruments from the activity around the setting. When a child finds one, they play the instrument. Other children should then move like the correct animal from the activity. Who can remember how to move to this instrument?

**Look, Listen, Note**

**How well can the children...?**

- listen and differentiate between instrumental sounds
- choose appropriate words to describe the sounds they hear
- respond to different instrumental sounds

# Level 2

The purpose of Level 2 is to:

- teach the first 19 most commonly-used letters and the sounds they make;
- move children on from oral blending and segmenting to blending and segmenting with letters;
- introduce some tricky words for reading.

### Before starting this Level, children:

- will have had experience of a wide range of listening activities including songs, stories and rhymes;
- can distinguish between different sounds, including speech sounds;
- may be able to orally blend and segment words;
- may be able to identify some rhyming words.

### By the end of Level 2, children will be able to:

- 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;
- 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: the, to, I, no, go.

## 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	ck e u r	to, the
5	h b f,ff l,ll ss	no, go, I
6	Recap of all Level 2 sounds	

Find more detailed coverage on the [Level 2 Overview](#).

# What Resources Will I Use Each Week in Level 2?

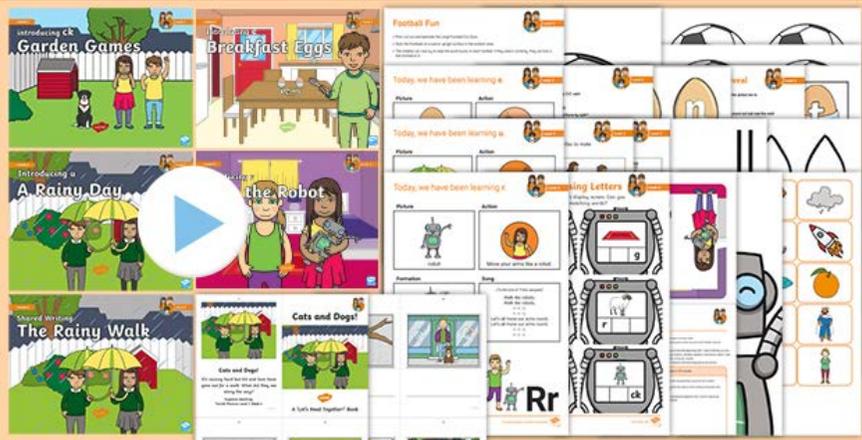
- weekly plan
- 5 lesson PowerPoints
- a pupil workbook and teacher guidance
- 10 follow-up activities
- parent information sheets
- minibooks for reading and writing
- 5 adult-led multisensory 'Explorasaurus' activities

## What Does a Level 2 Weekly Plan Include?

Each weekly plan outlines the focus GPCs and tricky words taught, as well as the learning objectives and success criteria for phonics that week.

The plan summarises the teaching and learning taking place through a clear revisit and review, teach, practise, apply and assess structure.

Workbook and follow-up activities for each lesson are outlined on the weekly plan to ensure that everything is clearly available to guarantee a successful phonics session.

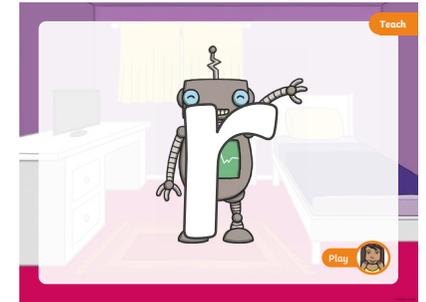


For detailed guidance on how to deliver a lesson in level 2, have a look at our teacher guidances.

Date:		Group:					Level 2 Week 4		Level 2 Week 4		
<b>Learning Objective/Success Criteria:</b>		<ul style="list-style-type: none"> <li>• Teach reading the tricky words 'er' and 'the'</li> <li>• Review known GPCs</li> <li>• Practise oral blending and segmenting</li> <li>• Practise blending for reading</li> </ul>		<ul style="list-style-type: none"> <li>• Teach reading the tricky words 'er' and 'the'</li> <li>• Practise reading captions using set 1-4 letters, tricky words 'er' and 'the' and high-frequency words 'and'</li> <li>• Model spelling captions using set 1-4 letters and high-frequency words 'and'</li> </ul>		<b>Focus GPCs:</b> ck, k, ll, r		<b>Tricky Words:</b> to, the		<b>Lesson 5</b> The Bary Book. Model spelling a caption using all taught GPCs and the high-frequency word 'and'.	
<b>Core Teaching:</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>						
<b>Supported Focus Words</b>	ick, eck, neck, deck, pick, pack	ter, ret, peg, men, neck, pet	up, mag, mud, sun, cup, Mum	red, rag, ran, ram, red, Rick	red, men, rag, sock, deck, pack						
<b>Revisit &amp; Review (2 mins)</b>	Review previously taught Level 2 GPCs (s) using the Flashcards on the lesson PowerPoint or the double-sided GPC and mnemonic Flashcards, returning to any that children find difficult and addressing misconceptions.  Use 'Which Picture?' to practise oral blending.	Review previously taught Level 2 GPCs (s) using the Flashcards on the lesson PowerPoint or the double-sided GPC and mnemonic Flashcards, returning to any that children find difficult and addressing misconceptions.  Review tricky words 'er' and 'the' using Flashcards.  Use 'Year 4, Find it!' and Level 2 Explorasaurus Fun to recall taught graphemes.  Use 'Which Talk Time' to practise oral segmenting.	Review previously taught Level 2 GPCs (s) using the Flashcards on the lesson PowerPoint or the double-sided GPC and mnemonic Flashcards, returning to any that children find difficult and addressing misconceptions.  Review tricky words 'er' and 'the' using Flashcards.  Use 'Robot Talk Time' to practise oral segmenting.	Review previously taught Level 2 GPCs (s, a, l) using the Flashcards on the lesson PowerPoint or the double-sided GPC and mnemonic Flashcards, returning to any that children find difficult and addressing misconceptions.  Review tricky words 'er' and 'the' using Flashcards.  Use 'Year 4, Find it!' and Level 2 Explorasaurus Fun to recall taught graphemes.  Use 'Robot Talk Time' to practise oral segmenting.	Review previously taught Level 2 GPCs (s) using the Flashcards on the lesson PowerPoint or the double-sided GPC and mnemonic Flashcards, returning to any that children find difficult and addressing misconceptions.  Review tricky words 'er' and 'the' using Flashcards.  Use 'Robot Talk Time' to practise oral segmenting.						
								<b>Level 2 Week 4</b> Lesson 5 Use Bary Photographic to practise segmenting for spelling.  Practical writing options for 'The Bary Book' using all taught GPCs and the high-frequency word 'and'.  Level 2 Week 4 1. Reading tricky words 'er' and 'the'. 2. Recognising the GPC for 'ck', 'k', 'll' and 'r'.  Level 2 Week 4 Mini-books: 'Cats and Dogs!' 'The Book'.  Can children read a caption containing the words 'er' and 'the'? E.g. 'Up to the roof'.			



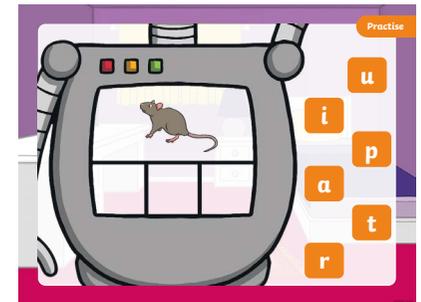
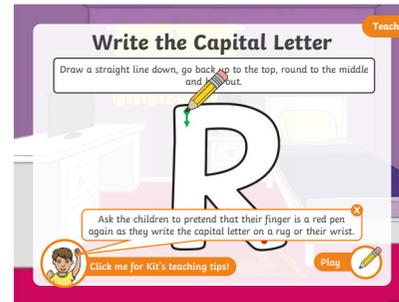
# What Does a Level 2 PowerPoint Include?



Recap of previously taught GPCs and tricky words, embedding taught sounds and words to ensure rapid recall.

Stories for the adult to read to contextualise the learning.

Mnemonic links to the story, phoneme and grapheme, giving children a visual prompt to aid recall.



An action links each sound to a physical movement, giving children a physical prompt to aid recall.

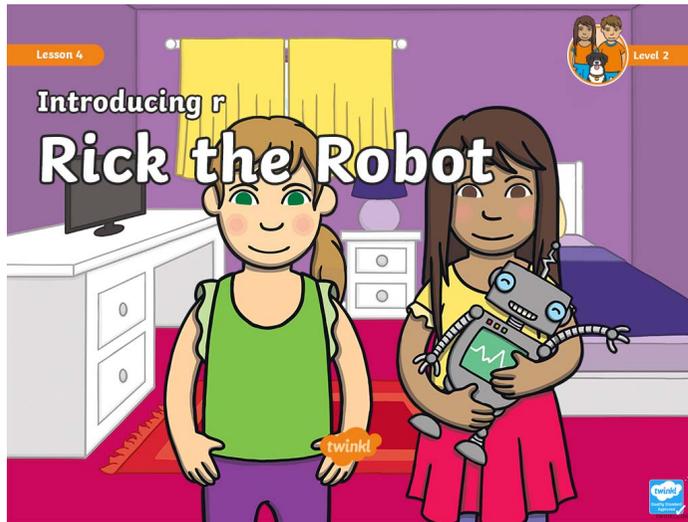
Letter formation rhyme linked to the mnemonic to encourage correct formation of the grapheme.

An interactive opportunity to practise capital letter formation.

An interactive activity to provide opportunities to practise blending or segmenting words including the new sound.



# Level 2 Example Lesson



## Context

Today, it is raining and Sam's friend Gabi is coming over with her new red rocket. What fun will they get up to?

Learn the /r/ sound and practise blending and segmenting words that contain 'r'.

## Resource List

- ['r' Lesson Pack](#)
- [Mnemonic Flashcards](#)
- toy robot
- toy rocket (preferably red in colour)
- items or pictures of items beginning with 'r'

Revisit & Review

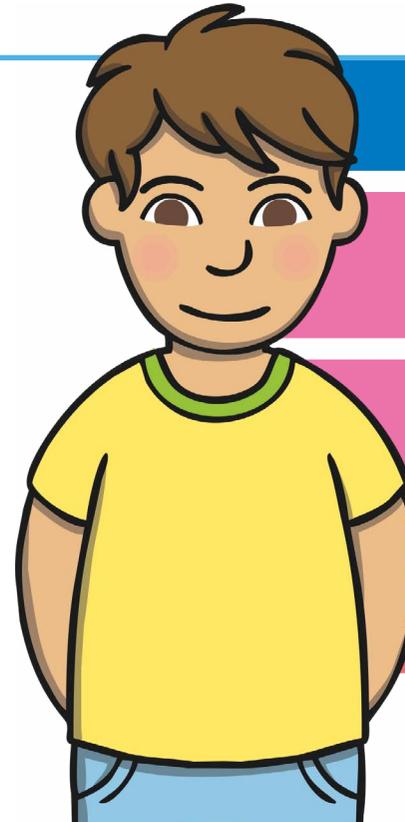
Teach

Practise

Apply

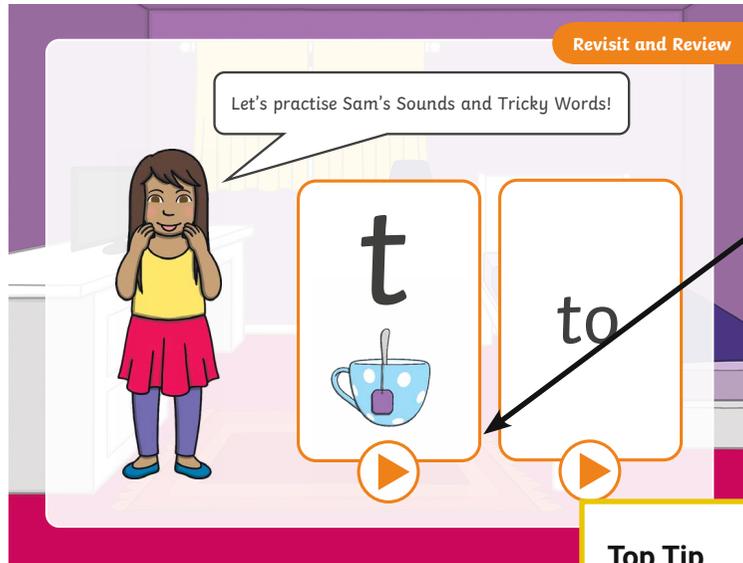
Pupil Workbook

Assess



## Revisit & Review

# Revisit Previously Taught GPCs



When presenting the PowerPoint, click on the play button to start. Encourage children to say the sounds as they appear on the screen. You may wish to encourage the children to do the corresponding action for each sound too.

**Top Tip**  
Keep this quick and engaging.

Alternatively, you could use [flashcards](#) or [double-sided flashcards](#) to revisit and review Sam's Sounds.



For more support teaching tricky/common exception words, look at the step-by-step teaching guide and script on [page 15](#).

# Teach

# 'r'



Read the start of the 'Rick the Robot' story. Show children the robot that Kit and Sam have in their toy box. Compare with the 'r' mnemonic card and tell children that 'Rick' and 'robot' both start with the sound 'rrr'.



Show the grapheme 'r' and teach the action for 'r'. Take it in turns to look at the mnemonic or grapheme and say 'rrr' while performing the action.



