

PHONICS & READING



How do children learn?

Holding a pencil

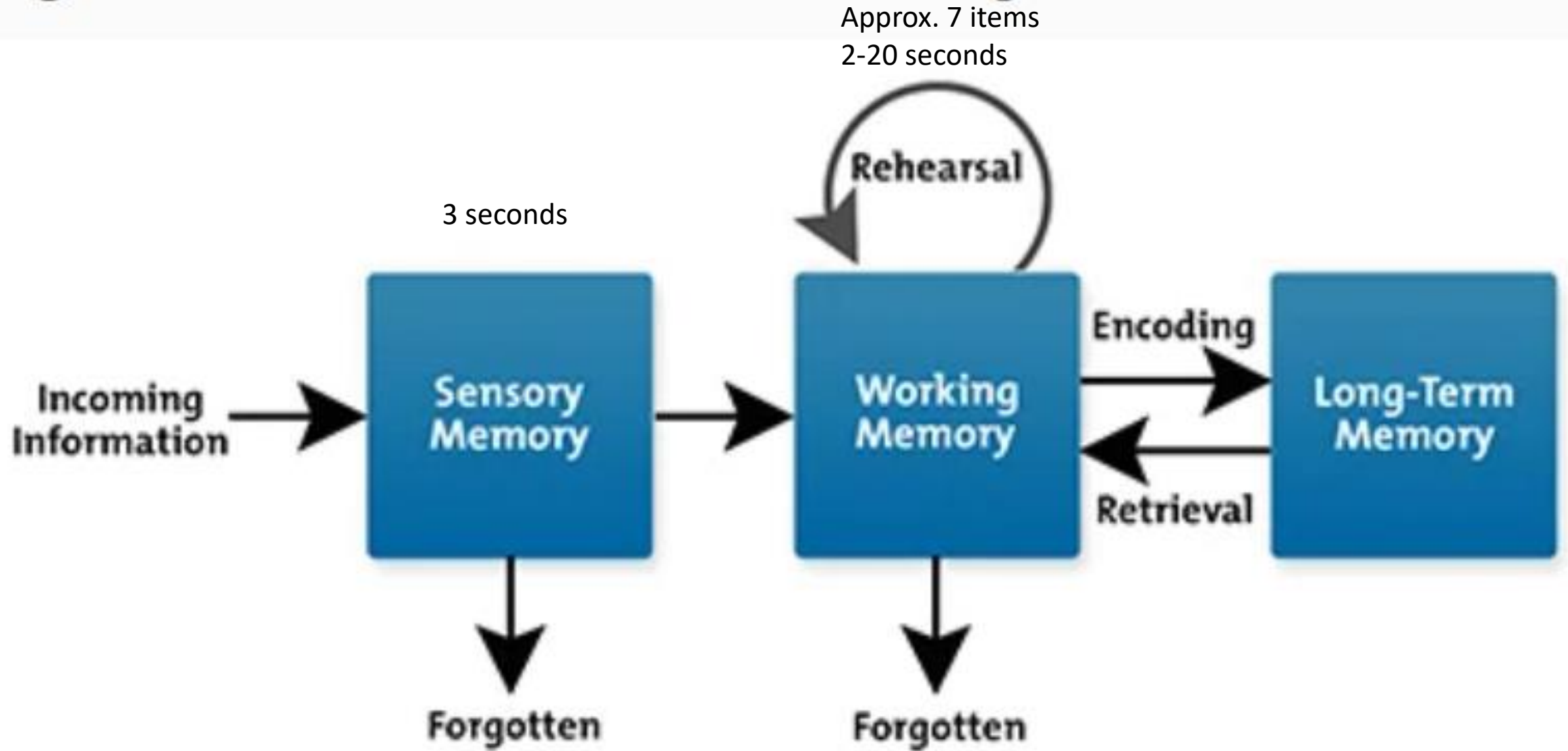
A

Z

A

A

Figure 1: Information Processing Model



What is Phonics?

