An Introduction to Twinkl Phonics

for Parents and Carers

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Effective Phonics, Done Simply

Did You Know...?

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

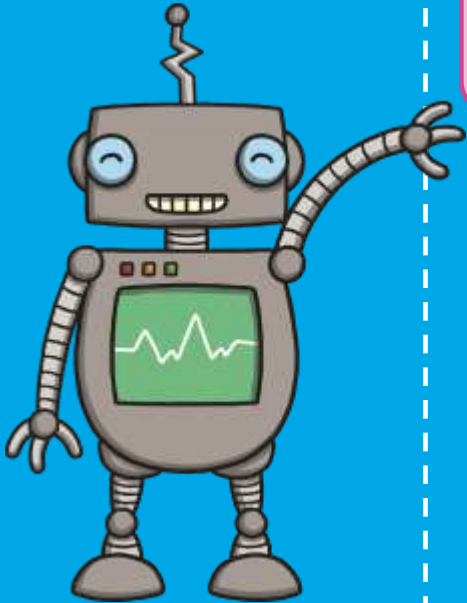This is why English is one of the most complex languages to learn!

What Is Synthetic Phonics?

- A method of teaching reading and writing, in which words are broken up into '**phonemes**'.

- Children learn to associate '**graphemes**', with each phoneme.

Phoneme

Smallest unit of sound in a word.

Grapheme

The written representation of a sound

e.g. m sh air

Pure Sounds

The pronunciation of each phoneme clearly and distinctly without adding additional sounds to the end.

Watch here from 25 seconds:
https://www.youtube.com/watch?v=NFjzVBjQoC4
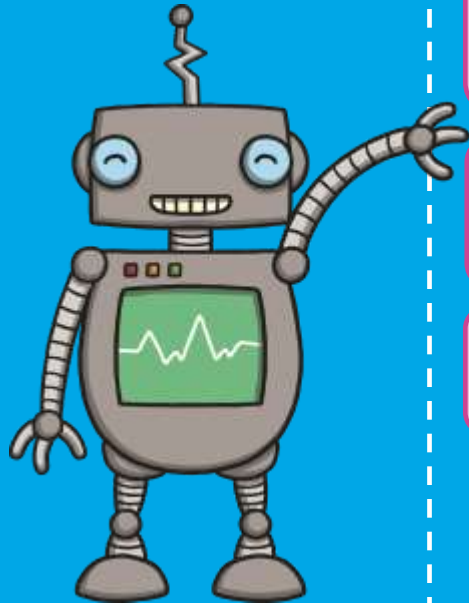
What Is Synthetic Phonics?

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- Children learn to associate '**graphemes**', with each phoneme.

- Sounds are then '**blended**' together into words for reading.

- whole words are '**segmented**' into their sounds for writing.

Blending

Joining individual speech sounds together to read a word

Segmenting

Breaking down words into individual speech sounds to spell a word

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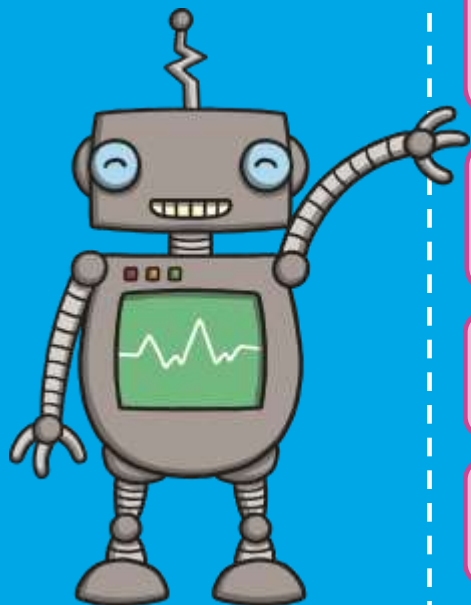
- It is the UK's most preferred method of teaching phonics.

- 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'.

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

- discriminate different sounds

- Reproduce audibly the phonemes they hear in words

- orally segment words into phonemes.

- Listen attentively

- Extend vocabulary

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Level 2 is taught in Reception.

Level 3 is taught in Reception.

Level 4 is taught in Reception.

Level 5 is taught in Year 1.

Children will have had the opportunity to...

- identify the phoneme when shown a grapheme;

- identify the grapheme when they hear the phoneme;

- Blend and read words using taught phonemes such as, 'sat', 'boat', game.

- Use known phonemes to segment and make phonetically plausible attempts at spelling CVC words such as 'paid' and 'seed';

- **Level 4:** Read and write words containing adjacent consonants, such as 'sand', 'bench' and 'flight';

- Read and spell the common exception words taught over the phases.

- **Level 5 -** use alternative ways of pronouncing and representing the long vowel phonemes.