Demonstrate how to write the letter 'r' - down the robot's body, up and over its arm. Encourage the children to join in with their 'magic finger pencil', saying the formation rhyme with you.

# Practise

# Play 'Write with Robot Rick'

**Write with Robot Rick**

Can you help choose the correct letters to spell a word to match each picture? Use robot-talk to help you segment each one.

The children could join in with this activity practically using magnetic letters or by writing on mini whiteboards.

Click me for Kit's teaching tips!

Choose the correct letters to spell a word to match each picture. Use robot-talk to help you segment each one.



You could also use talking partners here.

**Practise**

A grey robot with a sheep on its screen. To the right of the robot are five letter buttons: 'r', 'i', 'p', 'a', and 'm'. Below the robot is a pink bar with three empty boxes for writing.

r  
i  
p  
a  
m

**Practise**

A grey robot with a book on its screen. To the right of the robot are five letter buttons: 'u', 'i', 'p', 'a', and 'r'. Below the robot is a pink bar with three empty boxes for writing.

u  
i  
p  
a  
r

**Practise**

A grey robot with a mouse on its screen. To the right of the robot are five letter buttons: 'u', 'i', 'p', 't', and 'r'. Below the robot is a pink bar with three empty boxes for writing.

u  
i  
p  
t  
r

The children could join in with this activity practically, using magnetic letters or by writing.



Click me for Kit's teaching tips!

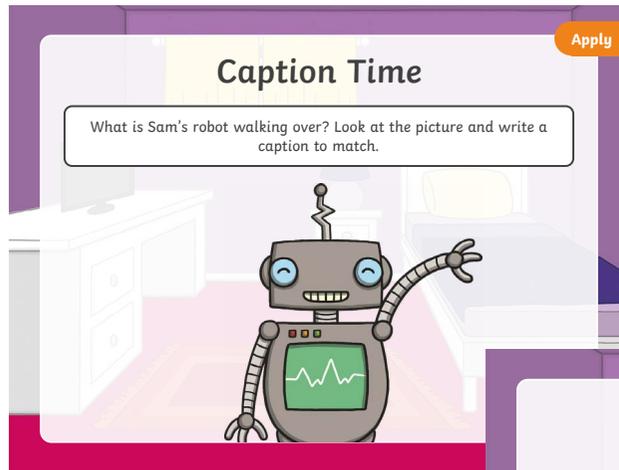
Click on the 'Kit's Tips' icon for helpful phonics teaching tips along the way.



Apply

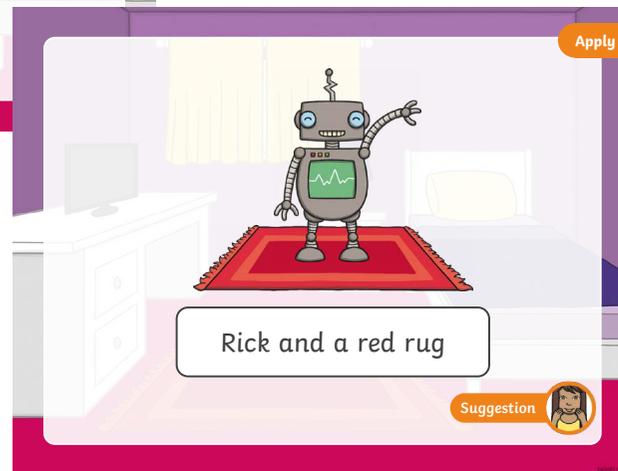
# Complete 'Caption Time'

Use the pupil workbook for this week to consolidate and practise the core phonics skills taught.



Encourage the children to apply their phonic knowledge to write a caption. Get them to say each word in their caption out loud, using robot arms to help them segment each word into individual sounds for spelling.

During the 'apply' part of the lesson, encourage children to work more independently to demonstrate their understanding of the teaching input.





“Complete the ‘r’ pages of the pupil workbook to consolidate the core phonics skills taught. Practise letter formation, letter recognition, sentence reading, spelling words and writing dictated sentences.”

Level 2 Week 4 Lesson 4  
Focus: r



**r R**



Move your arms like a robot.

1. Form the letter.





Down the robot's body, up and over its arm.

Draw a straight line down, go back up to the top, round to the middle and kick out.

r \_\_\_\_\_  
r \_\_\_\_\_  
R \_\_\_\_\_  
R \_\_\_\_\_

twinkl Quality Standard Approved

Level 2 Week 4 Lesson 4  
Focus: r

2. Find the letter.

Read and circle each 'r' you can see. Remember to look out for the capital letters too.

**R s d r c k a n k R i o p r m g e c t u r**

3. Write the letter.

Complete the words by writing the 'r'. Then, say each word.

\_\_ing    \_\_at    \_\_abbit    \_\_ed






twinkl Quality Standard Approved

Level 2 Week 4 Lesson 4  
Focus: r

4. Read the sentences.

Remember, you can add sound buttons to help you.

**A red dot on the rug.**

**A rat in the mud.**

**Mick met a man on the red rock.**

5. Write the words.

Listen to the words carefully.

5. Write the sentence.

Listen to the whole sentence.

twinkl Quality Standard Approved

Once children are familiar with the structure of the workbook, they should be able to work through the daily activities independently. You are then able to focus your time working with those children who would benefit from further adult support.

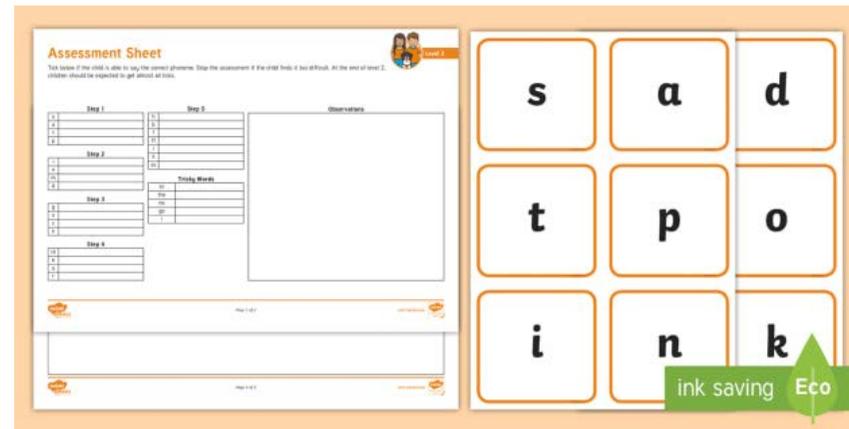
Optional wider SSP provision follow-up activities can be used to help support and embed the learning from the lesson. These resources are intended to be optional; they do not form part of the core daily phonics session. The activities will each have a different focus linked to letter formation, letter recognition, segmenting and blending. For each lesson, there is a table-based activity for formal recording of children's learning and a game or practical activity. Children can complete the activities independently or as part of a small group.

# Assess

# Assess Against the Criteria

Can children recognise GPC 'r' when shown it?

Can children blend VC and CVC words that contain /r/?



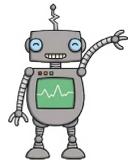
Level 2 Assessment Pack

Continue children's learning at home.

Send home the daily parent sheet to support children as they practise and explore the new sound.

Today, we have been learning **r**.  Level 2

**Picture**



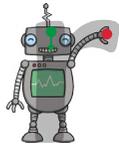
robot

**Action**



Move your arms like a robot.

**Formation**



Down the robot's body,  
up and over its arm.

**Song**

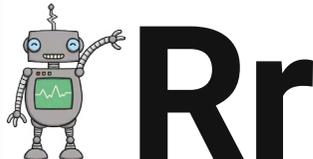
(To the tune of 'Frère Jacques')

Walk like robots,  
Walk like robots,  
r - r - r,  
r - r - r,  
Let's all move our arms round,  
Let's all move our arms round,  
r - r - r,  
r - r - r.

**Word List**

Help your child to sound out and blend to read these words.

rot	rip
ram	rat
rug	Rick



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

# Level 3

The purpose of Level 3 is to:

- introduce another 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that children can represent 42 phonemes with a grapheme;
- continue to practise CVC blending and segmentation;
- apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions;
- learn the letter names.

## Before starting this Level, children can already:

- recognise Level 2 GPCs;
- orally blend and segment CVC words;
- blend and segment to read and spell VC words and nonsense words;
- read the tricky words - the, to, I, no, go.

## By the end of Level 3, children will be able 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);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- 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 Coverage

In Level 3, children continue to learn 28 new GPCs and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

Approved by



Department  
for Education

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words 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, I
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, I

It is important that children are secure in their Level 3 sounds before they move on to the next level, therefore, revision weeks have been built into the scheme to allow children to consolidate their phonics knowledge.

Find more detailed coverage on the [Level 3 Overview](#).

# What Resources Will I Use Each Week in Level 3?

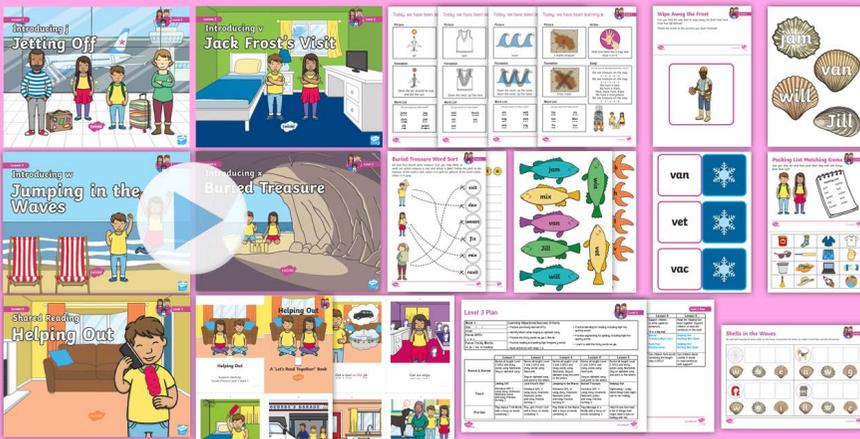
- weekly plan
- 5 lesson PowerPoints
- a pupil workbook and teacher guidance
- 10 follow-up activities
- parent information sheets
- minibooks for reading and writing

## What Does a Level 3 Weekly Plan Include?

Each weekly plan outlines the focus GPCs and tricky words taught as well as the learning objectives and success criteria for phonics that week.

The plan summarises the teaching and learning taking place through a clear revisit and review, teach, practise, apply and assess structure.

Workbook and follow-up activities for each lesson are outlined on the weekly plan to ensure that everything is clearly available to guarantee a successful phonics session.



For detailed guidance on how to deliver a lesson in level 3, have a look at our teacher guidances.

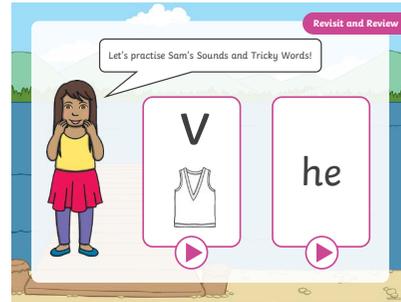
Date:		Group:		Level 3 Week 4	
<b>Learning Objective/Success Criteria:</b>				<b>Focus Graphemes:</b>	
<ul style="list-style-type: none"> <li>To hear the graphemes 'ai', 'ie', 'igh' and 'oi'</li> <li>To blend to read words containing 'ai', 'ie', 'igh' and 'oi'</li> <li>To segment to spell words containing 'ai', 'ie', 'igh' and 'oi'</li> </ul>				<ul style="list-style-type: none"> <li>ai, ie, igh, oi</li> </ul>	
<b>Core Teaching:</b>				<b>Tricky Words (Reading):</b>	
<b>Suggested Focus Words</b>				was, no, go, I	
<b>Lesson 1</b>				<b>Lesson 2</b>	
<b>Lesson 3</b>				<b>Lesson 4</b>	
<b>Lesson 5</b>				<b>Lesson 6</b>	
<b>Revisit &amp; Review (2 mins)</b>				<b>Minibook Focus Words:</b>	
<ul style="list-style-type: none"> <li>Review previously taught Level 3 GPCs and tricky words using the flashcards on the lesson PowerPoint or the double-sided GPC and mnemonic flashcards. Return to any that children find difficult and address misconceptions.</li> </ul>				<ul style="list-style-type: none"> <li>ai, ie, igh, oi</li> </ul>	
<b>Teach (5 mins)</b>				<b>The Christmas List</b>	
<b>Practise (10 mins)</b>				<b>Use Family Presents to help</b>	



# What Does a Level 3 PowerPoint Include?



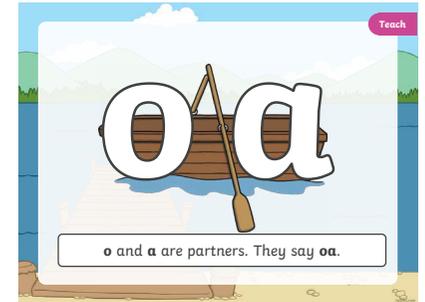
Recap of previously taught GPCs and tricky words, embedding taught sounds and words to ensure rapid recall.



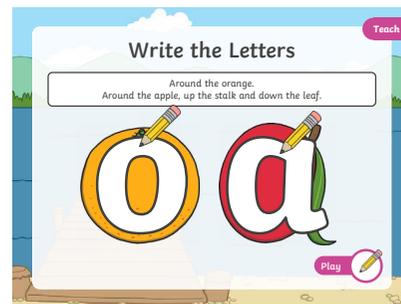
Stories for the adult to read to contextualise the learning.



