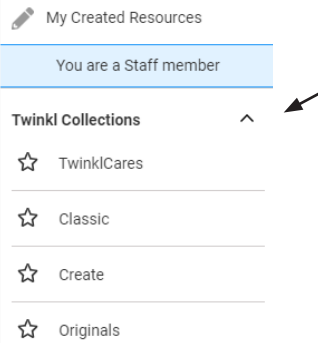


Twinkl Phonics Quick Start Parent Guide

How Do I Find the Twinkl Phonics Resources on Site?

On the left-hand side of the screen, you will see a drop-down menu called 'Twinkl Collections'. Expand the menu and scroll down to find Phonics. This will take you to the Twinkl Phonics homepage.



Which Level or PowerPoint Should I Start With?

Some schools follow Twinkl Phonics, which is organised into levels, and other schools follow other schemes of work, which are organised into phases. Twinkl Phonics is a well-known DfE validated phonics scheme which covers all of the age-related phonics expectations for reception/FS2 to the end of year 2. It is organised into levels which correspond very closely to the phases that other schemes use.

Your child may know which phase or level they are working on at school so you could use this as a starting point. If your child doesn't know which phase or level they are working within (and many won't), don't worry! Have a look at the table below and see if your child (or you) recognises any of the graphemes or example words. If in doubt between two levels, it is better to choose the level before as this will give your child the opportunity to revisit and revise previous learning (which is always beneficial) and will ensure they feel confident going forwards. You can always move to the next level if your child is confidently whizzing through the PowerPoints with accuracy and ease.



Level	Grapheme – the letter(s) Phoneme – the sound	Common Exception Words (Reading)	Common Exception Words (Spelling)	Year Group (These are rough guidelines; all children and schools will be different.)
2	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, 's' saying /z/	to, the, no, go, l	n/a	FS2/reception
3	j, v, w, x, y, z, zz, qu ch (chick) sh (ship) th (moth) <i>th</i> (that) ng (king) ai (rain) ee (feet) igh (night) oa (boat) oo (boot) oo (book) ar (car) or (fork) ur (burn) ow (cow) oi (coin) ear (beard) air (hair) ure (pure) er (mixer)	he my she you we they me here be all was are	to, the, no, go, l	FS2/reception, Y1
4	<ul style="list-style-type: none"> Words with adjacent consonants (CVCC and CCVC words), such as tent and frog. Polysyllabic words, such as sandpit and lunchbox. Words with three-letter adjacent consonants, such as scrap and street. 	said there so little have one like do come when some out were what	he you she they we here me all be are was my	FS2/reception, Y1

5	<p>New spellings for sounds already taught in Level 3:</p> <ul style="list-style-type: none"> • ay saying 'ai' (day, play) • oy saying 'oi' (toy, boy, annoy) • ie saying 'igh' (tie, pie) • ea saying 'ee' (sea, bead, treat) • a_e saying 'ai' (cake, shake, mane) • i_e saying 'igh' (time, slime, pipe) • o_e saying 'oa' (home, stone, bone) • u_e saying '(y)oo' (cube, flute) • e_e saying 'ee' (eve, Steve, extreme) • ou saying 'ow' (cloud, spout, pout) • Long vowel sounds (apricot, he, kind, gold, unicorn) • ch and c saying 'sh' (chef, chute) • ch saying 'c' (Christmas, school) • ir saying 'er' (bird) • ue saying '(y)oo' (cue, blue) • ew saying '(y)oo' (stew, blew) • y saying 'ee' (happy) • aw and au saying 'or' (paw, laundry) • ow and oe saying 'oa' (slow, toe) • wh saying 'w' (whale) • soft c (city) and soft g (gem) • ph saying 'f' (photograph) • ea saying 'e' (bread) 	<p>could should would want oh their Mr Mrs love your people looked called asked water where who why thought through work house many laughed because different any eye friend also once please live coming Monday Tuesday Wednesday brother more before January February April July scissors castle beautiful treasure door floor</p>	<p>bought favourite autumn gone know colour other does talk two</p>	<p>said so have like some come were there little one do when what could should would want their Mr Mrs love your people looked asked called</p>	<p>water where who why thought through work house many laughed because different any eye friend also once please live coming Monday Tuesday Wednesday brother more before January February April July scissors castle beautiful treasure</p>	Y1, Y2
---	---	--	---	---	--	--------

	<ul style="list-style-type: none"> • ie saying 'ee' (field) • tch saying 'ch' (match) • are/ear saying 'air' (stare, wear) • Unspoken 'e' (give, dance) • ore saying 'or' (more, score, before) • adding suffixes -ed, -s, -es, -er, -est, ing • adding prefix un- (untie, undo) 				
6	<ul style="list-style-type: none"> • y saying 'igh' (sky) • dge and ge saying 'j' (bridge, large) • Adding suffix -es to words ending in y (spies) • gn saying 'n' (gnome) • kn saying 'n' (knit) • Adding the suffixes -ed and -ing to words ending in y (copied, studying) • wr saying 'r' (wrong) • -le (bubble) • -el (camel) • -al (total) • -il (pupil) • eer saying 'ear' (cheer) • -ture (mature, picture) • mb saying 'm' (thumb) • al and a saying 'or' (all, call, talk) • o saying 'u' (brother, son, glove) • ey saying 'ee' (key, monkey, honey) • war saying 'wor' (ward, warm) • wor saying 'wur' (world, worst, work) • s aying 'zh' (usual, casual, treasure) 	By this stage, it is assumed that pupils are able to read all common exception words so the focus moves to spelling them.	door floor bought favourite autumn gone know colour other does talk two four eight world work poor great break steak busy clothes whole listen build earth delicious fruit learn search famous shoe	pretty neighbour England tongue group country heart dangerous special enough aunt father prove improve hour move sure sugar half quarter straight touch caught daughter journey area heard early	Y2

