

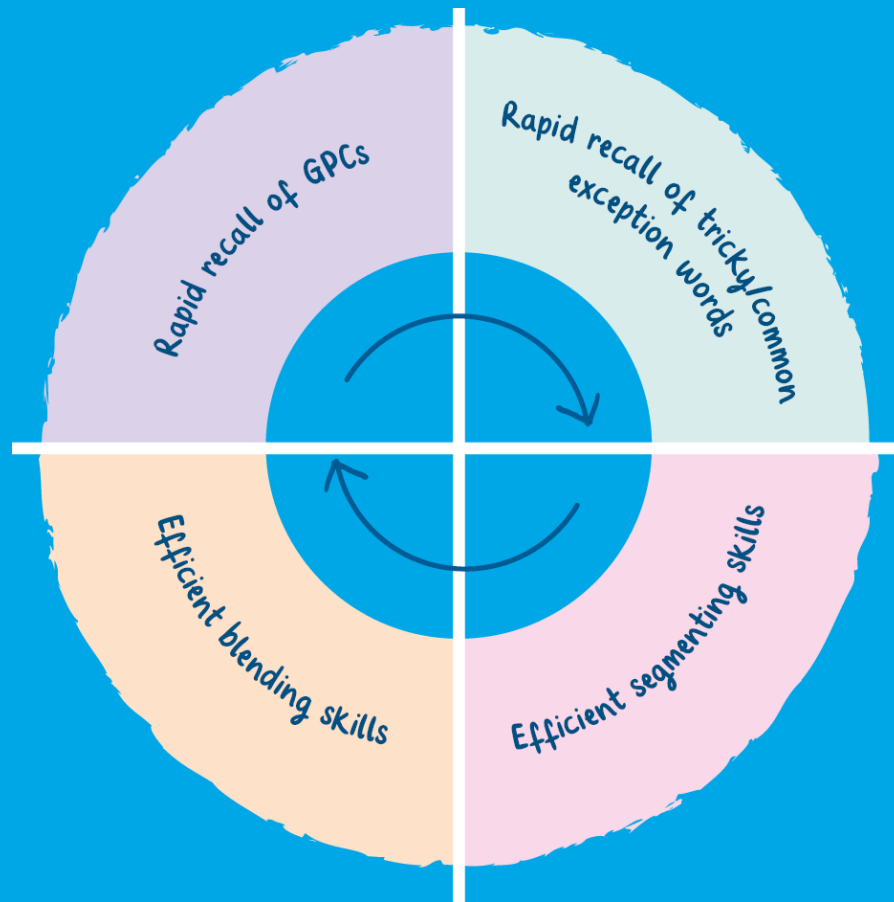
The Fundamentals of Teaching Phonics



The Four Cornerstones of Phonics

These are four key elements that children should master in order to read and write fluently.

Let's have a look at each area and how this might look in your class.



*based on research published in the **Rose Review** (2006)

Rapid Recall of Tricky/Common Exception Words

There are parts of some very common words in the English language that are not phonetically decodable. These words are introduced first as reading sight vocabulary and then are reintroduced later as spelling words. Daily practice is important.

Level 2

to, the, no, go, I

Level 3

he, she, we, me, be, was,
my, you, they, here, all, are

Level 4

said, so, have, like, come,
some, were, there, little,
one, do, when, out, what

Level 5

Week 1-10

could, should, would, want, oh, their, Mr, Mrs,
love, your, people, looked, called, asked,
water, where, who, why, thought, through

Level 5

Week 11-20

work, house, many, laughed, because,
different, any, eye, friend, also, once, please,
live, coming, Monday, Tuesday, Wednesday,
brother, more, before

Level 5

Week 21-30

January, February, April, July, scissors, castle,
beautiful, treasure, door, floor, bought,
favourite, autumn, gone, know, colour, other,
does, talk, two