Mnemonic links to the story, phoneme and grapheme, giving children a visual prompt to aid recall.



An action links each sound to a physical movement, giving children a physical prompt to aid recall.



Letter formation rhymes linked to the mnemonic to encourage correct formation of each letter.



An interactive activity to provide opportunities to practise blending or segmenting words including the new sound.

# Level 3 Example Lesson



## Resource List

- ['oa' Lesson Pack](#)
- [Mnemonic Flashcards](#)
- 'oa' word cards

Revisit & Review

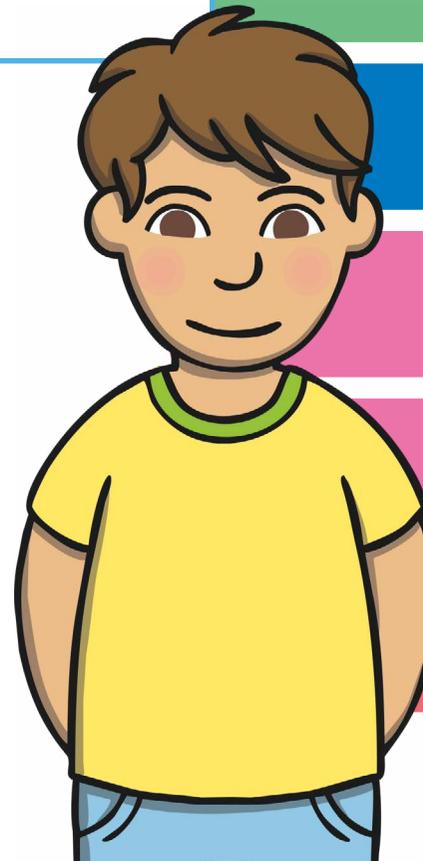
Teach

Practise

Apply

Pupil Workbook

Assess



## Context

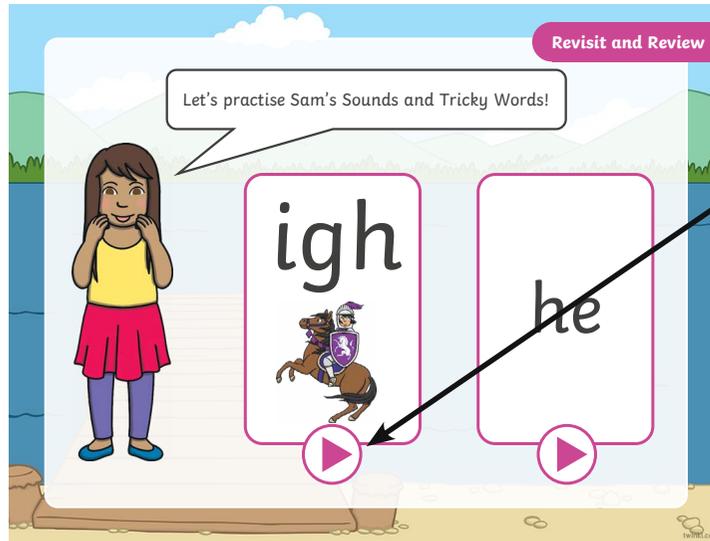
Today, Kit and Sam are going out on the boating lake but paddling is not as easy as it looks! Then the wind starts to blow...

Practise blending and segmenting words and captions all containing the 'oa' sound.

## Revisit & Review

# Previously Taught GPCs, Tricky Words and Letter Names

For more support teaching tricky/common exception words, look at the step-by-step teaching guide and script on [page 15](#).



When presenting the PowerPoint, click on the play button. Encourage children to say the sounds as they appear on the screen. You may wish to encourage the children to carry out each action too.

Alternatively, you could use [flashcards](#) or [double-sided flashcards](#) to revisit and review Sam's Sounds.



Revise the week's learning on upper case letters and letter names with this puppy paws activity. Invite children to identify the hidden letters.



Teach

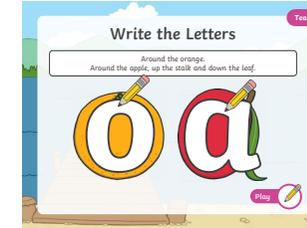
'oa'



Alternatively, you could ask the children to jump up when they see this week's tricky words.



Show children the digraph 'oa' and teach them the action. Take it in turns to look at the mnemonic or grapheme and say 'oa', while performing the action.



Demonstrate how to write the letters in the digraph /oa/. Ask the children to join in with their 'magic finger pencil' saying the formation rhyme with you.



# Practise

# Play 'Boating Lake Treasure Hunt'



Kit and Sam are pretending to be pirates on a treasure hunt in their boat.

Invite the children to write an 'oa' word for every item that Kit and Sam find as they sail around the lake.

Press 'check' to see the correct word in a phoneme frame.



Alternatively, you could use real objects or pictures and pull them out of a treasure chest or hide them around the room for children to discover and write down!





Apply

## Complete "Caption Time"

**Caption Time** Apply

Why won't the wind help them to go any quicker? Look at the picture and write a caption to match.

Click 'Show Suggestion' to see a suggested caption for the picture.

Click me for Kit's teaching tips!

Apply

no sail on the boat

Sound Buttons On/Off

Show



Support children to apply their phonic knowledge to write a caption that matches the picture.

Click 'Show' to reveal a suggested caption,

**'no sail on the boat',**

with tricky words highlighted.

Alternatively, you could use talking partners here. This is a great technique which enables all children to apply their phonics skills and have a go at independently reading the caption with a friend.

Complete the 'oa' pages of the pupil workbook to consolidate the core phonics skills taught. Practise letter formation, reading tricky words, word and sentence reading, spelling words and writing dictated sentences.

Level 3 Week 4 Lesson 4  
 Focus: oa



**oa**

Pretend to row your boat.

1. Form the digraph.



oa oa

oa \_\_\_\_\_  
 oa \_\_\_\_\_  
 oa \_\_\_\_\_  
 oa \_\_\_\_\_

Level 3 Week 4 Lesson 4  
 Focus: oa

2. Spell the tricky words.

Which is the tricky part of the word? Why is it tricky? Colour the tricky part in a different colour. Cover the words and write each one twice.

no go I

\_\_\_\_\_

3. Read and match.

Read these words and draw lines to match them to the correct pictures. Add in sound buttons to help you.

**oak goal toad**





Level 3 Week 4 Lesson 4  
 Focus: oa

4. Read the sentences.

Tick the sentence that matches the picture.

A load of kids got on the tugboat.  
 A foal is on the coach.  
 A load of kids got on the coach.



5. Spell the words.

Look at the picture, say the word and write each sound down.






\_\_\_\_\_

6. Write the sentence.

Listen to the sentence and write it down.

\_\_\_\_\_

How confident do you feel?



Once children are familiar with the structure of the workbook, they should be able to work through the daily activities independently. You are then able to focus your time working with those children who would benefit from further adult support.

Optional wider SSP provision follow-up activities can be used to help support and embed the learning from the lesson. These resources are intended to be optional; they do not form part of the core daily phonics session. The activities will each have a different focus linked to letter formation, letter recognition, segmenting and blending. For each lesson, there is a table-based activity for formal recording of children's learning and a game or practical activity. Children can complete the activities independently or as part of a small group.

# Assess

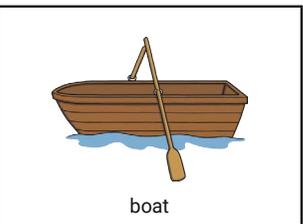
# Assess Against the Criteria

Can children recognise GPC 'oa' when shown it?

Can children segment words containing 'oa'?

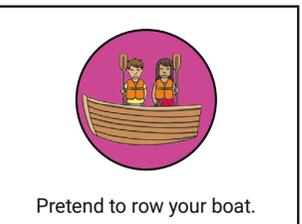
Today, we have been learning **oa**.  Level 3

**Picture**



boat

**Action**



Pretend to row your boat.

**Word List**

Can you sound out these words?

goat	oat
soak	boat
loan	moat

**Song**

(To the tune of 'Hickory Dickory Dock')

A beautiful day on the lake,  
 And we're going to  
 paddle our boat,  
 oa - oa - oa - oa  
 Now, here we go!  
 Let's hope that it stays afloat!

Can you write oa?

oa oa oa

oa oa oa



 Made by teachers, perfect for parents  Free parent packs at [twinkl.co.uk/parents](https://www.twinkl.co.uk/parents)



The pack includes a Teacher Recording Sheet, Level 3 Assessment Teacher Guidelines, and Level 3 Assessment Pupil Assessment Sheet. It also features a word wall with words like jug, van, wet, box, or, ur, ow, ear, air, he, she, hey, we, me, are, and an ink saving Eco logo.

## Level 3 Assessment Pack

Continue children's learning at home.

Send home the daily parent sheet to support children to practise and explore the new sound.



# Level 4

The purpose of Level 4 is to:

- consolidate children's knowledge of graphemes in reading and spelling words, especially digraphs and trigraphs;
- introduce words with adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC, CCVCCC;
- learn polysyllabic words;
- learn to read and spell some more tricky words.

## Before starting this Level, children can already:

- recognise Level 2 and 3 GPCs;
- blend and read CVC words;
- segment and make a phonetically plausible attempt at spelling single syllable CVC words;
- 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.

## By the end of Level 4, children will be able 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;
- segment and spell words containing adjacent consonants;
- 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.

## 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](#).

# What Resources Will I Use Each Week in Level 4?

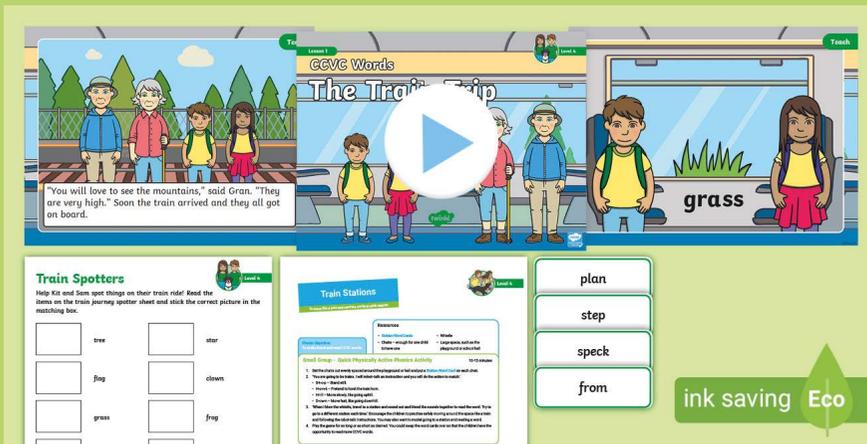
- weekly plan
- 5 lesson PowerPoints
- a pupil workbook and teacher guidance
- 10 follow-up activities
- parent information sheets
- minibooks for reading and writing

## What Does a Level 4 Weekly Plan Include?

Each weekly plan outlines the focus skills and tricky words as well as the learning objectives and success criteria for phonics that week.

The plan summarises the teaching and learning taking place through a clear revisit and review, teach, practise, apply and assess structure.

Workbook and follow-up activities for each lesson are outlined on the weekly plan to ensure that everything is clearly available to guarantee a successful phonics session.



The screenshot shows a colorful illustration of a train station with children and a train. A large play button is overlaid on the scene. Below the illustration are several activity sheets:

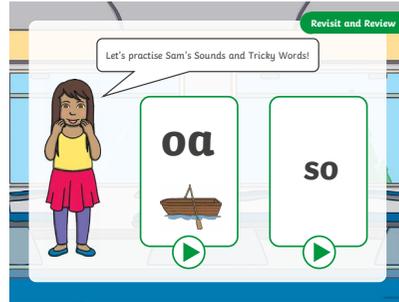
- Train Spotters:** A matching activity where children identify objects on a train ride. The objects listed are tree, star, flag, clown, grass, and frog.
- Train Stations:** A worksheet with a grid for writing and a list of words to match with pictures.
- plan, step, speck, from:** A vertical list of words in rounded rectangular boxes.
- ink saving Eco:** A green leaf icon with the text 'ink saving Eco'.

For detailed guidance on how to deliver a lesson in level 4, have a look at our teacher guidances.

