

Phonics Policy

Jotmans Hall Primary School



Approved by:	Governing Body of Jotmans Hall Primary School
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PENDING

Date approved:	September 2026
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Review due:	September 2028
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Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Eric the Owl

Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.
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The full JHS Equality Statement can be found on our website: www.jotmanshall.co.uk



Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong Foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.

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1. Purpose of the policy

This policy reflects the aims and values of Jotmans Hall Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on Phonics planning, teaching and assessment
- Demonstrate adherence to the Twinkl Phonics scheme.
- Provide clear information to parents and carers about what their children will be taught
- Allow the Phonics Lead and Board of Trustees to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.jotmanshall.co.uk

2. Subject Intent

At Jotmans Hall Primary School, we want children to learn to read fluently, accurately and confidently. We know that reading is the key that unlocks the whole curriculum and enables children to access their learning in all subjects. Therefore, the ability to decode, efficiently, is essential.

We believe that, with the right support, all children can and will learn to read. Our structured, systematic synthetic phonics programme provides consistent, high-quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.

By the end of Key Stage One, most children will be fluent and confident readers. Those who need extra time or consolidation of skills are supported through our 'keep up' and 'catch up' intervention programmes, both in KS1 and KS2.

We also want children to see reading not only as a task set by teachers in school as part of the curriculum, but as an activity which provides pleasure and escape from the modern world. We work hard to develop a culture of reading at our school and to promote a love of reading at every opportunity.



3. Aims and outcomes

- To provide consistent, high quality phonics teaching; ensuring all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure progression and continuity in the teaching and learning of phonics throughout the school.
- To ensure that systematic synthetic phonics, following the Twinkl Phonics programme, is taught effectively to pupils, to enable them to:
 - recognise, say and write all phonemes within each of levels 2-6 of Twinkl Phonics;
 - apply and understand spelling patterns, suffixes and prefixes, that are taught through level 5 and 6 of Twinkl Phonics;
 - use their phonic knowledge to blend and segment phonetically decodable words;
 - use their phonic knowledge to read complex words and to recognise 'Tricky Words' / Common Exception Words (those that cannot be decoded) by sight, at each phonics level;
 - develop fluent reading, both for pleasure and to retrieve information;
 - write clearly, accurately and coherently using their phonic knowledge.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage 2. (For more information about Reading in KS2, please see English Policy)
- To have robust assessment procedures to regularly check progress and identify pupils in need of intervention.
- To provide a text rich learning environment that encourages and develops oracy and literacy skills, that are the cornerstone of our curriculum, starting in EYFS and continuing throughout the school.
- To provide environments that model and promote a love of reading, where children experience the joy of books and language, whilst rapidly acquiring the skills to become fluent and independent readers and writers.

4. Teaching and learning

Phonics is taught daily to all children in EYFS and Key Stage 1. Within reception, phonics sessions will increase in length over the year. By the end of reception, children will spend around an hour a day consolidating previous learning, learning new content and practising and applying what they have learnt. This will consist of a mixture of adult-led carpet times, paired reading sessions and follow-up activities during continuous provision.

In Year 1 and 2, adult-led phonics sessions will last for around 30 minutes each morning with a second, 15 minute, session to follow-up on that learning, later in the day. Children will also have opportunities to practise and consolidate this learning through paired reading sessions, follow-up activities and through other areas of the curriculum.

Some children may still need discrete phonics sessions in Key Stage 2. If this is the case, they will continue to attend daily phonics teaching, at their required level. They will also continue to read decodable books, closely-matched to their phonic knowledge. Additionally, they will have phonic-based activities during their spelling and comprehension lessons, to allow them to consolidate this learning.

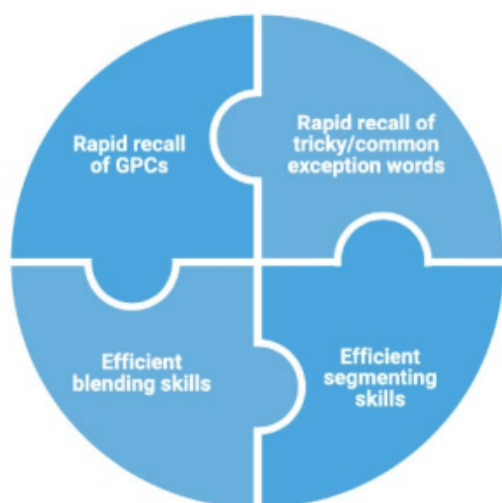


More information about our Twinkl Phonics scheme:

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.

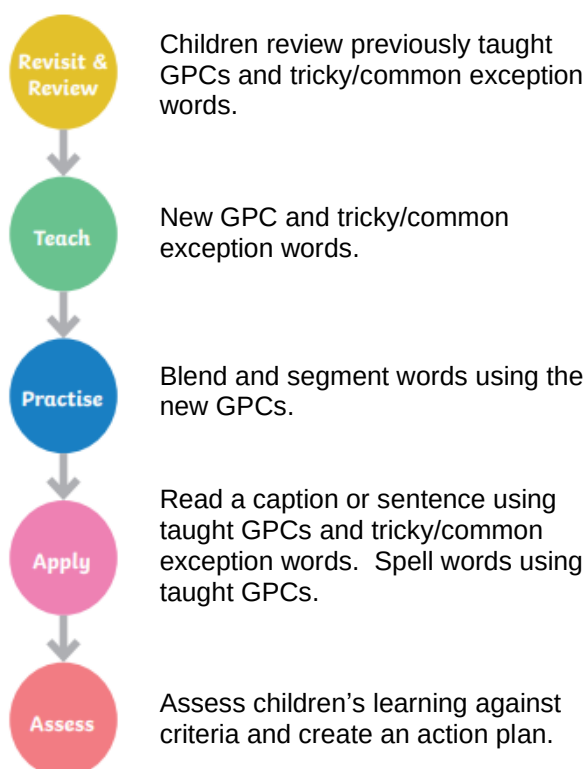
The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's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

Each lesson follows the 5 part structure:



Stories are used to provide a stimulus and context for phonics teaching in our Twinkl Phonics lessons. The story content also integrates games to practice the skills taught, and includes grammar teaching at the appropriate age-related curriculum level. In addition, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps children to retain the phonemes and can additionally support children with SEND.

Lesson Blueprint

Alongside our Twinkl Phonics scheme, we have a 'blueprint' for all phonics sessions delivered at our school. This was developed by the Phonics Lead, alongside the Myland English Hub, to ensure consistency of phonics teaching and learning across the school. It details how each element of the phonics session (as detailed above) should be delivered in order to ensure maximum effectiveness, to support staff delivering the sessions and to reduce cognitive load for the children. A copy of the 'Jotmans Hall Primary School Phonics and Reading Blueprint' can be found in **Appendix 1**.



Daily Paired Reading

Children complete daily paired reading sessions, facilitated by an adult, throughout EYFS and KS1. If children are still working on phonics in KS2, they will also have these sessions. Decodable reading books are provided, matched to the children's phonic level through the use of the Rhino Readers scheme. This reading scheme links directly to Twinkl Phonics. See **Appendix 2** for a list of current titles at each level. Regular assessments are carried out to monitor children's progress and to check that they are reading books that they are able to access – see **Section 7.1** and **Appendix 3** for more information. This allows them to build confidence and fluency. Children take home their paired reading book at the end of the week, for further practice and to show their parents/carers their hard work from the week.

Those children who are yet unable to blend the sounds to read the words they know, will read wordless books in these paired sessions, but also spend time with adults practising blending at every opportunity. It is important for them to develop this skill as soon as possible, in order for them to be able to access reading material and further develop their reading skills.

In conjunction with our teaching of phonics, we also give our children phonic-based activities to take home at the appropriate level, for further practice. These include parent information sheets, and homework activities based on the learning taking place in class. See **Appendix 5** for an example.

5. Curriculum Implementation

Level 2 is taught at the start of the EYFS, as soon as the Reception Baseline Assessments are completed, in the Autumn Term.

Level 2 Overview



Level 2

	Level 2a				Level 2b			
Focus GPCs	s a t p	i n m d	g o c k	Review and assessment week	c k e u r	h b f l	ff ll ss 's' saying /z/	Review and assessment week
Focus Tricky Words					to, the	no, go, I	Revise all taught tricky words	
Example Words	at sat pat tap sap	sit pin nap tin dad map did man	gap pig pop top cap cot Kit kid		ten peg sun rip rug tuck kick sock	hen bus fun hot leg bed fit log	huff kiss bell pigs is cuff fell hiss	



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 the letters they know;
- 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 VC and CVC words;
- segment VC and CVC words into their sounds to spell them;
- read the tricky words: the, to, I, no, go;
- practise writing the letter sounds they know using the correct formation.

Level 3 is taught in EYFS, typically beginning in the Spring Term.

If children need more practice and consolidation of previous levels, these will be revisited first, to ensure children are ready for Level 3.

