



Intent

At Yeading Infant and Nursery School we use the Twinkl Phonics programme. Twinkl Phonics is a Department for Education validated systematic, synthetic phonics teaching programme and is used from nursery to year 2. With a clear, structured progression through the programme, it allows all our pupils to meet or exceed the expected standard. 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. In KS1, children work within Levels 5 and 6.

Reading books follow the same progression as the phonics scheme so that children only encounter texts which are fully decodable for their phonics knowledge. In this way children develops the skills and understanding needed to become effective, independent readers and writers.

Implementation

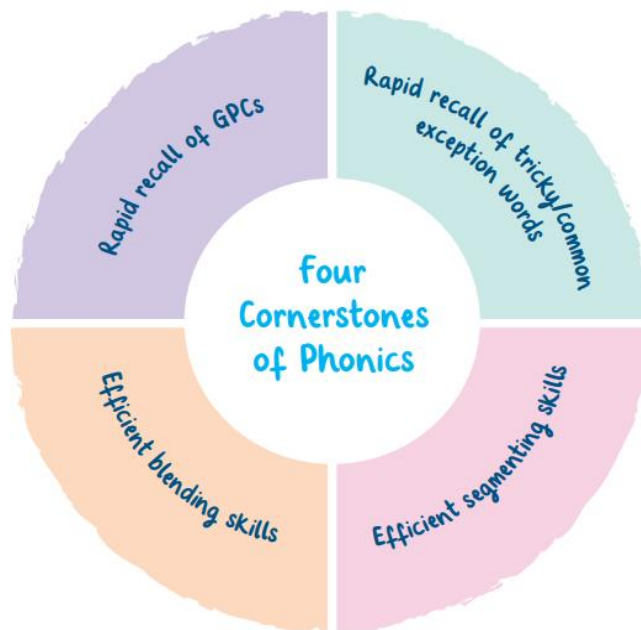
We teach the children as a whole class so that every child is exposed to the phonemes and graphemes which are at the expected level for their age. The whole-class trackers allow the headteacher, senior leaders and teachers to track pupils' progress. Analysis of the data leads to discussions around pupil progress and group progress so that teaching can be adapted to provide additional support and challenge to pupils.

Impact

Children develop their phonic skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. It supports children to become fluent readers and prepares them for the statutory year 1 Phonics Screening Check which takes place in June each year. Following the programme gives the school a consistent approach to phonics, which is clear to teaching staff and learners.

Progression through the six levels of the Twinkl Phonics programme

The four skills represent the cornerstones of phonics and are practised every day to ensure children make the expected progress.



Progression Overview

Twinkl Phonics features six levels as part of its teaching sequence. It is easy to transition to using these Levels if you have previously used Phases in Letters and Sounds.

What Are the Recommended Ages/Year Groups for Each Level?

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

Level 1

Throughout Level 1, young learners develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects. Level 1 is taught in EYFS and underpins learning throughout the teaching of Phonics Levels 2-6.

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 between different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.

Level 1 Coverage



Find full coverage in the Level 1 Overview

Level 1 Aspects

Level 1 activities are arranged under the following 7 Aspects:

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

There is overlap between these aspects but each activity plan highlights one of these aspects as the focus of that particular activity. The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk about what they hear, see and do.

What Will Children Learn in Each Aspect?

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

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme, as well as developing an 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

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

In levels 2, 3, 4, 5 and 6, children are introduced to letters and the corresponding sounds they make. Children learn to link a grapheme to a phoneme and this link is referred to as a grapheme-phoneme correspondence (GPC)

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'.

Using Pure Sounds

Children learn the letter sounds , not names.

When introducing children to the first 44 GPC's, it is important to use 'pure sounds'.

'Pure sounds' refers to the way of sounding phonemes without adding the extra 'uh', at the end of each letter.

For example:

- /s/ is pronounced as 'sss' instead of 'suh' and /m/ is pronounced 'mmm' instead of 'muh'.

Click on the link to hear how to pronounce the 'pure sounds'.