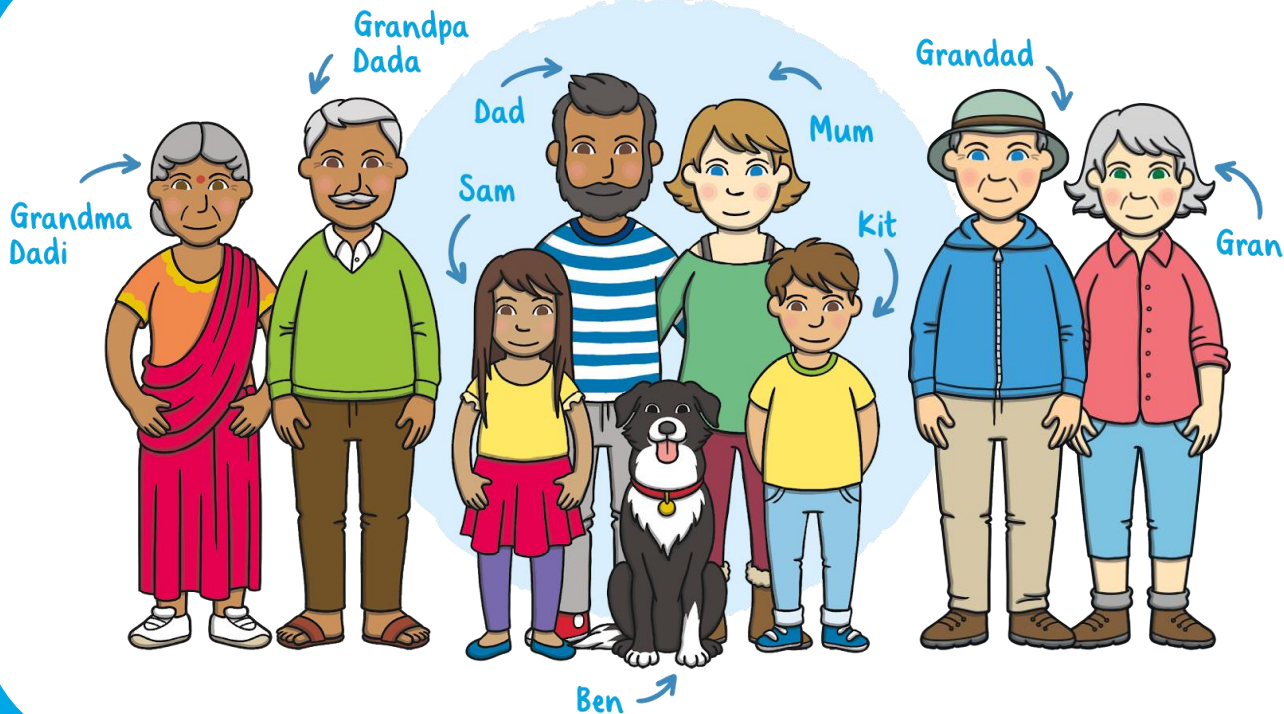
[Click here to see
more information
about tricky words.](#)

