



# **MEADOWCROFT SCHOOL POLICY**

## Phonics Policy – Lower School

**MC05**

<b>Date Approved</b>	<b>September 2025</b>
<b>Next Review</b>	<b>September 2026</b>
<b>Owner Name</b>	<b>Sadie Appleyard</b>
<b>Owner Job Title</b>	<b>Head of Education – Lower School</b>



## Primary Phonics Policy

### Introduction

At Meadowcroft school our aim is to provide an excellent education for all our students; our vision is for everyone is to be a 'STAR' (Self-belief, Trust, Aspiration, Respect) which is rooted in a desire to bring out the best in all students and prepare them for success in life. The English curriculum is designed to provide all our students with the core knowledge that is the foundation to STAR success. We aim to develop each young person holistically, so that all Meadowcroft students become active and economically self-sufficient citizens.

Students are taught how to think, how to evaluate, how to be critical thinkers and active beneficiaries of information. We hope that our curriculum enables students to appreciate and participate in the full richness of the human experience.

A clear curriculum intent – highly modified National Curriculum to meet the needs of all pupils, can be evidenced across all Primary and Secondary phase groups within the school through our curriculum tracker for all subjects. A standardised format to ILP setting also allows all professionals and support to fully interpret the goals, success criteria and level of support each child or young person requires.

Our Curriculum Intent is based on the STAR principle, which is basis of the Schools ethos, our aim is to provide a broad and balanced curriculum, which prepares pupils for adult and working life.

**Self-Belief:** We believe all students have the right to learn what is in our full curriculum offer; we have a duty to ensure all students are not provided with a narrowed or marginalised version and to develop their self-belief to comprehend and complete tasks to a good standard.

**Trust:** We want all students to achieve a full understanding of the knowledge specified in the curriculum for each year. We use rigorous examinations and assessments on demand and constant in-class assessment to judge the progress of our students. Meadowcroft school will only put students through this when we trust the learners are ready, these relations with the learners have to be built on trust.

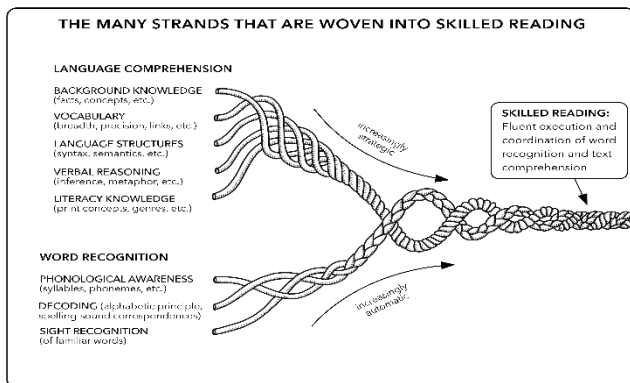
**Aspiration:** We won't constantly amend the curriculum offer. Whilst we will make occasional adjustments to meet the needs of CYP through annual vocational options in the secondary phase, we will aim for stability for all our young people. This will allow teachers to develop expertise and teaching materials to support the curriculum. This in turn will support our students to have the ambition to achieve their learning goals.

**Respect:** Our curriculum specifies the knowledge that should be taught, provides resources to assist with this and exemplifies successful learning. It leaves the job of bringing knowledge to life, of providing context, humour and memorable classroom moments to our teachers. This is because each of them is

individually skilled and learning is, at its best, a personal experience and respect is founded on relationships between teachers and students

### Intent:

At Meadowcroft School, we actively promote the development of reading skills through a positive reading culture embedded throughout the school. We are ambitious about teaching children to enjoy books and become successful readers, ensuring a carefully sequenced approach taking into account children's individual strengths, weaknesses, profile of need and current knowledge and skills. Early reading has a high profile in the curriculum, ensuring sufficient time and emphasis is given to children developing pre-reading skills and learning to read effectively.



We recognise that learning to read is complex and involves a wide range of skills: visual, auditory, language and cognition, so teaching needs to be multi-faceted but coherent. Our approach to Early Reading is informed by Scarborough's Reading Rope Model, which recognises the importance of language comprehension alongside word decoding and recognition skills.

This fits with the school's ethos of developing vocabulary and conceptual understanding in parallel to ensure that children can make sense of the things they encounter in books and to support their development as confident and fluent readers who have a love of reading.

Teaching children to read is an essential part of their learning. Reading is a skill that helps to develop vocabulary and improve understanding of words. In synthetic phonics lessons, children learn the relationship between letters and sounds. Teaching them to recognise the sounds each letter makes and how to put them together, enables them to read. It also helps with spelling as they learn how to break up words into sounds, in order to spell them.

