St Meryl School
An Introduction to our Phonics scheme for Parents and Carers

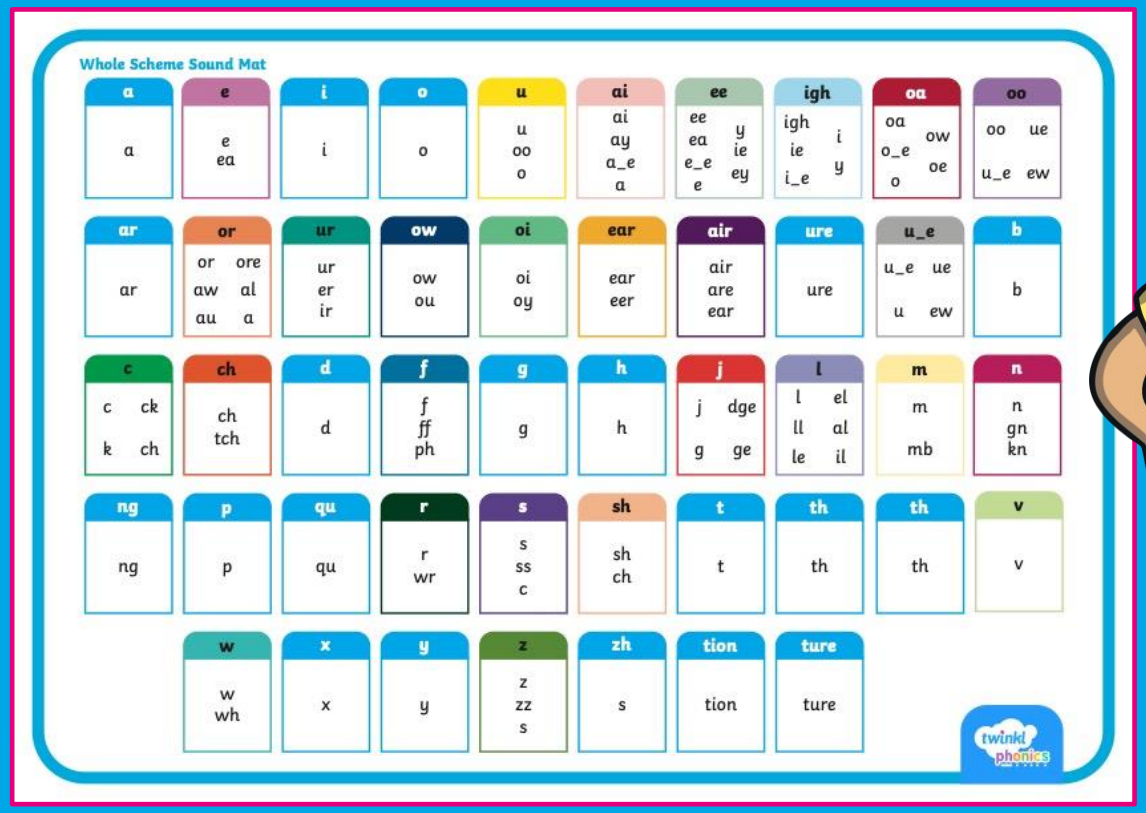


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Did You Know...?

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them.**

This is why English is one of the most complex languages to learn!





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Phonics Terminology

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

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. ‘sh’
Trigraph	three letters making one sound e.g. ‘igh’
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word ‘side’
Tricky/Common Exception Words	words that are not fully decodable such as ‘the’ and ‘was’
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound





