

An Introduction to Twinkl Phonics

For Parents and Carers



Subject
Leaders

Here is some of the terminology you might hear as your child begins 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



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.'

What Is Taught and When?

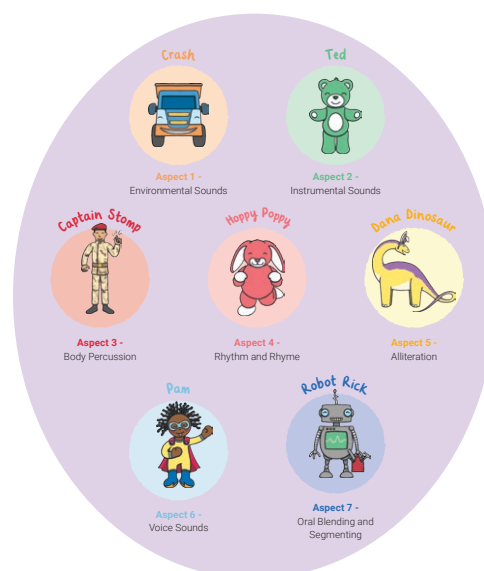
Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	nursery/preschool	3-4 years
Level 2	7	reception	4-5 years
Level 3	12	reception	4-5 years
Level 4	5	reception	4-5 years
Level 5	30	year 1	5-6 years
Level 6	30	year 2	6-7 years

Level 1:

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.

These learning opportunities are presented through 7 Aspects.



Level 2:

By the end of Level 2, children will have had 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 3:

By the end of Level 3, children will have had 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 three 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 three 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 4:

By the end of Level 4, children will have had 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.

No new sounds are taught in Level 4.

Level 5:

By the end of Level 5, children will have had 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 'fantastic'
- 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, e.g. 'ea' in 'beak', 'ee' in 'seed' and 'y' in 'happy'.

Level 6:

By the end of Level 6, children will have had 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.

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, 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.

For more information, take a look at the [Twinkl Phonics Year 1 Screening Check Guide for Parents](#).

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. For example, in the supermarket, can your child find words on your shopping list? Can they recognise letters on street names or on car number plates?
- Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use 'pure' sounds (e.g. a very short and distinct 'p' and 't' instead of 'puh' and 'tuh') 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 very important.

Have fun!

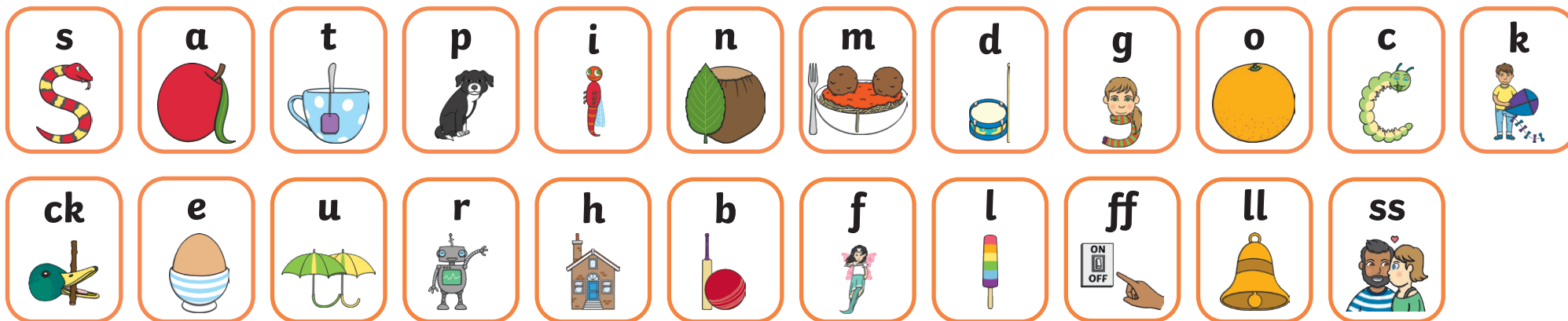
Whole Scheme Sound Mat

a	e	i	o	u	ai	ee	igh	oa	oo
a	e	i	o	u	ai	ee	igh	oa	oo
ar	er	ir	or	ur	ear	air	ure	u_e	b
ar	er	ir	or	ur	ear	air	ure	u_e	b
c	ch	d	f	g	h	j	l	m	n
c	ch	d	f	g	h	j	l	m	n
ng	p	qu	r	s	sh	t	th	th	v
ng	p	qu	r	s	sh	t	th	th	v
w	x	y	z	zh	tion	ture			
w	x	y	z	zh	tion	ture			