The Twinkl Phonics Family

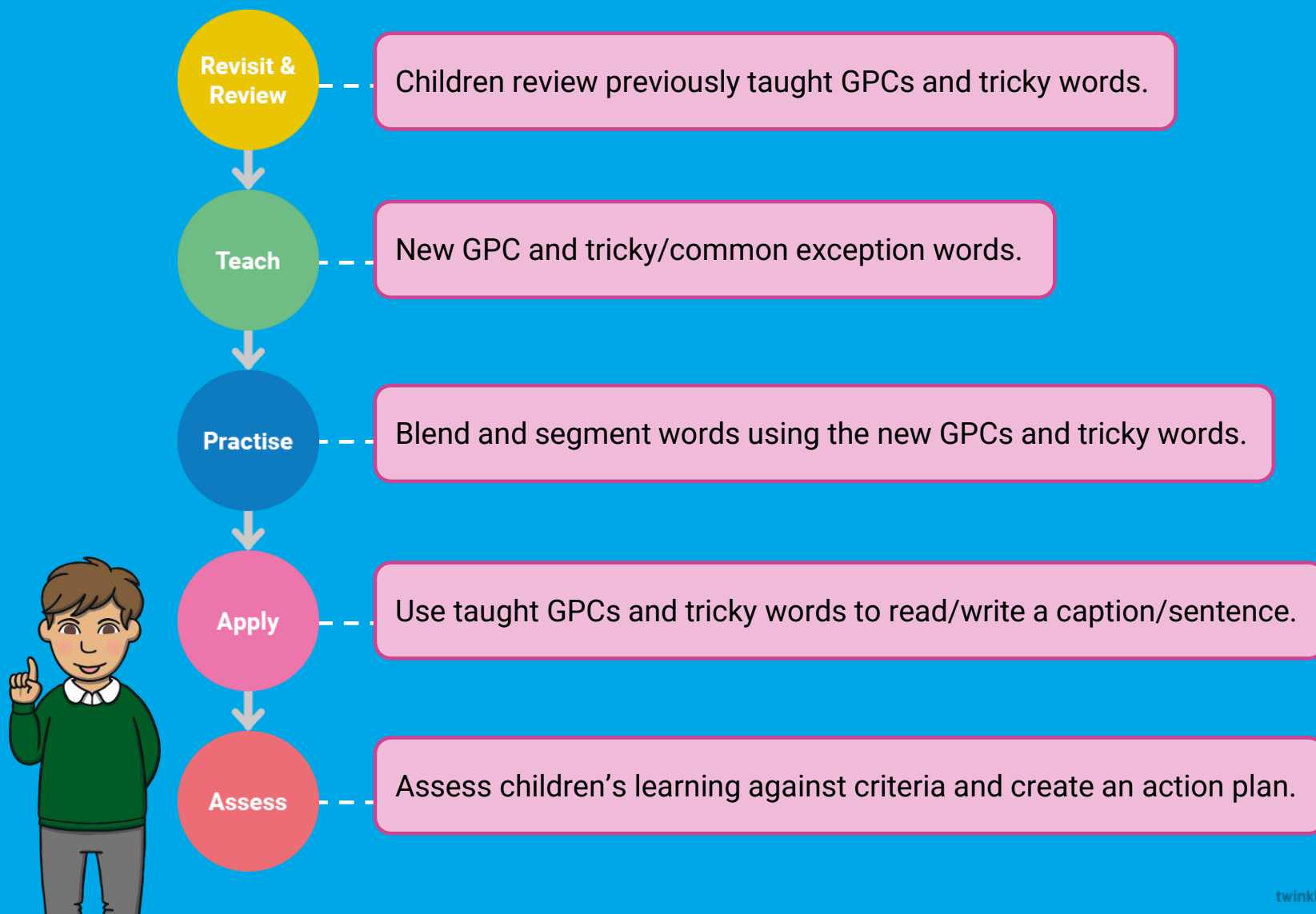
- Each lesson is based around a story including the twins Kit and Sam.

- As your class progresses through the programme, Kit and Sam grow with them.

- The stories are intended for the teacher to read to the class.

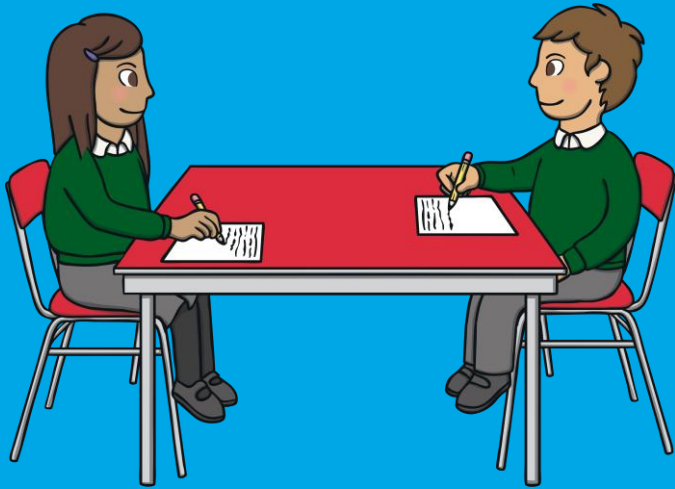


Structure of a Phonics Lesson



Level 5 and 6 Spelling

[Back](#)



- Meets statutory spelling requirements from the 2014 National Curriculum
- No need for a separate spelling scheme
- Two common exception words and eight decodable words per week
- Spelling test the following week

