



Introducing Twinkl Phonics

SEPTEMBER 2023

Why Twinkl?



- Less prescriptive than RWI and therefore more suited to our learners as they are now.
- We all use twinkl all the time and are familiar with the system, how to download etc
- We are already paying for it... not the main reason but ... hey!
- Planning, resources, parent support, printouts, ideas, videos, audio files, EVERYTHING, is there for you already!

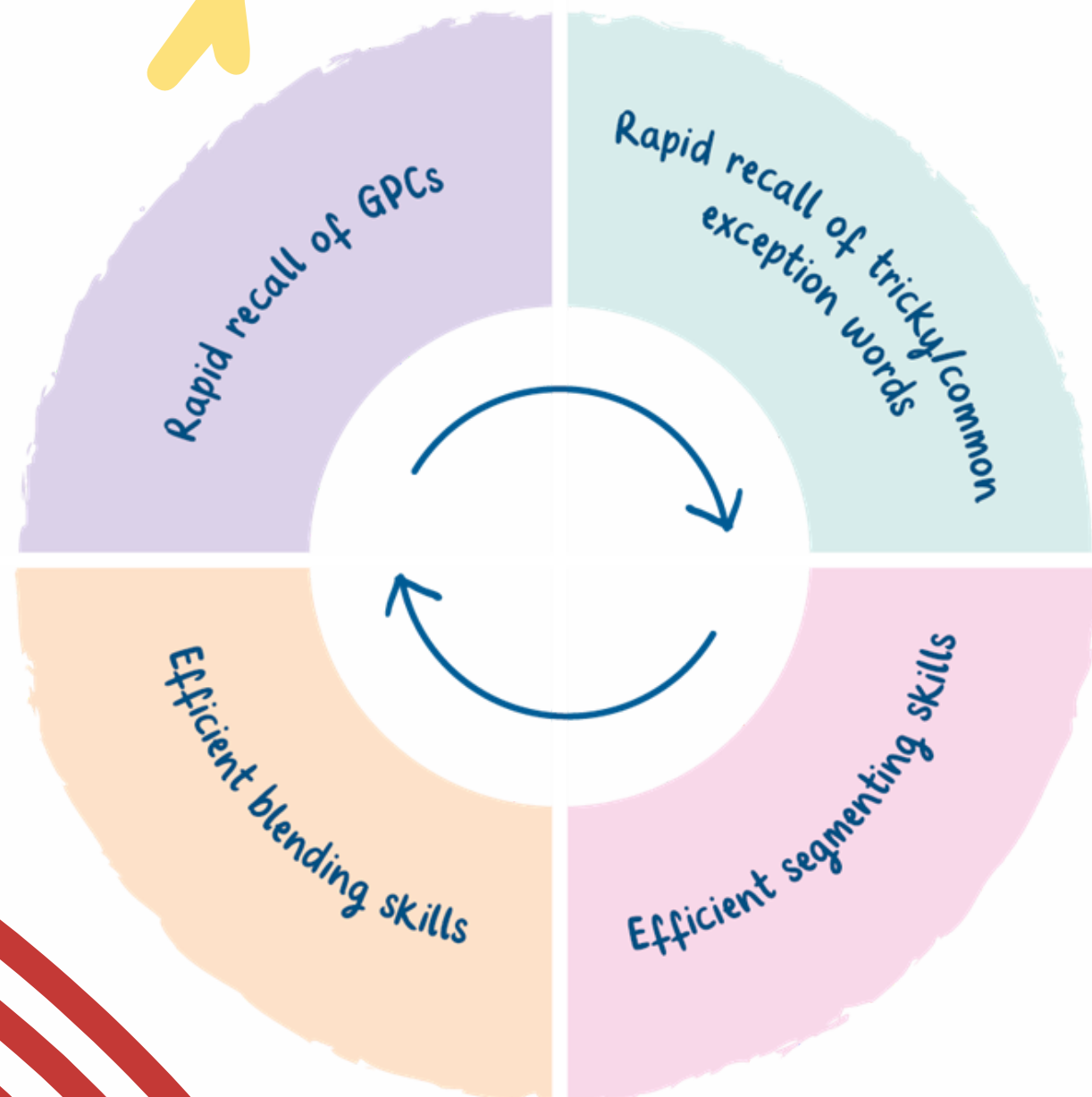
Why a scheme at all?

- The DfE states that all schools need to follow "An accredited SSP (Systematic Synthetic Phonics) programme with "Fidelity".
- Fidelity for us doesn't mean that we have to follow the scheme word for word or the planning word for word. What it does mean is:
 - We need to work through the sounds in the order given to us by Twinkl
 - We can **ONLY** use their resources when teaching phonics lessons e.g their word cards, their presentations, their videos and songs.
 - We can branch out and use other resources we have made ourselves, or a song you find on youtube as extra reinforcement at another point in the day... but in your lessons, you need to remain faithful to twinkl.
 - We can take as long as we like to work through the activities and planning and we can personalise and differentiate it to suit our pupils.



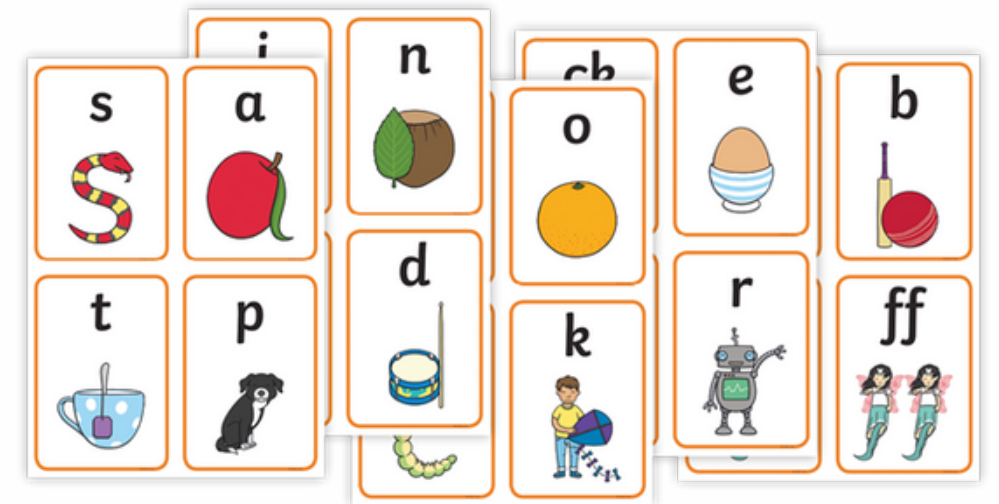
Phonics basics

Not all of our pupils learn to read phonetically, but for those that do, we need to be consistent!