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Level 2 Actions and Mnemonics

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 pat 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 — Pretend to play your drum kit.

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.

ck — Make a duck's beak with your hands and pretend to pick up sticks.

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.

ff — Pretend to switch off the light.

ll — Pretend to ring a bell.

ss — Blow a kiss.

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.

Digraph

ai

ch

two letters making one sound

ng

or

oe

qu

Trigraph

igh

ear

three letters making one sound

ure

air

Level 3 Actions and Mnemonics

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

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.

Phoneme Fingers

Using fingers to represent and count sounds when orally segmenting words.

/f/   /a/   /n/
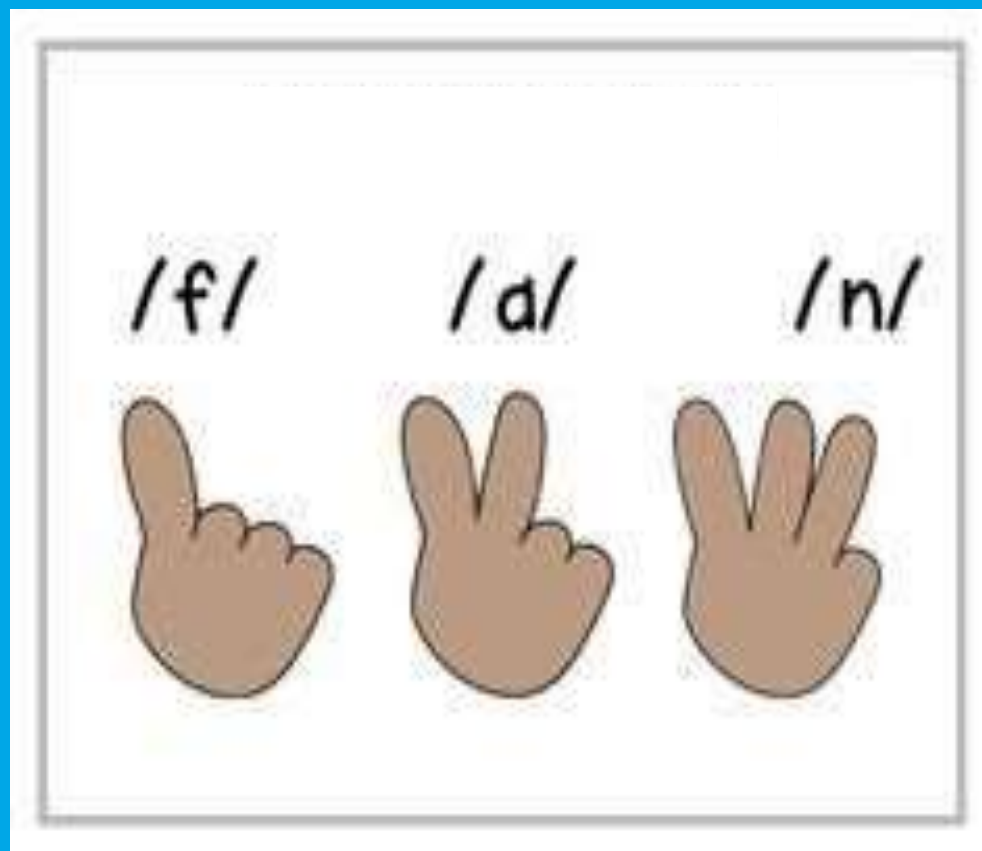
Sound buttons

circles or spots that can be written underneath a sound to support reading

at

sat

pat

tap

week

seem

sigh

deep

Sound bars

lines that can be written underneath digraphs or trigraphs to show that the letters make one sound

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Level 4 Adjacent Consonants

No new sounds are taught in Level 4.