Date: _____ Group: _____		Level 4 Week 1				
<b>Learning Objective/Success Criteria:</b>				<b>Focus:</b>		
<ul style="list-style-type: none"> <li>To practise previously learned GPCs from Levels 2 and 3</li> <li>To be able to read CVCVC words.</li> <li>To be able to spell CVCVC words.</li> </ul>		<ul style="list-style-type: none"> <li>To read the tricky words <b>see</b> and <b>we</b>.</li> <li>To spell the tricky words <b>be, we, me, we, be</b>.</li> <li>To read and write sentences.</li> </ul>		<b>Tricky Words (Reading):</b> see, so  <b>Tricky Words (Spelling):</b> he, she, me, we, be		
<b>Lesson Prep List</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	
<b>Revisit &amp; Review</b>	Review all taught Level 3 GPCs and tricky words using flashcards.	Review Level 2 GPCs and tricky words and new tricky words 'at' and 'sat' using flashcards.	Review Level 3 GPCs and tricky words and new tricky words 'er' and 'sat' using flashcards.	Review Level 3 GPCs and tricky words and new tricky words 'er' and 'sat' using flashcards.	Review Level 3 GPCs and tricky words and new tricky words 'er' and 'sat' using flashcards.	
<b>Teach</b>	<b>Soundly Wash</b> Teach reading tricky words 'sat' and 'at'. Introduce reading adjacent consonants and identifying each consonant sound.	<b>Back to the Stone Age</b> Introduce and practice reading adjacent consonants and identifying both sounds.	<b>Crash Mate</b> Teach spelling tricky words 'er' and 'sat'. Introduce writing words that end with adjacent consonants. Encourage children identify both adjacent consonants.	<b>The Cave Family</b> Teach writing tricky words 'er' and 'sat'. Introduce segmenting to spell words that end with adjacent consonants. Write labels for the cave picture.	<b>Fall and Fall!</b> Practice reading words that end with adjacent consonants.	
<b>Practise</b>	<b>Play Cawman Sounds.</b> Clap 3-letter words that end with adjacent consonants and find the matching picture.	<b>Play Cawman Words.</b> Read the words that end with adjacent consonants that are written on the cave walls.	<b>Play Stone Age Phoneme Frames.</b> Segment to spell CVCVC words and write them in the phoneme frames.	<b>Play Rock and Roll.</b> Spell words that end with given adjacent consonants. Write as many words as you can before the time runs out.	<b>Play Words from the Past.</b> Read the words that end with adjacent consonants to find out what Fall and her family are saying in the book.	
<b>Apply</b>	Read a sentence containing CVCVC words to find out what is special about the objects in the box.	Read a sentence containing tricky words 'sat' and CVCVC words, to find out what Kit and Sam will do.	Write a sentence containing 'er', 'at' and CVCVC words to explain what Fall's dad is doing.	Write a sentence containing 'er', 'at' and CVCVC words to suggest what Kit and Sam should do.	Shared reading of Fall and Will. Read to find sentences containing CVCVC words. Enjoy the text. Spot and read tricky words.	



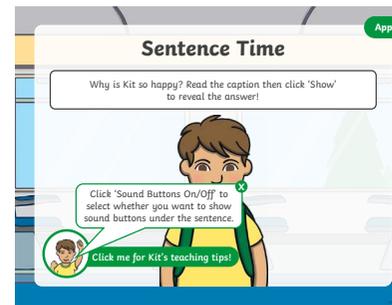
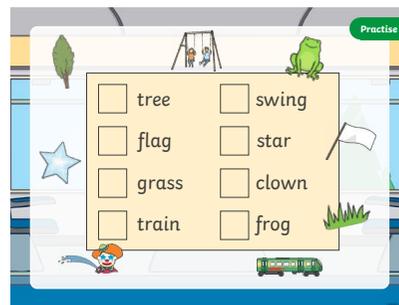
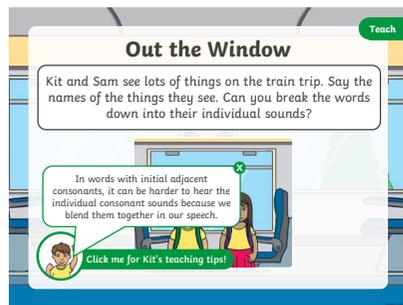
# What Does a Level 4 PowerPoint Include?



Recap of previously taught GPCs and tricky words, embedding taught sounds and words to ensure rapid recall.

Stories for the adult to read to contextualise the learning.

Introduction to the learning objective.



An interactive activity to provide opportunities to practise blending or segmenting words that contain adjacent consonants.

Children are given opportunities to read the adjacent consonants.

Sentence time encourages children to apply their phonic knowledge to read or write a caption including adjacent consonants and this week's tricky words.

# Level 4 Example Lesson



## Context

This week, Kit and Sam travel to see Grandma and Grandad in Scotland and go for a woodland adventure. They climb aboard a train and look for things out of the window with consonants in their names.

## Resource List

- [CCVC Words Lesson Pack](#)
- [Mnemonic Flashcards](#)
- [Twinkl Phonics Phoneme Prompt Frame](#)

Revisit & Review

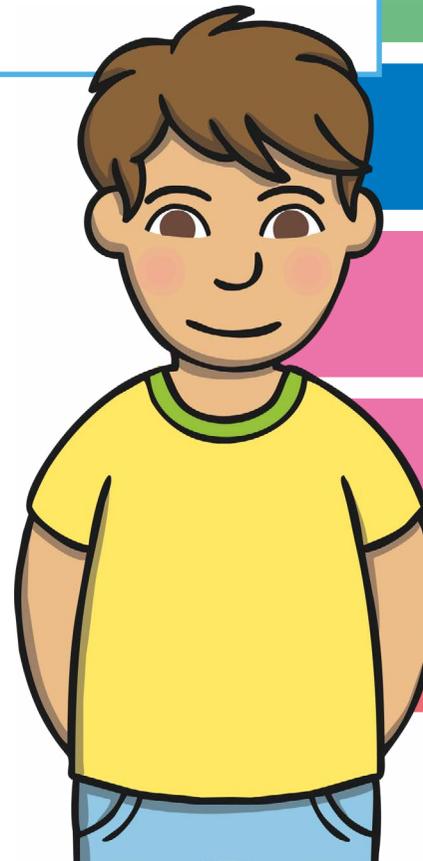
Teach

Practise

Apply

Pupil Workbook

Assess



## Revisit & Review

# Revise Level 3 Sounds and Tricky Words

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

oa

so

The screenshot shows a PowerPoint slide with a green header 'Revisit and Review'. A girl character in a yellow top and red skirt is on the left. A speech bubble says 'Let's practise Sam's Sounds and Tricky Words!'. There are two boxes: the first contains the sound 'oa' and an illustration of a boat; the second contains the word 'so'. Both boxes have a green play button at the bottom. An arrow points from the 'so' box to the explanatory text box on the right.

When presenting the PowerPoint, click on the 'play' button. Encourage children to say the sounds as they appear on the screen. You may wish to encourage the children to carry out each action too.

For more support teaching tricky/common exception words, look at the step-by-step teaching guide and script on [page 15](#).

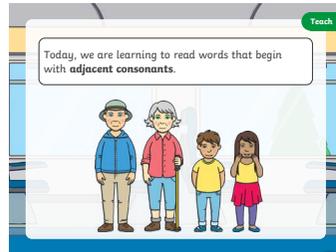
**Top Tip**  
Keep this quick and engaging.



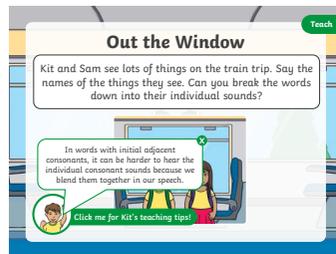
Alternatively, you could use [flashcards](#) or [double-sided flashcards](#) to revisit and review Sam's Sounds.

## Teach

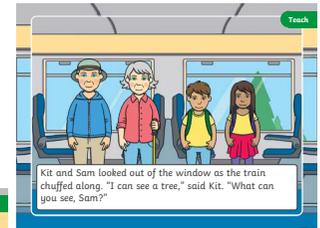
## CVCC Words



Introduce learning objective, 'To read CVCC words.'



Encourage the children to identify the objects that have adjacent consonants at the beginning of the word.



Read the story, 'A Mountain Walk'.



Alternatively, you could stick the images up around the classroom and children could go on a word hunt for those words with adjacent consonants at the beginning.

# Practise

# Play 'Train Spotters'

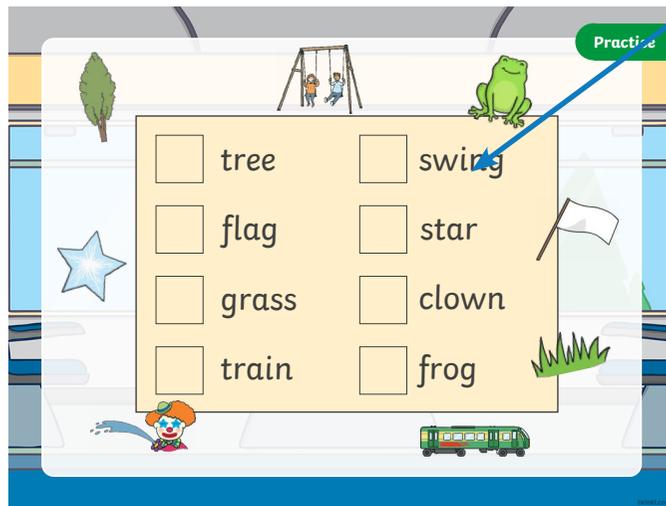
**Practise**

## Train Spotters

Gran and Grandad have given Kit and Sam spotter sheets to keep them busy on the journey. Read the words on the sheet and click on the matching picture.

<input type="checkbox"/> tree	<input type="checkbox"/> swing
<input type="checkbox"/> flag	<input type="checkbox"/> star
<input type="checkbox"/> grass	<input type="checkbox"/> clown
<input type="checkbox"/> train	<input type="checkbox"/> frog

**Practise**



<input type="checkbox"/> tree	<input checked="" type="checkbox"/> swing
<input type="checkbox"/> flag	<input type="checkbox"/> star
<input type="checkbox"/> grass	<input type="checkbox"/> clown
<input type="checkbox"/> train	<input type="checkbox"/> frog

Children are encouraged to practise their phonic skills to read the words on the list to work out which is the one that matches.

Click on the pictures to match them to the correct words.



Alternatively, you could use talking partners here. This is a great technique that enables all children to practise their phonics skills and have a go at independently reading the words to a friend.



Apply

## Complete 'Sentence Time'

**Within Level 4, children participate in reading and writing sentences weekly.**

Writing sentence time encourages children to:

- look at an illustration;
- think of their own sentence containing the taught sound;
- apply their phonic knowledge and skills to write sentences independently.



Alternatively, you could use talking partners here. This is a great technique which enables all children to apply their phonics skills and have a go at independently reading the sentence with a friend.

Apply

### Sentence Time

Why is Kit so happy? Read the caption 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!

Apply



He is glad to see that the train has come to a stop.

Sound Buttons On/Off

Show

Support children to apply their phonics knowledge to read the sentence containing CVCC words and the tricky word 'come'.

**He is glad to see that the train has come to a stop.**

Click 'show' to reveal the illustration.



Complete the lesson 1 pages of the pupil workbook to consolidate the core phonics skills taught. Practise letter formation, spelling tricky words, word and sentence reading, spelling words and writing dictated sentences.

Level 4 Week 1 Lesson 1  
Focus: CVCC words

Example words:

hand	tusk	tent	lamp	bank
------	------	------	------	------

Write the words:

lamp \_\_\_\_\_

hand \_\_\_\_\_

1. Read the tricky words.

Colour the parts of the words you find tricky.

said so

Level 4 Week 1 Lesson 1  
Focus: CVCC words

2. Read and match.

Read these words and draw a line to match them to the correct picture. Add in sound buttons to help you.

hump    sink    send    tent

3. Read the sentences.

Tick the sentence that matches the picture.

The tusk is on the tent.

The lamp is in the sink.

4. Spell the words.

Look at the picture, say the word and write each sound down.

	_____		_____
	_____		_____

Level 4 Week 1 Lesson 1  
Focus: CVCC words

5. Write the sentences.

Listen to the sentences and write them down.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How confident do you feel?

Once children are familiar with the structure of the workbook, they should be able to work through the daily activities independently. You are then able to focus your time working with those children who would benefit from further adult support.

Optional wider SSP provision follow-up activities can be used to help support and embed the learning from the lesson. These resources are intended to be optional; they do not form part of the core daily phonics session. The activities will each have a different focus linked to letter formation, letter recognition, segmenting and blending. For each lesson, there is a table-based activity for formal recording of children's learning and a game or practical activity. Children can complete the activities independently or as part of a small group.



## Assess

## Assess Against the Criteria

This week, we have been learning about  
words that begin with adjacent consonants.



Level 4

## Top Tip

It can be harder to hear the individual letter sounds when consonants are next to each other in a word so focusing on hearing, segmenting and blending words that begin with adjacent consonants helps children to develop those skills.

## Word List

Read these words.

black      glad      plan      snap      skin  
sleep      twig      trap      dress      cross

Can you add sound buttons to each word?

We have been learning to read the tricky words  
**have, like, come** and **some**.

We have been learning to spell the tricky words **was** and **you**.

was

you

Can children read words containing CVCC words?

Can children read the tricky word, 'come'?

The image shows a collection of educational materials for a Level 4 assessment. It includes a 'Teacher Recording Sheet' with columns for 'Word', 'Sound', and 'Mark'. There are also 'Level 4 Assessment - Teacher Guidance' and 'Level 4 Assessment - Pupil Answer Sheet' which contain tables for 'Spelling Final Consonant Blends', 'Spelling Initial Consonant Blends', 'Spelling Consonant Blends', and 'Spelling Tricky Words'. A set of sound buttons is shown with words like 'milk', 'hand', 'paint', 'toast', 'said', 'so', 'it', 'have', 'like', 'come', 'some', and 'in'. A green arrow points to the text 'ink saving Eco'.

## Level 4 Assessment Pack

Continue children's learning at home.

Send home the daily parent sheet to support children to practise and explore the new sound.