Level 3 Overview



	Level 3a				Level 3b				
Focus GPCs	Step 6: j v w x	Step 7: y z zz qu ch	sh th (unvoiced) th (voiced) ng	Review and assessment week	ai ee igh oa	oo (short) oo (long) ar or	ur ow oi ear	air ure er	Review and assessment weeks + TWs here all are
Focus Tricky Words (reading)	no, go, I, the, to	he, she	we, me, be		was	my	you	they	
Focus Tricky Words (spelling)		the, to			no, go, I				



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;
- continue to practise letter formation for the digraphs/trigraphs they learn.

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.

Level 4 is taught in EYFS, typically beginning in the Summer Term.

If children need more practice and consolidation of previous levels, these will be revisited first, to ensure children are ready for Level 4.



Level 4 Overview

Focus	CVCC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	Three-Letter Adjacent Consonants
Focus Tricky Words (reading)	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Revision of all Level 4 tricky words
Focus Tricky Words (writing)	he, she, me, we, be	was, you	they, are, all	my, here	Revision of all Level 4 tricky words



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.

Level 5 is typically begun at the start of Year 1.

Previous levels will be revisited at the start of the Autumn Term, to ensure children have this knowledge consolidated and are ready for Level 5.

The purpose of Level 5 is to:

- learn alternative graphemes for known phonemes;
- learn alternative pronunciations of known graphemes;
- introduce split digraphs;
- introduce some 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 (Level 4);
- 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.



Level 5

	Sounds	Focus Words	Common Exception Words	
			Reading	Spelling
Level 5a First Steps	'ay' saying / ai/	day, may, say, play, clay, tray, spray, crayon	could, should	said, so
	'oy' saying / oi/	toy, boy, joy, enjoy, destroy, annoy, employ, royal	would, want	have, like
	'ie' saying /igh/	pie, lie, tie, die, cries, tries, spied, fried	oh, their	some, come
	'ea' saying /ee/	sea, bead, read, seat, meat, heap, treat, least	Mr, Mrs	were, there
Review and assessment week				

	Sounds	Focus Words	Common Exception Words	
			Reading	Spelling
Level 5a	'a_e' saying /ai/	snake, game, cake, ate, same, make, name, came	love, your	little, one
	'i_e' saying /igh/, 'o_e' saying /oa/	bike, time, pine, prize, bone, home, note, alone	people, looked	do, when
	'u_e' saying /oo/ and /yoo/, 'e_e' saying /ee/	fume, tube, rule, flute, these, theme, concrete, complete	called, asked	what, oh
	'ou' saying /ow/	our, out, cloud, scout, sprout, proud, sound, ground	water, where	could, should, would
	Long Vowel Sounds	acorn, apricot, human, music, lion, wild, secret, emu, both, gold	who, why	want, their
	'ch' saying /c/ and /sh/	school, Christmas, chemist, chord, echo, chef, parachute, chute	thought, through	Mr, Mrs
Review and assessment week				



	Sounds	Focus Words	Common Exception Words	
			Reading	Spelling
Level 5b	'ir' saying /ur/	stir, girl, bird, shirt, dirt, third, first, thirteen	work, house	love, your
	'ue' saying /oo/ and /yoo/	due, venue, fuel, argue, clue, glue, true, blue	many, laughed	people, looked
	'ew' saying /oo/ and /yoo/	few, new, dew, stew, blew, chew, grew, drew	because, different	asked, called
	'y' saying /ee/	very, family, body, happy, sunny, furry, crunchy, hairy	any, eye	water, where
	'aw' and 'au' saying /or/	saw, paw, draw, yawn, August, launch, laundry, astronaut	friend, also	who, why
	'ow' and 'oe' saying /oa/	low, slow, window, own, toe, hoe, doe, goes	once, please	thought, through
	'wh' saying /w/	white, whisper, whiskers, whine, whale, which, while, wheel	live, coming	work, house
	'c' saying /s/, 'g' saying /j/	gem, magic, giant, ginger, cell, city, face, slice	Monday, Tuesday	many, laughed
	'ph' saying /f/	phone, dolphin, elephant, alphabet, photo, microphone, graph, nephew	Wednesday, brother	because, different
	'ea' saying /e/	head, bread, ready, deaf, healthy, weather, instead, breakfast	more, before	any, eye
Review and assessment week				



	Sounds	Focus Words	Common Exception Words	
			Reading	Spelling
Level 5c	'ie' saying / ee/	chief, brief, field, shield, priest, shriek, thief, relief	January, February	friend, also
	Adding -ed	jumped, looked, gasped, yelled, hunted, started, shouted, wished	April, July	please, once
	Adding -s and -es	skirts, raincoats, hairbrushes, bracelets, glasses, buses, boxes, wishes	scissors, castle	live, coming
	Adding -er and -est (adjectives)	louder, fresher, quicker, colder, loudest, freshest, quickest, coldest	beautiful, treasure	Monday, Tuesday
	'tch' saying /ch/	catch, match, fetch, witch, stitch, ditch, crutch, kitchen	door, floor	Wednesday, brother
	Adding -ing and -er (verbs)	playing, helping, teaching, singing, player, helper, teacher, singer	favourite, bought	more, before
	'ear' and 'are' saying /air/	tear, wear, bear, pear, stare, care, share, dare	autumn, gone	January, February
	Unspoken 'e'	horse, mouse, bronze, freeze, give, serve, dance, voice	know, colour	April, July
	'ore' saying /or/	more, core, sore, score, shore, adore, before, explore	other, does	scissors, castle
	Adding un-	untie, unwell, undo, unkind, unlock, unfair, unpack, unsafe	talk, two	beautiful, treasure
Review and assessment week				



Level 6 is typically taught in Year 2. However adaptations may be made, based on the needs of children.

Previous levels will be revisited at the start of the Autumn Term, to ensure children have this knowledge consolidated and are ready for Level 6.

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 Level 5 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.



Level 6

	Sounds	Focus Words	Common Exception Words (Spelling)
Level 6a	'y' saying /igh/	by, dry, shy, fly, spy, reply, pylon, python	door, floor
	'dge' and 'ge' saying /j/	edge, hedge, badge, bridge, change, large, orange, challenge	bought, favourite
	Adding -es to words ending in 'y'	flies, cries, spies, replies, babies, teddies, carries, hurries	autumn, gone
	'gn' saying /n/	gnome, sign, gnaw, gnat, design, gnarl, gnash, campaign	know, colour
	'kn' saying /n/	knight, knee, knot, knife, knock, know, knapsack, knowledge	other, does
	Adding -ed or -ing to words ending in 'y'	copied, copying, worried worrying, annoying, annoyed, studying, studied	talk, two
	'wr' saying /r/	wrong, wren, wrist, wrap, write, wrote, wring, wreck	four, eight
	'le' saying /l/	bubble, middle, table, apple, little, puddle, title, cuddle	world, work
	Adding -er and -est to words ending in 'y'	happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest	poor, great
	'el' saying /l/	camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel	break, steak
Review and assessment week			



	Sounds	Focus Words	Common Exception Words (Spelling)
Level 6b	'al' and 'il' saying /l/	festival, total, pupil, April, medal, local, pencil, nostril	busy, clothes
	Adding -ed and -er to words ending in 'e'	hiked, hiker, timed, timer, braved, braver, baked, baker	whole, listen
	'eer' saying /ear/	steer, career, volunteer, cheer, sheer, peer, deer, meerkat	build, earth
	'ture' saying /cher/	future, picture, sculpture, nature, vulture, adventure, creature, capture	delicious, fruit
	Adding -est and -y to words ending in 'e'	nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy	learn, search
	'mb' saying /m/	lamb, limb, comb, numb, climb, thumb, crumb, bomb	famous, shoe
	'a' and 'al' saying /or/	all, call, hall, small, walk, talk, chalk, almost	pretty, neighbour
	Adding -ing and -ed to CVC, CCVC words	patting, humming, dropping, shopping, jogged, fitted, clapped, stopped	England, tongue
	'o' saying /u/	brother, son, above, wonder, worry, glove, cover, month	group, country
	'ey' saying /ee/	key, monkey, donkey, honey, money, chimney, valley, turkey	heart, dangerous
	Adding -er, -est or -y to CVC and CVCC words	longer, wetter, hotter, hottest, coldest, funny, windy, sunny	special, enough
Review and assessment week			



	Sounds	Focus Words	Common Exception Words (Spelling)
Level 6c	Contractions	can't, you'll, I've, didn't, we'd, couldn't, should've, could've	aunt, father
	'war' saying /wor/, 'wor' saying /wur/	war, ward, warm, towards, world, worst, work, worth	prove, improve
	Adding -ment and -ness	enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness	hour, move
	's' saying /zh/	usual, casual, treasure, pleasure, measure, Asia, visual, closure	sure, sugar
	'wa' saying /wo/, 'qua' saying /quo/	want, watch, wash, swap, quality, squash, squabble, quantity	half, quarter
	'tion' saying /shun/	action, motion, description, station, section, adoption, portion, fiction	straight, touch
	Adding -ful, -less and -ly	graceful, wonderful, powerful, breathless, careless, badly, happily, luckily	caught, daughter
	Homophones and Near Homophones	hear, here, there, their, bear, bare, quiet, quite	journey, area
	Adding dis-	dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey	heard, early
Review and assessment week			



Level 6 may continue to be taught in KS2, if assessment shows that more consolidation and practice is required for those children moving into Year 3. Any children working anywhere below this level will also continue to access daily phonics sessions, at their particular level, across KS2 if necessary.