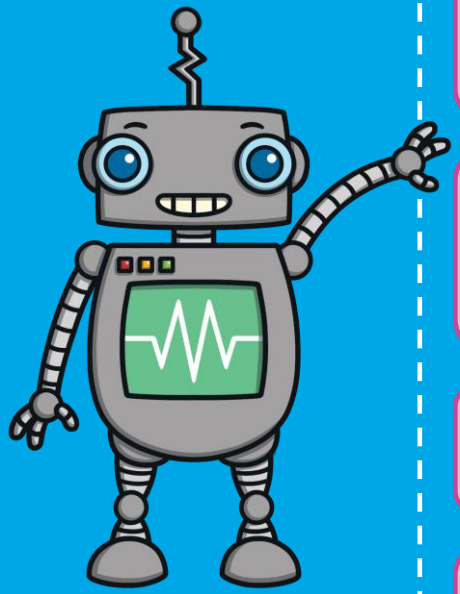






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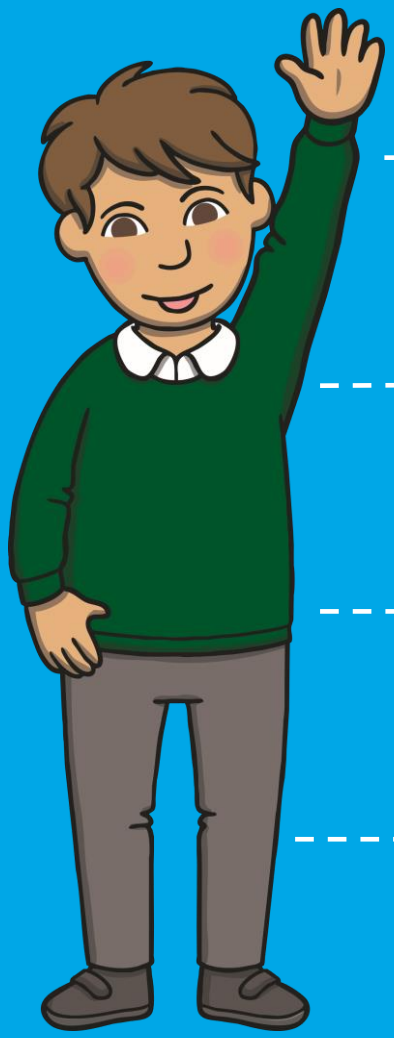
What Is Synthetic Phonics?



- 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 joined or ‘blended’ together into words for reading or, conversely, whole words are broken down or ‘segmented’ into their sounds for writing.
- It is the UK’s most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as ‘sat,’ ‘tap’ and ‘pin’.

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What Are the Benefits of Synthetic Phonics?



- Children progress through the stages as they are ready.
- Planning ensures progression and coverage.
- Children can attempt new words working from sounds alone.
- Reading and writing become practices that are developed hand in hand.

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What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

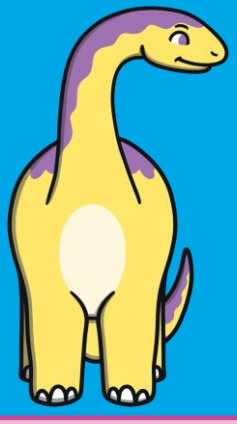
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Level 1

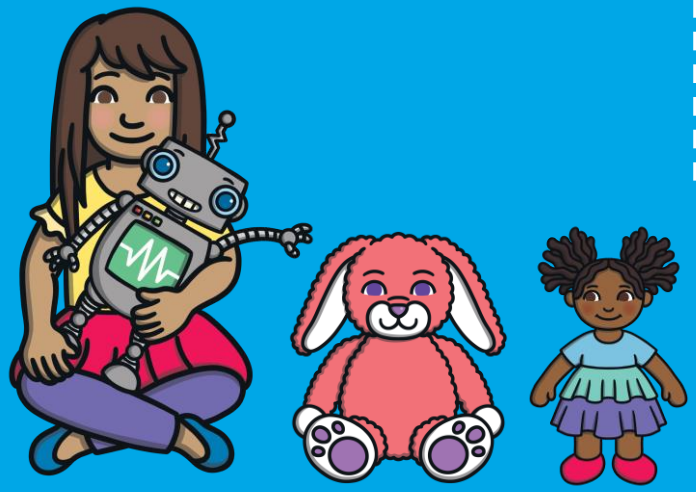


Level 1 is taught in Nursery/Preschool.

