

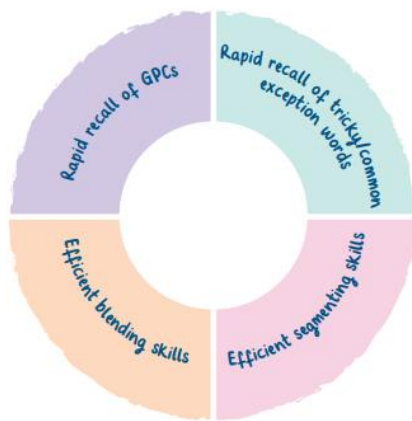
## Twinkl Phonics Structure at Cayton School

At Cayton School, we believe that children need consistency of approach in phonics lessons and to know what is expected and what is coming next. This reduces the cognitive load and frees up working memory which makes it easier for children's knowledge to transfer into their long term memory. From understanding this, Cayton School therefore believes that phonics lessons should be predictable and structured to ensure children are 'knowing more and remembering more'. This helps to build their confidence with phonics and feel safe and secure in their learning.

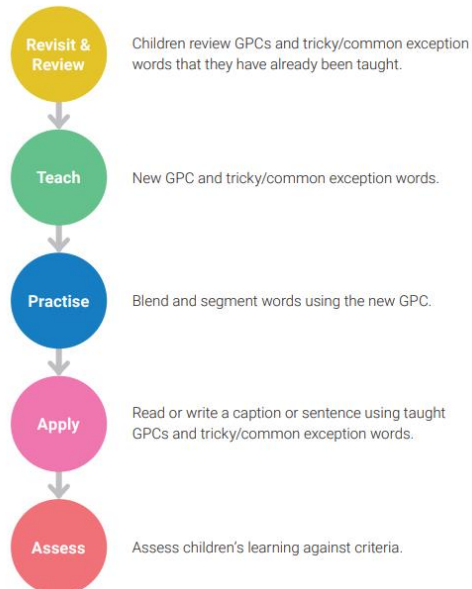
Cayton School follow Twinkl phonics scheme. Whilst the pedagogy of our curriculum is based around the centrist approach, phonics is taught in a more traditional way:

- Synthetic, systematic and progressive
- 100% of the children, 100% of the time
- Rigorous and pacy

Each phonics session structure covers these four elements:



The structure of every lesson follows this five-part pattern to ensure the four elements are covered.



Progression of phonic:

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 - Aspects

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.

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

## 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 and to introduce some common exception words (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	ck e u r	to, the
5	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words

Power point structure:



Recap of previously taught GPCs and tricky words, embedding taught sounds and words to ensure rapid recall.

Stories for the adult to read to contextualise the learning.

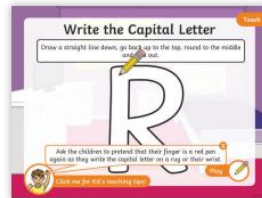
Mnemonic links to the story, phoneme and grapheme, giving children a visual prompt to aid recall.



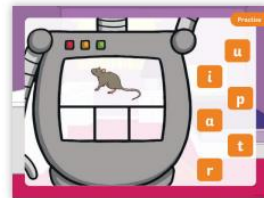
An action links each sound to a physical movement, giving children a physical prompt to aid recall.



Letter formation rhyme linked to the mnemonic to encourage correct formation of the grapheme.



An interactive opportunity to practise capital letter formation.



An interactive activity to provide opportunities to practise blending or segmenting words including the new sound.

### 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. It is also to continue to practise CVC blending and segmentation, as well as to apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

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, l
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, l

Power point structure:



Recap of previously taught GPCs and tricky words, embedding taught sounds and words to ensure rapid recall.

Stories for the adult to read to contextualise the learning.

Mnemonic links to the story, phoneme and grapheme, giving children a visual prompt to aid recall.



An action links each sound to a physical movement, giving children a physical prompt to aid recall.



Letter formation rhyme linked to the mnemonic to encourage correct formation of each letter.