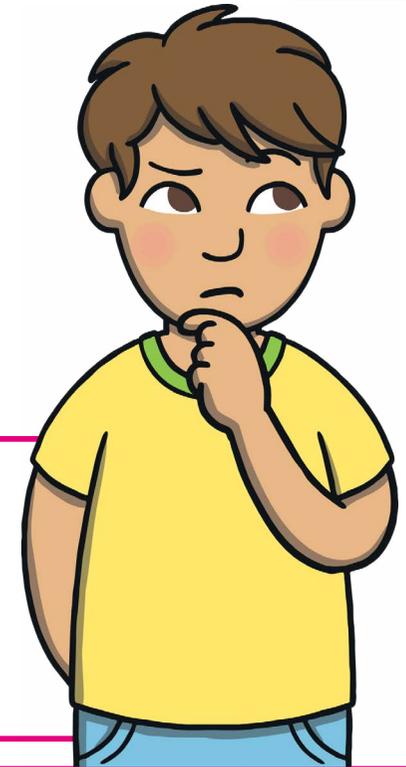


# Level 5

The purpose of Level 5 is to:

- learn alternative graphemes for known phonemes;
- learn alternative pronunciations of known graphemes;
- introduce split digraphs;
- introduce suffixes and prefixes;
- learn to read and spell more common exception words.

Find full coverage on the [Level 5 Overview](#).



## Before starting this Level, children can already:

- recognise level 2 and 3 GPCs;
- blend to read and segment to spell words containing adjacent consonants;
- read tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- spell tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually correctly.

## By the end of Level 5, children will be able 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;
- 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.

Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling
1	'ay' saying /ai/	could should	said so	16	'ow'/'oe' saying /oa/	once, please	thought through
2	'oy' saying /oi/	would want	have like	17	'wh' saying /w/	live, coming	work house
3	'ie' saying /igh/	oh their	some come	18	'c' saying /s/ 'g' saying /j/	Monday, Tuesday	many laughed
4	'ea' saying /ee/	Mr Mrs	were there	19	'ph' saying /f/	Wednesday, brother	because different
5	'a_e' saying /ai/	love your	little one	20	'ea' saying /e/	more, before	any eye
6	'i_e' saying /igh/ 'o_e' saying /oa/	people looked	do when	21	'ie' saying /ee/	January, February	friend also
7	'u_e' saying (y) /oo/ and /oo/ 'e_e' saying /ee/	called asked	what could	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water where	should would	23	adding -s and -es	scissors, castle	live coming
9	Long Vowel Sounds	who why	want their	24	adding -er and est (adj)	beautiful, treasure	Monday Tuesday
10	'ch' saying /c/ 'ch' saying /sh/	thought through	Mr Mrs	25	'tch' saying /ch/	door, floor	Wednesday brother
11	'ir' saying /ur/	work house	love your	26	adding -ing and -er (verbs)	bought, favourite	more before
12	'ue' saying (y) /oo/ and /oo/	many laughed	people looked	27	'are'/'ear' saying /air/	autumn, gone	January February
13	'ew' saying (y) /oo/ and /oo/	because different	asked called	28	've' saying /v/	know, colour	April July
14	'y' saying /ee/	any eye	water where	29	'ore' saying /or/	other, does	scissors castle
15	'aw'/'au' saying /or/	friend also	who why	30	adding un-	talk, two	beautiful treasure



# Weekly Teaching Sequence

## Lesson 1

Identifying and reading words that contain the new GPC(s) for this week's learning.

## Lesson 2

Embedding and further practising the identification of this week's new GPC(s).

## Lesson 3

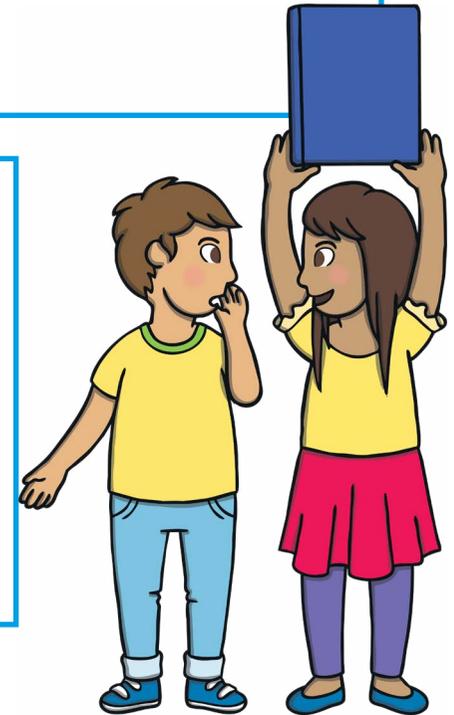
Writing words and sentences containing the new GPC(s).

## Lesson 4

Embedding and further practising the writing of this week's new GPC(s).

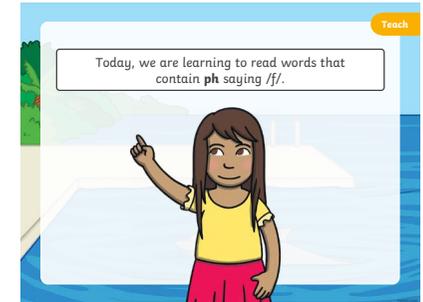
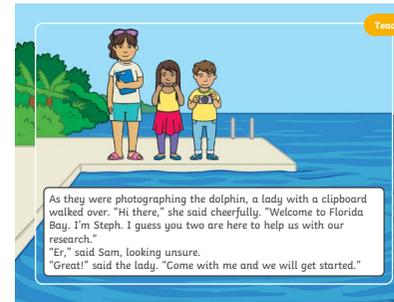
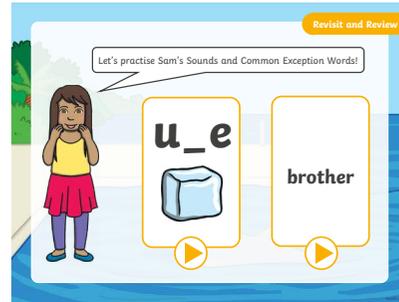
## Lesson 5

Bringing the week's learning together to develop more independent reading and writing skills through the application of this week's teaching.





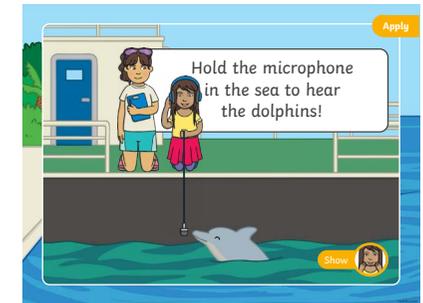
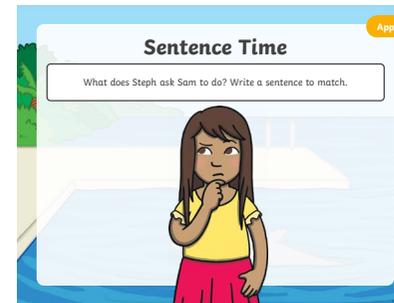
# What Does a Level 5 PowerPoint Include?



Recap of previously taught GPCs and tricky/common exception words, embedding taught sounds and words to ensure rapid recall.

Stories for the adult to read to contextualise the learning.

Introduction to the learning objective.



Writing practice of the week's focus words

Interactive activities to provide opportunities to practise reading writing and sorting words including the new sound, alternative pronunciation or spelling.

Sentence time encourages children to apply their phonic knowledge to read or write a caption including taught sounds and this week's tricky words.



# Level 5 Example Lesson



## Context

This week, Kit and Sam visit the zoo to do some research for a school project. While there, they decide to use the magic map to go and see elephants and dolphins in the wild.

## Resource List

- ['ph' saying /f/ Lesson Pack](#)
- [Mnemonic Flashcards](#)
- 'ph' word cards

Revisit & Review

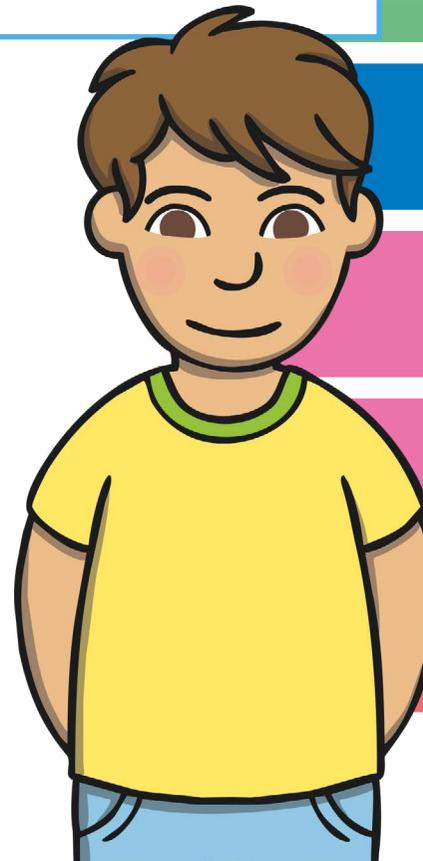
Teach

Practise

Apply

Pupil Workbook

Assess



## Revisit & Review

# Previously Taught Level 5 GPCs and Tricky Words

For more support teaching tricky/common exception words, look at the step-by-step teaching guide and script on [page 15](#).

Revisit and Review

Let's practise Sam's Sounds and Common Exception Words!

u\_e

brother

When presenting the PowerPoint, click on the 'play' button. Encourage children to say the sounds as they appear on the screen.

**Top Tip**  
Keep this quick and engaging.



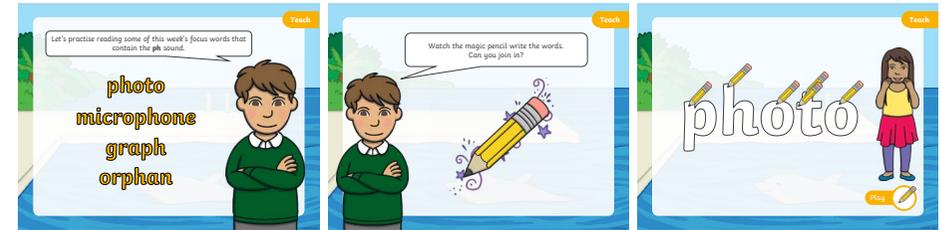
Alternatively, you could use [flashcards](#) or [double-sided flashcards](#) to revisit and review Sam's Sounds.

# Teach

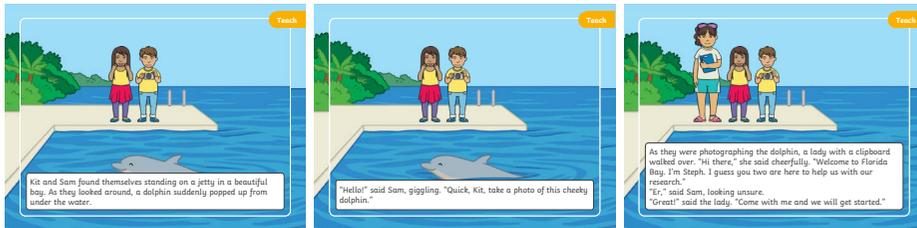
# 'ph' saying /f/



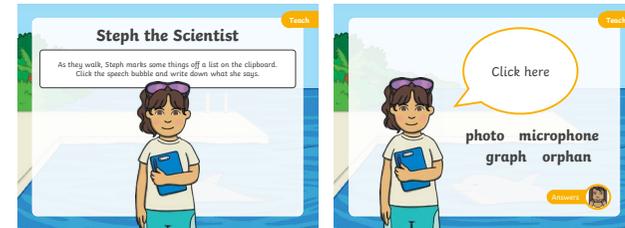
Introduce learning objective 'to read words that contain **ph** saying /f/.'



Learn to write some of this week's focus words: photo, microphone, graph, orphan.



Read story 'A Visit to the Dolphins'.



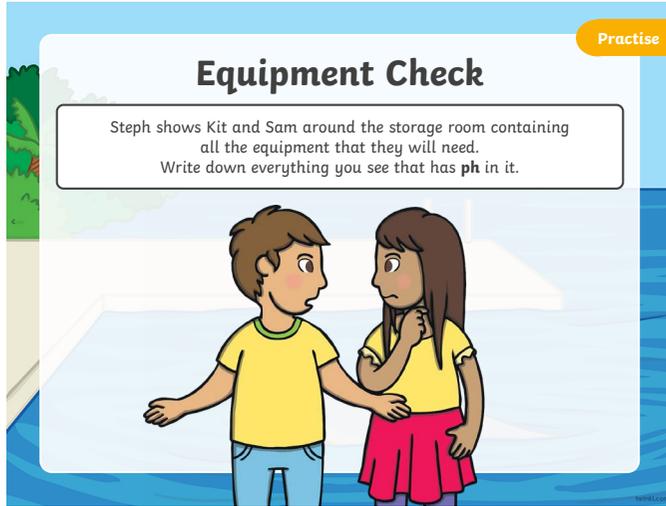
Help Steph the Scientist write her list. Click on the speech bubble to listen to the word. Encourage the children to have a go at writing the words independently. Click 'answers' to reveal the correct spelling of the 'ph' words.

# Practise

# Play 'Equipment Check'

**Equipment Check** Practise

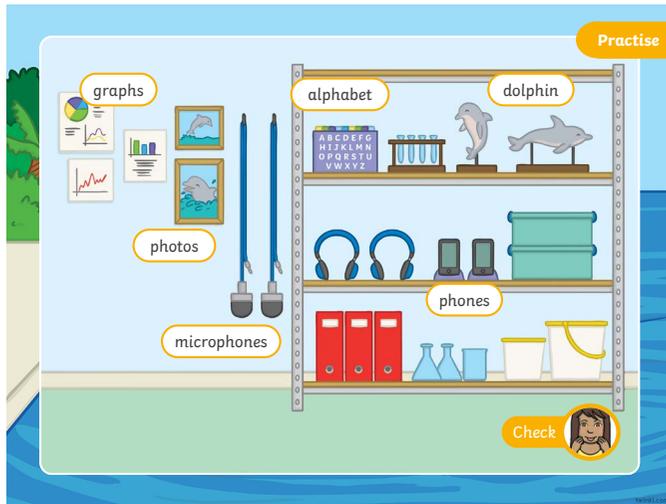
Steph shows Kit and Sam around the storage room containing all the equipment that they will need.  
Write down everything you see that has **ph** in it.