Phonics

Why do we teach it?



Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound



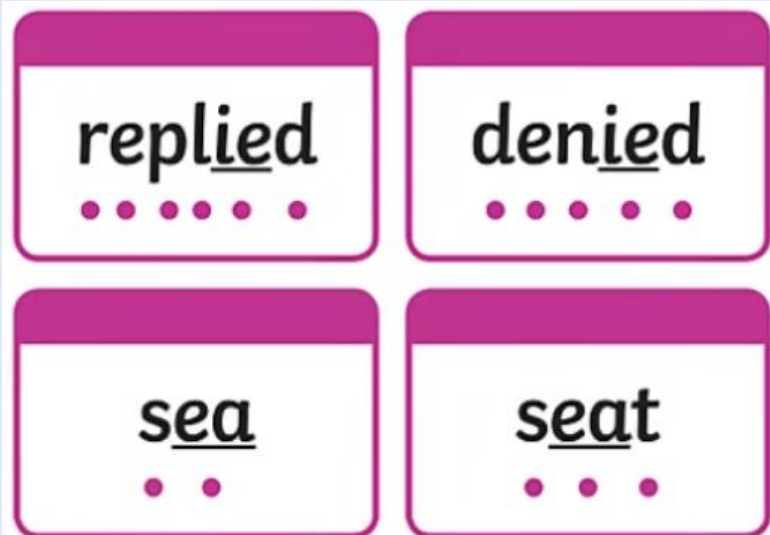
Teaching phonics is all part of holistic literacy. It's repetitive, which helps those that struggle with a short term memory. It can be fun and differentiated and overall, it will give the child the confidence to grow and develop a love of reading.

An Introduction to Twinkl Phonics

for Parents and Carers



Effective Phonics, Done Simply





Level 5 Book Collection

This collection introduces a wider range of exciting fiction and non-fiction titles. Children will practise the sounds and common exception words they have learnt in Level (Phase) 5.

2. Rhino Readers App

Download the app to access the books anywhere on the go.

Download on the
App Store

GET IT ON
Google Play



Book band progression

This is just an overview. We understand that every child progresses at their own pace.

Book Band Reference Sheet

Band	Colour	School / Year Group Expectation
11	Lime	
10	White	End of Year 2
9	Gold	
8	Purple	
7	Turquoise	End of Year 1
6	Orange	
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	
1B	Pink (dark)	
1A	Pink (light)	

Level 2 and 3 Actions



s
Make a snake's head with your hands and wiggle your body like a snake!



a
Pretend to bite into a crunchy apple.



t
Pretend to stir a teaspoon around a teacup.



p
Make one hand into a puppy's head and pat it with your other hand.



i
Flap your hands like an insect's wings.



n
Make your fist into a nut and tap it.



m
Yummy! Rub your tummy.



d
Play your drumkit.



g
Pretend to wrap your scarf like Gabi.



o
Pretend to squeeze a juicy orange.



c
Wiggle your finger like a caterpillar.



k
Pretend to spread your hand like a kite and fly it in the air.



e
Make an egg with one hand and tap it with the other.



u
Make one hand into an umbrella and sprinkle rain on it.



r
Move your arms like a robot.



h
Pretend to open the door of the house.



b
Pretend to throw and catch a ball.



f
Pretend to wave a magic wand.



l
Pretend to lick an ice lolly.



j
Sweep your hand up like a jumbo jet taking off.



v
Draw a v shape on your chest to show the V-neck of the vest.



w
Make waves with your hand.



x
Hold one hand like a map and draw an x on it.



y
Pretend to raise and lower a yo-yo.



z
Draw the zigzag path in the air.



qu
Give a royal wave.



ch
Use your thumb and forefinger to make a chick's beak.



sh
Put a finger to your lips.



th
Put your forefingers on your head and wiggle your moth's feelers.



th
Stroke your hand on your cheek like a soft feather.



ng
Tap your ring finger.



ai
Draw a spiral snail's shell.



ee
Make mouse whiskers.



igh
Hold one arm across your body as if holding a shield and pat it with your other hand.



oa
Pretend to row your boat.



oo
Point at the moon.



oo
Pretend to open a book.



ar
Make twinkly star fingers.



or
Pretend to press a car horn.



ur
Pretend to open a purse.



ow
Pretend to squeeze the squirty flower on your coat.



oi
Flick your thumb as if tossing a coin.



ear
Cup your hand around your ear.



air
Hold a chair, move it in and out from a desk.



ure
Swing your arm like a pirate.



er
Pretend to sneeze!