By the end of Level 1, children will have had the opportunities to:



- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.



These learning opportunities are presented through seven Aspects.

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What Are the seven Aspects of Level 1?

Aspect 1: Environmental Sounds

- Develop listening skills and awareness of sounds in the environment
- Identify and remember the differences between sounds
- Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- Develop awareness of sounds made with instruments
- Listen to and appreciate the differences between sounds made with instruments
- Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- Develop awareness of sounds and rhythms
- Distinguish between sounds and remember patterns of sound
- Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- Increase awareness of words that rhyme and develop knowledge about rhyme
- Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

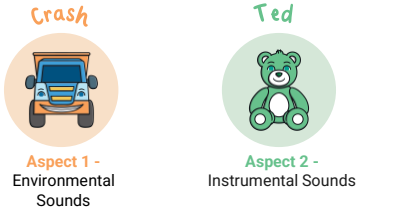
- Develop understanding of alliteration
- Listen to sounds at the beginning of words and hear the differences between them
- Explore how different sounds are articulated

Aspect 6: Voice Sounds

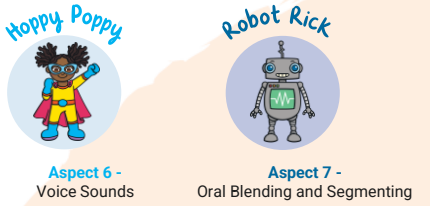
- Distinguish between the differences in vocal sounds
- Explore speechsounds
- Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- Develop oral blending and segmenting of sounds in words
- Listen to sounds within words and remember them in the order in which they occur
- Talk about the different sounds that make up words







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Level 2



Level 2 is taught in Reception.

By the end of Level 2, children will have had the opportunities 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 such as, ‘sat’ and ‘pat’;
- blend sounds to read VC words such as, ‘if’, ‘am’, ‘on’ and ‘up’;
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words (words that cannot be sounded out): the, to, I, no, go.



Level 2 Coverage

In Level 2, children will learn the first 24 GPCs (19 letters, 4 digraphs and an alternative pronunciation) and the first 5 tricky words for reading.

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, l	no, go, I
6	ff, ll, ss, ‘s’ saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words



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Level 2 Actions and Mnemonics



Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.

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Level 3



Level 3 is taught in Reception.

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

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'chop' and 'night';
- segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'paid' and 'seed';
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.







Level 3 Coverage

In Level 3, children learn 28 new GPCs (6 letters, 18 digraphs - 2 of which have alternative pronunciations - and 4 trigraphs). They will also learn 12 tricky words for reading and the spelling of the Level 2 tricky words.

Teaching Week	Focus	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	Revise Level 2 words	n/a
2	y, z/zz, qu, ch	he, she,	the, to
3	sh, th, th, ng	we, me, be	the, to (recap)
4	ai, ee	was	no, go, I
5	igh, oa	my	no, go, I (recap)
6	oo (long), oo (short), ar,	you	no, go, I (recap)
7	or, ur	they	the, to (recap)
8	ow, oi	here	no, go, I (recap)
9	ure, er	all, are	go, to (recap)
10	ure, ure, er, er (recap)	all Level 3 tricky words	-
11	Recap jvwx y z/zz qu ch sh th th ng ai ee igh oa	all Level 3 tricky words	all Level 3 tricky words
12	Recap oo (long) oo (short) ar or ur ow oi ear air ure er	all Level 3 tricky words	all Level 3 tricky words

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Level 3 Actions and Mnemonics



It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly. It would be great if you could also model this at home.

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Level 4



Level 4 is taught in Reception.

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

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants, such as ‘sand’, ‘bench’ and ‘flight’;
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	Focus	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CCVC Words	have, like, come, some	was, you
3	adjacent consonants	were, there, little, one	they, are, all
4	polysyllabic words	do, when, out, what	my, here
5	three-letter adjacent consonants	all Level 4 words	all Level 4 words

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



No new sounds are taught in Level 4.