Invite the children to help Kit, Sam and Steph check the equipment by finding and writing down words containing 'ph' saying /f/.

Alternatively, you could distribute the words to pairs of children for one to read out and the other to write.

**Equipment Check** Practise



graphs  
photos  
microphones  
alphabet  
phones  
dolphin

**Check** 



You could use talking partners here. This is a great technique which enables all children to practise their phonics skills. Encourage the children to work together to spot and write down the 'ph' words that they find. As a challenge, can they use the words in an oral sentence?

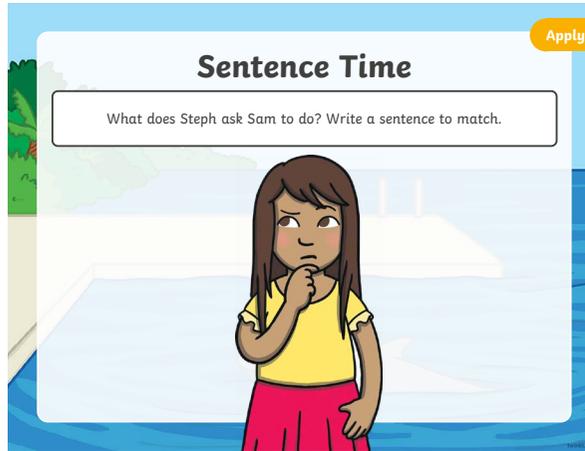
Apply

# Complete 'Sentence Time'

Apply

### Sentence Time

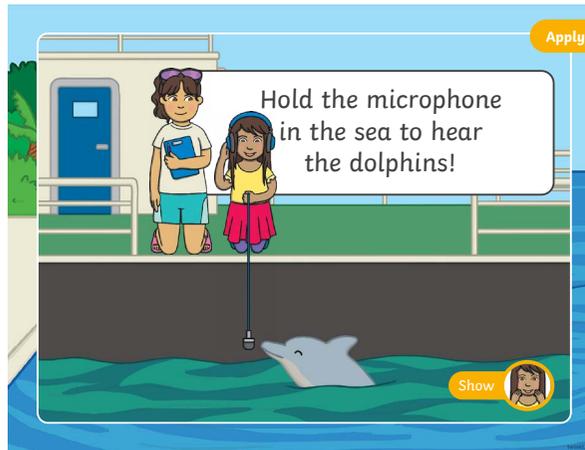
What does Steph ask Sam to do? Write a sentence to match.



Alternatively, you could use talking partners here. Children could work together to think of a sentence and have a go at independently writing the sentence.

Apply

Hold the microphone in the sea to hear the dolphins!



Show

Support children to write their own sentences.

Invite children to share their sentences with their friend or to the class.

Click 'show' to reveal the suggested sentence:

*'Hold the microphone in the sea to hear the dolphins.'*



Level 5 Week 19 Lesson 4

Focus: **ph** saying /f/

The /f/ Sound Family		
f	ff	ph

**1. Read the silly questions.**

Answer by putting a circle around 'yes' or 'no'.

Do dolphins use earmuffs?	yes	no
Is the alphabet pink?	yes	no
Can you phone the Moon?	yes	no
Is an elephant bigger than a cat?	yes	no

**2. Write the focus words.**

photo

elephant

phone

dolphin

How confident do you feel?

twinkl phonics visit twinkl.com

Complete the lesson 4 page of the pupil workbook to consolidate the core phonics skills taught. Read the sentences to answer the questions and write the spelling focus words.

Once children are familiar with the structure of the workbook, they should be able to work through the daily activities independently. You are then able to focus your time working with those children who would benefit from further adult support.

Optional wider SSP provision follow-up activities can be used to help support and embed the learning from the lesson. These resources are intended to be optional; they do not form part of the core daily phonics session. The activities will each have a different focus linked to letter formation, letter recognition, segmenting and blending. For each lesson, there is a table-based activity for formal recording of children's learning and a game or practical activity. Children can complete the activities independently or as part of a small group.

# Assess

# Assess Against the Criteria

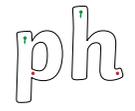
Can children blend and segment words containing 'ph' saying /f/?

Can children read and write the words, 'photo', 'microphone', 'graph' and 'orphan'?

This week, we have been learning to read and spell words containing **ph** saying f.  Level 5

**Top Tip**  
 The grapheme 'ph' makes the same sound as 'f' or 'ff'.

**Picture**  
  
 dolphin

**Formation**  
  
 Finish at the red dot.

**Word List**  
 Can you read these words?

<u>ph</u> oto	<u>ph</u> ream	<u>gr</u> aph	<u>ph</u> lot
micr <u>o</u> ph <u>o</u> ne	<u>ph</u> one	do <u>l</u> ph <u>i</u> n	be <u>l</u> ph <u>a</u>
or <u>ph</u> an	sto <u>l</u> ph <u>i</u> n	ele <u>ph</u> ant	al <u>ph</u> abet

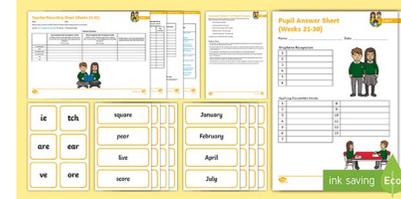
**Common Exception Words**  
 Wednesday  
 brother

**Spelling Words**  
 because  
 different

 Made by teachers, perfect for parents  
 Free parent packs at [twinkl.co.uk/parents](https://www.twinkl.co.uk/parents) 



Level 5 Assessment Pack  
 Weeks 1-10



Level 5 Assessment Pack  
 Weeks 11-20



Level 5 Assessment Pack  
 Weeks 21-30

Continue children's learning at home.

Send home the daily parent sheet to support children to practise and explore the new sound.



# Level 6

The purpose of Level 6 is to:

- develop children's knowledge of spelling patterns and best-guess grapheme selection;
- learn more alternative graphemes for known phonemes;
- learn more alternative pronunciations for known graphemes;
- introduce the /zh/ phoneme;
- develop an understanding of the spelling rules for adding suffixes and prefixes;
- introduce homophones/near homophones and contractions;
- learn to spell more common exception words;
- develop their understanding of grammar rules;
- learn effective writing techniques including editing and proofreading;
- learn more strategies to read and write independently.

## Before starting this Level, children can already:

- 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;
- read sight-read 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.

## By the end of Level 6, children will be able 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, and sufficiently fluently 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.



Find full coverage on the [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



# Weekly Teaching Sequence

## Lesson 1

Identifying and reading words that contain the new GPC(s)

## Lesson 2

Identifying different GPC spelling rules within the same sound family

## Lesson 3

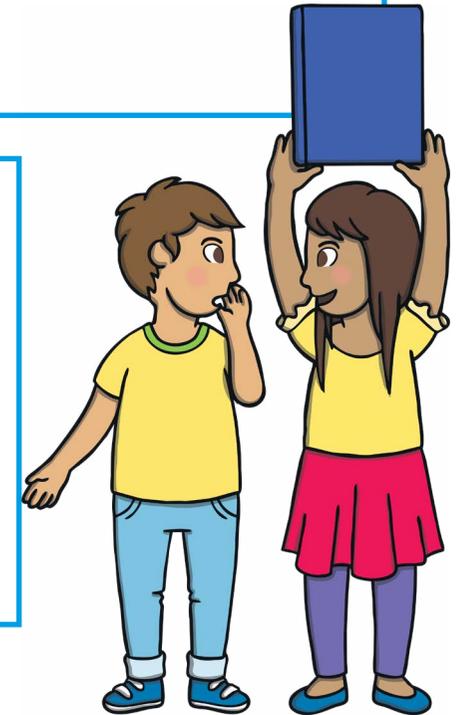
Writing words and sentences containing the new GPC(s)

## Lesson 4

2014 national curriculum grammar objective

## Lesson 5

Bringing the week's learning together to develop writing skills through the application of the week's spelling and grammar teaching



# What Resources Will I Use Each Week in Level 6?

- weekly plan
- 5 lesson PowerPoints
- a pupil workbook and teacher guidance
- 10 follow-up activities
- minibooks for reading and writing
- parent information sheets
- spelling bookmarks

## What Does a Level 6 Weekly Plan Include?

Each weekly plan outlines the focus GPCs and common exception words as well as the learning objectives and success criteria for phonics that week.

The plan summarises the teaching and learning taking place through a clear revisit and review, teach, grammar, practise, apply and assess structure.

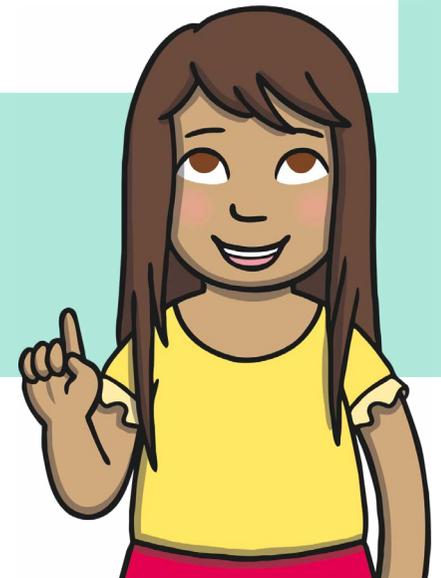
As well as spelling objectives, the grammar focus for the week is outlined in the plan.

Workbook and follow-up activities for each lesson are outlined on the weekly plan to ensure that everything is clearly available to guarantee a successful phonics session.

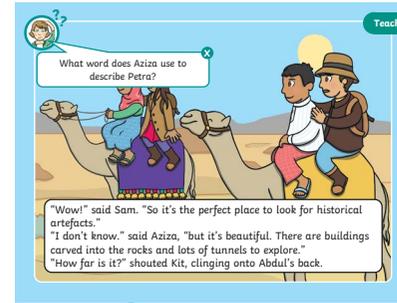


For detailed guidance on how to deliver a lesson in Level 6, have a look at our teacher guidances.

		Level 6 Week 1																								
Date: _____ Group: _____																										
<b>Learning Objective/Success Criteria:</b>		<ul style="list-style-type: none"> <li>To read words containing 'y saying /igh/</li> <li>To read and sort words containing different spellings of the same phoneme.</li> <li>To spell words containing 'y saying /igh/.</li> </ul>		<ul style="list-style-type: none"> <li>To identify the different GPCs for /igh/ and when these graphemes might be used.</li> <li>To write and correctly punctuate sentences.</li> </ul>		<b>Common Exception Words (Spelling):</b> goat, floor																				
		<b>Grammar Focus:</b> Using a capital letter at the start of a sentence and a full stop at the end.		<b>Focus Words:</b> by, dry, shy, fly, spy, happy, pylon, python																						
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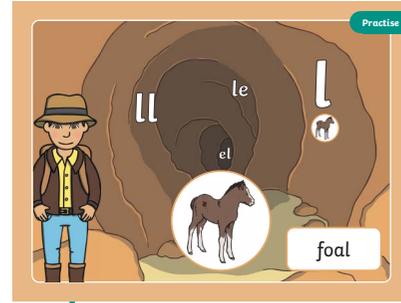
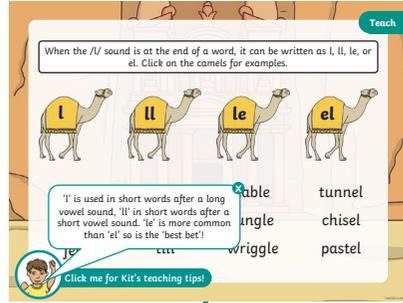
# What Does a Level 6 PowerPoint Include?



Introduction to the learning objective.

Stories for the adult to read to contextualise the learning.

Writing practice of the week's focus and common exception words.



Teach slides that introduce the concept of a new sound, alternative pronunciation or spelling family/rule.

An interactive activity to provide opportunities to practise blending or segmenting words including the new sound, alternative pronunciation or spelling family/rule.

Children apply their new phonic knowledge to read or write a sentence including words containing the new sound, alternative pronunciation or spelling family/rule.

# Level 6 Example Lesson



## Resource List

- ['el' saying /l/ Lesson Pack](#)
- learning journals or paper to write on
- a pencil or pen to write with
- /l/ word cards
- hoops

Revisit & Review

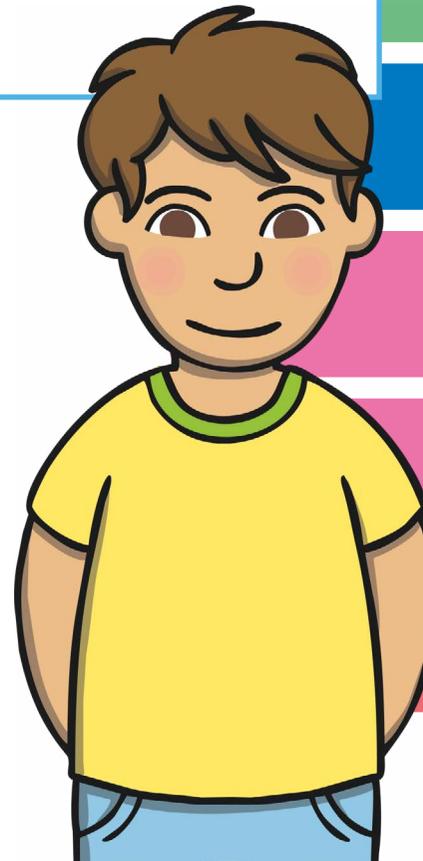
Teach

Practise

Apply

Pupil Workbook

Assess



## Context

This week, Kit and Sam become archaeologists as they use the magic map to travel to Petra and solve a mystery in the desert. To do so, they must use their phonics knowledge to decipher a series of puzzles and clues.

