



## Phonics at EPS

At EPS phonics is the primary strategy that children use to learn to read. We have a very well established phonics programme and now follow Twinkl Phonics as our synthetic phonics programme. Children experience discrete daily lessons in Reception, Y1 and Y2. Our multi-sensory daily phonic sessions ensure our children quickly acquire key decoding and blending skills. Pupils are systematically taught the grapheme/phoneme correspondence, how to blend the sounds in a word for reading, and how to segment the sounds in order to spell words. Children are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught how to read common exception/tricky words which do not completely follow the phonic rules.

Children have time to practise and expand their ability to read and spell words. We recognise that children's experience and knowledge of phonics varies and ensure that it is taught and practised at a pace that is suitable for all. Phonics is taught through whole class teaching with TAs supporting in class and delivering interventions to support gaps in learning.

Information about how we teach phonics is shared with parents during the first term in Reception and parents receive our phonic information sheets according to which level is being taught.

### Teaching approaches

- Whole class teaching with TAs supporting in class.
- Daily interactive phonics sessions following the Twinkl Phonics sequence of learning. Carefully planned additional resources are used to enhance learning through interactive games and activities.
- Clear objectives for teaching sessions which children understand.
- Multi sensory approach using different resources including a balance of practical resources, active learning, grapheme/word cards and flipcharts.
- Lessons follow a 6 part structure:
- **Revisit and review:** Practise previously learned grapheme/phoneme correspondence or words, blending and segmenting as appropriate.

- **Teach:** Teach new grapheme/phoneme correspondence, tricky words/ common exception words, blending and segmenting. Model activities for the session.
- **Practise:** Blending and reading words with a new GPC. Blending is the process of saying each individual phoneme that appears in a written word and then merging them together to read the word.
- **Practise:** Segmenting and spelling words.  
**Apply-** Support the children to apply their phonic knowledge to read or write a caption or sentence using one or more tricky/common exception words and GPCs introduced at different levels.  
**Pupil Work-** Children work through various activities to consolidate core phonic skills.  
**Assess-** Assess the children's learning.
- Pupils understand why they are learning phonics.
- Correct enunciation of phonemes.
- Subject specific language used during sessions.
- Opportunities throughout the week to practise and apply phonics skills in reading and writing and other areas of the curriculum.
- The teaching of common exception/tricky words.
- Learning environments support application of phonics through displays and resources.
- Small group phonic interventions led by TA or teacher prioritising children who are not on track.
- Phonics intervention groups for children who haven't attained the KS1 phonics screening in KS2.

### Reading linked to phonics

- Children read individually or in a guided group once a week with the class teacher or TA.
- Some targeted children will read more frequently (daily for some) to an adult in school.
- A reading book is allocated weekly to share at home.
- All children will experience daily reading as part of their phonics lesson.
- Children have access to online decodable texts.

### Collins Big Cat decodable books linked to phonic levels

- Twinkl Phonics Level 1 • Band 0 – Lilac
- Twinkl Phonics Level 2 • Band 1A – Pink A
- Twinkl Phonics Level 2 • Band 1B – Pink B
- Twinkl Phonics Level 3 • Band 2A – Red A
- Twinkl Phonics Level 3 • Band 2B – Red B
- Twinkl Phonics Level 4 • Band 3 – Yellow
- Twinkl Phonics Level 4 • Band 4 – Blue
- Twinkl Phonics Level 5 • Band 5 – Green
- Twinkl Phonics Level 5 • Band 6 – Orange
- Twinkl Phonics Level 5–6 • Band 7 – Turquoise

### Phonics in Reception

The teaching of phonics in Reception starts at the very beginning of the Autumn term once the children are attending school full time. We start by teaching grapheme/phoneme correspondences. See below for the order we teach the levels. In Reception those children who need additional support with phonic skills receive 'quick intervention' (1to1) support or small group intervention at a separate time to phonic sessions.

