

Phonics

Progression Map



The Twinkl Phonics Progression Map has been written to support senior leadership teams, teachers and practitioners who have chosen to adopt the Twinkl Phonics programme Levels 1-6. The curriculum progression map outlines the knowledge and skills obtained throughout the programme, while the tracking document identifies the end of year expectations for children within the EYFS and KS1.

Intent

The Twinkl Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2.

Level 1 Twinkl Phonics provides themed teaching packs for nurseries and preschool providers to deliver each of the DfE's Phase 1 phonics aspects. Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6. In reception, children work within Levels 2-4. Here learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

Within KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

Implementation

The Twinkl Phonics Progression Map sets clear expectations for pupil's progress within the Twinkl Phonics Programme. The tracking document attached allows headteachers, senior leaders, teachers and practitioners to track pupil's progress. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling schools to respond and adapt teaching within the programme to provide additional support and challenge to pupils.

The dynamic and engaging materials delivered in the daily planning packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The teaching PowerPoints, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents.

Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential.

Impact

The impact of using our complete Twinkl Phonics Programme (including lesson packs, display photos, weekly planning and parents notes), as the basis of your phonics teaching within EYFS and KS1, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. The programme will prepare children for the statutory year 1 phonics screening check and can complement the DfE's Letters and Sounds document or be used as a stand-alone programme. Following the programme gives schools a consistent approach to phonics, which are clear to teaching staff and learners. Parental engagement can also be improved through the use of the parent guidance sheets.

Links to EYFS- Early Learning Goals

Reading

- a Say a sound for each letter in the alphabet and at least 10 digraphs.
- b Read words consistent with their phonic knowledge by sound-blending.
- c Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- a Write recognisable letters, most of which are correctly formed.
- b Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- c Write simple phrases and sentences that can be read by others.

Key Stage 1 National Curriculum Expectations - Year 1

Word Reading - Recognition

- a Apply phonic knowledge and skills as the route to decode words.
- b Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- c Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- d Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- e Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- f Read other words of more than one syllable that contain taught GPCs.
- g Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- h Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- i Re-read these books to build up their fluency and confidence in word reading.

Writing - Transcription

- a Write words containing each of the 40+ phonemes already taught.
- b Spell common exception words.
- c Spell the days of the week.
- d Name the letters of the alphabet.
- e Naming the letters of the alphabet in order.
- f Using letter names to distinguish between alternative spellings of the same sound.
- g Add prefixes and suffixes using:
 - the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs;
 - the prefix un-;
 - -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest.
- h Apply simple spelling rules and guidance, as listed in English Appendix 1.
- i Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Key Stage 1 National Curriculum Expectations - Year 2

Reading - Recognition	Writing - Transcription
<p>a Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>b Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>c Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>d Read words containing common suffixes.</p> <p>e Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>f Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>g Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>h Re-read these books to build up their fluency and confidence in word reading.</p>	<p>a Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>b Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>c Spell common exception words.</p> <p>d Spell more words with contracted forms.</p> <p>e Spelling using the possessive apostrophe (singular), for example, the girl's book.</p> <p>f Distinguish between homophones and near-homophones.</p> <p>g Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>h Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>i Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>

End of Year Expectations:

Twinkl Phonics Level	Reception	Year 1	Year 2
Level 1	Level 1 runs throughout the teaching of Phonics Levels 2-6.		
Level 2			
Level 3			
Level 4			
Level 5			
Level 6			

Phonics Tracking Document

This tracking document is intended to be used in parallel with the Twinkl Phonics Progression Map. It is intended to be used as a whole class document to show progression, learning and attainment within the Phonics Programme, allowing headteachers, senior leaders, teachers and practitioners to track pupil progress and provide opportunities for collaborative data analysis.

	Autumn		Spring		Summer	
Level 1						
Level 2						
Level 3						
Level 4						YR
Level 5						Y1
Level 6						Y2

Level 1

By the end of Level 1, children will:

- have experienced a wealth of listening activities including songs, stories and rhymes;
- be able to distinguish between speech sounds and many will be able to blend and segment words orally.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue.

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
<ul style="list-style-type: none"> • Notice sounds around them. • Recognise that different objects make different sounds. • Start to identify and name sounds. • Talk about environmental sounds, describing and comparing them. 	<ul style="list-style-type: none"> • Explore instrumental sounds. • Build awareness of how to use instruments to make sounds. • Start to identify the sounds of familiar instruments, naming them. • Build awareness of how you act upon an instrument affects the sound it makes. • Talk about instrumental sounds, describing and comparing them. • Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly. 	<ul style="list-style-type: none"> • Explore the sounds their bodies can make. • Join in and copy actions of familiar songs. • Join in and copy body percussion patterns and sequences. • Build awareness of how they can change body percussion sounds. • Create their own sequences of body percussions. • Join in with longer sequences of body percussion. • Describe body percussion. • Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly. 	<ul style="list-style-type: none"> • Join in with songs and rhymes. • Recognise familiar rhythms and rhymes. • Recognise that words rhyme. • Copy and keep a simple beat. • Join in and copy breaking words into syllables with a beat. • Play with rhyme. Make up their own rhyming words. • Complete sentences with their own rhymes orally. • Break words down into syllables with a beat. • Create their own beat. 	<ul style="list-style-type: none"> • Explore initial sounds of words. • Select objects with a given initial sound from a choice of two. • Identify initial sounds of words. • Match to objects with the same initial sound. • Play with alliteration. 	<ul style="list-style-type: none"> • Explore different mouth movements and sounds. • Copy different voice sounds and mouth movements. • Recognise different voice sounds. • Make a variety of different voice sounds, including animal sounds. • Say speech sounds clearly. • Talk about voice sounds. • Describe and compare voice sounds. • Create their own ideas for voices of characters/imitating voices. 	<ul style="list-style-type: none"> • Identify the initial sounds of words. • Build awareness that words can be broken up into sounds. • Choose the correct object when hearing the word broken into single sounds. • Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. • Segment CVC and VC words into their individual sounds. • Start to blend the sounds of longer words. • Identify how many sounds are in a CVC or VC word.

