

## **Phonics**

### **Intent**

At Peter Gladwin Primary, we value reading as a key life skill and believe it is the foundation of learning. The ability to read automatically and fluently not only holds the key to rest of the curriculum but also has a huge impact on children's self-esteem and future life chances. We are dedicated to enabling our children to become lifelong readers. Children's reading journeys begin from when they enter Reception Class through the teaching of daily phonics. Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

We strive to teach pupils to read effectively and quickly, using the Twinkl Systematic Synthetic Phonics programme. Phonics enables your child to learn to read quickly by teaching sounds and tricky (common exception) words in a systematic order. This means that children are able to start reading words, captions and sentences quickly – even in their first week after learning just 4 sounds! Children learn that sounds (phonemes) can be represented by graphemes (letters) because the sounds are blended together to read words.

This is a useful video that demonstrates how to pronounce each sound and this is key to supporting reading at home.

L2 <https://www.youtube.com/watch?v=0SzkjubQ-Ok>

L3 <https://www.youtube.com/watch?v=8ZGwM48Wy5E>

L5 <https://www.youtube.com/watch?v=4ugGQqMmvFA>

L6 <https://www.youtube.com/watch?v=4s1OO9coZNk>

Using the Twinkl Systematic Synthetic Phonics programme we teach synthetic phonics, sight vocabulary, decoding (blending) and encoding (segmenting) words, as well as spelling, and accurate letter formation. The programme is sequenced across 6 levels which are progressive in knowledge and the application of skills throughout Reception, Year 1, Year 2 and Key Stage 2 where needed and:

- Enables children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- Ensures that every pupil will learn to read, regardless of their background, needs or abilities.
- Ensures that the pupils are taught common exception words that do not conform to regular phonic patterns.

- Ensures that pupils have opportunities to read texts and words that are within their phonic capabilities as early as possible
- Encourages the pupils to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar. Visual aids are used to support the pupils in becoming confident and independent learners.
- Develops the habit of reading widely and often, for both pleasure and information.
- Supports pupils in writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Matches the expectations of the English National Curriculum and Early Learning Goals

### **Implementation**

We show fidelity to the Twinkl programme to ensure that we have a progressive, consistent approach to phonics. It provides a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2.

*How is the Phonics curriculum sequenced?*

In Reception, pupils 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.

In Year 1, pupils work through level 5 and in Year 2, level 6

Levels 2-6 are delivered through:

- Daily discrete phonics lessons that incorporate both reading and writing
- Regular reading (individual and group) with a TA or Teacher using Twinkl reading scheme (Rhino Readers). The scheme follows the adventures of the same two characters from Twinkl Phonics, Kit and Sam, in a series of fully decodable reading scheme books that are fully aligned with the Twinkl Phonics scheme. It also has a range of non-fiction books, playscripts, instruction books and quiz books.

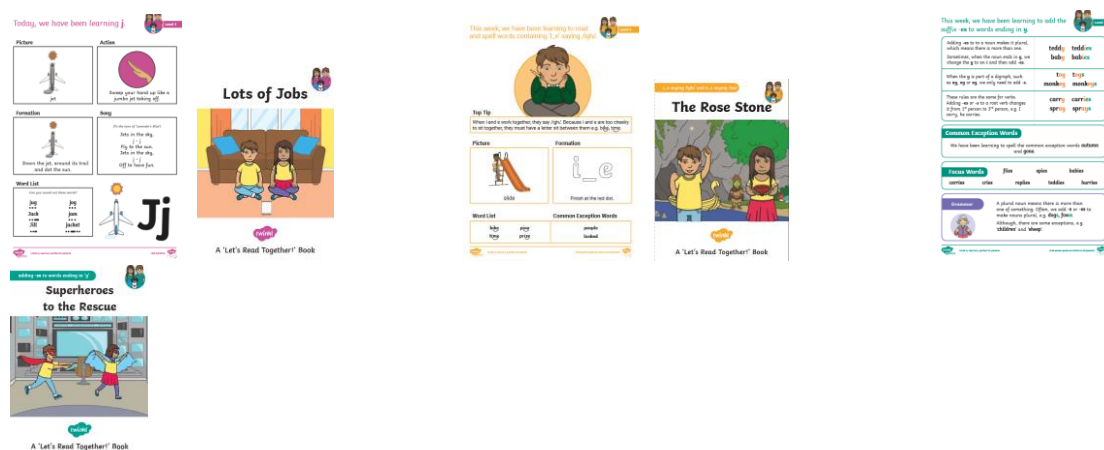
Daily 'catch up' sessions are provided for all pupils who require more support to meet the expected levels.