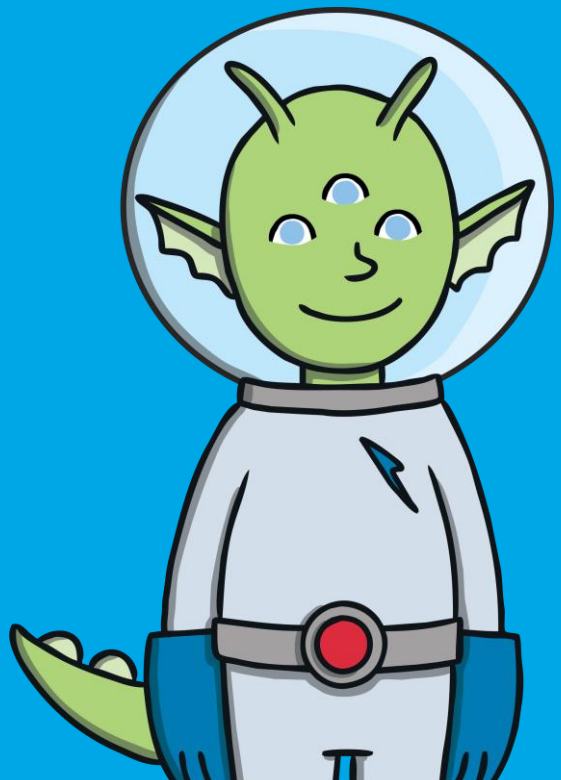
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Level 5



Level 5 is taught in Year 1.

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



- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words such as ‘dolphin’ and ‘parachute’;
- 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.

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Level 5 Mnemonics



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



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Level 5 Overview

Teaching Week	Focus	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	Focus	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	'g' saying /j/ 'c' saying /s/	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 /yoo/ and /oo/ /oo/ and /oo/ 'e_e' saying /ee/	called, asked	what, oh	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water, where	could, 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 /yoo/ and /oo/	many, laughed	people, looked	27	'are'/'ear' saying /air/	autumn, gone	January February
13	'ew' saying /yoo/ and /oo/	because, different	called, asked	28	unspoken 'e'	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



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Level 6



Level 6 is taught in Year 2.

By the end of Level 6, children will have had the opportunities to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

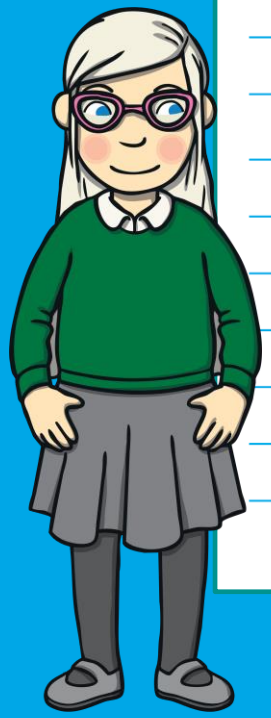
At this stage, children can read hundreds of words automatically. They are now reading for pleasure and reading to learn rather than learning to read.



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Level 6 Overview

Teaching Week	Focus	Common Exception Words for Spelling	Grammar Focus	Teaching Week	Focus	Common Exception Words for Spelling	Grammar Focus
1	'y' saying /igh/	door, floor	Capital Letters and Full Stops	16	'mb' saying /m/	famous, shoe	Alphabetical Order (1) - First/Second Letter
2	'dge' saying /j/ 'ge' saying /j/	bought, favourite	Common Nouns	17	'a' and 'al' saying /or/	pretty, neighbour	Alphabetical Order (2) - Second/ Subsequent Letters
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	Co-ordinating Conjunctions	19	'o' saying /u/	group, country	Exciting Words (1) - alt words for said
5	'kn' saying /n/	other, does	Subordinating Conjunctions	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' saying /l/	world, work	Proper Nouns	23	'war' saying /wor/ 'wor' saying /wur/	prove, improve	Using a Dictionary (1) - Finding Definitions
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' saying /l/	break, steak	Commas in Lists	25	's' saying /zh/	sure, sugar	Exciting Words (2) Using a Thesaurus
11	'al' and 'il' saying /l/	busy, clothes	Nouns (Revision)	26	'wa' saying /wo/ 'qua' saying /quo/	half, quarter	Posessive Apostrophe
12	-ed, -er to words ending in e	whole, listen	Regular Past Tense	27	tion	straight, touch	Improving Sentences (3) - 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