Revisit and Review

Let's practise reading some of this week's focus words.

tunnel  
funnel  
towel  
tinsel



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Invite children to read and write this week's focus words.

**Top Tip**  
Keep this quick and engaging.

As well as the focus words for the week, children will continue to learn how to spell their tricky/common exception words. For more support teaching children to spell tricky/common exception words, look at the step-by-step teaching guide and script on [page 15](#).



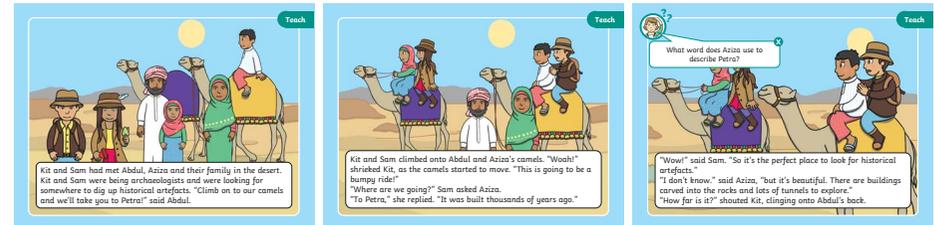
Alternatively, you could use talking partners here. Children could read the focus words to their friend and then have a go at writing the focus words on their partner's back with their finger.

## Teach

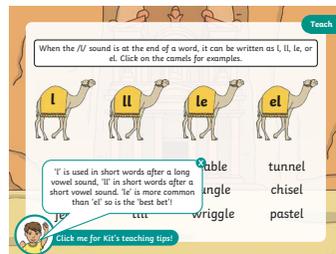
## Different Ways of Spelling the /l/ Sound



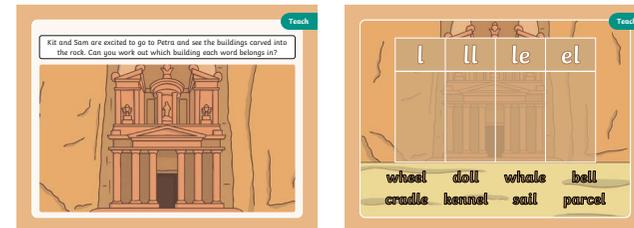
Introduce the learning objective 'to identify different ways of spelling the /l/ sound.'



Read, 'The Visit to Petra'. Click on Mum's question to explore new vocabulary.



Identify and explore the previously-taught alternative spellings in the /l/ family. Click on 'Kit's teaching tips' for spelling rules.



Help Kit and Sam work out which word belongs to each building. Sort the /l/ alternative spellings correctly.



Alternatively, you could ask children to sort /l/ word cards into hoops spread around the room.

# Practise

# Play '/l/ Tunnels'

Kit and Sam need to find their way through the mysterious tunnels. Help them to sort /l/ words to find the correct route. Take time to discuss the words and spelling rules to choose the correct /l/ spelling. Click on the word ending to see if you were correct.

**/l/ Tunnels** Practise

Kit is imagining the tunnels at Petra. Look at the items containing the /l/ sound and choose the correct spelling. Click on the word ending to see if you were correct.



You could use talking partners here. This is a great technique which enables all children to practise their phonics skills. Encourage the children to work together to choose the correct spelling.

Practise



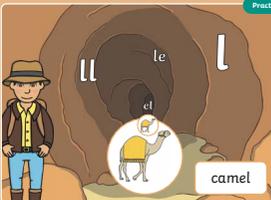
foal

Practise



pebble

Practise



camel

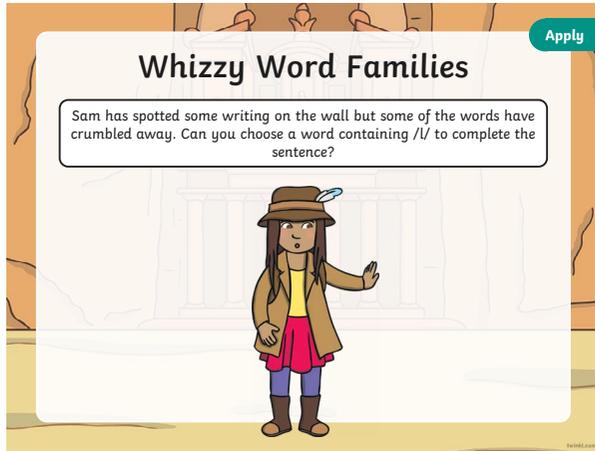
Apply

# Complete 'Whizzy Word Families'

Apply

## Whizzy Word Families

Sam has spotted some writing on the wall but some of the words have crumbled away. Can you choose a word containing /l/ to complete the sentence?



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Apply

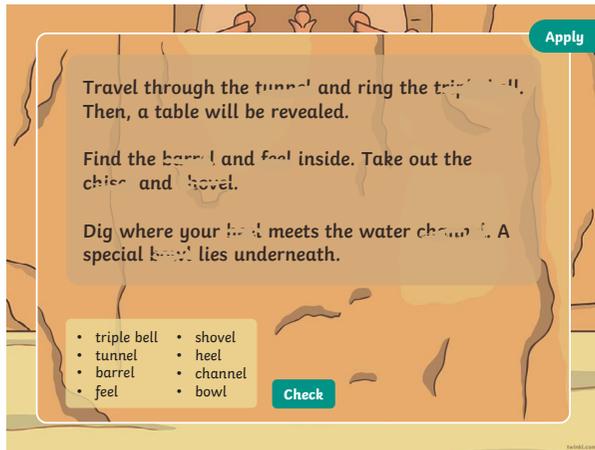
Travel through the tunnel and ring the triple bell. Then, a table will be revealed.

Find the barrel and feel inside. Take out the chief and shovel.

Dig where your head meets the water channel. A special bowl lies underneath.

- triple bell
- tunnel
- barrel
- feel
- shovel
- heel
- channel
- bowl

Check



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Use the pupil workbook for this week to consolidate and practise the core phonics skills taught.

Help Sam to read the writing on the wall to solve a puzzle. All the missing words belong in the /l/ family. Invite children to choose the correct words.

Encourage the children to apply their phonic knowledge by writing the missing /l/ words independently.



You could use talking partners here. Children could work together to think of the missing words and have a go at independently writing the words.



Level 6 Week 10 Lesson 3

Focus: **el saying /l/**

The /l/ Sound Family

l	ll	le	el
---	----	----	----

**1. Read the story.**

Highlight all of the words that contain the **-es** suffix.

**l ll le el**

Sam was a squirrel and her job was to deliver parcels to all of the animals in the town. The little town had tunnels under its river so the animals could travel from one side to other. One snowy morning, Sam was even busier than usual. She was rushing to finish her deliveries and was carrying a parcel of dolls to the toy shop when she slipped on the icy gravel and landed in a very full puddle. Luckily, the toy shop owner came out, helped Sam up and gave her a towel so she could dry herself off.

"Thank you!" said Sam "My last delivery is a barrel of jewels and tinsel for the castle and I can't turn up there wet and late. Whatever would the Queen say?" "Oh goodness me, no," exclaimed the shopkeeper. "You had better get dry and hurry along."

Sam raced to the castle and rang the bell. "Here are your jewels and tinsel, Your Majesty," panted Sam.

"At last!" said the Queen. "They are a present for my camel. He love things that sparkle."

Sam thought they were a strange gift for a pet but she didn't say so. She was just glad to have finished all of her deliveries at long, long last.

**2. Sort the words.**

l	ll	le	el

How confident do you feel?

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Complete the lesson 3 page of the pupil workbook to consolidate the core phonics skills taught. Read the story and highlight the focus GPC and any alternative spellings and then sort the words by spelling pattern.

Once children are familiar with the structure of the workbook, they should be able to work through the daily activities independently. You are then able to focus your time working with those children who would benefit from further adult support.

Optional wider SSP provision follow-up activities can be used to help support and embed the learning from the lesson. These resources are intended to be optional; they do not form part of the core daily phonics session. The activities will each have a different focus linked to letter formation, letter recognition, segmenting and blending. For each lesson, there is a table-based activity for formal recording of children's learning and a game or practical activity. Children can complete the activities independently or as part of a small group.

Assess

# Assess Against the Criteria

Can children select the correct spelling of /l/ words?

## Toys in the Sand



### Focus Words Check!

Fill in the missing letters.

trav\_ \_l      t\_ \_nn\_ \_l  
 cam\_ \_l      f\_ \_nn\_ \_l  
 chis\_ \_l      t\_ \_w\_ \_l  
 sq\_ \_irr\_ \_l      tins\_ \_l

b\_ \_ea\_ \_  
 \_ \_t\_ \_ak

Match the words to the correct toy.

Level 6 Assessment Pack Weeks 1-10

Level 6 Assessment Pack Weeks 11-20

Level 6 Assessment Pack Weeks 21-30

Level 6 Week 10 Spelling Bookmarks

Continue children's learning at home.

Send home the weekly parent sheet and bookmarks to support children to practise and explore the new sound and spellings.

## Section 5: Supplementary Information

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This section is supported by, and can be used in conjunction with, module 6 of the Twinkl Phonics [online training course](#).



# Ofsted Inspections and Phonics

The introduction of the **September 2019 Ofsted Education Inspection Framework (EIF)** has seen many changes to how Ofsted inspections are carried out.

Within the new 'Quality of Education' category sit the three Is: 'Intent, Implementation and Impact'. Inspectors 'will not grade intent, implementation and impact separately' (Ofsted EIF 2019), rather, they will use these as an aid to drive inspections and collate evidence during their time within each school. Upon completing a school inspection, schools will receive an overall graded judgment under the new EIF based on the all new 'quality of education' category along with 'behaviour and attitudes', 'personal development' and 'leadership and management'.

## What does this mean for phonics?

The focus of '*how children are taught to read*' (Ofsted EIF 2019) became a priority for inspections within schools.

Under the new EIF, it is mandatory that **infant, junior, primary and lower middle-schools** partake in a reading 'deep dive' and it is here that phonics education is analysed.

## How will a phonics 'deep dive' be carried out?

Inspectors will collate evidence in the form of lesson visits, conversations, reviewing school policies and documents, phonics assessments, phonics screening check results and will listen to some children read stage-related books and texts.

Inspectors will carry out the 'deep dive' with the three Is in mind.

**Intent** - Inspectors will consider how the school's phonics programme clearly outlines the knowledge, skills and understanding children will develop.

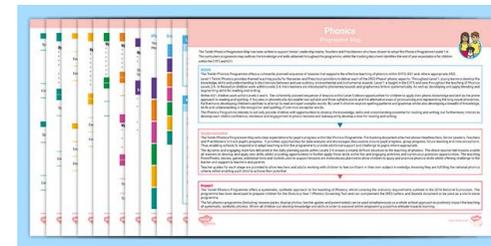
**Implementation** - Inspectors will analyse the school's success in implementing their phonics programme. They will explore assessment and how the school uses this to support learning.

**Impact** - Inspectors will investigate pupils' outcomes in order to review the impact of the school's phonics program.

## How can we prepare?

Our [Deep Dive into Phonics Self Review](#) supports you to carry out a comprehensive self-review of the phonics curriculum and practice within your setting.

[Deep Dive into Phonics: Whole-School Progression Map and Intent, Implementation and Impact Statement](#) is a supporting document to help you to prepare for a deep dive in your school. It includes intent, implementation and impact statements, progression through year groups plans and supporting progression map documents.



The full breakdown of the reading 'deep dive' can be found in paragraph 296 of Ofsted's Education Inspection Framework.

Read the full [Blog](#) here



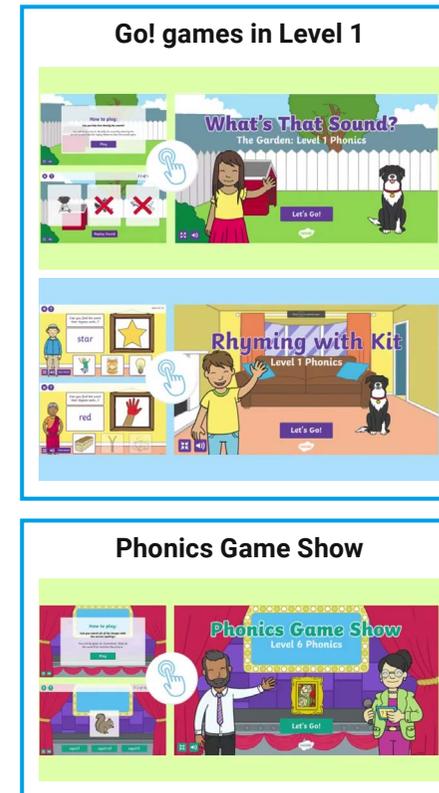
# Phonics Go! Games

Twinkl Phonics also includes a range of fun, interactive Go! games featuring Kit and Sam, and their friends. They have been developed to support children's learning in phonics by applying, developing and deepening their phonics knowledge and understanding in a fun and interactive way. All Go! games can be explored as a class or independently by learners. They can also be shared with parents via an access code so that children can play the games again at home.