Rapid recall of GPCs

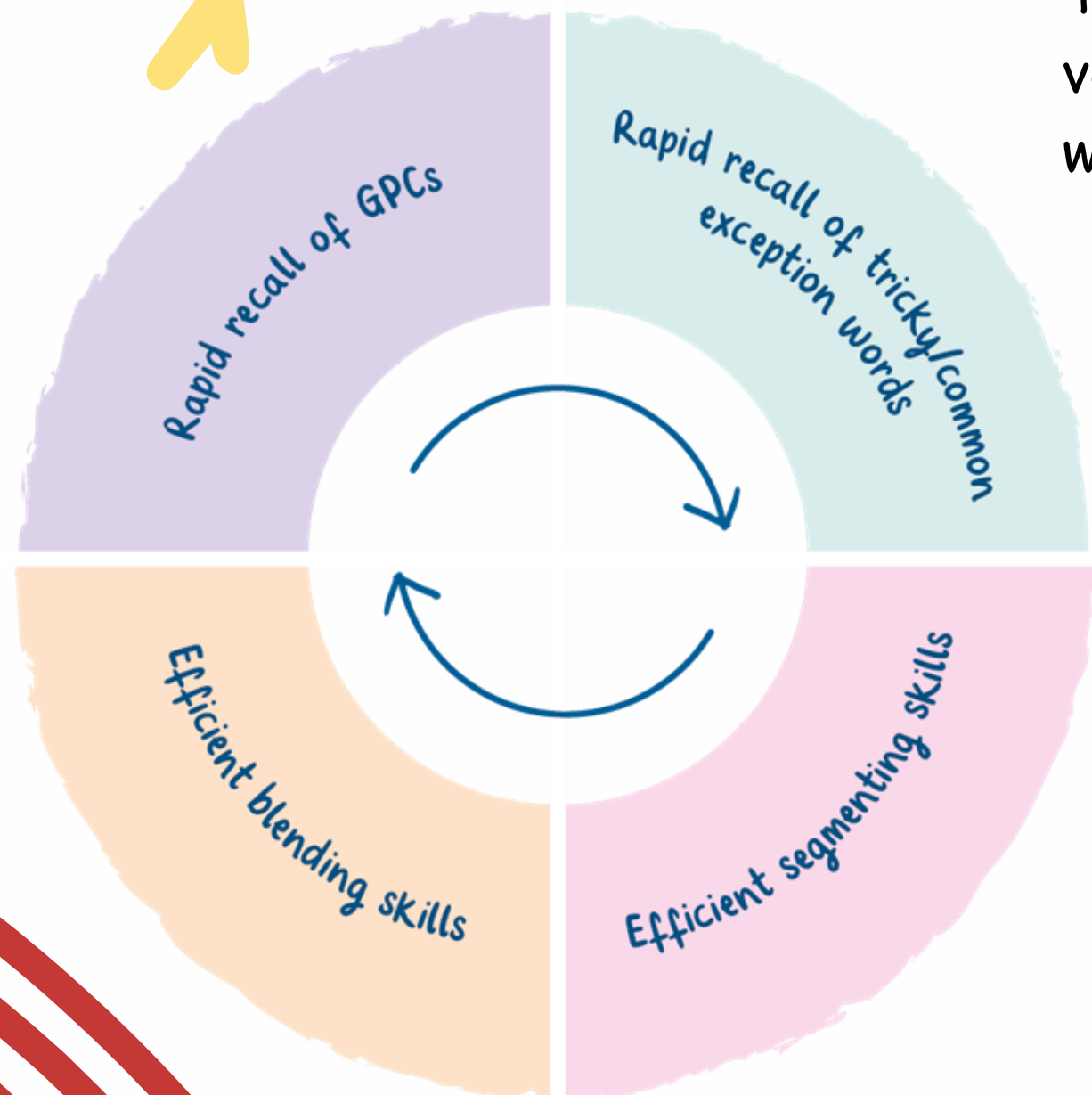
- Children learn the connection between graphemes (letters) and phonemes (sounds): this link is referred to as a grapheme-phoneme correspondence (GPC).
- Secure, rapid recall is crucial for children to blend words effectively.
- It is important to pronounce GPCs as phonemes, not the letter names.
- We also need to make sure we are using pure sounds and not exaggerating sounds.



Phonics basics

Rapid Recall of tricky words / Common exception words:

- There are parts of some very common words in the English language that are not phonetically decodable. These words are introduced first as reading sight vocabulary and then are reintroduced later as spelling words. To learn these, practice is important.
 - Neurotypical children need to practise/hear/encounter a word 10-15 times to learn it.
 - A pupil with special educational needs may need more than 200 repetitions to learn a word!