<https://www.youtube.com/watch?v=UCI2mu7URBc>

Blending

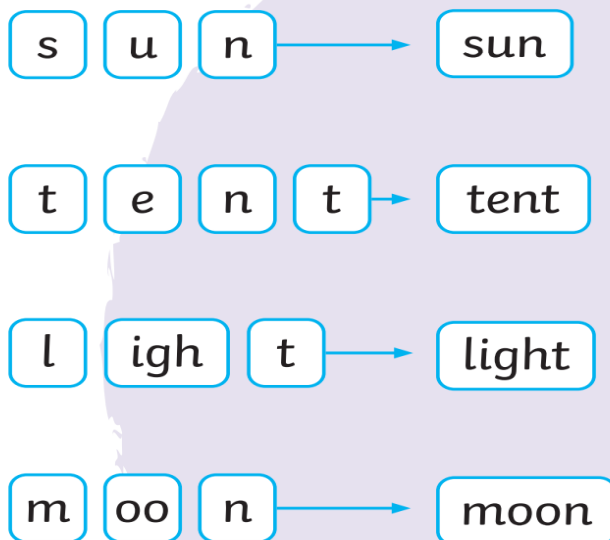
Children learn to blend phonemes to read words.

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.



Segmenting

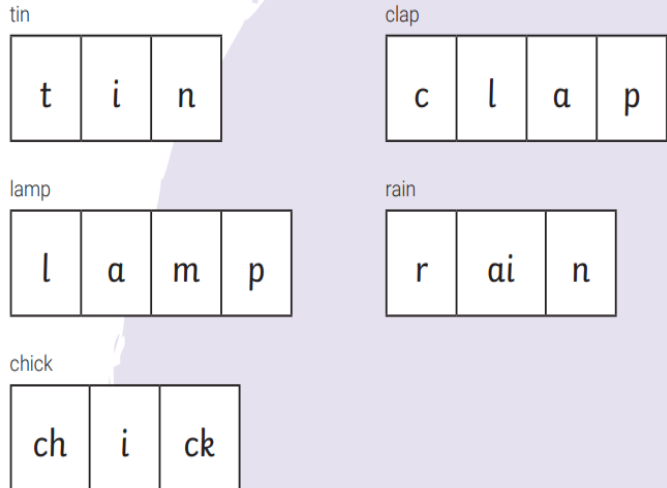
What Is Segmenting?

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

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.



* 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.

Tricky (Common Exception) Words

There are parts of some very common words in the English language that are not phonetically decodable.

Some examples of these are 'to', 'the' and 'said'. Due to the frequency and usefulness of these common words, it is necessary to introduce them as 'tricky' or 'common exception' words at the earliest stages.

By introducing these words as a unique group that do not follow the usual phonics rules, it allows children to access a greater range of sentences for both reading and writing and to begin to build a bank of sight vocabulary.

Common exception words are introduced first as reading sight vocabulary and then are reintroduced later as spelling words.

Children need to recognise these common exception words as sight vocabulary. It is, therefore, important to make sure all children practise them daily in order to learn them by sight and attain rapid recall.

All Taught Common Exception Words for Reading

Level 2	to, the, no, go, I
Level 3	he, she, we, me, be, was, my, you, they, here, all, are
Level 4	said, so, have, like, come, some, were, there, little, one, do, when, out, what
Level 5 Weeks 1-10	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through
Level 5 Weeks 11-20	work, house, many, laughed, because, different, any, eye, friend, also, once, please, live, coming, Monday, Tuesday, Wednesday, brother, more, before
Level 5 Weeks 21-30	January, February, April, July, scissors, castle, beautiful, treasure, door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two

Tricky Words (Common Exception Words)

Level 2

The purpose of Level 2 is to:

- ✓ teach the first 19 most commonly-used letters and the sounds they make;
- ✓ move children on from oral blending and segmenting to blending and segmenting with letters;
- ✓ introduce some tricky words for reading.