### Why Do You Teach Phonics?

Teaching children to read is an essential part of their learning. Reading is a skill that helps to develop vocabulary and improve understanding of words. In synthetic phonics lessons, children learn the relationship between letters and sounds.

Teaching them to recognise the sounds each letter makes and how to put them together, enables them to read. It also helps with spelling as they learn how to break up words into sounds, in order to spell them. The idea that surrounds synthetic phonics is that once they are comfortable with the letters and sounds that make up words, children should even be able to read 'nonsense' words that don't actually exist in the English language.

### Our Aims:

- To establish a cohesive whole-school approach with progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics (following the Twinkl Phonics programme) is the first approach pupils use to help with their reading and spelling.

- To ensure children learn to read and write all 44 graphemes in the English language.
- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For pupils to develop a love of reading and enjoy reading for pleasure confidently across a range of genres.

### **Objectives:**

- To provide consistent, high-quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have strong phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills.

### **Implementation:**

At **Early Development** level we teach key processes which lead to the development of early visual and auditory skills and then to learning symbolic representation and pre-reading skills. These include:

- ☐ response to stimuli and an understanding of and response to sensory input.
- ☐ early focus and attention skills.
- ☐ early visual skills such as locating, focusing and tracking, leading to visual discrimination skills with objects.
- ☐ the understanding that objects and symbols can carry meaning, leading to the development of symbolic representation.
- ☐ an interest in the messages carried by the human voice through words, expression, volume, onomatopoeia and context, leading to auditory discrimination.
- ☐ gross and fine motor skills which support the development of spatial awareness.
- ☐ the use of anticipation, cuing, structures, functional routines and familiar sequences to support the development of temporal sequencing.
- ☐ the use of song, rhythm and rhyme to create meaning (such as cuing and developing anticipation) and for enjoyment.
- ☐ the development of short-term memory skills, including object permanence, early cause and effect skills.
- ☐ communication skills which build children's understanding of words and meaning, including names, verbal cues.

Children working at **Emergent Concept** level will continue to work on these skills in more sophisticated and complex ways. In order to begin to access reading as a distinct stage of literacy, children work on the following pre-requisite skills, before formal word recognition:

- ☐ symbolic discrimination - so that children process the visual information in a symbol through rapid shape discrimination.
- ☐ short term memory - the ability to retain information essential for fluent reading to both make sense of what has been read and decode.
- ☐ awareness of words as units of sound, and being able to produce and imitate some sounds, such as animal noises.
- ☐ auditory discrimination of environmental, instrumental and body sounds, with attention to supporting children to listen attentively.
- ☐ appreciation and enjoyment of rhythm and rhyme.
- ☐ left-to-right sequencing in a range of functional contexts (eg. now and next boards) and in play (eg. placement).
- ☐ sequencing - the ability to retain and process a short series of concepts, linked to a wider concept. This will initially be in the context of functional routines and highly familiar sequences.
- ☐ language comprehension of single words and two information-carrying words.
- ☐ vocabulary development - the acquisition of words and associated concepts through a focus on understanding, expressive use of the word and through to generalisation, application, and association.

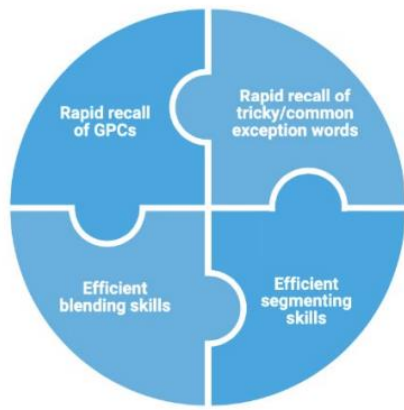
Once these skills are secure, children working at **Basic Concept** level will start the process of formally decoding text and making meaning from it. This is taught through a carefully sequenced focus on both word recognition and language comprehension skills. We use Twinkl Phonics as our Systematic Synthetic Phonics programme (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard. The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily.