6. Cross-curricular links

Phonics is promoted throughout every subject in the curriculum, where relevant, to the age / stage of the children.

7. Curriculum Impact

7.1 Assessment

Assessing in Reception & KS1:

In Reception, Year 1 and Year 2, children will be assessed on their knowledge of GPCs and tricky/common exception words at least every half-term (or at the end of a set of sounds learnt), to establish their phonic level. Blending assessments are also carried out to ensure that children have the skills securely in place for reading, and to assess their ability to move to the next level of reading books. This will be done using the appropriate level of Rhino Reader assessment sheets. See **Appendix 3** for copies of these.

Adaptations have been made to the assessments, for children for whom saying the sounds out loud and blending them to read words aloud is difficult. We know that some children have speech, language and communication difficulties, but this does not mean that those children cannot read. We have developed an alternative assessment which allows those children to show what they can do, without the need to read aloud. Examples of these can be found in **Appendix 4**.

Teachers carry out the assessments for their class and input the data onto gap analysis spreadsheets. These are saved on the Jotmans Hall staff Google Drive in '**JHS-Literacy Shared > Phonics > Phonics Gap Analysis Spreadsheets**'. These are then analysed by the teacher and Phonics Lead, to plan for subsequent teaching, to provide further support where necessary, and to ensure children's reading books closely match their phonic knowledge. When children have achieved a new sub-level, and are therefore reading a new set of books, this will be communicated with parents using a sticker in the children's Reading Record. The sticker will show the sounds / tricky words that children have achieved, and also the sounds / tricky words that they are working on next. For examples, please see **Appendix 6**.

All assessment materials can be found on the Jotmans Hall staff Google Drive in 'JHS-Literacy Shared > Phonics > Twinkl Phonics > Rhino Readers > Rhino-Readers-Progression-Checklists'. This is where the most up to date versions of all documents can be found.

This assessment schedule will continue into KS2 when necessary.

Inclusion/ Intervention:

Supporting the Lowest 20% Achievers ('Spotlight Readers')

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. These children may have



specific places to sit during whole class phonics sessions, either at the front of the group or near an adult who can support their learning. They may have additional resources to support them. Some children may learn their phonics in a smaller group, or with a different approach that works for them. They may also take part in daily, highly structured interventions, which will include recapping or relearning missing GPCs or tricky/common exception words, and practising blending and segmenting skills.

The Spotlight Reader group is closely tracked by the Phonics Lead. The children in this group may change throughout the year, depending on achievement and progress. As soon as we identify any child who is struggling to succeed in phonics, provision will be put into place to close the gap and help them to 'keep up'.

Year 1 Phonics Screening Check

In the summer term, all children in Year 1 will undertake the National Phonics Screening Check. 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 pseudo ('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 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. If a child does not meet the expected standard in Year 2, then phonics teaching and learning will be continued into Key Stage 2.

8. Resources

As far as possible, all resources used are provided by Twinkl, in order to ensure fidelity to the scheme.

Other resources may be used at times, but these must be approved by the Phonics Lead, to ensure that there are no contradictions e.g. different picture mnemonics.

Electronic copies of all resources can be found in **Jotmans Hall staff Google Drive (G:/) > Shared Drives > JHS – Literacy Shared > Phonics**. This is where the most up to date versions of all resources are stored, so please use them from here.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- Monitor pupil and parent engagement with the subject



9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to parents and governors on the subject and how it is being taught

9.3 Governing Body

The Governing Body at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy, and the school blueprint.
- Report to the subject leader and respond to any feedback given.
- Maintain subject knowledge and appropriate CPD. See **Appendix 4** for a Phonics Glossary of important vocabulary and definitions, as well as actions / mnemonics and an explanation of sound buttons.

10. Links to other policies

This subject policy links to the following policies and procedures:

- English Policy
- Assessment Policy
- EYFS Policy
- SEN Policy

11. Monitoring and review

This policy will be reviewed by staff and trustees at least every 2 years



12. Appendices

Appendix 1 – Jotmans Hall Phonics and Reading Blueprint



Jotmans Hall Primary School - Phonics and Reading Blueprint - May 2026 update

Revisit and Review		
What	How	Always Remember
Eye focus practice	Children hold up their index finger. Focus on it for 10 seconds.	No talking, children just focus on finger.
Wiggle time (10 seconds), then GPCs		
Activate prior knowledge Get children ready for new learning and reduce cognitive load Develop fluent reading Support <u>orthographic mapping</u> ('The cognitive process by which children learn to read words by sight and to spell words from memory') Review Tricky words	Use flashcards (<u>not</u> PowerPoint) to revisit previous GPCs. Model using 'My Turn, Your Turn'. Ensure ALL children are looking. Use call back 'Sticky eyes...No surprise!' to gain attention. Any that children get wrong / aren't confident with—model and get them to repeat (no discussion, just model and repeat). Then put card to the side and add back in at end of bundle, to model and try again. Read tricky words / common exception words - adult to model reading them first, then children ('My turn, your turn')	Ensure flashcard 'bundle' contains GPCs the children NEED to practise. THIS MUST INCLUDE THE GPCs TAUGHT MOST RECENTLY AND ANY GPCs THAT ONLY 70-80% OF CHILDREN KNOW (BASED ON ASSESSMENT). Keep to a maximum 10 cards. Rotate bundles if more needed. Looking at CHILDREN, not the cards. Careful pronunciation. Fingers not obstructing the sounds. Pace—not too fast, not too slow. Spotlight children identified and encouraged to look, listen and join in by LSA, if available. Spotlight children sitting at the front (unless strategically placed to receive support).
Wiggle time (10 seconds), then REVIEW WORDS		
Reviewing words that children have already read	Review words linked to week of teaching (4 words minimum in Reception building in Year 1) Sound buttons <u>hidden</u> as they are review words. 1. T to point out new sound in words and where it is. T model reading each word—sound out then blend to read. Children to then sound out and read the word. ("My turn, your turn"). Continue with rest of words in bundle, sounds buttons hidden, pointing out the digraph/trigraph, blend, then say together out loud. 2. Repeat reading same words: T to point out new sound in words and where it is, children to read the words in their head, T to swipe and children say the word aloud. 3. Now fluently read the words again. T to point out new sound in words and where it is. T hold word card for children to see, then push it forward and they read it fluently.	Ensure word card 'bundle' contains words the children NEED to practise (review words on the plan). Plus any tricky words to review. 'POINT, POINT, SWEEP' mantra for decodable words. Ask lowest 20% spotlight child to blend out loud, then another, then everyone in their head. Ask cusp spotlight child to blend out loud, then another, then everyone in their head. Correct misconceptions as the children blend. Do not say 'NO', just remodel the word and they try again as a whole group. If practising longer words, chunk them. 'BLEND IN YOUR HEAD IF YOU NEED TO' mantra.

Jotmans Hall Primary School - Phonics and Reading Blueprint - May 2026 update



Teach and Practise			
What	How	Always Remember	
Wiggle time (10 seconds), then FOCUS (NEW) GPCs			
Teach new tricky word (if in lesson)	Teach new tricky word	T to model first then children to repeat, for all children, even if confident readers.	
Explicitly teaching a new GPC	Story element—Teacher to read story to the children	All children in EYFS and Year 1 to be sat on the carpet with whiteboards and pens.	
We teach:		T to read the story—these are not decodable for the children to read. Children do not read any parts of the story.	
• Pronunciation of the new phoneme	Introduce new GPC, show mnemonic/picture and action. Children to repeat. Add into flashcard pack, and repeat flashcards before Writing Time.	Careful pronunciation of new GPC. 'My turn, your turn' mantra.	
• A new grapheme (mnemonic/action)		Correct misconceptions/mispronunciations as they occur—"MTYT"	
• Orally blending with GPC		Ask lowest 20% spotlight child to say the sound, then another, then everyone.	
		Use of terminology (e.g.: digraph—2 letters making 1 sound)	
Oral blending	Oral blending in words with new GPC. E.g. My turn — c- a- t (no whole word to start) Your turn — c- a- t cat	'My turn, your turn' mantra use Robot Rick arms for sounding out T to model sounding out words All children to orally sound out words and then blend sounds to say the word.	
Wiggle time (10 seconds), then FOCUS (NEW) WORDS			
• Blending/reading words with new GPC	Repeat the process from Revisit/Review but this time sound buttons to be shown (as new words)		
	1. T to point out new sound in words and where it is. T to model sounding out the word and then blending it to read. 'MTYT' Children then repeat. Continue with all words. 2. T to point out new sound in words and where it is. Children to sound out words in their heads, T swipes and children say the word aloud. Repeat with all 3. T to point out new sound in words and where it is. Children check the word then read it fluently when adult swipes.		
		Ensure PowerPoint slides contain words the children NEED to practise. Robot Rick arms, then 'POINT, POINT, SWEEP' mantra. Ask lowest 20% spotlight child to blend out loud, then another, then everyone. Correct misconceptions as the children blend. Do not say 'NO', just remodel the word and they try again as a whole group. If practising longer words, chunk them. Swipe when children are practising to read words fluently.	