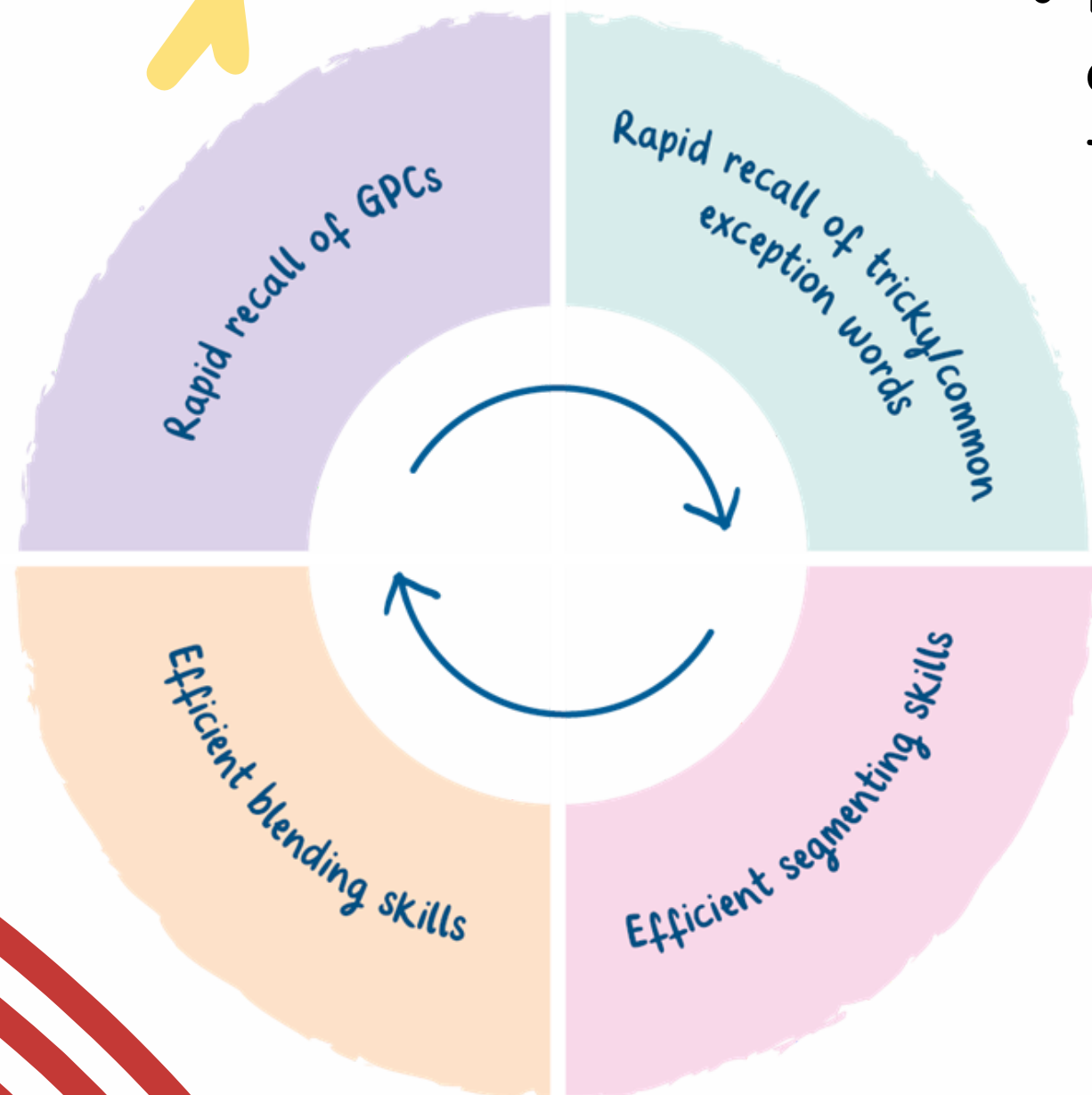
to, the, no, go, I



Phonics basics

Efficient blending skills

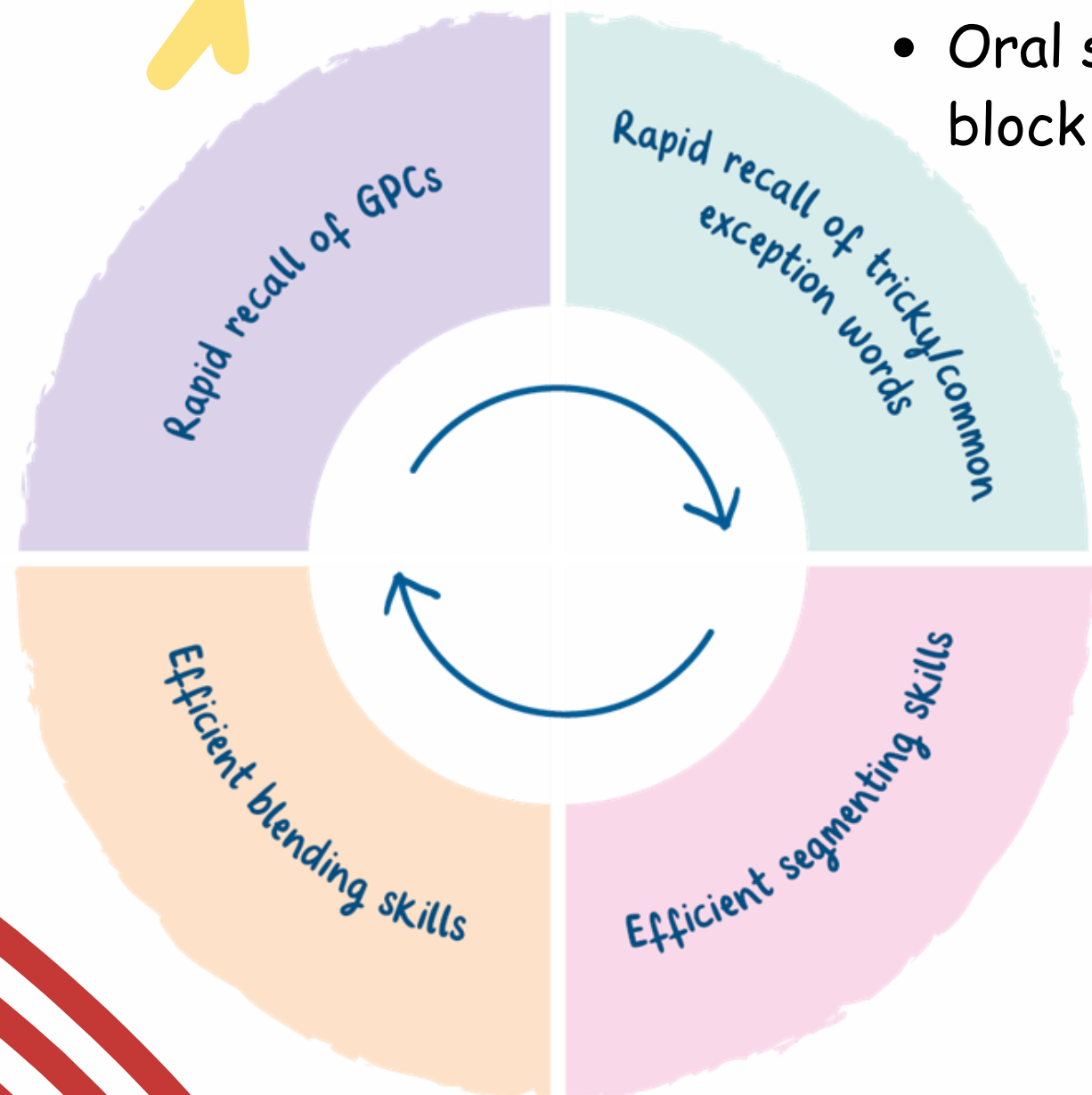
- Blending is a method used to help children learn to read by combining different sounds, also known as phonemes, to form words.
- Blending sounds together teaches learners how words are sounded out, which will help them to decode long and unfamiliar words when they're reading.