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Level 6 Mnemonics





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Year 1 Phonics Screening Check

In June, all year 1 children are expected to complete the Year 1 Phonics Screening Check.

The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words. (Nonsense words can also be referred to as 'pseudo' or 'alien' words)

For more information why not take a look at the Twinkl Phonics Year 1 Screening Check Guide for Parents

If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2.

Children who have not passed the check in year 1 will have the opportunity to retake it in year 2.







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How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise segmenting and blending words.

Look for familiar sounds and words in the world around you. Such as, when in the supermarket, can your child find words on your shopping list or recognise letters on food packaging?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive?



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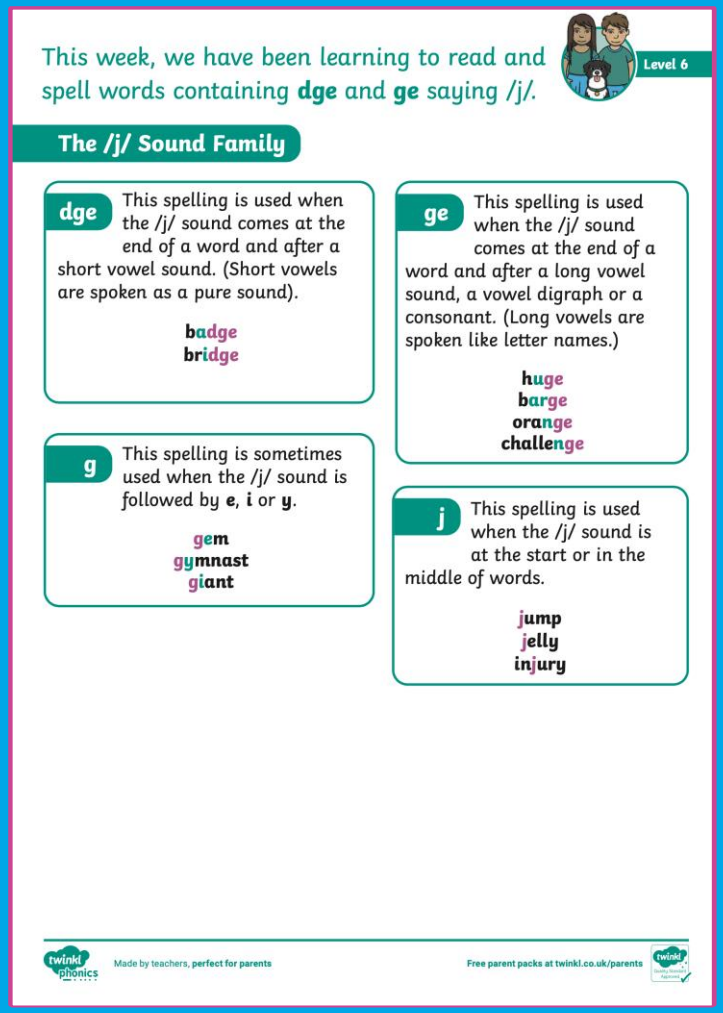
How You Can Help Your Child at Home

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

Support your child to complete any homework they bring home.

Read to and with your child **every day.**

Finally, remember to ask your child's class teacher if you are unsure about any aspect of your child's phonics learning. A consistent approach is important.



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

Level 6

The /j/ Sound Family

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

badge
bridge

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

huge
barge
orange
challenge

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

gem
gymnast
giant

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

jump
jelly
injury

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