Jotmans Hall Primary School - Phonics and Reading Blueprint - May 2026 update

Practise and Apply		
What	How	Always Remember
Wiggle time (10 seconds), then Caption/Sentence Reading		
Practise and apply the NEW KNOWLEDGE from the 'Teach' part of the lesson	Children to spot new GPC in caption / sentence first, T models blending to read that word using 'my turn your turn' mantra	The caption/sentence is ONLY made up of GPCs and tricky words that the children have been taught up to this point.
We read a caption/sentence which contains words with the new GPC and/or new tricky words.	Other words with previously learned GPCs also read this way. Spot tricky words. Model reading this using 'MTYT' mantra. Model fluency by reading whole sentence. Children repeat ('MTYT'). Complete story if applicable in PowerPoint (T reads).	Sound buttons should be on . Spotlight children to be chosen to read key words as assessment for learning.



Jotmans Hall Primary School - Phonics and Reading Blueprint - May 2026 update



Practise and Apply		
What	How	Always Remember
Wiggle time (10 seconds), then SPELLING		
Spelling section of the lesson. Using the focus words and sounds from the lesson. This should always happen at the <u>end</u> of the PowerPoint. Any writing activities in the PowerPoint should be transferred into reading activities, and a separate writing session happen every day.	Formation of new phoneme. T to say the focus word, children repeat word 'MTYT'. T model segmenting word using 'Robot Rick arms' e.g. I sayr-ai-n.....you say.....r-ai-n (repeat a twice) Do not blend the word when segmenting to spell T to model writing the word on the board using Robot Rick arms. Remind the children of the new phoneme in the word and the graphemes we need to spell it — encourage children to use their Robot Rick arms and to tell you the sound that is needed next. Once the word is written down T to sound out the word and then blend the word to read it. Cover the writing. Children write the word independently on their white-board. T to continue to segment the word, using Robot Rick arms, aloud to support the children. T to then count down ("5-4-3-2-1-O-Show me"). All children hold up their boards to show T their spellings. Reveal correct spelling for children to check their work. Tricky word spelling (to begin in Level 3)—T to model segmenting the word and explain the tricky section e.g. the 'u' in full is making the 'oo' sound - this is how we write this. Then model writing the word. Children to have a go at writing the word. "5-4-3-2-1-O-Show me" - children show T their white-boards.	Robot Rick arms Segment words (DO NOT BLEND WHEN SEGMENTING) Once the word is written down you can blend to read. Always cover the word before children attempt to write. "5-4-3-2-1-O-Show me" Focus on lowest 20% spotlight children - T or LSA support Always use letter names when explaining the tricky section of the tricky words. Sounds for the other letters in the word.

Jotmans Hall Primary School - Phonics and Reading Blueprint - May 2026 update



Decoding (paired reading)		
What	How	Always Remember
Apply all the previous learning and practise blending skills for reading. Embed GPCs/tricky words—working memory to long term memory	Use Rhino reader assessment guidance to place groups of children on a matched decodable book. Each group to be adult led—Adult to go through sounds that are in the book with children first ('Before Reading' page). Adult to read words with children, tricky words. Explain vocab if needed. Eye focus practice—Children hold up their index finger. Focus on it for 10 seconds. Children read in pairs, taking turns to read one page each. ENSURE CHILDREN ARE POINTING TO EACH WORD AND THEIR PARTNER IS LOOKING WHILE THEY READ. Partners support each other when reading the decodable text. From Level 3b books and above, children should be encouraged to blend in their head from their 2nd read (usually Tuesday) Same decodable text goes home on a Friday and returned to school on a Monday T is responsible for monitoring this.	Children read in pairs but sit in a group of children which are of similar ability and therefore are reading the same decodable text. T MUST use the Rhino reader assessment to match decodables to the children so that books are closely matched to ability. Use Rhino Reader guidance when children can move onto next decodable level (e.g. 'after Week 4 of Level 3...') Children to decode words if needed and then to reread sentence if all decoding. Children should be reading decodable texts which are at a Rhino Reader level that they are very confident and fluent with... • If they are unsure of sounds / need actions as a prompt, then they are <u>not</u> ready for that level. • If they are unable to confidently identify the digraphs/trigraphs in a word <u>without</u> sound buttons, then they are <u>not</u> ready for that level. Children should be able to independently and fluently read at least 90% of their decodable text. The remaining 10% should be read by using phonic strategies. Children should be able to do this independently. Children, from read 3 (e.g. Wednesday), to 'blend in their head' if needed (<u>from Level 3</u>) to promote fluency. Adults hear every child, every day. Assessment focuses on decoding, fluency, stamina and expression.



Terminology

digraph two letters that make a new sound	trigraph three letters that make a new sound	phoneme a sound, that can be represented by one or more letters
grapheme a single letter, or group of letters, that represent one sound	segmenting breaking words down into their individual sounds, to spell a word	blending joining individual sounds together to read a word
oral blending hearing individual sounds and being able to blend them to say the whole word	spilt vowel digraph two letters that make one sound, but that are divided by a consonant e.g. the a-e sound in the word 'cake'	sound buttons/ sound bars circles or spots / lines that can be drawn underneath a single sound, to support identification of those sounds
Tricky words (level 2-4) words that cannot be sounded out at that level, and need to be learnt by sight.	Common exception words (level 5-6) words that cannot be sounded out at that level, and need to be learnt by sight.	

Assessment

Every half term (at least) teachers need to complete the Rhino Reader Progression Checklists for all children in their class. Children are to say the sounds, decode or automatically read the words independently. Do not make the child continue if they are struggling. However, you should assess the sounds that they know as far up through the levels as they can go (e.g. even if they cannot fluently read all of the words on Level 3a, they may know some 3b sounds and should be allowed to show what they know).

You will need to update the Rhino Reader Progression Checklist every **3 weeks** for children that are receiving interventions.

If a child struggles with a word, you may help them to decode it to give them confidence, but do not mark it as correct. Only mark a word as correct if the child has read it completely independently.

All assessments must then be inputted into the Phonics Assessment Tracker (Excel document). At the point of the main assessment (half term) you will need to complete the half term that the children are currently being taught as well as reassessing any gap that is red on the grid. Teachers to input Rhino Reader assessments into the Phonics Assessment Tracker every half term. Children's first names to be added into top column, then input 1 for correct (green) 2 for incorrect (red). It will then generate percentages for 'on track' or not 'on track': along the bottom will give you individual percentages and along the side will generate overall cohort percentages for each sound. This must be resaved every half term and a copy kept for each half term by the Phonics Lead so that progress can be tracked. One to be completed for each cohort and then passed to the new teachers each year.

Gaps will then be clearly identified. Any child that is **below 95%** expectation is working '**not on track**' and needs to be in a 'keep up' or 'catch up'. This will give you a clear idea of children's individual gaps. If there is a gap (sound or word) that more than 70% of your class have, this needs to be the focus in your afternoon review phonics lesson. Teachers are to use the tracker every half term, to plan their afternoon review sessions for the following half term.



Rhino Readers Levels

2a	Dig and Tap
	Sip, Sip, Tip
	Pat a Pig
	Tap, Pat, Nap
2b	In the Bag
	It Is Hot
	Len and Ren
	Tap and Bam
	Hit and Miss
	Hop to the Log
	On the Bus
	Off and On
	The Sock
	Get a Hat
2c	Cats and Big Cats
	Ben
	The Rug
	The Map
	In the Cockpit
	A Big Mud Mess
	Gus the Gull
	The Padlock
	Lots of Fun
	Bins, Bins, Bins!

3a	We Can!
	Get That Cat!
	Will We Win?
	A Fox at the Shops
	Pop and Bang
	Push, Pull, Bang!
	Up to Bed
3b	Fox Cubs
	A Cure for Ben
	All for Dad
	At the Fair
	Has a Goat Got My Coat?
	Back on the Road
	All Sorts of Dogs
	All Sorts of Jobs
	Can We Join In?
	Chicks on the Run
3c	Off to the Airport
	On the Top
	Hang On!
	All Sorts of Diggers
	Farm to Yarn
	Boxes and Boxes!
	Zot and the Rocket

4a	Fun at the Pool
	A Trip in a Rocket
	Haircuts
	Sal the Seed
	All Sorts of Shops
	In the Bug Hut
	The Big Trick
4b	A Gift for Mum
	Steg and the Egg
	One Night in the Tent
	Jet the Vet
	The Midnight Bop
	Poop for Lunch
	All Sorts of Hair
	Zoom, Zoom, Zoom!
	The Woodland Den
	Soon, Little One, Soon
4c	My Shell Is Too Tight!
	Training Ben
	Kit is Not Well
	Rain, Sun and Lots of Fun!
	Up at Night
	All Sorts of Fish
	Have No Fear!