<b>Phonic Level</b>	<b>Term</b>	<b>Phonics termly objectives</b>	<b>Common exception words</b>
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<p><b>Level 2</b></p>	<p><b>Autumn term of reception</b></p>	<p><b>By the end of Level 2, children will have had opportunities to:</b></p> <ul style="list-style-type: none"> <li>• identify the phoneme when shown any Level 2 grapheme;</li> <li>• identify any Level 2 grapheme when they hear the phoneme;</li> <li>• orally blend and segment CVC words, such as ‘sat’ and ‘pat’;</li> <li>• blend sounds to read VC words, such as ‘if’, ‘am’, ‘on’ and ‘up’;</li> <li>• segment VC words into their sounds to spell them (using magnetic letters);</li> <li>• read the common exception/tricky words (words that cannot be sounded out): <b>the, to, I, no, go.</b></li> </ul>	
<p><b>Level 3</b></p>	<p><b>Autumn 2/Spring Term</b></p>	<p><b>By the end of Level 3, children will have had opportunities to:</b></p> <ul style="list-style-type: none"> <li>• say the phoneme when shown all or most Level 2 and Level 3 graphemes;</li> <li>• find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;</li> <li>• blend and read CVC words (single-syllable words, consisting of three</li> </ul>	<p>he, she, we, me, be, was, my, you, her, they, all, are</p>

		<p>Level 2 and Level 3 graphemes) such as ‘chop’ and ‘night’;</p> <ul style="list-style-type: none"> <li>• 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’;</li> <li>• read the tricky words - <b>he, she, we, me, be, was, my, you, her, they, all, are</b> &amp; spell the tricky words - the, to, I, no, go;</li> <li>• write each letter correctly when following a model.</li> </ul>	
<p><b>Level 4</b></p>	<p><b>Spring/Summer term</b></p>	<p><b>By the end of Level 4, children will have had opportunities to:</b></p> <ul style="list-style-type: none"> <li>• give the phoneme when shown any Level 2 or Level 3 grapheme;</li> <li>• find any Level 2 or Level 3 grapheme when given the phoneme;</li> <li>• blend and read words containing adjacent consonants, as well as segment and spell words containing adjacent consonants, such as ‘sand’, ‘bench’ and ‘flight’;</li> <li>• read the tricky words - <b>some, one, said, come, do, so, were, when, have, there, out, like, little, what</b> &amp; spell the tricky words - he, she, we, me, be, was,</li> </ul>	<p><b>some, one, said, come, do, so, were, when, have, there, out, like, little, what</b></p>

		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.	
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### Phonics in Y1

Some aspects of Level 3 and Level 4 are revised in the autumn term but phonic sessions predominantly focus on the teaching of Level 5 and applying this knowledge in reading and writing. Children experience whole class phonics with the support of a TA who works with targeted children during the lesson. Interventions for those with gaps in their learning are taught separately to phonic lessons.

<b>Phonic Level</b>	<b>Term</b>	<b>Phonics teaching</b>	
<b>Level 5</b>	<b>Autumn, Spring, Summer of Year 1</b>	<p><b>By the end of Level 5, children will have had opportunities to:</b></p> <ul style="list-style-type: none"> <li>• give the phoneme, when shown any grapheme that has been taught;</li> <li>• for any given phoneme, write the common graphemes;</li> <li>• apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;</li> <li>• read and spell phonically decodable two-syllable and three-syllable words, such as 'dolphin' and 'fantastic'</li> </ul>	

		<ul style="list-style-type: none"> <li>• read automatically all taught tricky and common exception words;</li> <li>• accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;</li> <li>• form each letter correctly;</li> <li>• use alternative ways of pronouncing and representing the long vowel phonemes, e.g. 'ea' in 'beak', 'ee' in 'seed' and 'y' in 'happy'.</li> </ul>	
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### Statutory phonics screening check

At the end of year one, all children take part in the statutory phonics screening check.

All children in year one must take the test and any year two children who did not meet the expected standard in the previous year will take the check again.