Level 2

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

- give the phoneme when shown any Level 2 grapheme;
- find any Level two grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

Week						
	1	2	3	4	5	6
Sounds	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff, l, ll, ss	all Level 2 GPCs
Tricky Words				to, the	no, go, I	

Level 3

By the end of Level 3, children should be able to:

- give 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 two and Level three 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.

Week												
	1	2	3	4	5	6	7	8	9	10	11	12
Sounds	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	all Level 3 GPCs	all Level 3 GPCs	trigraphs and consonant digraphs	recap j, v, w, x and vowel digraphs	all Level 3 GPCs
Tricky Words Reading	all Level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	all Level 3 tricky words
Tricky Words Spelling		the, to		no, go, I								the, to, no, go, I

Level 4

By the end of Level 4, children should be able to:

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

	Week			
	1	2	3	4
Sounds	Final consonant blends	Initial consonant blends	Consonant blends	Consonant blends
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, her, here

Level 5

By the end of Level 5, children should 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 prime 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 the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly;
- Use alternative ways of pronouncing and representing the long vowel phonemes.

Week										
	1	2	3	4	5	6	7	8	9	10
Sounds	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' 'o_e'	'u_e' 'e_e'	'ou' saying /ow/	long vowel sounds	'ch' saying /c/ 'ch' saying /sh/
Regular Spellings	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold cold both	school Christmas chemist chord echo chef prachute chute
Common Exception Words Reading	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
Common Exception Words Spelling	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr Mrs

	11	12	13	14	15	16	17	18	19	20
Sounds	'ir' saying /er/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
Regular Spellings	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny furry crunchy hairy	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
Common Exception Words Reading	work house	many laughed	because different	any eyes	friend also	once please	lived coming	Monday Tuesday	Wednesday Thursday	more before
Common Exception Words Spelling	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eyes
	21	22	23	24	25	26	27	28	29	30
Sounds	'ie' saying /ee/	suffix -ed	suffix -s and -es	suffix -er and -est	'tch' saying /ch/	adding -ing and -er to verbs	'are' and 'ear' saying /air/	've' saying /v/	'ore' saying /or/	prefix un-
Regular Spellings	chief brief field shield priest shriek thief relief	jumped looked gaspd yelled hunted started shouted wished	skirts raincoats hoodies bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	live give have serve leave active relative believe	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe
Common Exception Words Reading	January February	April July	August October	November December	door floor	prince princess	autumn school	know baby	other whole	talk two
Common Exception Words Spelling	friend once	please lived	more coming	Monday Tuesday	Wednesday Thursday	also before	January February	April July	August October	November December

Level 6

By the end of Level 6, children should 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 phonically-plausible attempts at others;
- spell most common exception words correctly.

Week										
	1	2	3	4	5	6	7	8	9	10
Spelling Pattern	'y' saying /igh/	'dge' and 'ge' saying /j/	adding -es to words ending in y	'gn' saying /n/	'kn' saying /n/	adding -ed, -ing to words ending in y	'wr' saying /r/	'le' saying /l/	adding -er, -est to words ending in y	'el' saying /l/
Regular Spellings	by try dry sky fly sly spy reply	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
Common Exception Words Spelling	door floor	prince princess	autumn school	know baby	mother another	talk two	world work	poor great	break steak	busy clothes
Grammar	capital letters and full stops	proper nouns (names)	plural nouns	alphabetical order (1) - first/second letter	alphabetical order (2) - second/subsequent letters	verbs	adverbs	common nouns (revision)	adjectives and expanded noun phrases	commas in lists

	11	12	13	14	15	16	17	18	19	20
Spelling Pattern	'al' and 'il' saying /l/	adding -ed, -er to words ending with e	'eer' saying /ear/	ture	adding -est, -y to words ending with e	'mb' saying /m/	'al' saying /or/	adding -ing, -ed to CVC, CCVC	'o' saying /u/	'ey' saying /ee/
Regular Spellings	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
Common Exception Words Spelling	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous
Grammar	capital letters for place names	regular past tense	regular present tense	question marks and commands	exclamations and statements	using a dictionary (1) - finding definitions	coordinating conjunctions	irregular past tense	exciting words (1) - alt words for said	exclamation marks (to show emotion/shouting)
	21	22	23	24	25	26	27	28	29	30
Spelling Pattern	adding -er, -est, -y to CVC and CVCC words	contractions	'war' saying / wor/ 'wor' saying /wur/	suffixes -ment, -ness	's' saying /zh/	'wa' saying / wo/ and 'qua' saying /quo/	tion	suffixes -ful, -less, -ly	homophones/ near homophones	prefix dis-
Regular Spellings	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
Common Exception Words Spelling	four eight	aunt father	prove improve	hour move	sure sugar	half quarter	straight weight	caught daughter	forty area	heard early
Grammar	improving sentences (1) - adjectives and nouns	contractions	subordinating conjunctions	improving sentences (2) - verbs and adverbs	exciting words (2) - sing a thesaurus	possessive apostrophe	improving sentences (2) - when, if, because	speech marks	commas in speech	using a dictionary (2) - checking spellings