Appendix 2 – Rhino Reader titles

5a First Steps	Mr and Mrs Trick
	Mr Heath's Harvest Feast
	The Art Day
	Oskar's Big Day Out
	Can We Mend It?
5a	Do Snails Have Feet?
	Mr Gale's Garden
	Robot Rick and the Toys at Night
	On Your Marks, Kit and Sam!
	Come Into the Woods
	The Big Sports Quiz
	The Old Toy Shop
	Can Mr Snail Deliver the Mail?
	The Little Red Parrot
	Fun at the Theme Park
5b	Sea Poems
	Jay's Day at the Park
	The Best Chef Contest
	How to Spot Birds Near You
	Your Body from Top to Toe
	All Sorts of Homes
	My Tooth is Hurting!
	Dada's Birthday Surprise
	The Emperor's New Robes
	The Big Bird Boost
The Gigantic Pumpkin	

5c	Please, Leave Me Alone!
	A Magical Trip to Scotland
	Do Elephants Wear Suncream?
	Tails, Tails, Tails!
	Witchety Snitchety!
	The Class Photo
	Sam's Favourite Season
	Monsters and Magic of Scotland
	The Elves and the Goo-Maker
	The Lion and the Mouse



6a	A Rubbish Day at the Bench	A Colourful Festival	The Big Buzz
	The Big World Record Attempt	Where in the World Can You Find...?	Wild World: Wild Facts
	The Great Under the Sea Quiz	Fire! Fire! A Time Ship Adventure	Bees are Brilliant
	How to Make a Paper Rocket	Sam's Street Party	A Handbook to Life on Earth
	Wanted! Rat-Catcher and Other Medieval Jobs	Wild About Plants!	The Wolf Who Was Afraid of the Light
6b	The Three Trolls and the Big Bad Goat	The Magic Porridge Pot	The Ants and the Grasshoppers
	Panic at the Castle!	Up and Away! James Sadler and Amelia Earhart	



Appendix 3 – Rhino Reader assessment sheets

Child's Name: _____

Level 2

2a



Rhino Readers Progression Checklist

Use this sheet to check which Level 2 GPCs and tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 2a?

Level 2a books can be accessed after **Week 3 of Level 2 Twinkl Phonics**, when children will have been taught these GPCs:

s ☐ (saying /s/)	a ☐	t ☐	p ☐	i ☐	n ☐
m ☐	d ☐	g ☐	o ☐	c ☐	k ☐

Blend to read these words:

sat ☐	tap ☐	pat ☐	pin ☐	nap ☐	tin ☐
Sam ☐	dog ☐	can ☐	gap ☐	not ☐	Kit ☐

There are no tricky words used in Level 2a.

If all are known, the child is ready to read any Level 2a book.

If a child is unable to blend sounds to read the words, they are not ready for Level 2a books, even if they know all of the sounds shown individually.

They should continue to access wordless books, whilst having regular practice to blend sounds, and hear blending modelled as often as possible.

Date(s) assessed: _____
(date and adult initials) _____

Date begun Level 2a books: _____



Level 2

2b



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 2 GPCs and tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 2b?

Level 2b books can be accessed after **Week 6 of Level 2 Twinkl Phonics**, when children will have been taught these GPCs and tricky words:

e ☐	u ☐	r ☐	h ☐	b ☐	f ☐
l ☐	ck ☐	ss ☐	ll ☐	ff ☐	s ☐ (saying /z/)
to ☐	the ☐	I ☐	no ☐	go ☐	

Blend to read these words:

run ☐	red ☐	hub ☐	bug ☐	fun ☐	fell ☐
less ☐	back ☐	luck ☐	huff ☐	fibs ☐	bells ☐

If all are known, the child is ready to read any Level 2b book.

If a child is unable to recognise the majority of the sounds or use them to read words, they should continue reading books at Level 2a.

Date(s) assessed:

(date and adult initials)

_____	_____
_____	_____

Date begun Level 2b books: _____



Level 2

2c



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 2 GPCs and tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 2c?

Level 2c books contain the same GPCs and tricky words as Level 2b but contain additional challenge with longer sentences and compound words.

Blend to read these words:

sunset ☐	laptop ☐	hotdog ☐	napkin ☐
cockpit ☐	padlock ☐	hilltop ☐	backpack ☐

If a child is unable to blend and read these compound words, they should continue reading books at Level 2b.

Date(s) assessed:

(date and adult initials)

.....

.....

.....

.....

Date begun Level 2c books:



Child's Name: _____

Level 3

3a



Rhino Readers Progression Checklist

Use this sheet to check which Level 3 GPCs and tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 3a?

Level 3a books can be accessed after **Week 4 of Level 3 Twinkl Phonics**, when children will have been taught these GPCs and tricky words:

j	☐	v	☐	w	☐	x	☐	y	☐	z	☐	zz	☐
qu	☐	ch	☐	sh	☐	th	☐	th	☐	ng	☐		
						(voiced)		(unvoiced)					
he	☐	she	☐	we	☐	me	☐	be	☐	was	☐		

If all are known, the child is ready to read any Level 3a book.

Blend to read these words:

jet	☐	van	☐	wig	☐	box	☐	yes	☐	zip	☐
fizz	☐	quack	☐	chop	☐	shed	☐	thin	☐	that	☐
song	☐										

If a child is unable to blend sounds to read the words, they are not ready for Level 3a books, even if they know all of the sounds shown individually.

Date(s) assessed:

(date and adult initials)

Date begun Level 3a books: _____



Child's Name: _____

Level 3

3b



Rhino Readers Progression Checklist

Use this sheet to check which Level 3 GPCs and tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 3b?

Level 3b books can be accessed after **Week 9 of Level 3 Twinkl Phonics**, when children will have been taught these GPCs and tricky words:

ai ☐	ee ☐	igh ☐	oa ☐	oo ☐ (moon)	oo ☐ (book)
ar ☐	or ☐	ur ☐	ow ☐	oi ☐	ear ☐
air ☐	ure ☐	er ☐			

my ☐	you ☐	they ☐	here ☐	all ☐	are ☐
-----------------------------	------------------------------	-------------------------------	-------------------------------	------------------------------	------------------------------

If all are known, the child is ready to read any Level 3b book.

Blend to read these words:

paid ☐	feet ☐	night ☐	coat ☐	moon ☐	book ☐
card ☐	thorn ☐	curl ☐	down ☐	boil ☐	hear ☐
pair ☐	sure ☐	dinner ☐			

If a child is unable to blend sounds to read the words, they are not ready for Level 3b books, even if they know all of the sounds shown individually.

Date(s) assessed:

(date and adult initials)

Date begun Level 3a books: _____



Child's Name: _____

Level 3

3c



Rhino Readers Progression Checklist

Use this sheet to check which Level 3 GPCs and tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 3c?

Level 3c books use the same GPCs and tricky words but contain additional challenge with compound words containing vowel digraphs and a larger range of suffixes.

Blend to read these words:

toolbox ☐	button ☐	appear ☐	digger ☐
things ☐	farmer ☐	cowshed ☐	airport ☐
higher ☐	cookbook ☐	peppers ☐	dishes ☐

If a child is unable to blend and read these compound words, they should continue reading books at Level 3b.

Date(s) assessed:

(date and adult initials)

Date begun Level 3c books: _____



Child's Name: _____

Level 4

4a / 4b



Rhino Readers Progression Checklist

Use this sheet to check which Level 4 tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 4a?

Level 4a books can be accessed after **Week 2 of Level 4 Twinkl Phonics**, when children will have been taught these tricky words:

said	☐	so	☐	have	☐	like	☐	come	☐	some	☐
------	--------------------------	----	--------------------------	------	--------------------------	------	--------------------------	------	--------------------------	------	--------------------------

Level 4a books use the same GPCs as Level 3. They focus on words with adjacent consonants (CVCC and CCVC words). The Level 3 digraphs and trigraphs are used without adjacent consonants. Children will be tackling words such as:

clap

dress

spin

just

next

bend

If the child is confident with recognising the tricky words and blending these examples, they are ready to read any Level 4a book.

Date assessed: _____ (date and adult initials)

Date started Level 4a: _____

Ready for Level 4b?

Level 4b books can be accessed after **Week 4 of Level 4 Twinkl Phonics**, when children will have been taught these tricky words:

were	☐	there	☐	little	☐	one	☐	do	☐	when	☐
out	☐	what	☐								

Level 4b books use the same GPCs as Level 3. They focus on using the Level 3 digraphs and trigraphs in words with adjacent consonants. Children will be tackling words such as:

steep

broom

train

smooth

bright

boast

If the child is confident with recognising the tricky words and blending these examples, they are ready to read any Level 4b book.

Date assessed: _____ (date and adult initials)

Date started Level 4b: _____



Child's Name: _____

Level 4

4c



Rhino Readers Progression Checklist

Use this sheet to check which Level 4 tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 4c?