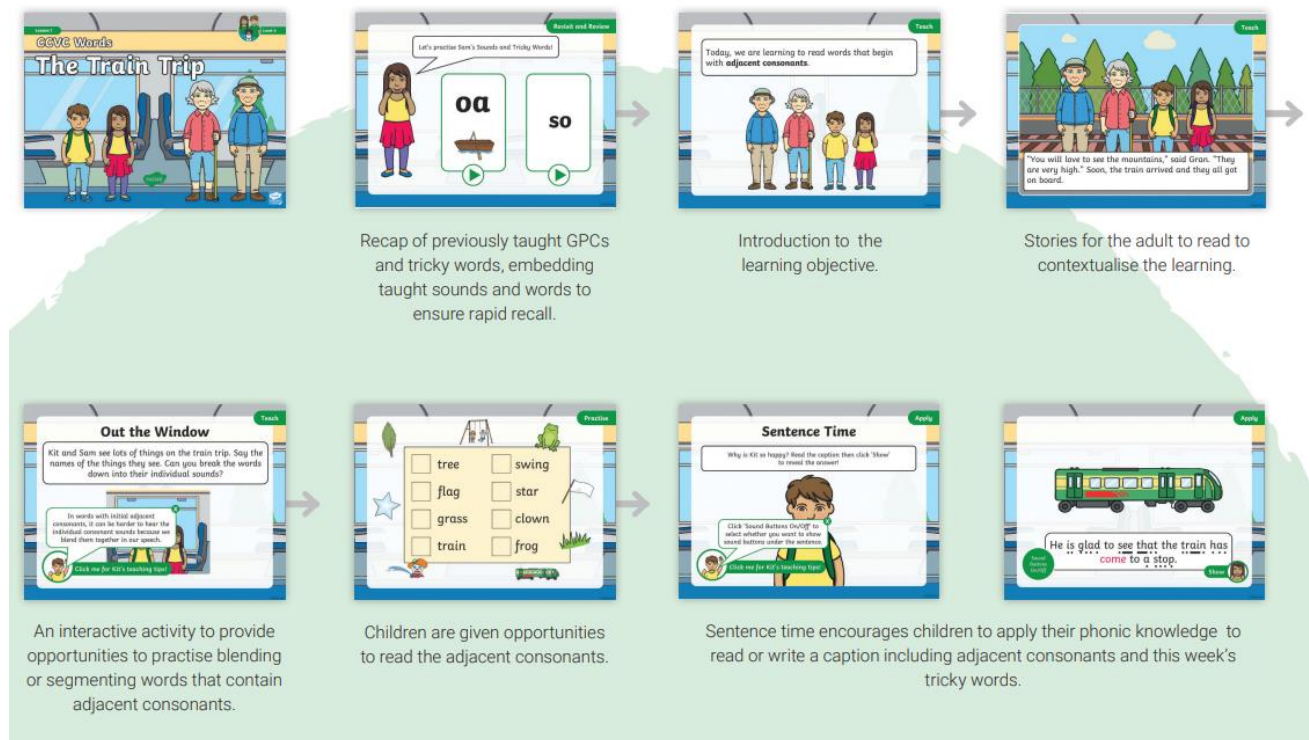
An interactive activity to provide opportunities to practise blending or segmenting words including the new sound.

## 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. It is also to learn polysyllabic words and learn to read and spell some more common exception words (tricky words).

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

Power point structure:



## Level 5

The purpose of Level 5 is to learn alternative graphemes for known phonemes, to learn alternative pronunciations of known graphemes, to introduce split digraphs, to introduce suffixes and prefixes, to learn to read and spell more common exception words. Level 5 focuses on less GPCs per week so that the children can spend more time understanding and applying the GPC and its sound family. This further supports the children in preparing for the phonics screening check in the summer term.

Structure of the week:

### Lesson 1

Identifying and reading words that contain the new GPC(s) for this week's learning.

### Lesson 2

Embedding and further practising the identification of this week's new GPC(s).

### Lesson 3

Writing words and sentences containing the new GPC(s).

### Lesson 4

Embedding and further practising the writing of this week's new GPC(s).

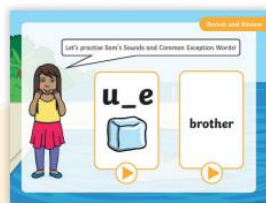
### Lesson 5

Bringing the week's learning together to develop more independent reading and writing skills through the application of this week's teaching.

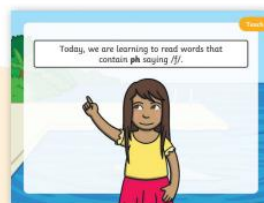
Weekly overview:

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 /ot/	friend also	who why	30	adding un-	talk, two	beautiful treasure

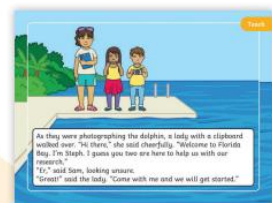
Power point structure:



Recap of previously taught GPCs and tricky/common exception words, embedding taught sounds and words to ensure rapid recall.



Introduction to the learning objective.



Stories for the adult to read to contextualise the learning.



Writing practice of the week's focus words



Interactive activities to provide opportunities to practise reading writing and sorting words including the new sound, alternative pronunciation or spelling.



Sentence time encourages children to apply their phonic knowledge to read or write a caption including taught sounds and this week's tricky words.



## Level 6

The purpose of Level 6 is to develop children's knowledge of spelling patterns and best-guess grapheme selection, to learn more alternative graphemes for known phonemes, to learn more alternative pronunciations for known graphemes, to introduce the /zh/ phoneme, to develop an understanding of the spelling rules for adding suffixes and prefixes, to introduce homophones/near homophones and contractions, to learn to spell more common exception words, to develop their understanding of grammar rules, to learn effective writing techniques including editing and proofreading and learn more strategies to read and write independently.

### Structure of the week:

## Weekly Teaching Sequence

### Lesson 1

Identifying and reading words that contain the new GPC(s)

### Lesson 2

Identifying different GPC spelling rules within the same sound family

### Lesson 3

Writing words and sentences containing the new GPC(s).