### **How We Deliver Our Phonics Teaching**

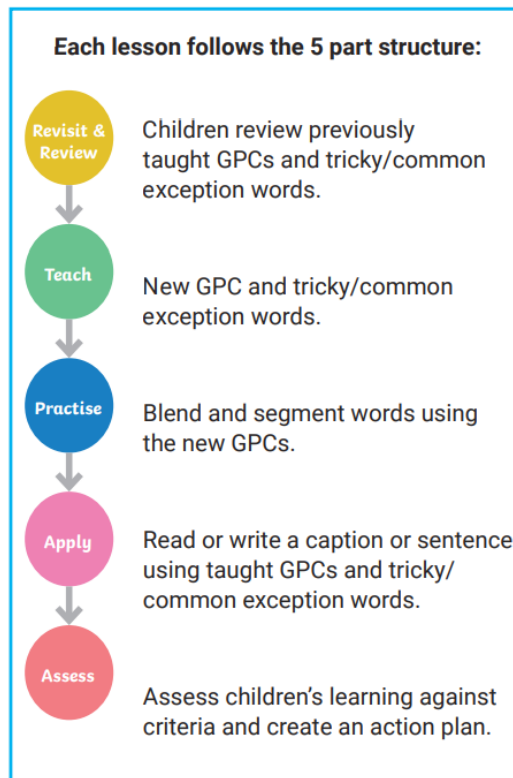
We use Twinkl Phonics as our systematic, synthetic phonics programme (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard.

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily.

The structure of every Twinkl Phonics lesson follows this familiar five-part structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.



Four Cornerstones of Phonics



Stories and non fiction texts are used to provide a stimulus and context for phonics teaching in our Twinkl Phonics lessons. The story content also integrates games to practise the skills taught. Our phonics lessons are also supported by weekly decodable minibooks, which are part of our core provision, where children can apply the skills they have learnt in their phonics lessons. As part of our wider SSP provision, there are also follow-up activities that the children can complete independently, in pairs or in groups that relate to the day's learning.

In addition, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps the children to retain the phonemes and supports children with SEND.

Decodable reading books are also provided, matched to the children's phonic level through the use of Rhino Readers and Project x.

We use both individual and guided reading to teach reading alongside phonics. We also use a mix of eBooks and physical books.

### **Timetabling/Structure**

Children's phonics progression will follow the Twinkl Phonics pathway, clearly mapping out each term's expectations from the starting point. A whole class teaching approach will expose all children to the daily learning, differentiated by the level of support and the expected outcomes, with additional 1:1 support provided where necessary. Further catch-up sessions for those children who need them will be provided through interventions. Phonics is taught 4 times a week to all children within the Primary Phase.

All staff will be trained in Twinkl Phonics lessons with regular in-house training updates to ensure consistent high-quality teaching. Extra support will be given to any staff wanting or identified as needing more support.

## **School environment and resources**

Phonics wall freeze flashcards and sounds mats are visible for use in every classroom for those who need them to support their learning. Children will read fully decodable reading books carefully matched to their phonics learning to practise newly acquired phonics sounds. There will also be reading books that allow them to develop fluency in sounds they have already learnt.

Children will be regularly assessed to ensure they are receiving phonics teaching at the correct level.

## **Progression**

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 generally taught in the Early Years Foundation Stage and underpins learning throughout the teaching of Levels 2-6. However, for the majority of our children within the primary phase they have key aspects missing from their phonics learning. Therefore, every child is assessed for their understanding of level 1. Generally, children will begin level 1 in year 1 and level 6 in year 2. However, our children have significant gaps and each child follows an individual programme where necessary.

### **By the end of Level 1, children will have had opportunities to:**

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.

### **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;
- introduce some tricky words for reading.

### **Before starting this Level, children:**

- will have had an experience of a wide range of listening activities including songs, stories and rhymes;
- can distinguish between different sounds, including speech sounds;
- may be able to orally blend and segment words;
- may be able to identify some rhyming words.

### **By the end of Level 2, children will have had opportunities to:**

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words;

- blend sounds to read VC words, such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words: the, to, I, no, go.

**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;

- continue to practise CVC blending and segmentation;
- apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

**Before starting this Level, children:**

- recognise Level 2 GPCs;
- orally blend and segment CVC words as well as being able to blend and segment to read and spell CVC words and nonsense words;
- read the tricky words - the, to, I, no, go.

**By the end of Level 3, children will have had opportunities to:**

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

**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;
- learn polysyllabic words and learn to read and spell some more tricky words.

**Before starting this Level, children:**

- recognise Level 2 and 3 GPCs;
- blend and read CVC words;
- segment and make a phonetically plausible attempt at spelling single-syllable CVC words;

- read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are & spell the tricky words - the, to, I, no, go.

**By the end of Level 4, children will have had opportunities to:**

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants;
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

**The purpose of Level 5 is to:**

- learn alternative graphemes for known phonemes;
- learn alternative pronunciations of known graphemes;
- introduce split digraphs;
- introduce suffixes and prefixes;
- learn to read and spell more common exception words.

**Before starting this Level, children:**

- recognise Level 2 and 3 GPCs;
- blend to read and segment to spell words containing adjacent consonants;
- read tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- spell tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually correctly.