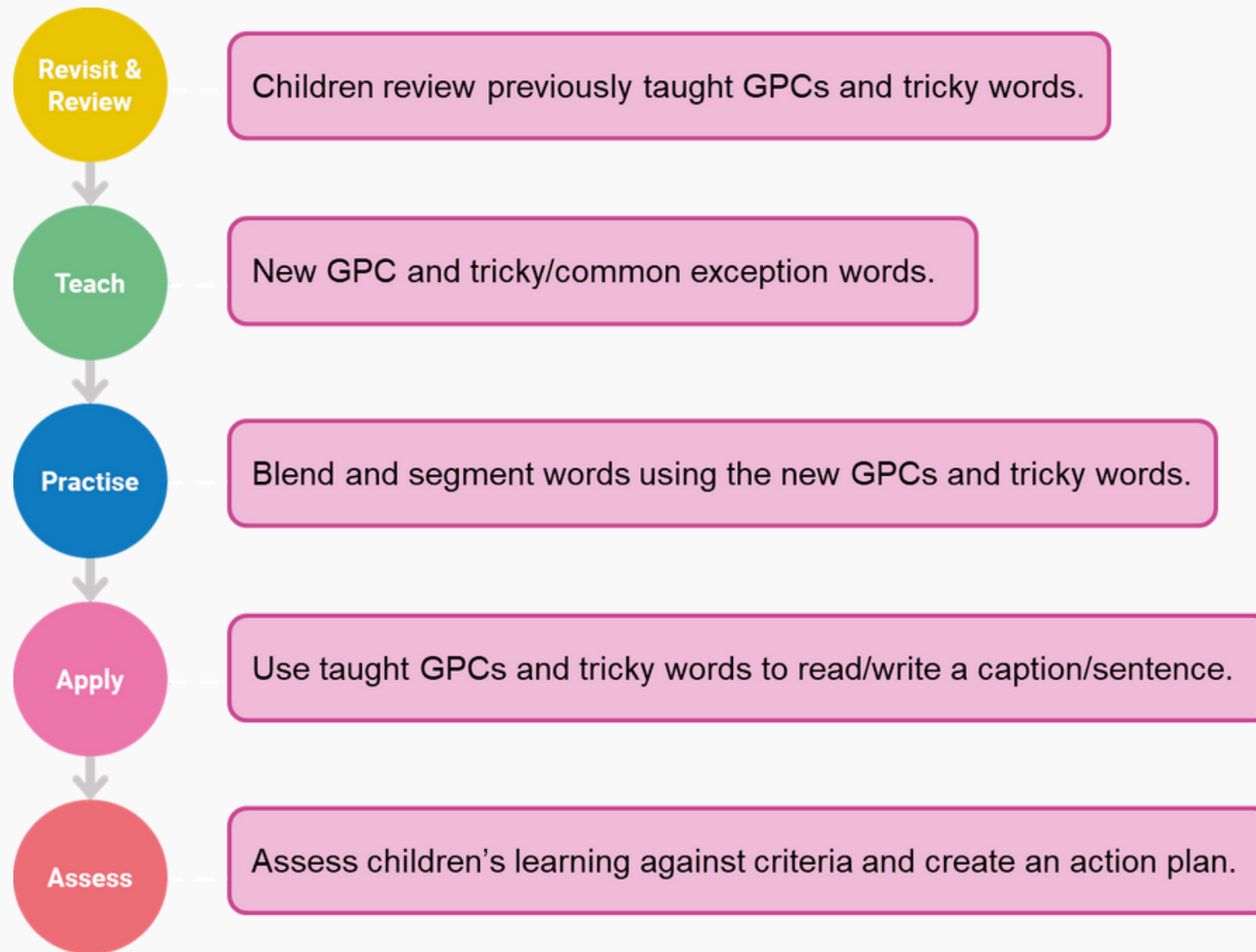
Phonics basics

Efficient segmenting skills

- This is what children need to be able to read
- Segmenting is the ability to break up spoken words into their separate sounds. For example, as we spell the word 'fish', we segment it into its three sounds, also known as phonemes.
- Oral segmenting is a phonemic awareness skill and a crucial building block of independent reading and writing



Planning and Lesson Structure



You will see that the twinkl phonics planning follows a five part structure that we are all familiar with - similar to RWI.

This is too much for the majority of our pupils. Whole class teaching is also too much or impossible with the breadth of ability within our classes. We know this.

You may teach a large group phonics session, a small group or you may teach 1:1 or 1:2.

In Leaves, a phonics session may have 3 parts, recapping and revisiting, introducing a new skill and then practising it.

In Shoots or Roots, your entire phonics session may be just one element or section from the plan. One Twinkl phonics lesson on the plan may take you five lessons in your class. This is to be expected for our learners.

We know phonics will not be right for every child.
We know phonics may never be right for some children at RHS.

Levels of Phonics

Level 1

Pre-Phonics

Aspect 1: Environmental Sounds

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

Aspect 2: Instrumental Sounds

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

Aspect 3: Body Percussion

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

Aspect 4: Rhythm and Rhyme

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

Aspect 5: Alliteration

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

Aspect 6: Voice Sounds

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

Aspect 7: Oral Blending & Segmenting

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

We already have a wealth of planning and resources for what we call pre-phonics (and pre-pre-phonics) that many of you have been teaching.

We know that some of our pupils are likely to stay in this area of reading and writing for their entire time with us.
This is ok.

If, however, a child is making progress through pre-phonics and you feel that phonics is something they could then progress on to, you would then move them onto Twinkl level 1 phonics. This introduces them to the sounds and skills in a further way and prepares them for moving on to phonics level 2 - learning pure sounds and graphemes.

Levels of Phonics

Level 2

As we have already acknowledged, while this may be listed as "week 1", for our learners this may take an entire half term. This is ok. However long it takes, the pupils need to be secure with each sound before moving on.

As you can see, there are no tricky words introduced until half way through level 2.

While this may only take one half term for the majority of mainstream pupils, you can see when you look at the expectations below why this may take a lot longer for our students:

○ 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	c k 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

Levels of Phonics

Level 2



As with other phonics schemes we have worked with before, every sound has its own action and mnemonic. Please remember, if you are going to use actions and mnemonics then moving forwards, you must use the twinkl ones.... no more maisy mountain!

If you feel that the mnemonics and actions over-complicate things for your pupils then you do not have to use them... we just need to make sure if we ARE using them, they are the twinkl ones.

Levels of Phonics

Level 3

Level 3 Coverage

In Level 3, children continue to learn 28 new GPCs (6 letters, 17 digraphs, 3 trigraphs and 2 alternative pronunciations) and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

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

Pupils are ready to move on to level 3 when they can complete all of the expectations of level 2. They are not ready to then move on to level 4 until they can do all of the below:

- 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, l, no, go;
- write each letter correctly when following a model.

Levels of Phonics

Level 3



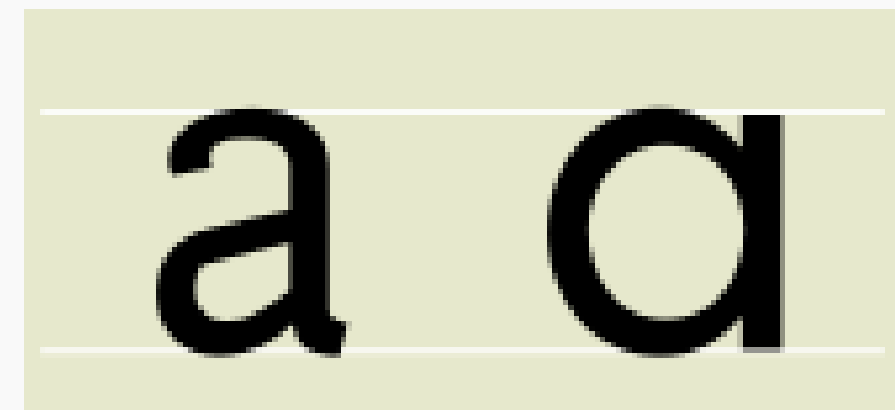
Level 3 also have pneumonics and actions that go with every sound.

Letter formation is, of course important.

Our focus for our children with their writing and letter formation is that we teach them how to form letters correctly when they are learning a new grapheme.

However, if you have a child who forms some graphemes incorrectly, but perfectly legibly so that they themselves AND others (particularly someone who does not know them) can read it, then there is no need to "unteach" them and try to correct this.

We are working so hard to make our curriculum purposeful, if a pupil forms the a on the left instead of the a on the right, it is still very clear what they mean. What is the purpose of unteaching this?



LEVELS 4, 5, 6

Some of our pupils may move on to levels 4, 5 and 6.

By the time they reach levels 5 and 6 they are working on adding prefixes and suffixes appropriately, and working towards the spelling, punctuation and grammar objectives in the year 1 national curriculum.