Please see the attached guide from Twinkl for more details about the organisation of the phonics programme.

## Home Learning – Supporting phonics and early reading at home

Parents and carers are invaluable allies in helping to support children's learning. At the end of each taught week within Levels 2-6 children take home:

### 1. Phonics Mini-book and Phonics Parent Handout sheet



### **2. Rhino Reader eBook**

Each week families receive a PING message with a PIN CODE to access an electronic Rhino Reader eBook. This book will have been read in class during the week.

<https://www.twinkl.co.uk/go>



### **3. Reading for pleasure book (gold star)**



At least once per week (but more often if the child chooses) children will bring home a self-selected book to read for pleasure. This will be chosen from the class library. It may be a book they can read themselves or one they would like to read and share with an adult.

### **Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of KS1. This way, children can focus on developing their fluency and comprehension as they move through the school.

Teachers complete regular phonics assessments to track and monitor progress and identify gaps in learning. Pupils who require additional intervention to make the expected progress are supported with daily additional catch up sessions.

Attainment in phonics is measured by the Phonics Screening check at the end of Year 1 and for those pupils who do not meet in the expected standard, by the end of Year 2. Attainment in Reading is also measured against the Reading Early Learning goal in EYFS and key performances indicators at the end of Year 1 and 2.

## Level 2 Mnemonics and Actions

 <p><b>s</b></p> <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	 <p><b>a</b></p> <p>Pretend to bite into a crunchy apple.</p>	 <p><b>t</b></p> <p>Pretend to stir a teaspoon around a tinny.</p>	 <p><b>p</b></p> <p>Make one hand into a puppy's head and pat it with your other hand.</p>	 <p><b>i</b></p> <p>Flap your hands like an insect's wings.</p>
 <p><b>n</b></p> <p>Make your fist into a nut and tap it.</p>	 <p><b>m</b></p> <p>Yummy! Rub your tummy.</p>	 <p><b>d</b></p> <p>Pretend to play your drum.</p>	 <p><b>g</b></p> <p>Pretend to wrap your scarf like Gobi.</p>	 <p><b>o</b></p> <p>Pretend to squeeze a juicy orange.</p>
 <p><b>c</b></p> <p>Wiggle your finger like a caterpillar.</p>	 <p><b>k</b></p> <p>Pretend to spread your hand like a kite and fly it in the air.</p>	 <p><b>ck</b></p> <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	 <p><b>e</b></p> <p>Make an egg with one hand and tap it with the other.</p>	 <p><b>u</b></p> <p>Make one hand into an umbrella and sprinkle rain on it.</p>
 <p><b>r</b></p> <p>Move your arms like a robot.</p>	 <p><b>h</b></p> <p>Pretend to open the door of the house.</p>	 <p><b>b</b></p> <p>Pretend to throw and catch a ball.</p>	 <p><b>f</b></p> <p>Pretend to wave a magic wand.</p>	 <p><b>l</b></p> <p>Pretend to lick an ice lolly.</p>
 <p><b>ff</b></p> <p>Pretend to switch off the light.</p>	 <p><b>ll</b></p> <p>Pretend to ring a bell.</p>	 <p><b>ss</b></p> <p>Blow a kiss.</p>		

## Level 3 Mnemonics and Actions

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

## Level 5 Mnemonics

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		



## Level 6 Mnemonics