Key
Level 2 Level 5
Level 3 Level 6

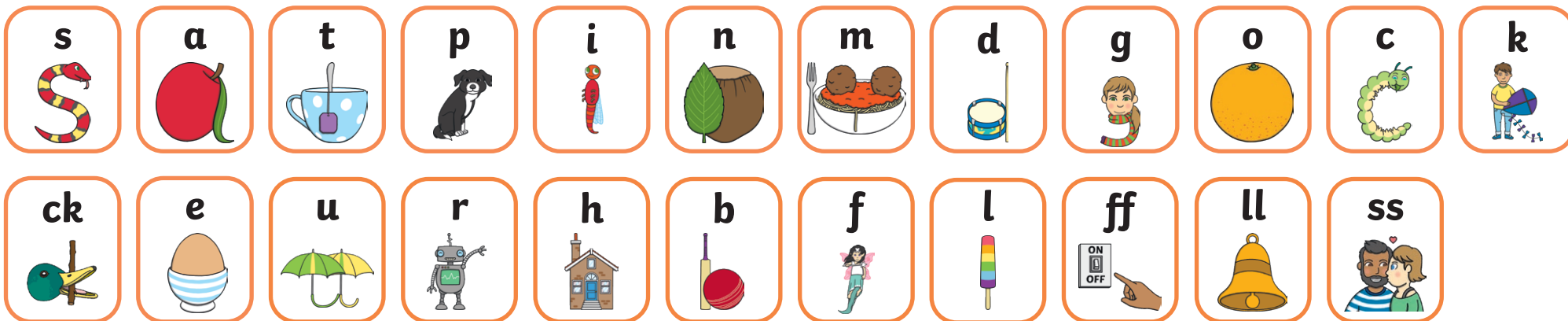


Level 2 Sounds



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Level 2 Sounds



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Level 2 Actions



Level 2



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



Pretend to bite into a crunchy apple.



Pretend to stir a teaspoon around a teacup.



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



Flap your hands like an insect's wings.



Make your fist into a nut and tap it.



Yummy! Rub your tummy.



Pretend to play your drum kit.



Pretend to wrap your scarf like Gabi.



Pretend to squeeze a juicy orange.



Wiggle your finger like a caterpillar.



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



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



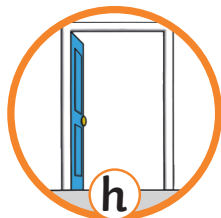
Make an egg with one hand and tap it with the other.



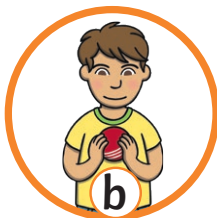
Make one hand into an umbrella and sprinkle rain on it.



Move your arms like a robot.



Pretend to open the door of the house.



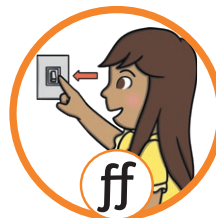
Pretend to throw and catch a ball.



Pretend to wave a magic wand.



Pretend to lick an ice lolly.



Pretend to switch off the light.



























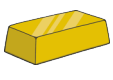



Pretend to ring a bell.












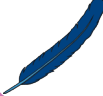






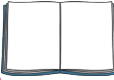







Blow a kiss.

Level 3 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 

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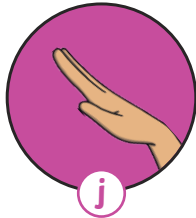
Level 3 Sounds

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 

Level 3 Actions



Level 3



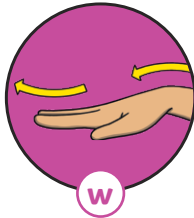
j

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.



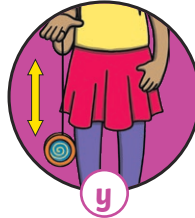
w

Make waves with your hand.



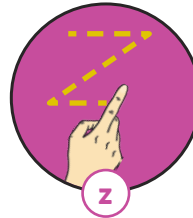
x

Hold one hand like a map and draw an x on it.



y

Pretend to raise and lower a yo-yo.



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.