**By the end of Level 5, children will have had opportunities to:**

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;

- use alternative ways of pronouncing and representing the long vowel phonemes.

**The purpose of Level 6 is to:**

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

**Before starting this Level, children:**

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills, as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- sight-read all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

**By the end of Level 6, children will have had opportunities to:**

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- 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;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

Children identified as not making the expected progress will be identified early and will receive additional phonics interventions either through same-day interventions or in small focus groups following an assessment of their needs.

For those children who are working below age-related expectations, phonics learning should not end in KS1. If, through assessment and observation, teachers have decided that a child needs further phonics intervention, Twinkl Codebreakers will be used. It is a comprehensive and scripted intervention programme, specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills. Some of our KS2 learners will still be accessing the twinkl phonics and not codebreakers.

### **Impact:**

#### **Assessment**

##### **Assessment**

All children in the school are assessed using the baseline assessments which support the teacher to identify where to start within the phonics programme. To maintain accurate tracking, we carry out termly assessments to track pupil knowledge and retention and identify any cohort strengths and weaknesses to inform planning and next steps.

Assessing children at **Early Development** and **Emergent Concept** stages:

Children will be assessed in line with the learning objectives/outcomes of each aspect. This is very much a personalised, individual approach and should consider observations and assessments from children's independent play, involvement in group work and phonic lessons. It is important that all staff involved within a child's learning contribute to the child's learning journey/assessment to give a holistic and true reflection of the child's phonic ability.

Assessing children at **Basic Concept** stage:

Children are assessed on their knowledge of GPCs and tricky/common exception words each half term, to establish their phonic level. Blending and segmenting assessments are also be carried out to ensure that children have the skills securely in place for reading and spelling.

#### **Assessing Twinkl Levels**

##### **Assessing Level 1**

Children will be assessed in line with the learning objectives/outcomes of each aspect. This is very much a personalised individual approach and should consider observations and assessments from children's independent play, involvement in group work and phonic lessons. It is important that all staff involved within a child's learning contribute to the child's learning journey/assessment to give a holistic and true reflection of the child's phonic ability.

##### **Assessing Levels 2-6**

Children should be assessed on their knowledge of GPCs and tricky/common exception words each half-term, to establish their phonic level. Blending and segmenting assessments should also be carried out to ensure that children have the skills securely in place for reading and spelling.

#### **Inclusion/ Intervention**

##### **Supporting the Lowest 20% Achievers**

Regular assessment is vital to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. Ideally, these children will take part in daily, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/common exception words and practising blending and segmenting skills. As soon as we identify any child who is struggling to succeed in phonics, the provision will be put into place to close the gap.

### **Extending and Challenging Fast Learners**

Regular assessment is also vital to ensuring the early identification of children who may need us to challenge them further, either through extension activities or during daily classroom teaching.

### **Year 1 Phonics Screening Check**

In the summer term, all children in year 1 will undertake the National Phonics Screening Check. At our setting we will make a decision early on in the academic year as to whether a child is able to access the screen in year 1 and 2. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter year 2 and will be able to repeat the assessment in the summer term of year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance.

### **Home Learning Expectations**

Parental involvement is key in the acquisition of phonics and supports us in developing a cohesive whole-school approach. A phonics workshop is offered to all parents in the Autumn Term.

During these sessions, we will be sharing information on techniques, such as saying pure sounds and blending. We will also share support resources regularly, such as the parent information sheets, as these can help ensure that parents and carers are using the same strategies at home as the children are learning in school. Phonically decodable reading books are also sent home for parents to support their child's phonics/reading.

### **Rhino Readers Decodable Books**

Our decodable Rhino Readers reading books make sure children are well prepared to read, containing a 'before reading' page which allows children to rehearse the grapheme-phoneme correspondences and tricky/common exception words they will meet in the text. The sound cards match the Twinkl Phonics mats, providing familiarity, and there are also blending practice activities, containing focus words with sound buttons.

The 'after reading' activities are designed to encourage discussion, recall, sequencing, comprehension and inference at a level appropriate to the text. There are also 'Rhino Challenges', with ideas for linked artwork, discussion, drama, craft, investigation - there's something for everyone to add to the experience and help children make links to their own experiences. Children will have access to these books using the Rhino Readers app and as physical books sent home daily.