	<ul style="list-style-type: none"> • wa for 'wo' (want, wash, swap) • qua for 'quo' (squash, squabble, quantity) • -tion (action, motion, section) • Adding suffixes -es, -ed, -ing, -er, -est, -y, -ment, -ness, -ful, -less, -ly • Adding prefix dis- (dislike, disagree) • Contracted spellings: I'm, haven't, can't, don't • Homophones and near homophones: two, to, too, bear, bare, knight, night 			
--	---	--	--	--

If you would like even more information, you can download the Twinkl Phonics Whole Scheme Overview [here](#).

What Are Pure Sounds?

Using the pure form of a sound helps children to accurately hear and say the sounds correctly when they are reading and writing. Watch this short [video clip](#)* to hear all of the letter sounds spoken as pure sounds.

An example of a pure sound would be saying, 'mmmmm' rather than 'muh' for the letter **m**, or saying 'sssss' rather than 'suh' for the letter **s**.

Top Things to Have to Hand

- Pencil
- Paper (you can use this instead of a whiteboard)
- Sound mats
- [Reception Level 2 / 3 Sounds Desk Mat](#)
- [Level 5 Sound Mat](#)
- [Whole Scheme Sound Mat](#)

We Are New to Twinkl Phonics, What Do We Need to Know?

If your child hasn't seen [Level 2](#) and [Level 3](#) Twinkl Phonics mnemonics before, don't panic! We use visual and spoken mnemonics and actions to help children to learn and remember new sounds and graphemes (written spelling of sounds). Your child may be used to using other mnemonics or actions from other phonics schemes. They may be thrown by the new mnemonics at first but they should get used to the idea that there can be other mnemonics too which can help them learn.

Twinkl Phonics has its very own family: Kit, Sam, Ben the dog and Mum and Dad. Our Phonics family appears in the Twinkl Phonics PowerPoints and children love seeing what Kit and Sam get up to on their adventures.

Phonics Minibooks are included in Lesson 5 of each week; these reading books are fully decodable and tailored to support your child's phonic learning and development.

Top Tips

- It is better to keep learning focused with short, regular/daily sessions. If your child is losing interest, pause for a break (do some star jumps, have a snack or do something totally different) and come back to it later or the next day.
- Keep it light and fun. Praise your child for their efforts and remain positive.
- Help your child when they need it to ensure they feel confident and positive about their learning.
- Lots of repetition is wonderful. Encourage your child to learn from mistakes and praise them for this.
- Pick a good time of the day to sit down together. Try to do it earlier in the day when your child is fresh rather than at the end of the day when they are tired. Try to keep other distractions to a minimum and work in a quiet space if possible.

Most Important Points for Following the PowerPoints

- The PowerPoints will lead you through the lesson from start to end. There are teaching tips and/or comprehension questions (level dependent) – click on these for ideas and guidance.
- The structures of the PowerPoints follow the same format: Revisit & Review, Teach, Practise and Apply.
- The Revisit and Review section of the PowerPoint is an important part as it gives children the opportunity to embed learning and keeps essential skills fresh with lots of repetition.
- ‘Sam’s Sounds’ play an important part of the Revisit & Review section. Click on the play button and they will play through.
- Each PowerPoint has a story that is designed to be read by an adult.
- Towards the end of each Apply section in Levels 2-6, there are captions or sentences that the children can have a go at either reading or writing. For a reading activity, the words the children can sound out are in black and the tricky/common exception words (sight words) are in dark pink. Encourage your child to look for these and have a go at reading them. Click the button to show the sound buttons and bars if they need extra help blending to read the decodable words. For a writing activity, help your child to talk about and come up with an idea for what to write using the suggestions to help. Encourage them to spell tricky words they know and to use their sounds to have a go at writing decodable words. These sections can be especially challenging for some children. To help keep it a positive experience, you could have a go at sound-talking and writing words together. This is more important than perfect spelling or neat handwriting.
- Focus Words – These words contain the graphemes or spelling rules that are being taught over the week.
- Tricky or Common Exception Words – These words either do not follow regular spelling patterns or are not yet decodable so need to be learnt by sight, through active repetition.
- Each weekly pack contains optional Follow-Up Activities which you may choose to do.

How Can I Make Phonics Practical and Fun?

- Make the game more active or physical. This could be indoors or outside. Try writing words/sounds on balloons, ball pit balls, ping pong balls, paper stepping stones on the floor or writing words on sticky notes to hide around the house. Try some of the inspiring and fun ideas in this [Quick and Easy Phonics Activities](#).
- Use collections of things from around the house with the focus sound in, draw pictures, make lists, make phoneme fans or play with magnetic letters. Make your own bingo games or your own set of sound cards for making words with.

Are There Any Other Resources That Will Support My Child’s Learning?

As well as the daily packs in each level, there are also additional resources and interactive games.

[Additional Resources](#) - Here you will find lots of extra resources to support your child’s learning.

[Interactive Games](#) - These are a fun, interactive way of consolidating your child’s phonics learning.

* Please check that the content in this link/links, including any comments and advertisements, is suitable for your educational environment before showing. Please do not let the next video automatically play at the end of the clip. Twinkl accepts no responsibility for the content of third-party websites.