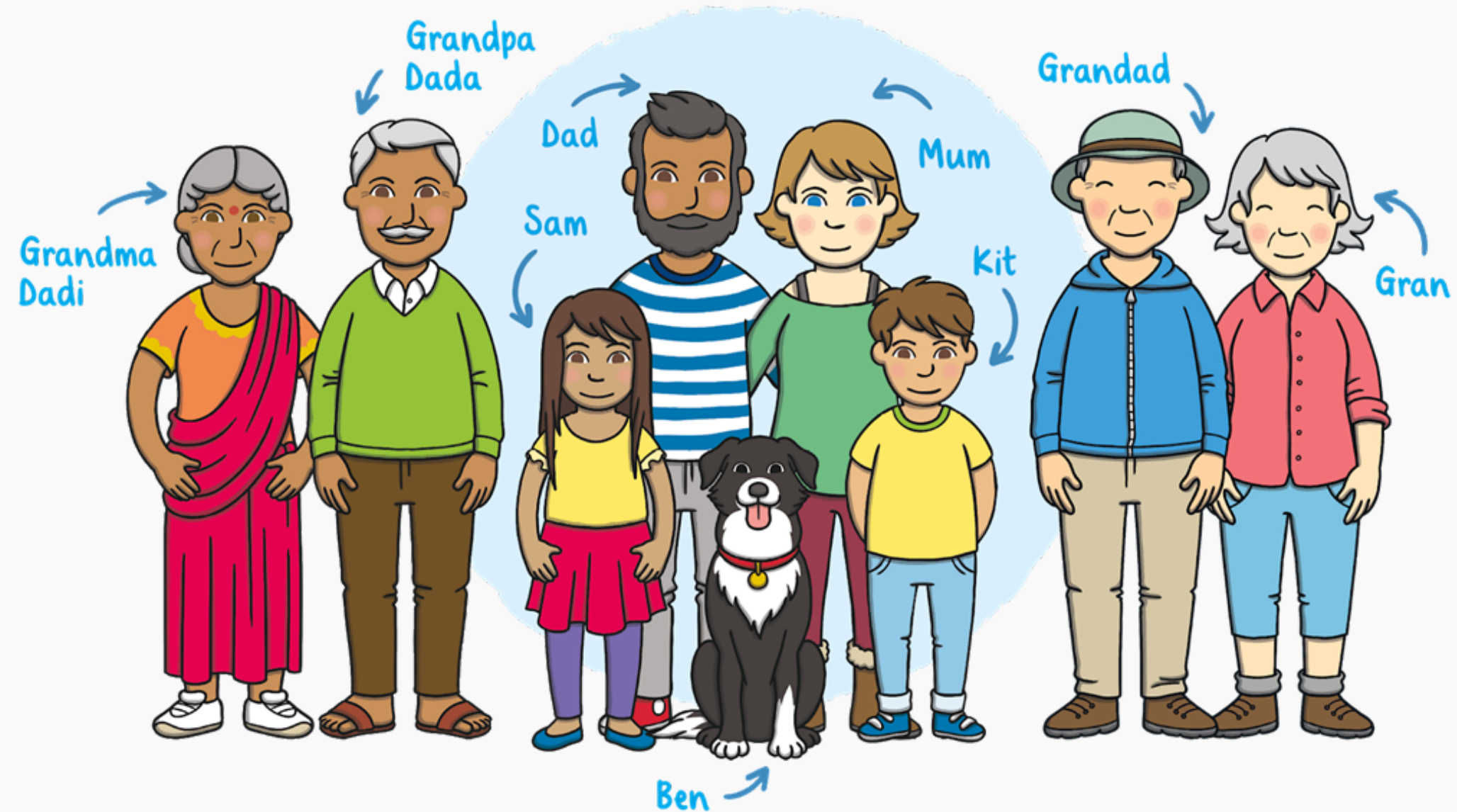
While the number of pupils we have at RHS who will reach this point is not a great number, Twinkl phonics does allow us to continue to follow a cohesive teaching scheme and model all the way up to this point, giving us structure and support for our more able pupils that we haven't had before. It also gives those pupils the foundations and consistency they need to succeed with these skills based on what they have already learned.

The Twinkl Phonics Family

- Each lesson is based around a story including the twins Kit and Sam.

- As your class progresses through the programme, Kit and Sam grow with them.

- The stories are intended for the teacher to read to the class.



Adapting Twinkl Phonics

Twinkl themselves have already worked hard to make sure that teachers can adapt Twinkl phonics to make it work for their class (see below). We are then adapting even further to suit the unique learners we have at RHS.



- Remember all lesson plans and PowerPoints are editable.

- Level 1 is written to be used as a 'pick and mix.' This enables you to select the lessons linked to the different aspects to meet the needs of your class. You could link the sessions to your topics and choose what small and large focus group activities you complete and when.

- Physically Active Phonics options included on the plans/slides allow you to make the lessons more physically active.

- Each Level 2 lesson includes an Explorasaurus multisensory activity which can be used to offer extra consolidation for children who need extra support.

READING BOOKS

We have cleared all the old reading books away (as you know) Twinkl have "Rhino Readers" - a scheme that matches up with the phonics learning so that pupils are only be asked to read books that actually match what they have learned so far within phonics.

For our children who sight read we will be working on something different but this will be a process - bear with us!

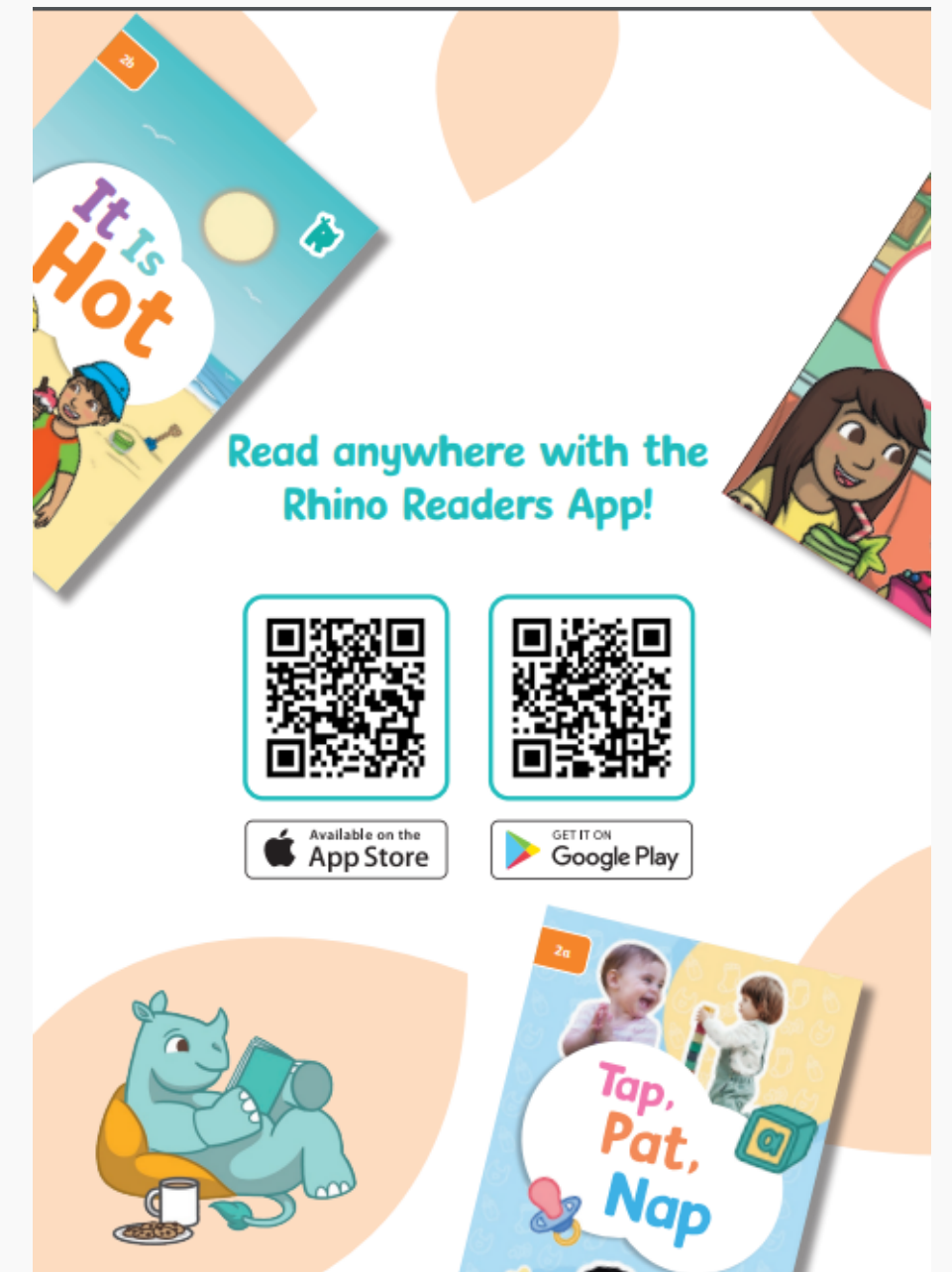
Rhino readers books have been ordered but are not quite ready to roll out just yet in terms of physical copies - we want to sort out a bit of a system to make sure they're available etc.