### Lesson 4

2014 national curriculum grammar objective

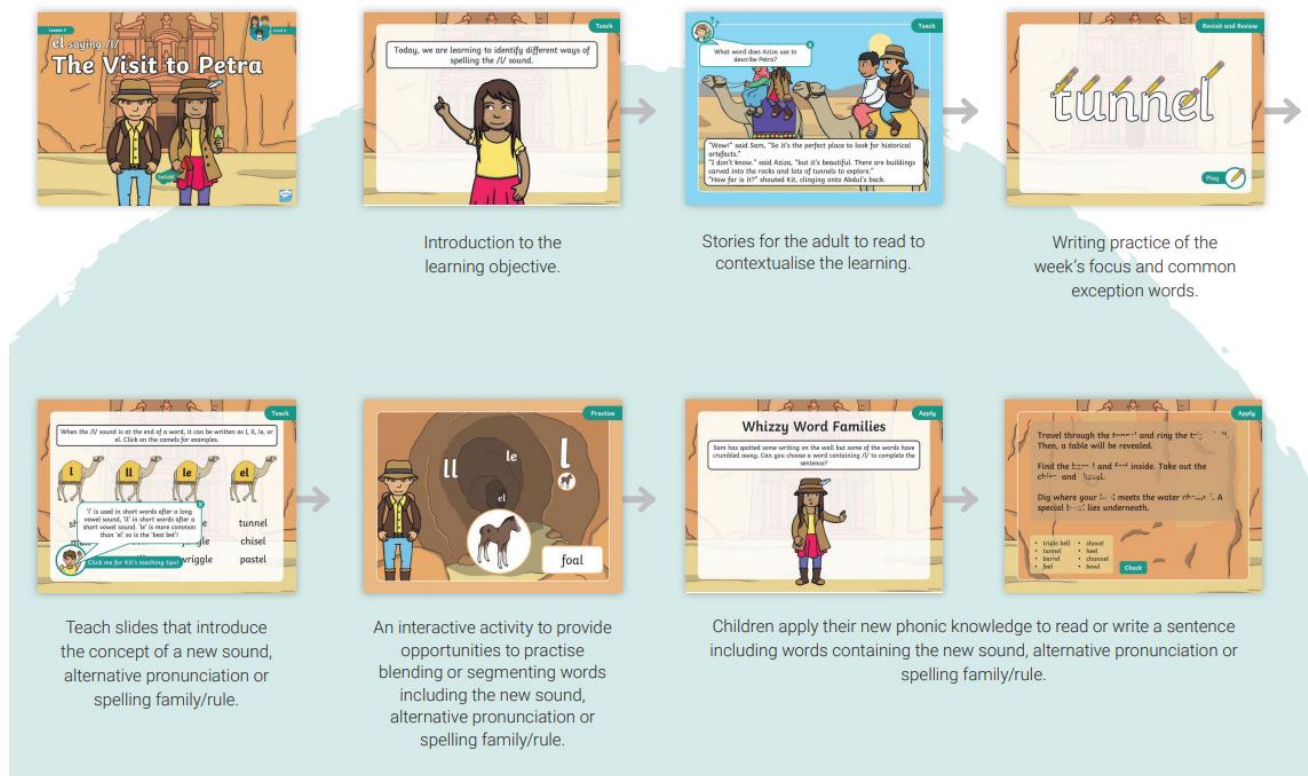
### Lesson 5

Bringing the week's learning together to develop writing skills through the application of the week's spelling and grammar teaching.

### Weekly overview:

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	'o' 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

Power point structure:



Bottom 20% of readers:

Cayton School believe that the best way for children to progress in reading is to stay on track with the programme and have clear, termly expectation. However, we acknowledge that some children have an SEND or for a variety of reasons may find staying on track challenging. At Cayton School, we want to support children to make the best progress that they can. We do this by teaching daily phonics from EYFS to Year 2 and then from Year 2 to 6 where assessment shows phonics support is needed. This support is taught through:

- Same day catch up
- KS1 intervention
- KS2 codebreakers
- For specific needs 1:1 precision teaching

Assessment (*This may vary slightly depending on how many weeks are in each term*)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Assess weeks 1- 4 of Level 2	Assess week 5- 6 of Level 2 and 1- 3 of Level 3	Assess week 4-9 of Level 3	Assess week 10- 11 of Level 3 and week 1 and 2 of Level 4	Assess week 3- 5 of Level 4	Assess any outstanding learning
Year 1	Assess week 1- 4 of Level 5	Assess week 5- 10 of Level 5	Assess week 11-16 of Level 5	Assess week 17-22 of Level 5	Assess week 23-28 of Level 5	Assess week 29-30 of Level 5 and any gaps
Year 2	Assess week 1- 4 of Level 6	Assess week 5- 10 of Level 6	Assess week 11-16 of Level 6	Assess week 17-22 of Level 6	Assess week 23-28 of Level 6	Assess week 29-30 of Level 6 and any gaps

Assessment includes: GPCs/CEW/blending/segmenting within each level. These are assessed using Phonics Tracker