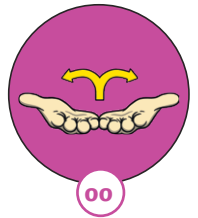
oa

Pretend to row your boat.



oo

Point at the moon.



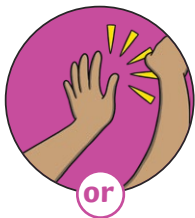
oo

Pretend to open a book.



ar

Make twinkly star fingers.



or

Pretend to press a car horn.



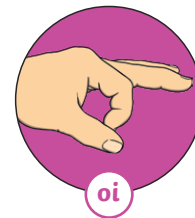
ur

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























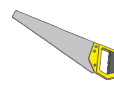

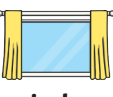













Swing your arm like a pirate.



er























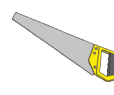

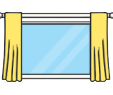








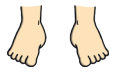




Pretend to sneeze!

Level 5 Sounds

ay  pr <u>ay</u>	oy  bo <u>y</u>	ie  ti <u>e</u>	ea  lea <u>f</u>	a_e  ca <u>ke</u>	i_e  slid <u>e</u>	o_e  bo <u>ne</u>	u_e  cu <u>b</u> e	u_e  flu <u>t</u> e	e_e  trapez <u>e</u>	ou  mou <u>th</u>	a  a <u>c</u> orn	e  equa <u>l</u>
i  li <u>o</u> n	o  ho <u>t</u> el	u  uni <u>c</u> orn	ch  che <u>f</u>	ch  Chri <u>st</u> mas	ir  gi <u>r</u> l	ue  statu <u>e</u>	ue  glu <u>e</u>	y  sun <u>n</u> y	aw  sa <u>w</u>	au  autu <u>m</u> n	ow  wind <u>o</u> w	oe  to <u>e</u>
wh  w <u>h</u> eel	c  ci <u>t</u> y	g  ge <u>m</u>	ph  dol <u>ph</u> in	ea  brea <u>d</u>	ie  shi <u>el</u> d	tch  wit <u>ch</u>	are  ba <u>r</u> e	ear  pea <u>r</u>	ore  co <u>r</u> e	ew  scre <u>w</u>	ew  ste <u>w</u>	

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Level 5 Sounds

ay  pr <u>ay</u>	oy  bo <u>y</u>	ie  ti <u>e</u>	ea  lea <u>f</u>	a_e  ca <u>ke</u>	i_e  slid <u>e</u>	o_e  bo <u>ne</u>	u_e  cu <u>b</u> e	u_e  flu <u>t</u> e	e_e  trapez <u>e</u>	ou  mou <u>th</u>	a  a <u>c</u> orn	e  equa <u>l</u>
i  li <u>o</u> n	o  ho <u>t</u> el	u  uni <u>c</u> orn	ch  che <u>f</u>	ch  Chri <u>st</u> mas	ir  gi <u>r</u> l	ue  statu <u>e</u>	ue  glu <u>e</u>	y  sun <u>n</u> y	aw  sa <u>w</u>	au  autu <u>m</u> n	ow  wind <u>o</u> w	oe  to <u>e</u>
wh  w <u>h</u> eel	c  ci <u>t</u> y	g  ge <u>m</u>	ph  dol <u>ph</u> in	ea  brea <u>d</u>	ie  shi <u>el</u> d	tch  wit <u>ch</u>	are  ba <u>r</u> e	ear  pea <u>r</u>	ore  co <u>r</u> e	ew  scre <u>w</u>	ew  ste <u>w</u>	

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Level 5 Actions



Level 5



ay

Put both hands calmly to your chest.



oy

Make a circle with the fingers of each hand and place them together to sign 'b' for boy.



ie

Pretend your fist is the knot of a tie and put it on your chest.



ea

Flutter your hand like a leaf blowing around on a tree.



a_e

Hold both your hands flat in front of you and pretend to blow out the candles on a cake.



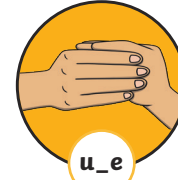
i_e

Slide your arm down and across in front of you.



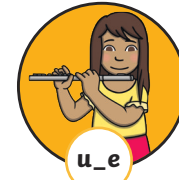
o_e

Touch a bone in your forearm.



u_e

Make a cube with your hands.



u_e

Pretend to play a flute with both hands.