However, we do have access to the rhino readers e-library

<https://www.twinkl.co.uk/resources/reading-scheme/level-2-rhino-readers-ebooks>

The phonics planning tells you which books to read at which point - it's all there for you.

We have online access already and hopefully Achlan will be a star and put the app on all the ipads across the school.



TIMETABLE EXPECTATIONS

How phonics is taught is going to look different in each pathway and this will vary further from class to class.

Please ask your pathway leads to make it clear what the expectations are within your pathway but generally speaking:

Leaves	Shoots 2	Shoots 1	Roots	EYFS
Daily streamed building blocks to include phonics (Littlest leaves to join when ready)	3 x weekly streamed phonics	Class/group based phonics sessions when ready and when indicated	Streamed groupings and class groupings happening depending on need	Streamed phonics or attention skills phonics for identified children if and when they are ready

WHAT ABOUT OUR NON-PHONETIC READERS?



Phonics won't work for all our pupils. We know this.
We are starting with phonics for all and we need to give this a chance to work.

In time, we hope to develop/introduce a sight reading scheme to run alongside phonics for those pupils for whom this is more appropriate or fits better with their learning style but this will take a while.

If you have children who are reading already but do not know their phonics we do not expect you to un-teach them - please liaise with pathway leads (and Sally) over how best to support these pupils as they are likely ready for simple comprehension and SPAG.

WHERE TO START?

When you look at all the resources it can look overwhelming because of how much there is - but at the end of the day - this is a good thing!

Use the baselining tools to ascertain where your pupils are and what they are **SECURE** on. If they are not secure, teaching it again will only support their learning and reinforce their knowledge.

Phonics teaching was sporadic and inconsistent last term for most of our children (we know and recognise that it was challenging for a variety of reasons).

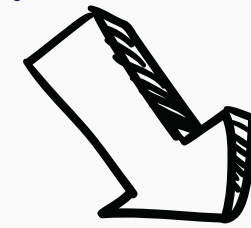
TWINKL PHASE 2 ACTIVITIES AND PHONICS PROGRESSION					
In Mainstream - Week	1				
Focus GPCs	s a t p				
Focus Tricky words					
RHS Phonics	s	a	t	p	s a t p
Learning Activities on Planning	Teach new GPC 's'	Teach new GPC 'a'	Teach new GPC 't'	Teach new GPC 'p'	Practise oral blending. Practise oral segmenting.
Wider SSP activities	's' Snake Paint	'a' Apple Stamps 'a' Ant Adventure	't' Ten Teacup Teapot 't' Turn-Taking Bingo	'p' Puppy Paw Prints 'p' Puppy Playtime	Pat! Reading Minibook Pat! Writing Minibook
Follow up Activities	Physically Active Phonics Quick Activity - Small Swap Circle				
Explorasaurus	Snakes in the Sand	Apple Tasting	Toys' Tea Party	Pots and Pans	Growing Interactive Phonics Displays, a, t, p
Assessment	Can children recognise and say the GPCs s, a, t, p?				
Theoretically 1 x weeks planning on twinkl could be 22 separate activities (Up to 7 weeks)					

HOW DO WE KNOW WHEN PUPILS ARE READY TO START?

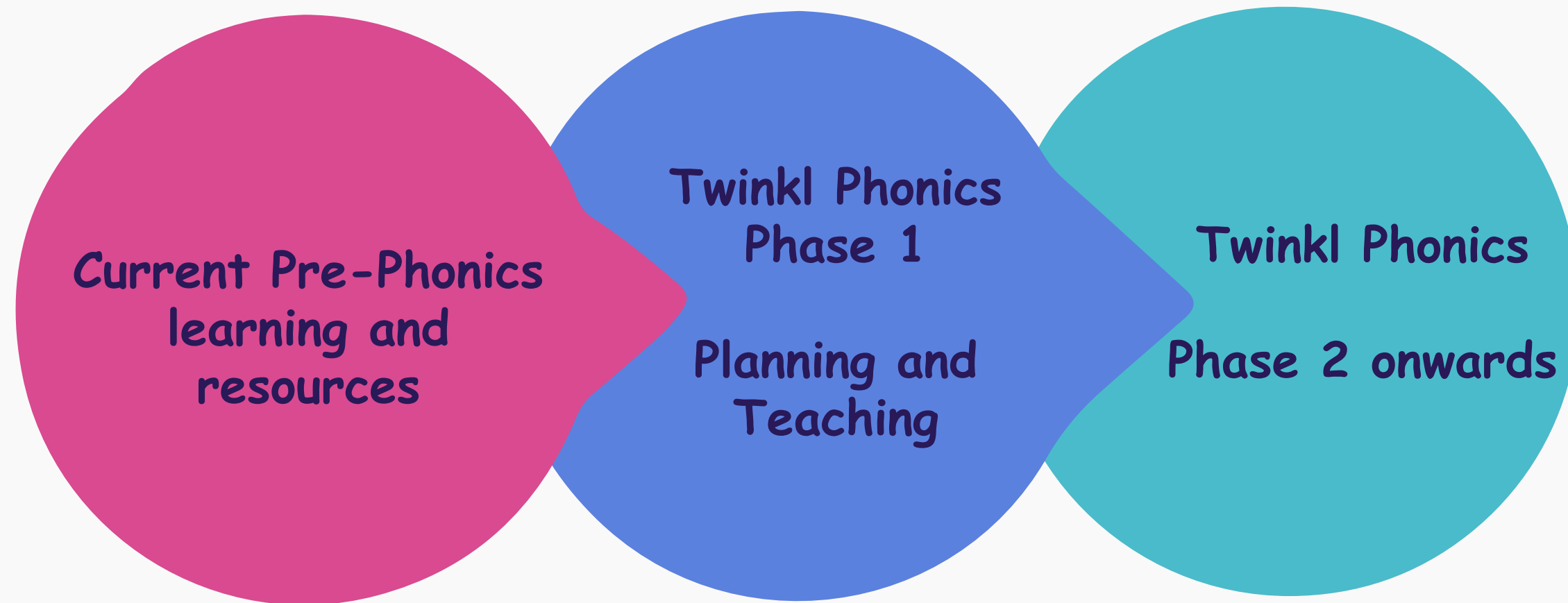


In time, we want to develop a structure for our school that clearly signposts and makes it consistent for everybody what it looks like when a child is ready for phonics.