Level 5 Actions



Level 5



ay

Put both hands calmly to your chest.



oy

Make a circle with the fingers of each hand and place them together to sign 'b' for boy.



ie

Pretend your fist is the knot of a tie and put it on your chest.



ea

Flutter your hand like a leaf blowing around on a tree.



a_e

Hold both your hands flat in front of you and pretend to blow out the candles on a cake.



i_e

Slide your arm down and across in front of you.



o_e

Touch a bone in your forearm.



u_e

Make a cube with your hands.



u_e

Pretend to play a flute with both hands.



e_e

Pretend to hold onto a trapeze bar above your head.



ou

Point to your mouth.



a

Pretend one clenched fist is an acorn and cup it in your other hand.



e

Make a set of balance scales with your arms and pivot your elbows up and down until they are equal.



i

Show your teeth and claws like a lion.



o

Stack your hands in turn one above the other, to build a tall hotel.



u

Place your hands together like a unicorn horn on your forehead.



ch

Pretend to hold a chef's bowl in one hand and mix it with a spoon in the other.



ch

Open and close each hand in turn, like lights flashing on a Christmas tree.



ir

Place one fist on top of the other, to sign 'g' for girl.



ue

Hold your hands and upper body very still in a statue pose.



ue

Hold one hand flat like paper as you pretend to slide a glue stick along it in the other.



y

Move your hands in a sunny arc above your head and wriggle your fingers like sunbeams.



aw

Move your hand back and forth in a sawing motion.



au

Flutter both of your hands downwards like two falling leaves in autumn.



ow

Pretend to pull a window wide open.



oe

Point to your big toe (can be through your shoes).



wh

Pretend to hold a steering wheel and drive a car.



c

Pretend to make tall buildings with your forearms.



g

Paint to a gem on top of your ring.



ph

Make a leaping dolphin with your forearm.



ea

Pretend to slice a loaf of bread.



ie

Make a shield by crossing both arms in front of you.



tch

Make a witch's hat on your head with your hands.



are

Point to your bare foot (can be through your shoes).



ear

Pretend to hold and bite into a pear.



ore

Pretend to bite into an apple core made with your finger.



ew

Pretend to screw your finger into your other hand.



ew

Pretend one hand is a bowl of stew and scoop some out, using the other hand as a spoon.

twinkl

visit [twinkl.com](https://www.twinkl.com)