The phonics screening check is designed to confirm whether or not individual children have learned phonics decoding to the appropriate standard.

### Phonics in Y2

In Y2 children take a more in-depth look at the phonic rules and patterns of different words. All children take part in whole class phonics sessions led by class teachers. Teachers use intervention groups to support children with gaps. Children who do achieve the statutory phonics screening check at the end of Y1 are targeted for phonic interventions in Y2.

<b>Level 6</b>	<b>Throughout Year 2</b>	<p><b>By the end of Level 6, children will have had opportunities to:</b></p> <ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables;</li> <li>• read most words containing common suffixes;</li> <li>• read most common exception words;</li> </ul>	
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		<ul style="list-style-type: none"> <li>• read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;</li> <li>• sound out most unfamiliar words accurately, without undue hesitation;</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;</li> <li>• spell most common exception words correctly.</li> </ul> <p>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.</p>	
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### Assessment

Regular assessments ensure we know a child's next step and how to move their learning forward.

- Half termly assessments using Twinkl Phonics assessment materials.
- Some key children will be assessed more frequently in order to monitor progress.
- Termly phonic phase tracker.
- Statutory phonics screening check for all Y1 children.
- Statutory phonics screening check for Y2 children who do not achieve the expected standard in Y1.
- Children who do not achieve the statutory phonics check in Y2 continue with phonics into KS2; this is primarily delivered through carefully planned interventions led by a TA. Their progress is carefully monitored



and they continue to be assessed using our EPS phonic assessment booklet.

### Interventions

- All children are assessed half termly using phonics assessment materials and gap analysis is carried out by class teachers to identify those which will be targeted for intervention.
- Small group phonic interventions are led by a teacher or TA prioritising children who are not on track.
- Intervention groups are monitored closely by the class teachers and regularly evaluated.

### End of year expectations

- **Reception** -secure in Level 2 and most elements of Level 3, developing good Level 4 knowledge including applying knowledge in reading and spelling and recognising common exception words.
- **Y1** - secure in Levels 2, 3, 4 and developing in Level 5 including applying good knowledge in reading and spelling and recognising common exception words. Greater depth secure in Level 5 and applying elements of Level 6.
- **Y2** - secure in Levels 2, 3, 4, 5 and developing within Phase 6 including applying knowledge in reading and spelling and recognising common exception words. Greater depth secure in Level 6 in reading and writing.

### Phonics information for parents

Phonics information sheets will be shared with parents as the phonic levels are taught in school

## Subject specific language

Grapheme/phoneme correspondence

A phoneme is the smallest unit of sound in a word.

C-u-p c-a-t d-o-g

### Grapheme

Letter(s) representing a phoneme, this could be one letter or letters that represent that sound

t ai igh

Blending: Blending is the process of saying each individual phoneme that appears in a written word and then merging them together to read the word.

For example: Recognising the letter sounds in the written word c-u-p, and merging them in the order in which they are written to pronounce the word 'cup'.

Segmenting: Identifying the individual sounds in a spoken word (e.g. h-i-m) /breaking down words into individual phonemes for writing.

### Digraph

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

### Trigraph

Three letters, which make one sound igh dge

### Split digraph

A digraph in which the two letters are not adjacent (e.g. make).

C consonant phoneme

V vowel phoneme

C consonant phoneme

The majority of high frequency words are phonically regular.

Some exceptions – for example the and was – are directly taught and called ‘tricky words’

Adjacent consonants are 2 or more consonants that are next to each other in a word. For example in the word ‘lost’ the ‘s’ and ‘t’ are adjacent consonants. Or in the word ‘clip’ the ‘c’ and ‘l’ are adjacent consonants. It important to remember that each consonant is a separate sound so ‘cl’ for example is 2 sounds ‘c’ and ‘l’.

Tricky/Common Exception words

Words that are not decodable at the phonic level of understanding.

Please also see Twinkl Phonics Information for Parents to view further information about Twinkl Phonics and coverage in each year group.