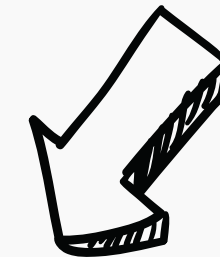
When you feel pupils are making good progress with RHS pre-phonics teaching and you feel that phonics may be in their future ...



For now, we suggest:



Move to twinkl phonics phase 1. This introduces them to the style of twinkl phonics and builds up the skills they need for when they are ready for you to ...



Move to Twinkl Phonics phase 2 and then progress through the twinkl phonics planning and sets.

Go explore!

Get into small groups and go and nose around and have a play!

phonics Approved Phonics Teaching Programme Department for Education

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Explore Phonics Now ↓

- DfE Approved**: A full SSP programme, endorsed by schools & DfE validated.
- Whole-school**: Covering preschool to Year 2 SATs, with interventions for KS2.
- Flexible Training**: Cost-effective virtual & in-school training to suit your setting.
- Decodable Books**: An extensive library of fully-decodable, diverse & dynamic books.
- Twinkl Quality**: Accessible, affordable & crafted with care by experienced educators.

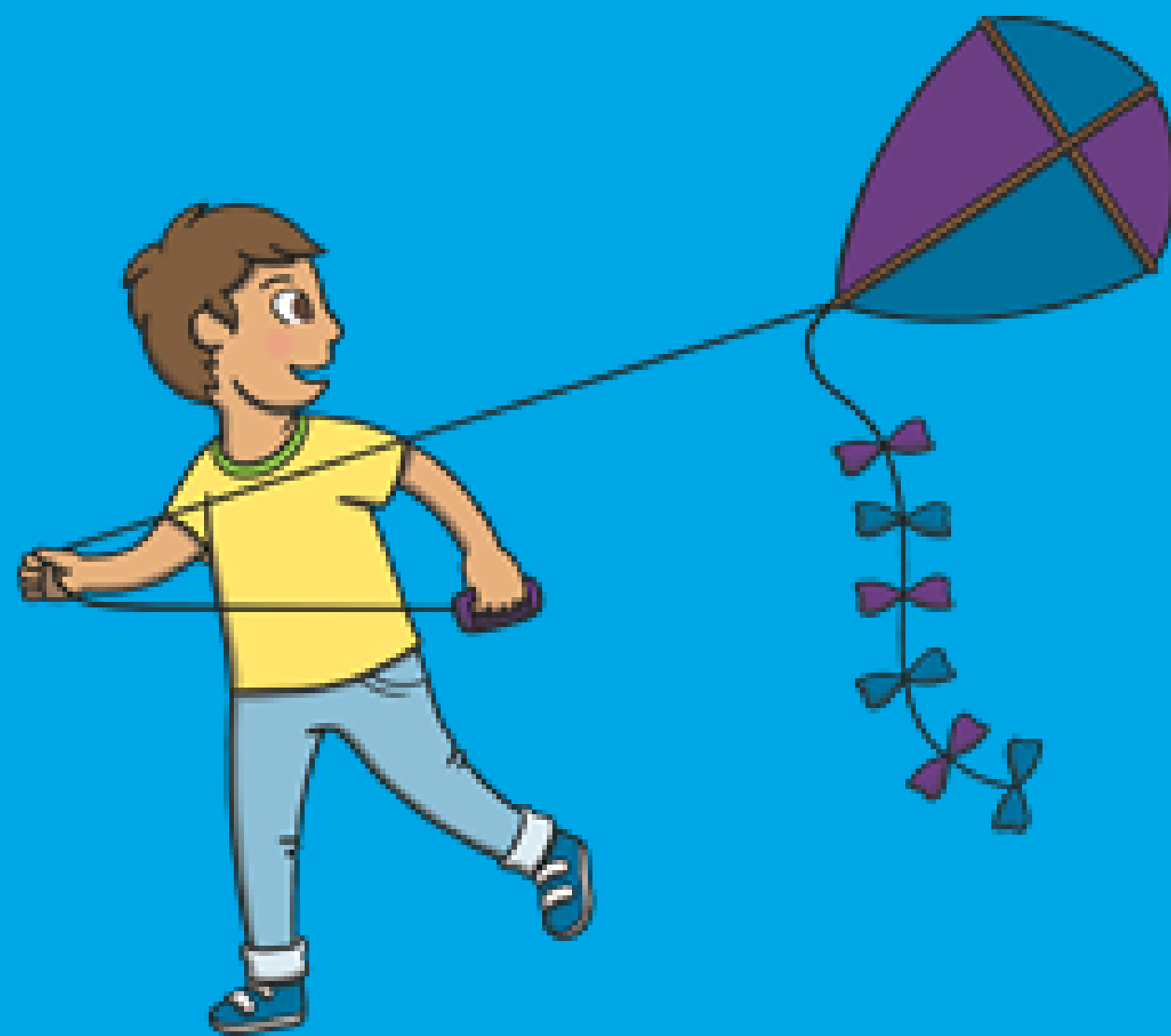
Weekly Lesson Packs, Ready To Download - Choose Your Level, Filter By Week

Level 1 | **Level 2** | Level 3 | Level 4 | Level 5 | Level 6 | Filter: Week 1

Level 2 lesson packs created to be used with reception children who are secure at Level 1. [Click here to see the overview](#)

<p>'s' Lesson Pack - Level 2 Week 1 Lesson 1</p> <p>★★★★★ Download</p>	<p>Level 2 Overview Plan Twinkl Phonics</p> <p>★★★★★ Download</p>	<p>'a' Lesson Pack - Level 2 Week 1 Lesson 2</p> <p>★★★★★ Download</p>	<p>'t' Lesson Pack - Level 2 Week 1 Lesson 3</p> <p>★★★★★ Download</p>
<p>Level 2 Week 1 Lesson 4</p> <p>Download</p>	<p>'s, a, t, p' Lesson Pack - Level 2 Week 1 Lesson 5</p> <p>★★★★★ Download</p>	<p>Twinkl Phonics: 's, a, t, p' Lesson Plan Level 2 Week 1</p> <p>★★★★★ Download</p>	<p>'s' - Level 2 Phonics SEND Workstation Pack</p> <p>★★★★★ Download</p>

Appendices



Appendix 1 – Tricky Words

Back

How to teach tricky/ common exception words using the Active Repetition Method

1. Introduce the word and say it in a sentence.

2. Look for part(s) of the word that are making the sound(s) they expect, for example the 's' and 'd' in 'said'.

3. Look for the part(s) of the word that are tricky and get **them** to identify why they are tricky, for example the 'a' and 'i' making the /e/ sound.

4. Write the whole word using a different colour or underlining to identify the tricky part.

5. Look for any other words that have this spelling pattern.

6. When teaching tricky words/CEWs for spelling, trace the word with their finger saying individual letter names as you trace them and give time to practise writing the word.

