



THE
WESTCLIFFE
FEDERATION

Phonics



At our Westcliffe Federation schools, from 2022, we have decided to adopt the Twinkl Systematic Synthetic Phonics Programme (SSP) which has been validated by the DfE.

The scheme the Federation has been using over the last year has the fundamental principles of Twinkl phonics already underpinning it. Having the opportunity to adopt Twinkl SSP as our scheme will have huge benefits for the children and the staff.

What are our aims?

Our aim for all children to become confident readers who are able to decode and read a wide range of texts, giving them access to a wealth of information.

We aim for children to enjoy their phonics and reading teaching and to develop a love of reading, backed by a confidence that they have the strategies and key skills needed to allow them to read.

Our phonics teaching aims to be interactive, engaging, multi-sensory and fun, whilst still being well paced and rigorous ensuring all children make progress.

Our carefully planned assessment and tracking of progression allows us to identify any children who are struggling and quickly act to provide further support to allow all children to make progress and achieve.

Why do we think Twinkl Phonics so effective?

Twinkl Phonics is a DfE validated full systematic, synthetic phonics programme that contains everything needed to deliver phonics teaching to our children from the very beginning of learning to read and write to full fluency. It delivers GPCs (Grapheme Phoneme Correspondence) in a clear and rigorous way so that skills are built progressively over time, ensuring that children have a secure base from which to develop.

On top of that, the programme incorporates activities to make the phonics sessions interactive, engaging and multisensory yet keeping a clear focus upon fast paced phonics learning. All learning is embedded in the exciting adventures of Kit and Sam and their family and friends so that our children will be excited by, and looking forward to, their daily phonics lessons.

Does Twinkl Phonics follow the same sound pattern as Letters and Sounds?

Twinkl Phonics is a scheme based on Letters and Sounds. It follows the same sounds order throughout Nursery and Reception and through the early weeks of Year 1. Teaching of Phase 5 and 6 GPCs and suffixes have been spread out in Twinkl Phonics to give more even coverage throughout Year 1 and 2. This is to ensure that our children have ample time to secure new learning before moving on to the next sound. All the sounds covered in Phase 5 and 6 of Letters and Sounds are taught during Levels 5 and 6 in Twinkl Phonics so we are assured that our children will reach the same endpoint by the end of Year 2.

The scheme that has been used previously across the Federation was also based on Letters and Sounds and Twinkl resources had been used to support its delivery, so staff and pupils are familiar with the concepts which is great for ongoing continuity.

What reading books do we use with Twinkl Phonics?

Twinkl's reading scheme, Rhino Readers, is fully decodable and aligns perfectly with Twinkl Phonics, whilst also featuring the familiar characters of Kit, Sam and their family and friends that the children meet in their daily phonics lessons. These are available to us online and can be used for whole group reading practice.

We also combine Twinkl Phonics with the high quality phonic based reading books that we already use in EYFS and Key Stage 1. As Twinkl Phonics is based on Letters and Sounds, any reading scheme books which also follow this progression can be used, and we can use the Twinkl Phonics overview to ensure correct alignment of our books.

Our reading scheme texts have been carefully grouped in sequential order to ensure that the books children are given to read match the phonics teaching that they have received, thus allowing children to feel successful in reading. They also offer sufficient challenge by covering the more recent phonemes that children have been taught, allowing opportunities for children to embed this learning at home.

As our children develop their wider reading skills they incorporate more broader text and 'real' books into their reading material which draws on their experience of other reading cues and knowledge.

Working with parents

All parents are invited to a Phonics and Early Reading workshop. This explains to parents how we teach Phonics and also how parents can provide support at home.

Children and parents are provided with resources to enable them to consolidate learning at home. Additional activities to support consolidation of new phonemes is also shared via Seesaw.

Parents in Year 1 are invited to a workshop, or given information, explaining the Phonics Screening check and how parents can support this at home.

Parents and children are also recommended to access 'Teach your monster to Read', a free Usborne reading app which complements our Phonics teaching at school. <https://www.teachyourmonster.org/>

Families throughout the school, from Nursery up to Year 6 are supported in understanding the importance of helping their child develop a love of reading. This takes place through whole school reading incentives, promoted through our newsletter and the sharing of research that highlights the vital role that secure early reading has on children's attainment throughout life.