Level 4c books use the same GPCs as Level 3. There are no new tricky words used at this level. The books build on the skills covered in Level 4b by including three-letter adjacent consonants and multisyllabic words. Children will be tackling words such as:

strips

explains

splatter

scrunch

footsteps

speedboat

If the child is confident with blending these examples, they are ready to read any Level 4c book.

Date assessed: _____ (date and adult initials)

Date started Level 4c: _____



Child's Name: _____

Level 5

5a – First Steps



Rhino Readers Progression Checklist

Use this sheet to check which Level 5 GPCs and common exception words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 5a First Steps Rhino Readers?

Level 5a First Steps books can be accessed after **Week 4 of Level 5 Twinkl Phonics**, when children will have been taught these GPCs and common exception words:

ay ☐	oy ☐	ie ☐	ea ☐
		(saying /igh/)	(saying /ee/)

could	should	would	want	oh	their
Mr	Mrs				

If all are known, the child is ready to read any Level 5a First Steps book.

Blend to read these words:

pay ☐	tray ☐	boy ☐	annoy ☐	pie ☐	cried ☐
meat ☐	treat ☐				

If a child is unable to blend sounds to read the words, they are not ready for Level 5a (First Steps) books, even if they know all of the sounds shown individually.

Date(s) assessed:

(date and adult initials)

.....

.....

Date begun Level 5a (First Steps) books:



Level 5

5a



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 5 GPCs and common exception words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 5a Rhino Readers?

Level 5a books can be accessed after Week 10 of Level 5 Twinkl Phonics, when children will have been taught these GPCs and common exception words:

a_e ☐	e_e ☐	i_e ☐	o_e ☐	u_e ☐	ou ☐ (saying /ow/)
a ☐ (saying /ai/)	e ☐ (saying /ee/)	i ☐ (saying /igh/)	o ☐ (saying /oa/)	u ☐ (saying /ue/)	ch ☐ (saying /c/)
ch ☐ (saying /sh/)					

love ☐	your ☐	people ☐	looked ☐	called ☐
asked ☐	water ☐	where ☐	who ☐	why ☐
thought ☐	through ☐			

If all are known, the child is ready to read any Level 5a book.

Blend to read these words:

make ☐	these ☐	pipe ☐	bone ☐	tube ☐	sound ☐
paper ☐	even ☐	wild ☐	post ☐	unit ☐	school ☐
chef ☐					

If a child is unable to blend sounds to read the words, they are not ready for Level 5a books, even if they know all of the sounds shown individually.

Date(s) assessed: _____

(date and adult initials)

Date begun Level 5a books: _____



Level 5

5b



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 5 GPCs and common exception words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 5b?

Level 5b books can be accessed after **Week 20 of Level 5 Twinkl Phonics**, when children will have been taught these GPCs and common exception words:

ir ☐	ue ☐ (saying /oo/)	ue ☐ (saying /yoo/)	ew ☐ (saying /yoo/)	ew ☐ (saying /oo/)
y ☐ (saying /ee/)	au ☐	aw ☐	ow ☐ (saying /oa/)	oe ☐ (saying /oa/)
wh ☐	c ☐ (saying /s/)	g ☐ (saying /j/)	ph ☐	ea ☐ (saying /e/)

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

If all are known, the child is ready to read any Level 5b book.

Blend to read these words:

girl ☐	blue ☐	argue ☐	new ☐	grew ☐
sunny ☐	launch ☐	yawn ☐	window ☐	goes ☐
white ☐	city ☐	magic ☐	elephant ☐	bread ☐

If a child is unable to blend sounds to read the words, they are not ready for Level 5b books, even if they know all of the sounds shown individually.

Date(s) assessed: _____

(date and adult initials)

Date begun Level 5b books: _____



Child's Name: _____

Level 5

5c



Rhino Readers Progression Checklist

Use this sheet to check which Level 5 GPCs and common exception words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 5c?

Level 5c books can be accessed after **Week 30 of Level 5 Twinkl Phonics**, when children will have been taught these GPCs and common exception words:

ie (saying /ee/)	☐	tch	☐	are (saying /air/)	☐	ear (saying /air/)	☐	ore	☐
January	☐	February	☐	April	☐	July	☐	scissors	☐
beautiful	☐	castle	☐	treasure	☐	door	☐	floor	☐
bought	☐	favourite	☐	autumn	☐	gone	☐	colour	☐
other	☐	does	☐	talk	☐	two	☐	know	☐

If all are known, the child is ready to read any Level 5c book.

Blend to read these words:

field	☐	kitchen	☐	share	☐	bear	☐	before	☐
-------	--------------------------	---------	--------------------------	-------	--------------------------	------	--------------------------	--------	--------------------------

If a child is unable to blend sounds to read the words, they are not ready for Level 5c books, even if they know all of the sounds shown individually.

Date(s) assessed: _____

(date and adult initials)

Date begun Level 5c books: _____



Level 6

6a



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 6 GPCs and exception words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 6a?

Level 6a books can be accessed after **Week 10 of Level 6 Twinkl Phonics**, when children will have been taught these GPCs and exception words:

y ☐ (saying /igh/)	dge ☐ (saying /j/)	ge ☐ (saying /j/)	gn ☐	kn ☐	wr ☐	-le ☐
four ☐	eight ☐	world ☐	poor ☐	great ☐	break ☐	steak ☐

If all are known, the child is ready to read any Level 6a book.

Blend to read these words:

spy ☐	bridge ☐	large ☐	design ☐	knock ☐	write ☐	apple ☐
------------------------------	---------------------------------	--------------------------------	---------------------------------	--------------------------------	--------------------------------	--------------------------------

If a child is unable to blend sounds to read the words, they are not ready for Level 6a books, even if they know all of the sounds shown individually.

Date(s) assessed: _____
(date and adult initials)

Date begun Level 6a books: _____



Level 6

6b



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 6 GPCs and exception words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 6b?

Level 6b books can be accessed after **Week 20 of Level 6 Twinkl Phonics**, when children will have been taught these GPCs and exception words:

eer ☐	ey ☐ (saying /ee/)	mb ☐	a ☐ (saying /or/)	al ☐ (saying /or/)	o ☐ (saying /u/)	-ture ☐
busy ☐	clothes ☐	whole ☐	listen ☐	build ☐		
earth ☐	delicious ☐	fruit ☐	learn ☐	search ☐		
famous ☐	shoe ☐	pretty ☐	neighbour ☐	group ☐		
England ☐	tongue ☐	country ☐	heart ☐	dangerous ☐		

If all are known, the child is ready to read any Level 6b book.

Blend to read these words:

cheer ☐	chimney ☐	climb ☐	almost ☐	chalk ☐	glove ☐	picture ☐
--------------------------------	----------------------------------	--------------------------------	---------------------------------	--------------------------------	--------------------------------	----------------------------------

If a child is unable to blend sounds to read the words, they are not ready for Level 6b books, even if they know all of the sounds shown individually.

Date(s) assessed: _____

(date and adult initials)

Date begun Level 6b books: _____



Level 6

6c



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 6 GPCs and exception words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 6c?

Level 6c books can be accessed after **Week 30 of Level 6 Twinkl Phonics**, when children will have been taught these GPCs and exception words:

war ☐	wor ☐	wa ☐	qua ☐	s ☐	-tion ☐
(saying /wor/)	(saying /wur/)	(saying /wo/)	(saying /quo/)	(saying /zh/)	

special ☐	enough ☐	aunt ☐	father ☐	prove ☐
improve ☐	hour ☐	move ☐	sure ☐	sugar ☐
half ☐	quarter ☐	straight ☐	touch ☐	caught ☐
daughter ☐	journey ☐	area ☐	heard ☐	early ☐

If all are known, the child is ready to read any Level 6c book.

Blend to read these words:

towards ☐	world ☐	watch ☐	squash ☐	usual ☐	action ☐
----------------------------------	--------------------------------	--------------------------------	---------------------------------	--------------------------------	---------------------------------

If a child is unable to blend sounds to read the words, they are not ready for Level 6c books, even if they know all of the sounds shown individually.

Date(s) assessed: _____

(date and adult initials)

Date begun Level 6c books: _____



Appendix 4 – Adapted assessment for children with communication difficulties

Oral blending assessment

Level 2

2a



Child's Name: _____

Rhino Readers Progression Checklist

Ready for Level 2a?

Level 2a books can be accessed after **Week 3 of Level 2 Twinkl Phonics**, when children will have been taught these GPCs:

s ☐	a ☐	t ☐	p ☐	i ☐	n ☐
(saying /s/)					
m ☐	d ☐	g ☐	o ☐	c ☐	k ☐

Oral blending assessment:

Adult to sound out a word (**do not blend!**) and ask the child to point to the correct picture. If they can choose the correct one, you can tick the word.

If the child finds the group of pictures difficult to access, use the picture flashcard option and show a choice of 3 for each word.

sat ☐	pin ☐	map ☐	dog ☐	can ☐	kit ☐
------------------------------	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------



If a child is unable to orally blend sounds to read the words (point to the correct pictures), they are not ready for Level 2a books, even if they know all of the sounds shown individually.

They should continue to access wordless books, whilst having regular practice to blend sounds, and hear blending modelled as often as possible.