<https://www.youtube.com/watch?v=0SzkjubQ-Ok>

My Sound Families

My e Sound Family

e



egg

ea



bread

My u Sound Family

u



umbrella

o



glove

My ow Sound Family

ow



clown

ou



mouth

My ur Sound Family

er



pepper

ur



purse

ir



girl

My z Sound Family

s



pigs

z



zigzag

zz



buzz

My ee Sound Family

ee



cheese

e



equal

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shield

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sunny

e_e



trapeze

ea



leaf

ey



monkey

My oa Sound Family

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boat

o



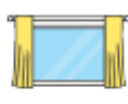
hotel

o_e



bone

ow



window

oe



toe

My igh Sound Family

igh



knight

ie



tie

i_e



slide

i



lion

y



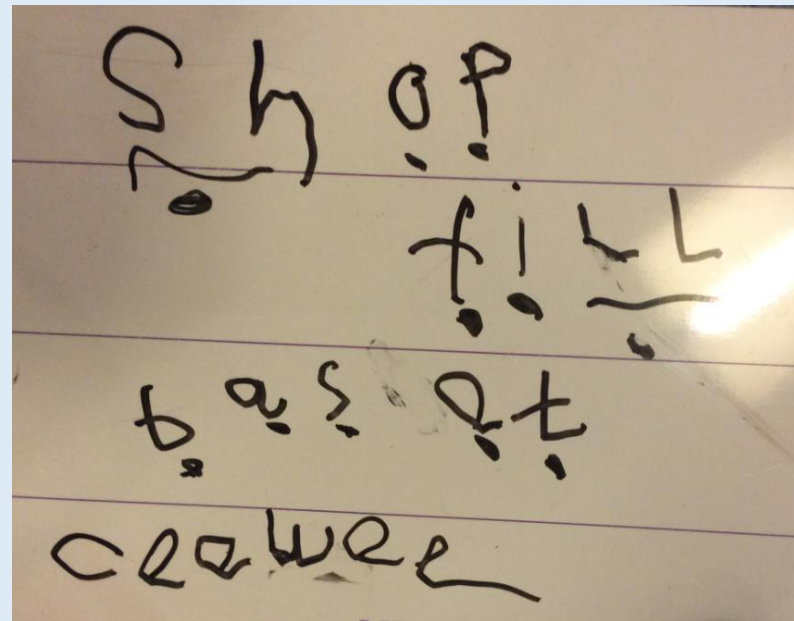
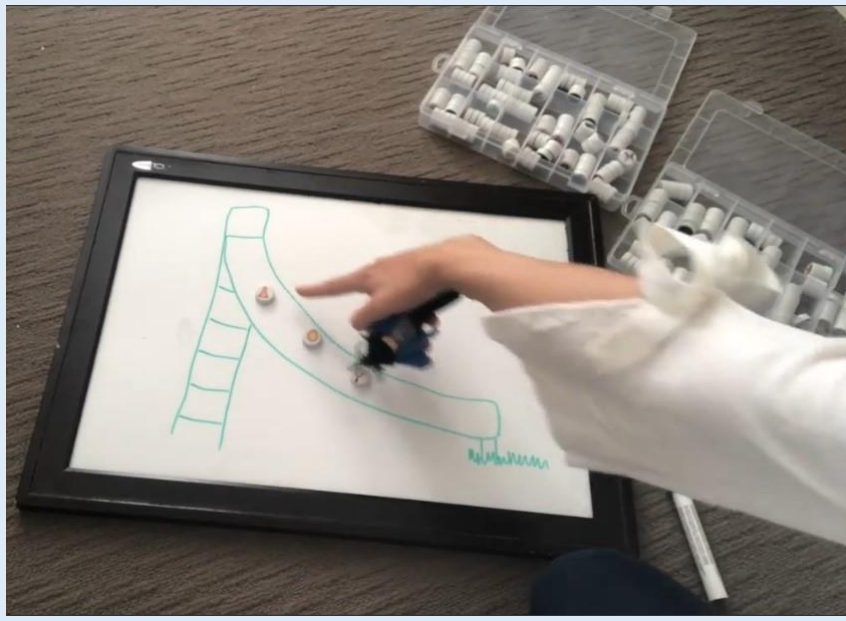
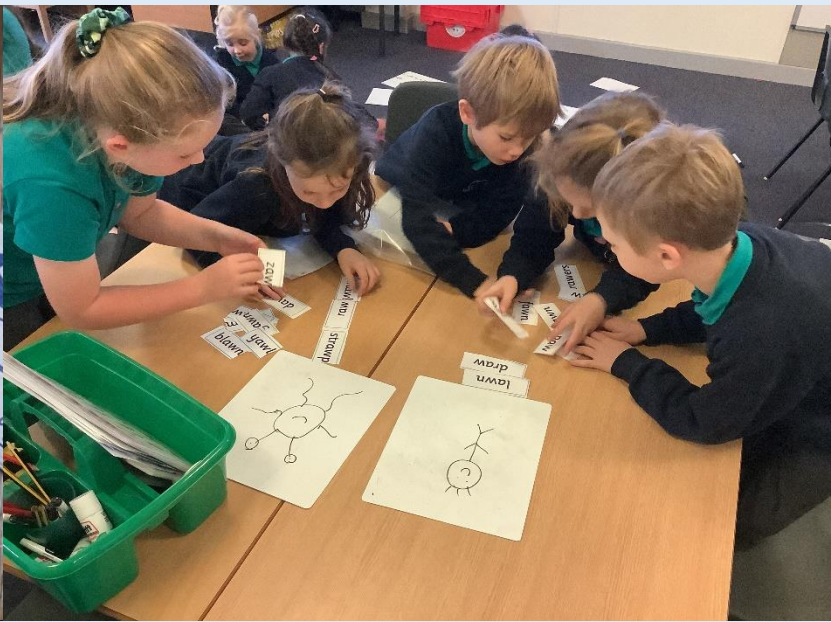
fly