Does Twinkl Phonics support National Curriculum objectives?

Twinkl Phonics covers all the Spelling **and** Grammar objectives for Year 1 and 2 set out in the 2014 national curriculum so a big advantage is that with Twinkl Phonics we do not need a separate Spelling or Grammar scheme. It is all encompassing, which provides a very cohesive approach.

What sort of training do staff have with Twinkl Phonics?

A range of high quality training is available to all staff to ensure that **all** staff:

- have a firm understanding of the principles behind the Phonic Programme
- can deliver the teaching programme in a highly effective manner
- can help our children apply the learnt knowledge to their reading and writing in the classroom setting.

How is Phonic learning assessed?

As staff are delivering the phonics sessions they will be continually assessing how children respond and demonstrate that they can recall and apply phonemes and spelling patterns. There are opportunities for staff to note down informal assessments on the plans.

There are also regular assessment periods built into the long term plans. We use a range of tools to assess children's phonics skills, including Twinkl resources but also Phonics Tracker, an online resource. PhonicsTracker can be used to check GPCs, Common Exception Words and also blending. This also has the feature to set individual specific homework / activities for children based on any gaps identified, working to support children at risk of not making expected progress.

This is used at the end of each phonics phase, however, in longer phases such as Phases 5 and 6 this may need to be done more regularly, for example each half term or termly.

There is also time planned into the scheme to complete termly reading assessments using PIRA reading assessment tests.

Year 1 children participate in the 'Year 1 Phonics screening check' which is set by the DfE and carried out in the month of June. There is sufficient time planned into the scheme to allow children to experience similar assessments prior to the assessment window.

'Phonics Tracker' also offers screening using past papers.

Glossary of Key Terms

Grapheme -written representation of the sound /letter

Phoneme - smallest unit of sound within a word

GPC - Grapheme Phoneme correspondence - the correspondence between the sound heard and the written form.

Decodable words - Words which can be read by applying the learnt GPCS.

Digraph- Two letters which together make one sound, such as 'ai' as in rain, or 'ch' as in chips.

Trigraph - Three letters which together make one sound, such as 'igh' in light

Split vowel digraph - Where the representation of a vowel sound is split by a consonant. Such as a_e in cake.

Segmenting - Splitting a word into individual sounds in order to spell it.

Blending - Sounding out and blending sounds together in order to read a word.

Oral blending - Phase 1 skills - being able to manipulate individual sounds and blend them together.

Tricky words / Common Exception words - Words which do not follow the typical GPCs and therefore cannot be read by applying normal phonic approaches taught so far, such as: the, said, was. Note some early phase 'tricky words' become decodable in later phases.

Schwa - The 'uh' sound that can sometimes be heard on some consonants, such as 'm, n, y' if not pronounced with clear clipped pronunciation. This can sometimes lead to spelling errors.

EXPECTED PROGRESSION OF PHONICS TEACHING			
	AUTUMN	SPRING	SUMMER
Nursery	Level 1 Phonics x 12 weeks	Level 1 Phonics x 12 weeks	Level 1 Phonics x 12 weeks
Reception	Level 1 Phonics recap Level 2 Phonics x 6 weeks Beginning Level 3 Phonics x 6 weeks	Level 3 Phonics x 6 weeks Level 4 Phonics x 4 weeks	Consolidate Level 3 and 4 Phonics Begin Level 5 Phonics
Year 1	Level 5 Phonics x 10 weeks	Level 5 Phonics x 10 weeks	Level 5 Phonics x 10 weeks Begin Level 6 Phonics
Year2	Level 6 Phonics x 12 weeks	Level 6 Phonics x 12 weeks	Level 6 Phonics x 12 weeks

* See separate document for the Overview of each Phase/Level*

EXPECTED LENGTH OF COVERAGE OF EACH LEVEL/PHASE					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
36 weeks	6 weeks	12 weeks	4 weeks	30 weeks	36 weeks