If they can point to the correct picture, when an adult sounds out the word, then the child can begin Level 2a books.

Date(s) assessed: _____

(date and adult initials)

Date begun Level 2a books: _____



Oral blending assessment

Child's Name: _____

Level 2

2b



Rhino Readers Progression Checklist

Ready for Level 2b?

Level 2b books can be accessed after **Week 6 of Level 2 Twinkl Phonics**, when children will have been taught these GPCs and tricky words:

e	☐	u	☐	r	☐	h	☐	b	☐	f	☐
l	☐	ck	☐	ss	☐	ll	☐	ff	☐	s	☐
(saying /z/)											

Oral blending assessment:

Adult to sound out a word (**do not blend!**) and ask the child to point to the correct picture. If they can choose the correct one, you can tick the word.

If the child finds the group of pictures difficult to access, use the picture flashcard option and show a choice of 3 for each word.

rub	☐	back	☐	fell	☐	less	☐	huff	☐	legs	☐
-----	--------------------------	------	--------------------------	------	--------------------------	------	--------------------------	------	--------------------------	------	--------------------------



Tricky word assessment:

Adult to say a tricky word and child to point to / find the correct word card.

to	☐	the	☐	I	☐	no	☐	go	☐
----	--------------------------	-----	--------------------------	---	--------------------------	----	--------------------------	----	--------------------------

If a child is unable to orally blend sounds to read the words (point to the correct pictures), they are not ready for Level 2b books, even if they know all of the sounds shown individually.

They should continue to access Level 2a books, whilst having regular practice to blend 2b sounds, and hear blending modelled as often as possible.

If they can point to the correct picture, when an adult sounds out the word, then the child can begin Level 2b books.

Date(s) assessed:

(date and adult initials)

Date begun Level 2b books: _____



Oral blending assessment

Level 3

3a



Child's Name: _____

Rhino Readers Progression Checklist

Ready for Level 3a?

Level 3a books can be accessed after **Week 4 of Level 3 Twinkl Phonics**, when children will have been taught these GPCs and tricky words:

j	☐	v	☐	w	☐	x	☐	y	☐	z	☐	zz	☐	qu	☐	ch	☐
sh	☐	th	☐	th	☐	ng	☐										
		(voiced)		(unvoiced)													

Oral blending assessment:

Adult to sound out a word (**do not blend!**) and ask the child to point to the correct picture. If they can choose the correct one, you can tick the word.

If the child finds the group of pictures difficult to access, use the picture flashcard option and show a choice of 3 for each word.

jet	☐	van	☐	wig	☐	box	☐	yes	☐	zip	☐	fizz	☐
quack	☐	chop	☐	shed	☐	thin	☐	that	☐	song	☐		



Tricky word assessment:

Adult to say a tricky word and child to point to / find the correct word card.

he	☐	she	☐	we	☐	me	☐	be	☐	was	☐
----	--------------------------	-----	--------------------------	----	--------------------------	----	--------------------------	----	--------------------------	-----	--------------------------

If a child is unable to orally blend sounds to read the words (point to the correct pictures), they are not ready for Level 3a books. They should continue to access Level 2b books, whilst having regular practice to blend 3a sounds, and hear blending modelled as often as possible.

If they can point to the correct picture, when an adult sounds out the word, then the child can begin Level 3a books.

Date(s) assessed:

(date and adult initials)

Date begun Level 3a books: _____



Oral blending assessment

Child's Name: _____

Level 3

3b



Rhino Readers Progression Checklist

Ready for Level 3b?

Level 3b books can be accessed after **Week 9 of Level 3 Twinkl Phonics**, when children will have been taught these GPCs and tricky words:

ai	☐	ee	☐	igh	☐	oa	☐	oo	☐	oo	☐	ar	☐
								(moon)		(book)			
or	☐	ur	☐	ow	☐	oi	☐	ear	☐	air	☐	ure	☐
												er	☐

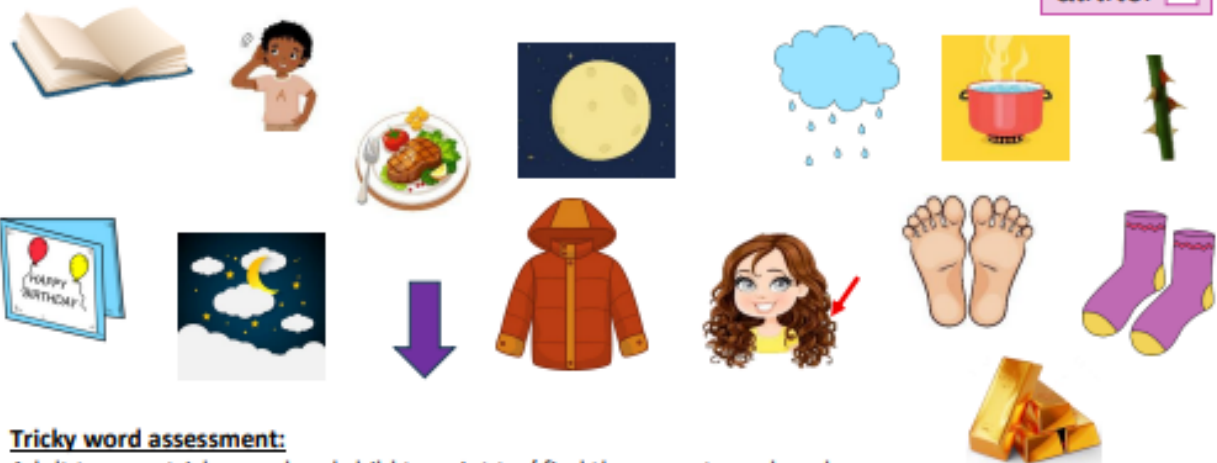
Oral blending assessment:

Adult to sound out a word (**do not blend!**) and ask the child to point to the correct picture.

If they can choose the correct one, you can tick the word.

If the child finds the group of pictures difficult to access, use the picture flashcard option and show a choice of 3 for each word.

rain	☐	feet	☐	night	☐	coat	☐	moon	☐	book	☐	card	☐
thorn	☐	curl	☐	down	☐	boil	☐	hear	☐	pair	☐	pure	☐
												dinner	☐



Tricky word assessment:

Adult to say a tricky word and child to point to / find the correct word card.

my	☐	you	☐	they	☐	here	☐	all	☐	are	☐
----	--------------------------	-----	--------------------------	------	--------------------------	------	--------------------------	-----	--------------------------	-----	--------------------------

If a child is unable to orally blend sounds to read the words (point to the correct pictures), they are not ready for Level 3b books. They should continue to access Level 3a books, whilst having regular practice to blend 3b sounds, and hear blending modelled as often as possible.

If they can point to the correct picture, when an adult sounds out the word, then the child can begin Level 3b books.

Date(s) assessed: _____

(date and adult initials)

Date begun Level 3b books: _____



Oral blending assessment

Child's Name: _____

Level 4

4a



Rhino Readers Progression Checklist

Use this sheet to check which Level 4 tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 4a?

Level 4a books can be accessed after **Week 2 of Level 4 Twinkl Phonics**, when children will have been taught these tricky words:

Level 4a books use the same GPCs as Level 3. They focus on words with adjacent consonants (CVCC and CCVC words). The Level 3 digraphs and trigraphs are used without adjacent consonants. Children will be tackling words such as:

clap

dress

spin

dust

text

bend

Oral blending assessment:

Adult to sound out a word (**do not blend!**) and ask the child to point to the correct picture. If they can choose the correct one, you can tick the word. Then see if they can match the word to the correct picture (see page 2 for matching cards).



Tricky word assessment:

Adult to say a tricky word and child to point to / find the correct word card (see page 3).

said

☐

so

☐

have

☐

like

☐

come

☐

some

☐

If the child is confident with recognising the tricky words and blending these examples, they are ready to read any Level 4a book.

Date assessed: _____ (date and adult initials)

Date started Level 4a: _____



Oral blending assessment

Level 4

4b



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 4 tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 4b?

Level 4b books use the same GPCs as Level 3. They focus on using the Level 3 digraphs and trigraphs in words with adjacent consonants. Children will be tackling words such as:

steep

broom

train

paint

bright

toast

Oral blending assessment:

Adult to show children pictures and tell them the word to match each one. Then, adult to sound out a word (**do not blend!**) and ask the child to point to the correct picture. Then see if they can match the word to the correct picture (see page 2 for matching cards). If they can, you can tick the word.



Tricky word assessment:

Adult to say a tricky word and child to point to / find the correct word card (see page 3).

were	☐	there	☐	little	☐	one	☐	do	☐	when	☐
out	☐	what	☐								

If the child is confident with recognising the tricky words and blending these examples, they are ready to read any Level 4b book.

Date assessed: _____ (date and adult initials)

Date started Level 4b: _____



Oral blending assessment

Child's Name: _____

Level 4

4c



Rhino Readers Progression Checklist

Use this sheet to check which Level 4 tricky words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 4c?