Cookridge
Primary School
WORK TOGETHER WE ACHIEVE
THE BEST TEACHING
MR KERBY

ll	u	d	s
ss	r	g	a
h	o	t	p
b	c	i	n
f	k	l	m
ch	e	ff	

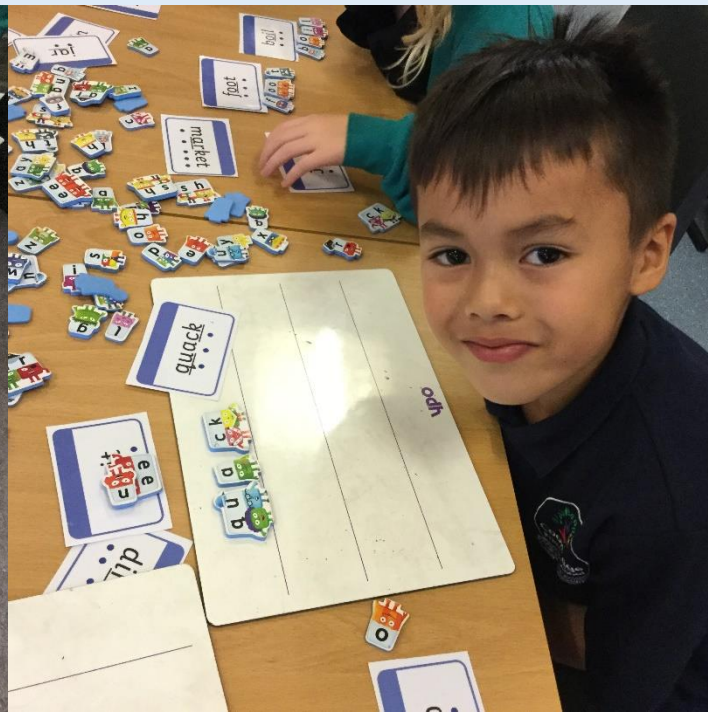
Next set of books: We will send post out with code:
KQ1452

<https://www.twinkl.co.uk/go>





Games






Reading

- Read at least 3 times a week
- Reading diary- please comment and initial.
- They have the opportunity to change their book everyday



THE MORE THAT YOU READ, THE
 MORE THINGS YOU WILL KNOW.
 THE MORE THAT YOU LEARN, THE
 MORE PLACES YOU'LL GO.

- DR. SEUSS

 BilingualKidspot.com

I can orally rehearse my phonics and sentences before writing, whether through role play or other pedagogical approaches.



PIC-COLLAGES

We had a silly day.
we had a silly dance.
The class had cold bears

Friday 13th May 2022

HOT WRITE

Writing-POS1-GPC1



the writing process involves write edit publish



I can order words in a simple sentence, knowing the difference between lines of writing and sentences.