Find them in the **Interactive Games** section of each phonics level.

## Using Technology in Phonics Lessons

Interactive games are a great way to get children to practise and consolidate their phonics skills either in lessons or simply when you have a few minutes to spare. Children adore animated games, especially when they contain their favourite characters, making interactive games an easy way to practise the key skills of GPC and tricky/common exception word recognition, blending and segmenting. For those children who have a device at home on which they can be played, our interactive games make it even easier to link learning in school to practice at home.





# What Is the Phonics Screening Check?

**The Phonics Screening Check is a statutory part of the curriculum for children within year 1.**

During the summer term, all children in year 1 are tested in their ability to apply phonics knowledge to read a range of real and nonsense words. This is to check that they are able to apply the key phonics skills to all words, both known and unknown.

Visual prompts, such as tricky/common exception word displays and GPC posters, are a key part of encouraging children toward independence when selecting the sounds and words that they need for writing. Consistent imagery through familiar mnemonics also helps to solidify the learning links laid down in phonics lessons and bring them into other areas of the curriculum.

You can find a wide range of display resources in the supporting resources section of each level.



## How Can We Inform Parents?

The [Phonics Screening Parents Guide](#) includes information about the phonics screening activities and assessments that the children will be doing. Sharing this with parents will keep them informed and help them to support their children.

Resources link to the main scheme through Kit and Sam's extra-terrestrial friend, Jay the Alien. Activities, PowerPoints and games cover the real and nonsense words that may appear in the Phonics Screening Check to make preparation fun and feel like a part of the scheme.

The [Twinkl Phonics Year 1 Phonics Screening Check Teacher Guidance](#) enables you to find answers to all the fundamental questions that you and other staff may have about the phonics screening check. It covers:

- the structure of the Year 1 Phonics Screening Check;
- the type of words used in the Phonics Screening Check;
- advice on how to administer the check;
- suggestions of ways to adapt the check for specific learners;
- scoring, recording, and reporting results.





# Creating Effective Phonics Displays

Effective displays that engage and support children's learning are essential within a successful phonics classroom.

Visual prompts, such as tricky/common exception word displays and GPC posters, are a key part of encouraging children toward independence when selecting the sounds and words that they need for writing. Consistent imagery is important when embedding GPCs across each year group.

## Including:

- mnemonic posters
- letter formation mats
- sound mats
- display photographs
- tricky/common exception word bricks
- growing sounds display
- letter bunting
- certificates
- display lettering
- display posters
- Twinkl Phonics family posters
- editable bookmarks





# Creating Active Phonics Lessons

Children love learning in a variety of different ways. Twinkl Phonics includes physically active phonics activities to ensure all children can stay engaged, enthused and focused on their learning.

Physically active phonics activities appear as quick 'get up and go' activities during whole-class teaching and also as stand-alone teaching activities and games. Level 1 is naturally active so we have made plans for Levels 2 to 6 to make them more active, too. These plans and resources aim to get children up and moving while practising and applying their phonics knowledge in fun, physical ways.



Look out for the logo on PowerPoints!

These icons outline a physically active alternative that can easily be applied to your daily phonics lessons.

## Scribe with Sam

To write both big and small letters.



Level 5

### Resources

- An outdoor space, such as the playground
- Paintbrushes and bowls of water
- Coloured chalks
- [Level 5 Sound Flashcards](#)

Phonic Objectives: To recognise and write the level 5 graphemes.

### Small Group - Quick Physically Active Phonics Activity

10-15 minutes

Give every child in your group a piece of coloured chalk and ask them to find a space on the playground.

1. 'Sam has been practising writing her letters. She has been writing them really big and really small. We are going to have a go at writing our level 5 sounds too. Listen carefully to the instructions.'
2. Say a selection of the Level 5 sounds and invite the children to write them around the playground. 'Write a big 'ou'. Write a small 'ou'.'
3. Encourage the correct letter formation and share examples of amazing writing as you go. You might want to show the [Level 5 Sound Flashcards](#) to check they match.
4. Once the playground is covered in a variety of graphemes, invite the children to collect a paintbrush and water.
5. 'Now, we are going to make our letters disappear. When I say a sound, you have to find the matching grapheme and go over the letter with your paintbrush and water to make it disappear. Remember to still form your letters correctly.'
6. Work through all of the sounds covered in the first part of the activity until all of the graphemes have disappeared.



### Assessment

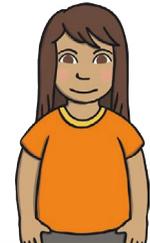
- Can the children recognise all of the level 5 graphemes?
- Can the children write the level 5 graphemes?
- Can the children form the letters using the correct letter formation?

### More Ideas to Try

- This activity could be adapted to use for all the sounds taught in levels 2-5.

#### Extension Ideas:

- Why not invite the children to write words containing the Level 5 sounds? This [Level 5 Decodable Word Booklet](#) would be very useful.



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# Exciting Phonics All Year Round

Children love it when their learning at school mirrors their experience of life. Seasonal resources mean that you can keep your phonics teaching relevant – whatever time of year it is!

Twinkl Phonics contains a bank of seasonal resources to encourage children to develop, practise and apply their phonics knowledge in fun activities based on seasons, holidays and events.

Available in Twinkl Phonics Levels 1-6.

## Including:

- Easter
  - spring
  - summer
  - autumn
  - winter
  - Diwali
  - Bonfire Night
  - Space Week
- and many more...



Phonics Level 2 Mitten Match Game

Winter Phonics Level 2 Snowball CVC Activity

Level 2 Phonics Jack Frost CVC Word Building Activity

Winter Phonics Phoneme Frames

Phonics Level 2 Revision Booklet: s, a, t, p, l, n, m, d, o, c, k

Back to School Phonics Level 2 Revision Booklet: ck, e, u, r, h, b, f, ff, ll, ss

Level 2 Back to School I Spy Activity

Level 2 CVC Word Colouring Sheets

Back to School Phonics Level 3 Revision Booklet: j, v, w, x, y, z, zz, qu, ch, sh, th, ng

Back to School Phonics Level 3 Revision Booklet: ai, ee, igh, oa, oo, ar, or, ur, ow, oi

Back to School Phonics Revision Booklet 3 Level 3

Back to School Phonics Level 4 Revision Booklet: Final Consonant Blends

Back to School Phonics Level 6 Revision Booklet 3

Level 6 Phonics Winter Word Search

Level 2 Back to School CVC Word Playdough Mats

Level 2 Back to School Make, Read and Write Activity Mats

Level 3 Back to School I Spy

Level 4 Back to School Kit's Pencil and Rubber Matching Activity

Phonics Level 4 Back to School Tricky Word Letter Formation Activity

Teaching Twinkl Phonics Autumn 2020

Phonics Level 3 Spring at the Farm Picture Worksheet

Phonics Level 4 Spring Pictures and Sentences Worksheets

Easter and Spring Phonics Pack

Easter Phonics Level 3 Missing Sound Egg Hunt

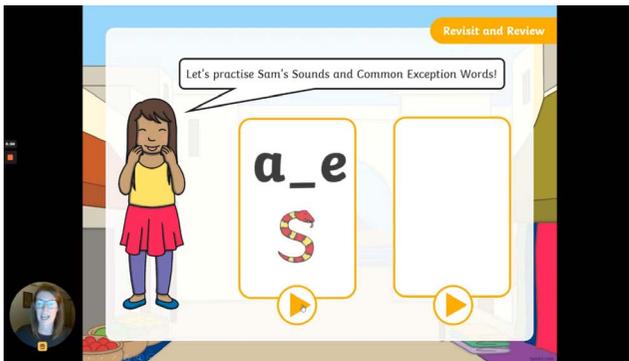


# Delivering Twinkl Phonics Online

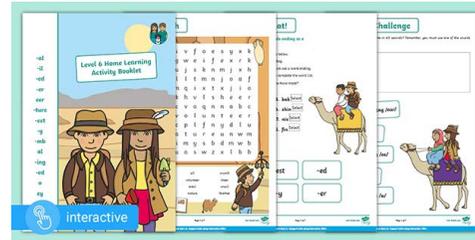
As the programme is hosted online, Twinkl Phonics lessons can easily be adapted for remote online teaching and delivered as live or pre-recorded lessons over your school's chosen meeting site. With a range of downloadable and online activities to support, as well as utilising Twinkl's Planner tool, remote delivery couldn't be easier.

## Lesson Presentations

The lesson presentation PowerPoints found in the daily teaching packs are ideal for screen-sharing with your class. You may wish to ask your children to have resources such as paper and a pencil ready before you start the lesson. Then, by setting the presentation to slideshow mode, you can simply present and run through the teaching objectives and activities while pupils join in at home.



Demonstration of remote teaching using a Twinkl Phonics lesson presentation PowerPoint.



## Twinkl Planner Tool

If you want to ensure you are set up for the week ahead, the Twinkl Planner tool will allow you to add Twinkl Phonics lessons to your personal classroom. These can be shared with parents using a secure PIN code or child login. See [here](#) for further guidance on using the Twinkl Planner tool and setting up your personal remote classroom.

## Downloadable Support Resources

All Twinkl Phonics support resources are downloadable which means they can easily be emailed out to your children. You may wish to share key resources in advance, such as phoneme fans and sounds mats. These can be readily printed at home and will further support the delivery of your lessons. All follow-up activities come with adult guidance where needed, helping parents to feel confident in supporting their child.

## Interactive Games and PDFs

Twinkl Phonics features a range of interactive Go games to support each Level of teaching. All Go games can be shared remotely using the Twinkl Planner tool as above. For a no-print option, your children can use our range of interactive PDF activity booklets to complete their work. These are available for every Level and can be emailed out, completed online and easily returned back to you via email.





# Additional Activities

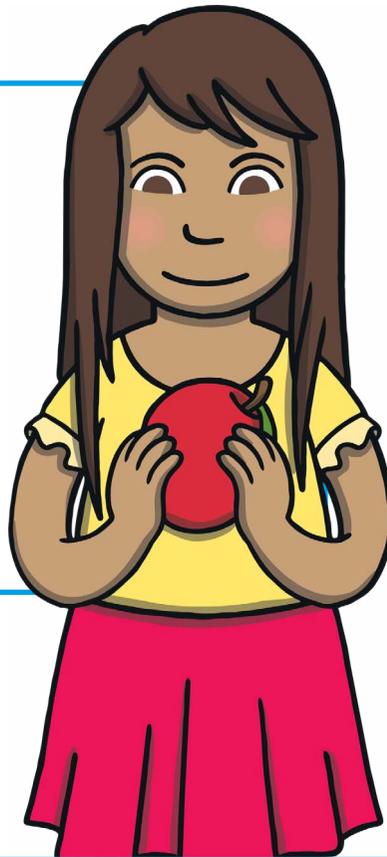
There are some resources that will be used lesson after lesson and having a bank of these handy will save so much time.

Resources such as phoneme frames, classic games and GPC fans, that you know you will be using all year round, can be prepared and stored in plastic wallets or trays to keep them safe and to hand.

The supporting materials area on the Twinkl Phonics landing page contains a wealth of these types of resources to ensure you are prepared whenever you need a grab-and-go activity.

## Some of our favourites:

- phoneme fans
- tricky/common exception word mats
- phoneme frames
- Twinkl Phonics family role-play masks
- page borders
- sound mats
- word booklets
- letter formation practice sheets



All Tricky and Common Exception Words Handwriting Worksheets ★★★★★ 50

Physically Active Phonics Activities ★★★★★ 1

Trinkl Phonics Levels 2, 3 and 4 Tricky Words Booklet ★★★★★ 3

Phonics Level 4 Spring Pictures and Sentences Worksheets ★★★★★ 3

Trinkl Phonics Whole Scheme Sound Mat ★★★★★ 3

Level 2 Letter Formation Activity Sheets ★★★★★ 2

Spelling Bookmarks Level 3 ★★★★★ 1

Level 3 Mnemonic Sound Wall Frieze Display Pack ★★★★★ 1

Level 3 Tricky Words and Sound Mat ★★★★★ 1

Level 3 Mnemonic Songs PowerPoint ★★★★★ 1

Level 3 Tricky Word Mat ★★★★★ 1

Trinkl Phonics Phoneme Prompt Frame

Phonics Screening Check: Galaxy and Alien Colouring Pages

Level 3 Tricky Word Fan

Phonics Screening Galaxy Stick Puppets

Level 2 Tricky Word Mat

Level 4 Word Booklet ★★★★★ 1

Level 2 Phoneme Fan ★★★★★ 1

Christmas Phonics Level 3 Help the Elf! Worksheet ★★★★★ 1

Level 2 and 3 Mnemonics Display Bunting ★★★★★ 1

Level 3 Mnemonic Role-Play Headbands

Level 3 Phonics Mnemonic Songs A4 Posters ★★★★★ 1

Phonics Level 2 Summer Camping Trip Picture Worksheet

Phonics Level 3 Spring at the Farm Picture Worksheet

Approved by



Department  
for Education

