Phonics Teaching at Codicote C of E School

Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.

In each of the levels (apart from Level 4) we learn a different sounds each day. Each sound has an action to help children remember the sounds. We currently learn Phonics using Twinkl Phonics. In Nursery children learn Level 1, Reception children look at Level 2, 3 and 4 sounds. In Year One the children learn Level 5 sounds and Year Two Level 6. However, the children continually recap the Level 2 and 3 sounds throughout the year to support their learning.

Twinkl Phonics Level	Recommended Year Group (UK Schools)	Age of Children
Level 1	nursery/pre-school	3-4 years
Level 2	reception	4-5 years
Level 3	reception	4-5 years
Level 4	reception	4-5 years
Level 5	year one	5-6 years
Level 6	year two	6-7 years

Level 1:
By the end of Level 1, children will have had opportunities to:
- listen attentively;
- widen their vocabulary;
- speak confidently to adults and other children;
- tell the difference between sounds;
- say out loud the phonemes they hear in words.

Level 2: By the end of Level 2, children will have had opportunities to:
- identify the phoneme when shown any Level 2 grapheme;
- 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.

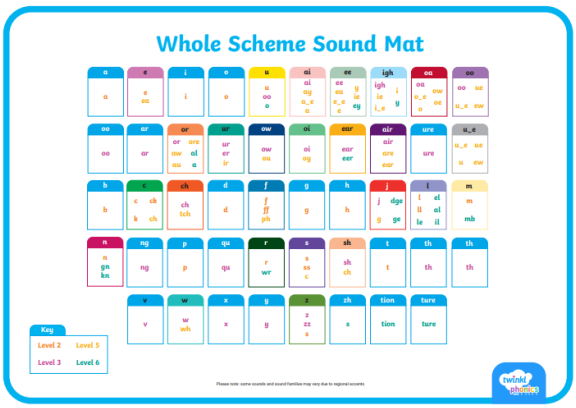
Level 5:

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

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;
- read fluently to allow them to focus on their understanding;
- sound out most unfamiliar words accurately, without too much hesitation;
- form letters correctly;
- break down spoken words into phonemes, spelling many of these words correctly and making good attempts at unfamiliar ones;
- spell most common exception words correctly;
- practise important grammar-based skills, including using a variety of punctuation types, capital letters, prefixes, suffixes and engaging vocabulary. 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.



These are the level 2 sounds. Every sound we teach 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.

These are the Level 3 Sounds and actions:

These are the Level 5 and 6 sounds:

The Terminology

Phoneme
A phoneme is the smallest unit of sound in a word It is generally accepted that most varieties of spoken English use about 44 phonemes.

Graphemes
A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blending
Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph
This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph.** There are also **consonant digraphs**, for example, /sh/ and /ch/.

Trigraph
This is when three letters come together to make one phoneme, for example /igh/.

Split digraph
A digraph in which the two letters are not adjacent – e.g. m**a**k**e**