Loud Mr Lion

Once upon a time there lived a lion and he lived on a big grey pointy rock. He lived with his lion cubs and his lion wife. There was 9 lion cubs and they were all twins. The lions name was Loud Mr Lion. One day he was hunting his prey and he said "I am sick of always hunting zebras they are horrible now." So he went to china he said "I think I will eat golden monkeys when I get there." When he got there he lost his roar. Loud Mr Lion lost his roar because he ate to many animals and he didnt drink any water for a week then he went to ask a panda and he said "hav you seen any water?" "yes I hav" said the panda "its in the bamboo" "great" said Mr lion. Then he got some bamboo and rushed back home. He missed his family and he missed eating zebras so he lived happy

Writing progression in Year One

I can orally rehearse my phonics and sentences before writing, whether through role play or other pedagogical approaches.



PIC-COLLAGES

We had a wew. We had a silly day. we had cobeez. We had to we but ll sil wars. we put dr cows on bozzz. we wart war feet.

"We put our names on backwards"

Friday 17th June 2022

I can sequence sentences in chronological order to recount an event or an experience or to tell short stories.



PIC-COLLAGES

First we did the veggie. Then we got on the bus. After that we sat on the seat belt. After that we sang a song. Next we arrived at carman Hall Farm. Then we went to do our job. We put our bags under a chalk. Next we saw a meet raty and then we played in green tunnels. Next we went to the reptile house and he saw a silvery shiny snake. After that we had a talk. Our guide was called Daff and he saw some pigs the pigs were pink and cute. Then we saw some goats. The goats were white and angry. Then we had lunch. I had a schees and but butter sand wich and a ready a shaped apple. I had a yogurt and a chce string. I had water and then we went to the Adventure play ground. Then we went to the thier. Next we saw sheep but lody bar bot wan. Next we walk back to the bus and then we went home. Finally used at end!

Year One Expected



First I got in the big white
 Coach. I sat with Eivie. It was
 a long journey to Cahel
 farm. We had to put all
 bags and lunch in the Marquee.
 After I went to the big Stipea
 Spide. I went to the toilet.
 Next I met a farmer. She should
 dress a lamb found the farm. That
 was a lamb born. After
 that I saw a hind cow stand
 barms. We didn't go on the
 track. I sat next to Felix soon
 a school. We saw teenagers piss. We
 got to feed the goats. I go
 got in the way of the goats.
 That was Mshearsy. I had lunch.
 Finley. We got in the
 Coach. and we had a shock cut to

Year Two Expected

In the morning the bright, beautiful
 sun rose over the African hills.
 Out of nowhere the deadly, fast
 bear walked onto the desert. From
 behind him walked the slower, fast
 zebra. They both put their hard, tiny
 noses into the air and they hunting for the
 prey. In the distance they spotted their
 yummy, delicious prey walking to the trees.
 After the attack the bear had their
 delicious, large prey trapped between his
 teeth.
 When they got back to their home the
 fast strong bear took the meat and gave
 the remains to the zebra. The zebra
 took the awful, disgusting good back
 to his family. Felt sad.
 The next day when bear and zebra went
 hunting for some meat, why is this happen
 to me? The zebra swooped over the bag so
 the zebra got the meat and the bear got
 all bones and the guts. The bear was
 feeling angry he shouted at the zebra
 "how dare you!" later that day the
 zebra went home to his family and
 gave them the tasty, juicy meat.
 After that the zebra was feeling happy

Common Exception words

'Said'

Example of expected reading by the end of the year

<https://www.cookridgeprimary.co.uk/homepage/statutory/curriculum-offer/english/reception-reading/>

Useful websites/reading

- [Phonics Play](#) – Planning, resources and online games
- [Oxford Owl](#) –Ebooks to read and resources

<https://www.twinkl.co.uk/resource/t-l-526364-phonics-screening-check-parents-information-pack-and-home-learning-tasks>

<https://www.twinkl.co.uk/resource/t-l-2409-parents-phonics-screening-check-resource-pack>

[What is Synthetic Phonics?- A summary](#)

It's time to try with your children