Before starting this Level, children:

- will have had experience of a wide range of listening activities including songs, stories and rhymes;
- can distinguish between different sounds, including speech sounds;
- may be able to orally blend and segment words;
- may be able to identify some rhyming words.

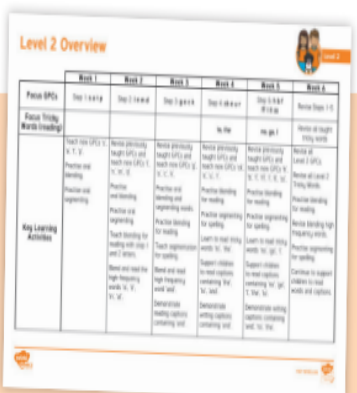
By the end of Level 2, children will have had opportunities to:

- 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;
- 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: 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



Find full coverage in the Level 2 Overview

Level 2 Mnemonics and Actions

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

Level 3

The purpose of Level 3 is to:

- ✓ introduce another 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that children can represent 42 phonemes with a grapheme;
- ✓ continue to practise CVC blending and segmentation;
- ✓ apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions;

Before starting this Level, children:

- recognise Level 2 GPCs;
- orally blend and segment CVC words as well as being able to blend and segment to read and spell CVC words and nonsense words;
- read the tricky words - the, to, I, no, go.

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 Level 2 and Level 3 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.

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, I
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, I

find full coverage in the Level 3 Overview



Level 3 Mnemonics and Actions

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

Level 4

The purpose of Level 4 is to:

- ✓ consolidate children's knowledge of graphemes in reading and spelling words, especially digraphs and trigraphs;
- ✓ introduce words with adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC, CCVCCC;
- ✓ learn polysyllabic words and learn to read and spell some more tricky words.

Before starting this Level, children:

- recognise Level 2 and 3 GPCs;
- blend and read CVC words;
- segment and make a phonetically plausible attempt at spelling single syllable CVC words;
- 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.

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;
- 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.

Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here
5	three-letter adjacent consonants	all level 4 words	all level 4 words

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.



Find full coverage in the Level 4 Overview

Level 5

The purpose of Level 5 is to:

- ✓ learn alternative graphemes for known phonemes;
- ✓ learn alternative pronunciations of known graphemes;
- ✓ introduce split digraphs;
- ✓ introduce suffixes and prefixes;
- ✓ learn to read and spell more common exception words.



Find full coverage in
the Level 5 Overview

Level 5 Overview	
Phoneme	Graphemes
æ	a, ea, ai, ay
ɑː	aa, a, au, ay, or, oo, ou
ɔː	o, oa, o, oo, ou
e	e, ea, ai, ay, ei, ey
i	i, ee, ai, ay, ei, ey
ɪ	i, ee, ai, ay, ei, ey
ɒ	o, oa, o, oo, ou
ɔ	o, oa, o, oo, ou
ɔː	o, oa, o, oo, ou
o	o, oa, o, oo, ou
oo	o, oa, o, oo, ou
ou	o, oa, o, oo, ou

Before starting this Level, children:

- recognise level 2 and 3 GPCs;
- blend to read and segment to spell words containing adjacent consonants;
- read tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- spell tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually correctly.

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;
- 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.