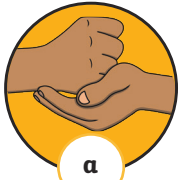
e_e

Pretend to hold onto a trapeze bar above your head.



ou

Point to your mouth.



a

Pretend one clenched fist is an acorn and cup it in your other hand.



e

Make a set of balance scales with your arms and pivot your elbows up and down until they are equal.



i

Show your teeth and claws like a lion.



o

Stack your hands in turn one above the other, to build a tall hotel.



u

Place your hands together like a unicorn horn on your forehead.



ch

Pretend to hold a chef's bowl in one hand and mix it with a spoon in the other.



ch

Open and close each hand in turn, like lights flashing on a Christmas tree.



ir

Place one fist on top of the other, to sign 'g' for girl.



ue

Hold your hands and upper body very still in a statue pose.



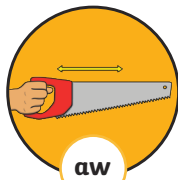
ue

Hold one hand flat like paper as you pretend to slide a glue stick along it in the other.



y

Move your hands in a sunny arc above your head and wriggle your fingers like sunbeams.



aw

Move your hand back and forth in a sawing motion.



au

Flutter both of your hands downwards like two falling leaves in autumn.



ow

Pretend to pull a window wide open.



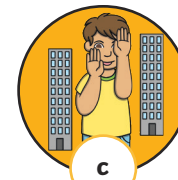
oe

Point to your big toe (can be through your shoes).



wh

Pretend to hold a steering wheel and drive a car.



c

Pretend to make tall buildings with your forearms.



g

Point to a gem on top of your ring.



ph

Make a leaping dolphin with your forearm.



ea

Pretend to slice a loaf of bread.



ie

Make a shield by crossing both arms in front of you.



tch

Make a witch's hat on your head with your hands.



are

Point to your bare foot (can be through your shoes).



ear

Pretend to hold and bite into a pear.



ore

Pretend to bite into an apple core made with your finger.



ew

Pretend to screw your finger into your other hand.



ew

Pretend one hand is a bowl of stew and scoop some out, using the other hand as a spoon.

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

Year One Words

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy

Aa

a
all
are
ask
asked

Bb

be
be-
cause
by

Cc

called
come
could

Dd

do

Ee

Ff

friend
full

Gg

go

Hh

has
have
he
her
here
his
house

Ii

I
into
is

Kk

Ll

like
little
looked
love

Mm

me
Mr
Mrs
my

Nn

no

Oo

of
oh
once
one
our
out

Pp

people
pull
push
put

Ss

said
says
school
she
so
some

Tt

the
their
there
they
to
today

Ww


was
we
were
what
when
where


Yy

you
your


og 

ket 


ab 


hin 


liss 


reb 


pim 


nud 

cag 


duss 


meck 

uck 

nub 

hom 

bab 

sut 

quick

much

quert



poch



queen

church

quig



chul



rich

rocker

chaf



moch



check

cash

loch



losh



money

bone

vate



strume



delete

tube



drime



baunch

honey

stone

gabe



drume

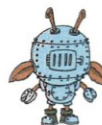


these

play



trife



hout

Useful websites:

How to pronounce pure sounds and actions for Twinkl Phonics:

Level 2 pure sounds and actions:

<https://www.youtube.com/watch?v=0SzkjubQ-Ok&list=PLO-i3BsM9k4lo-Mt9dd6eCbhAtkklUN7P&index=5>

Level 3 pure sounds and actions:

<https://www.youtube.com/watch?v=8ZGwM48Wy5E&list=PLO-i3BsM9k4lo-Mt9dd6eCbhAtkklUN7P&index=4>

Level 5 pure sounds and actions:

<https://www.youtube.com/watch?v=4ugGQqMmvFA&list=PLO-i3BsM9k4lo-Mt9dd6eCbhAtkklUN7P&index=3>

Blending sounds:

https://www.youtube.com/watch?v=2XTk_xf6wbo&list=PLO-i3BsM9k4lo-Mt9dd6eCbhAtkklUN7P&index=6

Past Year 1 Phonics Screening Check Materials:

<https://www.primarytools.co.uk/phonics-check-year-1-and-year-2/>

<https://www.gov.uk/education/phonics>

Phonics games – some games are free, others require a subscription

<https://www.phonicsplay.co.uk/resources>

<https://www.phonicsbloom.com/>

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://www.teachyourmonstertoread.com/>