### **Responsibilities:**

To support Twinkl School's approach to Early Reading and Phonics, class-based staff:

- ☐ know the importance of reading aloud to children every day.
- ☐ are given training and support to know how to teach a child to read, from their current starting point, so they are confident in and deeply aware of the key knowledge, skills and attitudes early readers need to succeed.
- ☐ choose and use stories, poems, rhymes and non-fiction for reading that allow pupils to develop a rich vocabulary.
- ☐ carefully assess the progress of every child, identifying the needs of any child not meeting expectations and putting appropriate support in place to enable them to make progress.
- ☐ acquire specialist knowledge to be able to address potential barriers to learning, such as sensory impairments.
- ☐ model and convey enthusiasm, opinion and appreciation of texts.
- ☐ foster children's engagement, motivations and reader identity to develop their persistence and resilience.
- ☐ discuss and talk about books in way that supports comprehension at a deeper level and encourages a lifelong love of reading.
- ☐ know how to support Early Readers across the curriculum, ensuring that their needs are met in an age-appropriate way.
- ☐ are trained in the school's SSP (Synthetic Systematic Phonics), Twinkl Phonics, and work to a clear programme, ensuring that GPCs (grapheme phoneme correspondences) are taught sequentially alongside the key skills of decoding for reading and encoding for spelling.
- ☐ when appropriate, use carefully selected and well-matched texts that enable pupils to use and apply their developing phonic knowledge.
- ☐ are guided by carefully sequenced units of work for reading, which promote all aspects of early reading.
- ☐ work with parents to support them to understand how to support their child's early reading.
- ☐ build on children's prior knowledge and seek to incorporate family literacy into children's learning, including experiences of their own language, songs, and print.
- ☐ link reading to other areas of the curriculum and look for incidental opportunities across the school day to promote reading.

The Early Reading and English leader supports and promotes Twinkl School's approach to Early Reading and Phonics by:

- ☐ co-ordinating induction and ongoing Continual Professional Development (CPD) in Early Reading, Phonics and English.
- ☐ supporting and identifying future CPD needs of staff.
- ☐ developing own subject knowledge through working with other professionals and experts, such as participating in Group network meetings; working with our SSP provider and other SEND settings to develop and share good practice; and engaging with the CLPE.
- ☐ strategically planning school-level interventions to improve the quality of practice.
- ☐ engaging in and disseminating research, policy and good practice in Early Reading.
- ☐ implementing and overseeing the school's SSP: Twinkl Phonics.
- ☐ ensuring children have access to a wide range of high-quality texts in their classrooms and in shared areas.
- ☐ writing and updating units of work to support Early Reading skills.
- ☐ promoting reading and literate acts at home and training parents to support their children's literacy at home.
- ☐ celebrating reading through special events and specialist weeks, such as Book Week.

- ☐ supporting other subject leaders in how to promote and use literacy through their subject areas.
- ☐ oversee and monitor assessments in reading across the school and develop assessment practice in reading.

### **Reviewing this Policy:**

This policy was written by the phonics subject leader, Sadie Appleyard

It was completed in Spring 2024 and will be reviewed Spring 2025

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the phonics subject leader, on behalf of the head teacher and governors.

### **Appendices:**

Appendix 1:

Twinkl Phonics SSP Programme Handbook

<https://www.twinkl.co.uk/resource/twinkl-phonics-handbook-t-e-2552975>

Appendix 2:

Twinkl Phonics Whole Scheme Overview Plan

<https://www.twinkl.co.uk/resource/twinkl-phonics-whole-scheme-overview-plan-tf-l-224>

Appendix 3:

Phonics Progression Map

<https://www.twinkl.co.uk/resource/deep-dive-into-phonics-whole-school-progression-map-and-intentimplementation-and-impact-statement-t-e-2549031>

Appendix 4:

Level 1 Overview

<https://www.twinkl.co.uk/resource/level-1-overview-plan-twinkl-phonics-t-e-2549931>

Appendix 5:

Level 2 Overview

<https://www.twinkl.co.uk/resource/t-l-526610-level-2-overview-plan-twinkl-phonics>

Appendix 6:

Level 3 Overview

<https://www.twinkl.co.uk/resource/tf-l-202-level-3-overview-plan>

Appendix 7:

Level 4 Overview

<https://www.twinkl.co.uk/resource/t-l-526910-level-4-overview-plan>

Appendix 8:

Level 5 Overview

<https://www.twinkl.co.uk/resource/phonics-level-5-overview-plan-t-e-2552098>

Appendices:

Appendix 9:

Level 6 Overview

<https://www.twinkl.co.uk/resource/level-6-overview-plan-t-e-2549426>

Appendix 10:

Phonics Glossary/ Terminology

<https://www.twinkl.co.uk/resource/t-l-5381-phonics-glossary-a-guide-for-parents>

Appendix 11:

Rhino Readers Decodable Books

<https://www.twinkl.co.uk/resource/rhino-readers-product-guide-t-e-1632820582>