Split Digraph

a_e

e_e

i_e

o_e

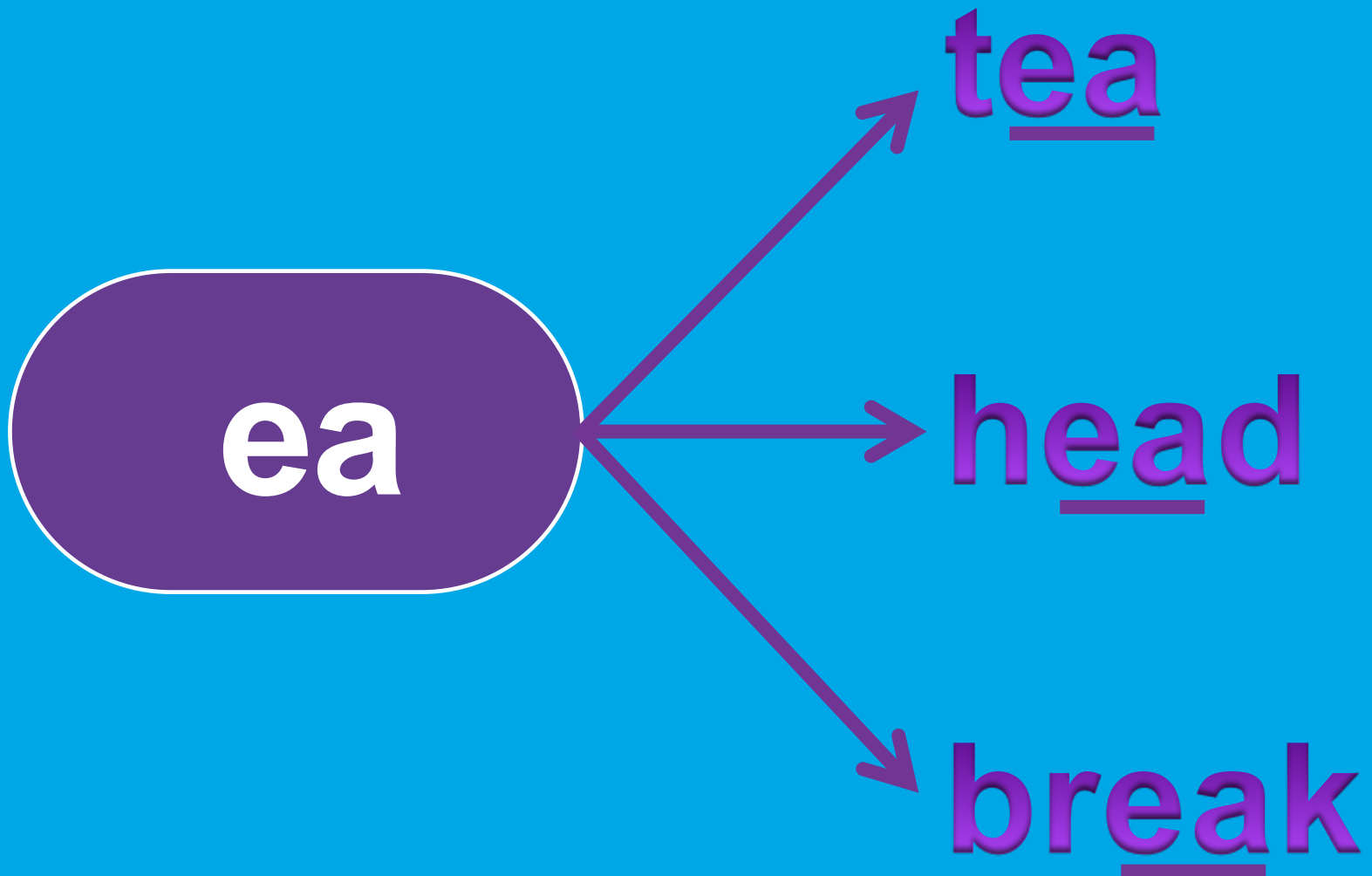two letters making one sound which are divided by a consonant e.g. i_e sound in the word 'side'

u_e

Alternative Pronunciations

ea

t**ea**

h**ea**d

br**ea**k

Level 5 Mnemonics

ay	oy	ie	ea	a_e	i_e	o_e	u_e
pray	boy	tie	leaf	cake	slide	bone	cube

u_e	e_e	ou	a	e	i	o	u
flute	trapeze	mouth	acorn	equal	lion	hotel	unicorn

ch	ch	ir	ue	ue	y	aw	au
chef	Christmas	girl	statue	glue	sunny	saw	autumn

ow	oe	wh	c	g	ph	ea	ie
window	toe	wheel	city	gem	dolphin	bread	shield

tch	are	ear	ore	ew	ew		
witch	bare	pear	core	screw	stew		

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

Common Exception Words

Level 2	Level 3	Level 4	Level 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

These are taught alongside phonemes and graphemes.

Level 6

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.

Level 6 Mnemonics

- read and spell most words containing common suffixes

- read and spell most words of two or more syllables

- Read and spell most common exception words

y — fly	dge — bridge	ge — fringe	gn — gnome	kn — knife
wr — wrist	le — table	eer — deer	ture — picture	mb — thumb
al — walk	a — walnut	o — glove	ey — monkey	war — warm
wor — world	s — treasure	wa — watch	qua — squash	tion — station

- Read most words confidently to focus on their understanding rather than on decoding individual words

- Use phonics skills learned to confidently read and spell unfamiliar words.

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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)

If a child has not reached the expected standard, we will 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.

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?

How You Can Help Your Child at Home

Practise the new sounds and graphemes your child learns each week - it will be on the Leedon Link.
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.

Any Questions?

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