Level 5 content

Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling
1	'ay' saying /ai/	could should	said so	16	'ow'/'oe' saying /oa/	once, please	thought through
2	'oy' saying /oi/	would want	have like	17	'wh' saying /w/	live, coming	work house
3	'ie' saying /igh/	oh their	some come	18	'c' saying /s/ 'g' saying /j/	Monday, Tuesday	many laughed
4	'ea' saying /ee/	Mr Mrs	were there	19	'ph' saying /f/	Wednesday, brother	because different
5	'a_e' saying /ai/	love your	little one	20	'ea' saying /e/	more, before	any eye
6	'i_e' saying /igh/ 'o_e' saying /oa/	people looked	do when	21	'ie' saying /ee/	January, February	friend also
7	'u_e' saying (y) /oo/ and /oo/ 'e_e' saying /ee/	called asked	what could	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water where	should would	23	adding -s and -es	scissors, castle	live coming
9	Long Vowel Sounds	who why	want their	24	adding -er and est (adj)	beautiful, treasure	Monday Tuesday
10	'ch' saying /c/ 'ch' saying /sh/	thought through	Mr Mrs	25	'tch' saying /ch/	door, floor	Wednesday brother
11	'ir' saying /ur/	work house	love your	26	adding -ing and -er (verbs)	bought, favourite	more before
12	'ue' saying (y) /oo/ and /oo/	many laughed	people looked	27	'are'/'ear' saying /air/	autumn, gone	January February
13	'ew' saying (y) /oo/ and /oo/	because different	asked called	28	've' saying /v/	know, colour	April July
14	'y' saying /ee/	any eye	water where	29	'ore' saying /or/	other, does	scissors castle
15	'aw'/'au' saying /or/	friend also	who why	30	adding un-	talk, two	beautiful treasure

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

The purpose of Level 6 is to:

- ✓ develop children's knowledge of spelling patterns and best-guess grapheme selection;
- ✓ learn more alternative graphemes for known phonemes;
- ✓ learn more alternative pronunciations for known graphemes;
- ✓ introduce the /zh/ phoneme;
- ✓ develop an understanding of the spelling rules for adding suffixes and prefixes;
- ✓ introduce homophones/near homophones and contractions;
- ✓ learn to spell more common exception words;
- ✓ develop their understanding of grammar rules;
- ✓ learn effective writing techniques including editing and proofreading and learn more strategies to read and write independently.



Find full coverage in the Level 6 Overview

Level 6 Overview		
Learning Objective	Assessment Objective	Assessment Strategy
Use phonics knowledge to identify and write words with a given phoneme.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given grapheme.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable, including sight-reading all taught tricky and common exception words.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable, including sight-reading all taught tricky and common exception words, and accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable, including sight-reading all taught tricky and common exception words, and accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading, and form each letter correctly.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable, including sight-reading all taught tricky and common exception words, and accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading, and form each letter correctly, and use alternative ways of pronouncing and representing the long vowel phonemes.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable, including sight-reading all taught tricky and common exception words, and accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading, and form each letter correctly, and use alternative ways of pronouncing and representing the long vowel phonemes, and read accurately most words of two or more syllables.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable, including sight-reading all taught tricky and common exception words, and accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading, and form each letter correctly, and use alternative ways of pronouncing and representing the long vowel phonemes, and read accurately most words of two or more syllables, and read most words containing common suffixes.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable, including sight-reading all taught tricky and common exception words, and accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading, and form each letter correctly, and use alternative ways of pronouncing and representing the long vowel phonemes, and read accurately most words of two or more syllables, and read most words containing common suffixes, and read most common exception words.	1.1	Read and spell phonically decodable words.
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Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable, including sight-reading all taught tricky and common exception words, and accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading, and form each letter correctly, and use alternative ways of pronouncing and representing the long vowel phonemes, and read accurately most words of two or more syllables, and read most words containing common suffixes, and read most common exception words, and 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, and sound out most unfamiliar words accurately, without undue hesitation, and segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.	1.1	Read and spell phonically decodable words.
Use phonics knowledge to identify and write words with a given phoneme and grapheme, including the /zh/ phoneme, and apply this knowledge to reading and spelling unfamiliar words that are not completely decodable, including sight-reading all taught tricky and common exception words, and accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading, and form each letter correctly, and use alternative ways of pronouncing and representing the long vowel phonemes, and read accurately most words of two or more syllables, and read most words containing common suffixes, and read most common exception words, and 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, and sound out most unfamiliar words accurately, without undue hesitation, and segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others, and spell most common exception words correctly.	1.1	Read and spell phonically decodable words.

Before starting this Level, children:

- 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;
- read sight-read 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.