Level 5 and Level 6 Grammar

Back



- Meets statutory spelling requirements from the 2014 National Curriculum

- No separate grammar scheme needed

- Taught discretely in Lesson 4

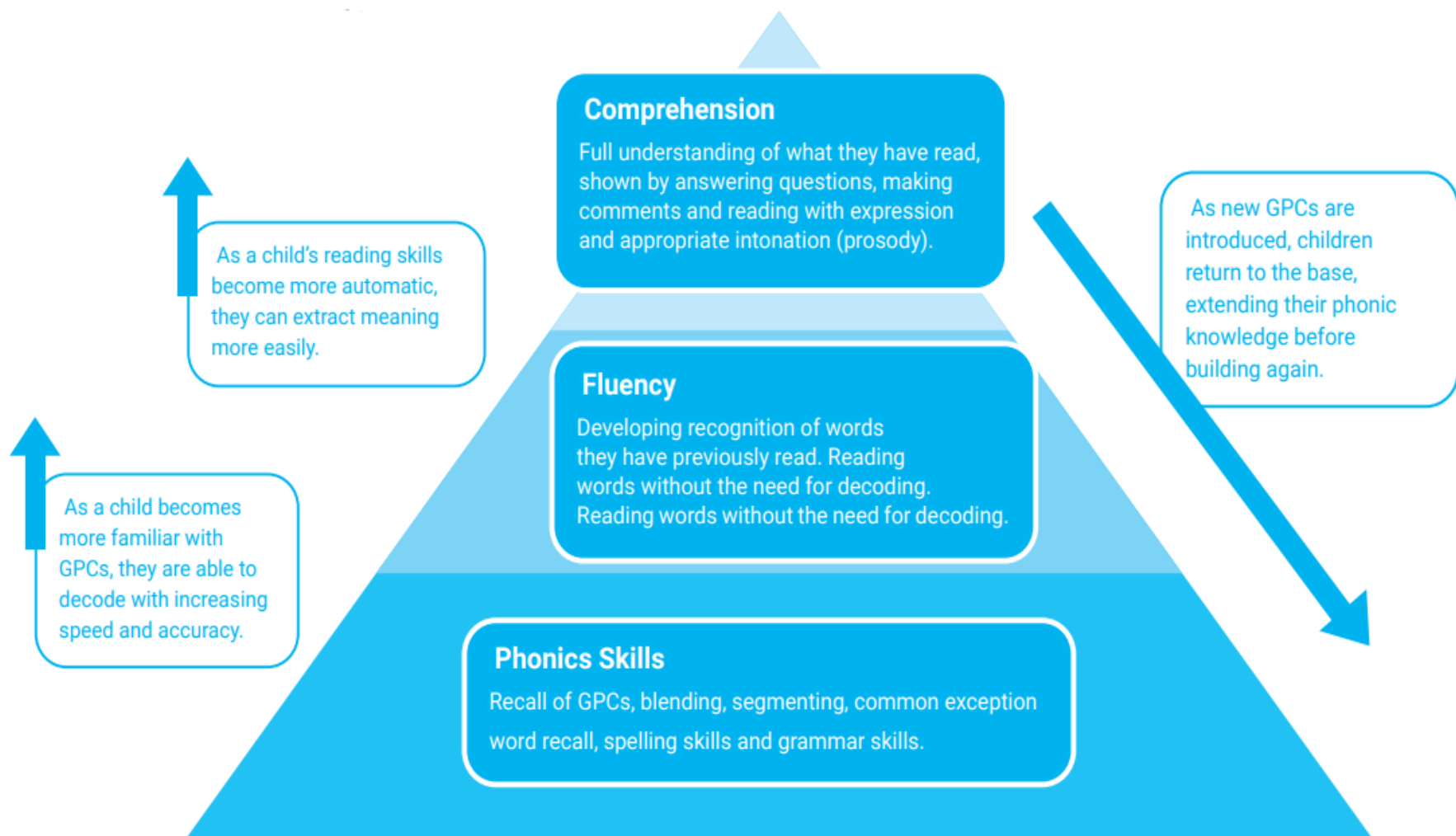
- Recap and apply in lesson 5

Levels 5 and 6 can be found in the Overview Plans.

Reading

Why Is Reading Important?

- Reading is a fundamental skill that underpins learning.
- Being able to read and comprehend unlocks a child's potential and has a direct impact on their attainment across the wider curriculum and beyond.
- Our aim as educators, particularly in early years and KS1, must be for children to become competent and confident readers.



The Importance of Rereading

To learn how to read, children need to be exposed to high-quality teaching, well-designed activities and sufficient time to practise and embed new skills.

The Reading Framework (2023) stresses the importance of rereading texts as this helps children to do the following:

- decode words by segmenting and blending;
- begin to read words 'at a glance' following the decoding process;
- build up fluency as they reread familiar words;
- develop understanding as they retell and answer questions about a familiar text;
- develop appropriate intonation and expression (prosody skills) when reading.

First Read	Focus on decoding, sounding out and blending.
Second Read (beyond the classroom)	Focus on fluency - reading words 'at a glance' and with expression.
Third Read	Practising comprehension skills and checking understanding through questioning and discussion.



Effective Phonics, Done Simply