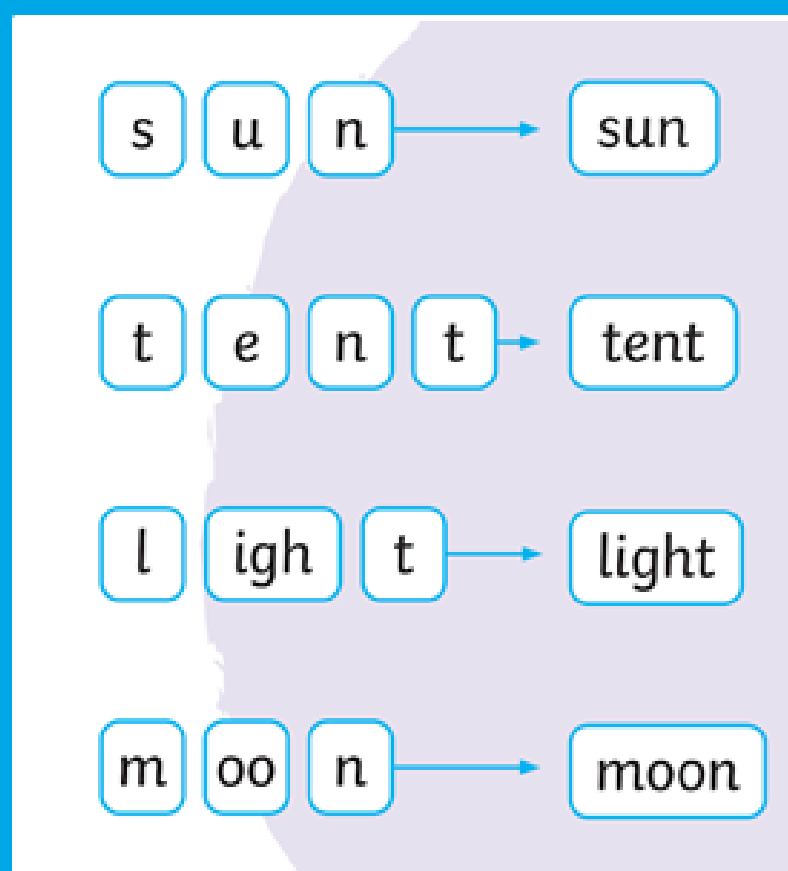


Appendix 2 – Blending

Back

What is blending?

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



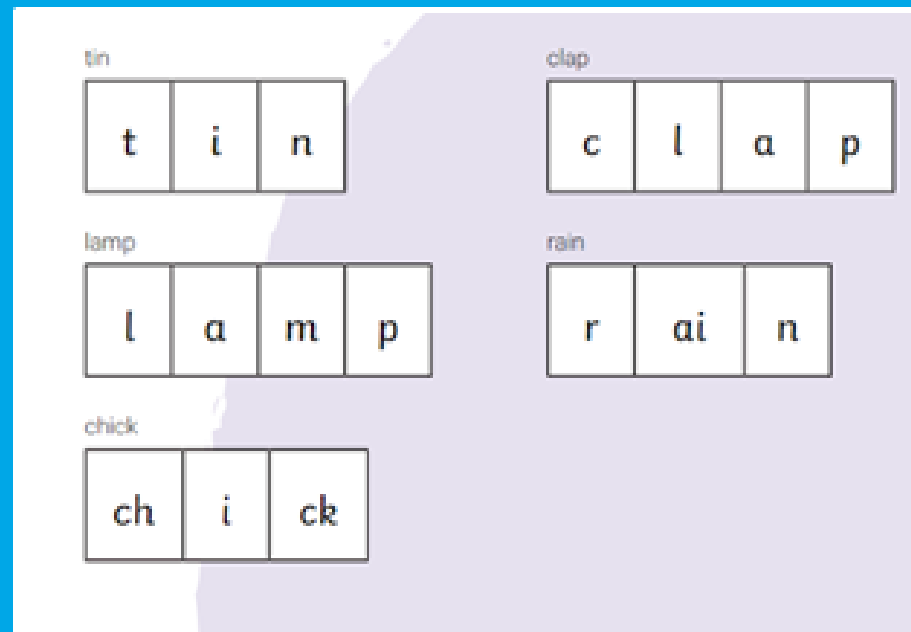
Blending is the process of saying each individual phoneme that appears in a written word and then running the phonemes together to hear and say the word.

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.

Appendix 3 – Segmenting

What is segmenting?

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



*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.

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.

Continued...

Appendix 3 – Segmenting

Back

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

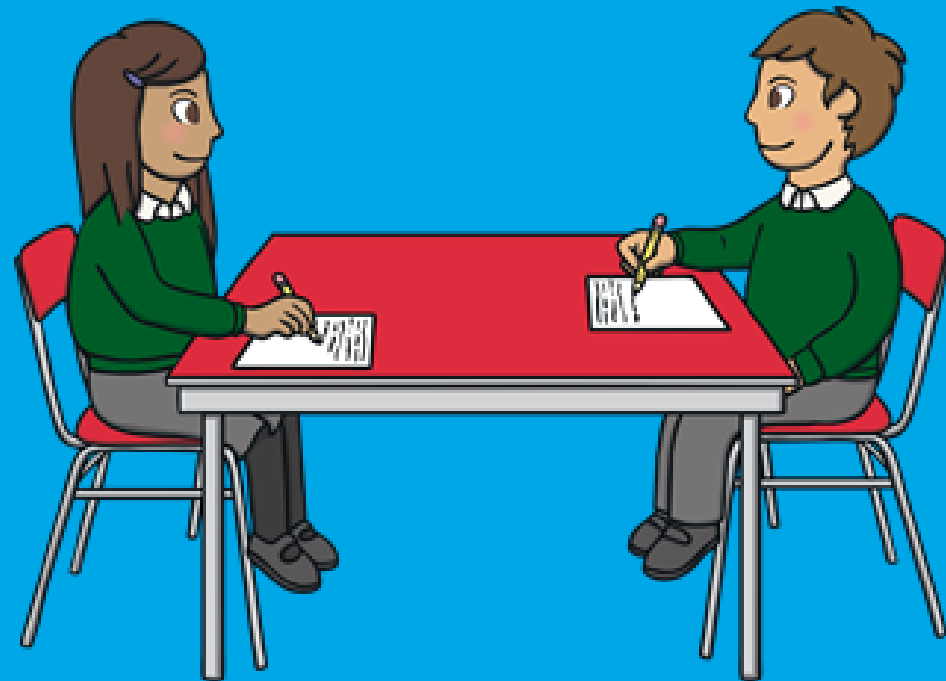
g	r	a	p	e
---	---	---	---	---

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.

Appendix 3 – Level 5 and 6 Spelling

Back



- Meets statutory spelling requirements from the 2014 National Curriculum

- No need for separate spelling scheme

- Two common exception words and eight decodable words per week

- Spelling test the following week

Appendix 3 – Level 6 Grammar

Back



- Meets statutory spelling requirements from the 2014 National Curriculum

- No separate grammar scheme needed

- Taught discretely in lesson 4

- Recap and apply in lesson 5

Full grammar coverage in Level 6 can be found in the [Level 6 Overview](#)