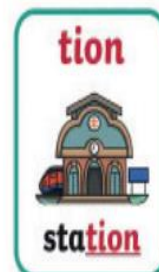
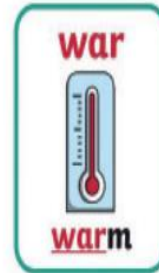
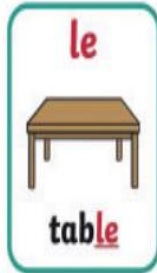
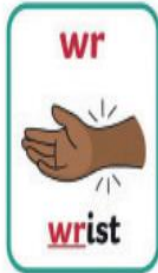
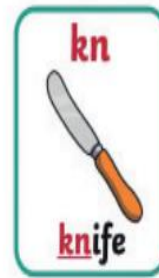
By the end of Level 6, children will have had opportunities to:

- 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, 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 phonetically plausible attempts at others;
- spell most common exception words correctly.

Level 6 Content

Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus	Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus
1	'y' saying /igh/	door, floor	Capital Letters and Full Stops	16	'mb' saying /m/	famous, shoe	Using a Dictionary 1 - Finding Definitions
2	'dge' saying /j/ 'ge' saying /j/	bought, favourite	Proper Nouns (Names)	17	'al' saying /or/	pretty, neighbour	Coordinating Conjunctions
3	-es to words ending in y	autumn gone	Plural nouns	18	-ing, -ed to CVC, CCVC words	England, tongue	Irregular Past Tense
4	'gn' saying /n/	know colour	Alphabetical Order (1) - First/Second Letter	19	'd' saying /u/	group, country	Exciting Words (1) - alt words for said
5	'kn' saying /n/	other does	Alphabetical Order (2) - Second/ Subsequent Letters	20	'ey' saying /ee/	heart, dangerous	Exclamation Marks (to show emotion/shouting)
6	-ed, -ing to words ending in y	talk two	Verbs	21	-er, -est, -y to CVC, CVCC words	special, enough	Improving Sentences (1) Adjectives and Nouns
7	'wr' saying /r/	four, eight	Adverbs	22	contractions	aunt, father	Contractions
8	-le	world work	Common Nouns (Revision)	23	'war' saying /wor/ 'wor' saying /wur/	prove, improve	Subordinating Conjunctions
9	-er, -est to words ending in y	poor, great	Adjectives and Expanded Noun Phrases	24	suffixes -ment, -ness	hour, move	Improving Sentences (2) - Verbs and adverbs
10	-el	break, steak	Commas in Lists	25	's' saying /zh/	sure, sugar	Exciting Words (2) Using a Thesaurus
11	-al, -il	busy, clothes	Capital letters for place names	26	'wa' saying /wo/ 'qua' saying /quo/	half, quarter	Possessive Apostrophe
12	-ed, -er to words ending in e	whole, listen	Regular Past Tense	27	tion	straight, touch	Improving Sentences (2) - when, if, because
13	'eer' saying /ear/	build, earth	Regular Present Tense	28	suffixes -ful, -less, -ly	caught, daughter	Speech Marks
14	ture	delicious, fruit	Question Marks and Commands	29	homophones/near homophones	journey, area	Commas in Speech
15	-est, -y to words ending in e	learn, search	Exclamations and Statements	30	prefix dis-	heard, early	Using a Dictionary 2 - Checking Spellings

Level 6 Mnemonics



Phonics Terminology

Phonics has a large technical vocabulary. Much of this will become more familiar as you teach phonics but it is useful to learn some key terms before you start.

Phoneme

smallest unit of sound in a word

Grapheme

symbol of a phoneme, this could be one letter or a group of letters (e.g. i, ie, igh, i_e)

Grapheme-Phoneme Correspondences (GPCs)

the relationship between sounds and the letter or letters that represent that sound

Blending

building up of words from individual phonemes for reading

Segmenting

breaking down words into individual phonemes for writing

Tricky (Common Exception) Words

words that are not decodable at the child's current phonic level of understanding

Digraph

two letters that work together to make one sound (ee)

Trigraph

three letters that work together to make one sound (igh)

Mnemonic

an illustration that is designed to support children's recognition of GPCs