Level 4c books use the same GPCs as Level 3. There are no new tricky words used at this level. The books build on the skills covered in Level 4b by including three-letter adjacent consonants and multisyllabic words. Children will be tackling words such as:

straps

explains

splatter

scrunch

footsteps

speedboat

Oral blending assessment:

Adult to show children pictures and tell them the word to match each one. Then, adult to sound out a word (**do not blend!**) and ask the child to point to the correct picture. Then see if they can match the word to the correct picture (see page 2 for matching cards). If they can, you can tick the word.



Date assessed: _____ (date and adult initials)

Date started Level 4c: _____



Oral blending assessment

Level 5

5a – First Steps



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 5 GPCs and common exception words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 5a First Steps Rhino Readers?

Level 5a First Steps books can be accessed after **Week 4 of Level 5 Twinkl Phonics**, when children will have been taught these GPCs and common exception words:

ay	☐	oy	☐	ie	☐	ea	☐
				(saying /igh/)		(saying /ee/)	

Can the child show the action for the sound? Can they choose the grapheme from a choice of three, when an adult says the phoneme? **If yes to both, the child can be said to know the sound.**

Blending assessment:

Go through picture page and tell the child what each picture represents. Give the child one of the word cards (cut out page 3) and ask the child to point to the correct picture from page 2. If they can choose the correct one, you can tick the word.

pay	☐	tray	☐	boy	☐	annoy	☐	pie	☐	cried	☐
meat	☐	treat	☐								

Common Exception Word assessment:

Adult to say a tricky word and child to point to / find the correct word card (see page 3).

could	should	would	want	oh	their
Mr	Mrs				

If all are known, the child is ready to read any Level 5a First Steps book.

Date assessed: _____ (date and adult initials)

Date started Level 5aFS: _____



Oral blending assessment

Level 5

5a



Child's Name: _____

Rhino Readers Progression Checklist

Use this sheet to check which Level 5 GPCs and common exception words the child knows and to help you decide which level of Rhino Readers book is appropriate for them.

Ready for Level 5a Rhino Readers?

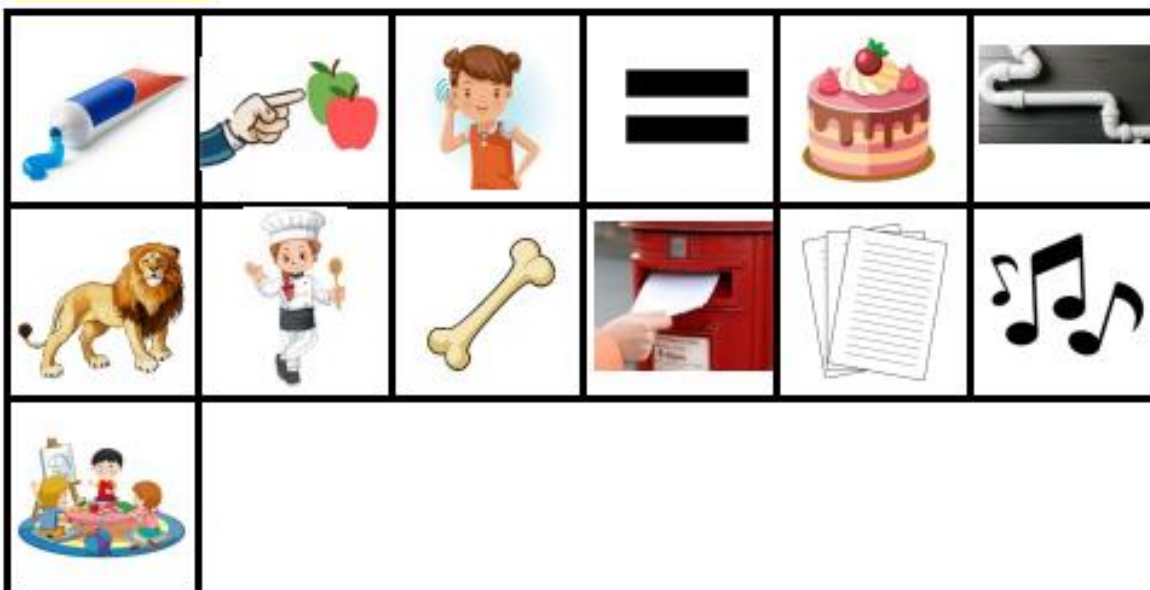
Level 5a books can be accessed after Week 10 of Level 5 Twinkl Phonics, when children will have been taught these GPCs and common exception words:

a_e ☐	e_e ☐	i_e ☐	o_e ☐	u_e ☐	ou ☐ (saying /ow/)
a ☐ (saying /ai/)	e ☐ (saying /ee/)	i ☐ (saying /igh/)	o ☐ (saying /oa/)	u ☐ (saying /ue/)	ch ☐ (saying /c/)
ch ☐ (saying /sh/)	Can the child show the action for the sound? Can they choose the grapheme from a choice of three, when an adult says the phoneme? <i>If yes to both, the child can be said to know the sound.</i>				

Blending assessment

Go through picture page and tell the child what each picture represents. Give the child one of the word cards (cut out page 3) and ask the child to point to the correct picture from page 2. If they can choose the correct one, you can tick the word.

cake ☐	these ☐	pipe ☐	bone ☐	tube ☐	sound ☐
paper ☐	equal ☐	lion ☐	post ☐	music ☐	school ☐
chef ☐					



**Common Exception Word assessment:**

Adult to say a common exception word and child to point to / find the correct word card (see page 4).

love	☐	your	☐	people	☐	looked	☐	called	☐
asked	☐	water	☐	where	☐	who	☐	why	☐
thought	☐	through	☐						

If all are known, the child is ready to read any Level 5a book.

Date assessed: (date and adult initials)

Date started Level 5a:



Appendix 5 – Example of a parent sheet / home learning activity

This week, we have been learning to read and spell words containing 'ew' saying /yoo/ and 'ew' saying /oo/.



Level 5

Top Tip

The grapheme 'ew' can make the same sound as /y/ and /oo/ together (yoo), as in new.

'ew' can also make an /oo/ sound, as in 'chew'. There is no specific pattern so you can try both when decoding a new word.

Picture



stew



screw

Formation



Finish at the red dot.

Word List

Can you read these words?

pewt

few

dew

chew

plew

stew

blew

dew

newt

grew

new

fewt

Some are real words and some are nonsense words. Circle the real words.

Common Exception Words

because
different

Spelling Words

asked
called



Home Learning Challenge



Level 5

Read the word. Draw a line to match the word to the picture.

blew

stew

jewel

dew

new

newt

drew





Appendix 6 – Reading Record sticker examples

Rhino Readers – Wordless books



I am practising looking at the details in the pictures of my book and using them to tell a story.

I am working on recognising and using these sounds...

s	a	t	p	i	n	m	d	g	o	c	k
---	---	---	---	---	---	---	---	---	---	---	---

I will be able to start books with words in, when I can blend these sounds to read words, such as... **sat dog pin cap kit**

Rhino Readers - Level 2b



I know the sounds:

ck	e	u	r	h	b	f	l	ss	ff	ll	s
----	---	---	---	---	---	---	---	----	----	----	---

(saying /z/)

and can blend them to read words!

I also know the tricky words: **I no go to the**

Next, I am working on using the sounds I know to read longer sentences and compound words e.g. laptop / napkin / backpack

Rhino Readers - Level 3a



I know the sounds:

j	v	w	x	y	z	zz	qu	ng	ch	sh	th	th	ng
---	---	---	---	---	---	----	----	----	----	----	----	----	----

(voiced) (unvoiced)

and can blend them to read words!

Next, I am working on recognising and using...

ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi	ear	air	ure	er
----	----	-----	----	----	----	----	----	----	----	----	-----	-----	-----	----

(magn) (back)

Rhino Readers - Level 3c



I know and can use all of the sounds in Level 3 and can blend them to read words, including compound words. I can recognise the tricky words **my you they here all are** wherever I see them.

Next, I am working on reading words with **adjacent consonants** like clip / drop / spill / must / next / send

...and the tricky words: **said so have like come some**

Rhino Readers - Level 4b



I can read words with adjacent consonants and **digraphs** like sleep / brain / trees / smash / broom / toast

Next, I am working on reading words with three-letter adjacent consonants and multisyllabic words like...

splash / struck / postbox / attempt / mudflap / sprinkler

Rhino Readers - Level 5a (First Steps)



I know the sounds

ay	oy	ie	ea
----	----	----	----

(saying /igh/) (saying /ee/)

and the common exception words:

could should would want oh their Mr Mrs

Next, I am working on recognising and using...

a_e	e_e	i_e	o_e	u_e	ou	a	e	i	o	u	ch	ch
-----	-----	-----	-----	-----	----	---	---	---	---	---	----	----

(saying /ow/) (saying /ai/) (saying /ee/) (saying /igh/) (saying /oi/) (saying /ue/) (saying /ic/) (saying /ish/)

Rhino Readers - Level 5a



I know the sounds

a_e	e_e	i_e	o_e	u_e	ou	a	e	i	o	u	ch	ch
-----	-----	-----	-----	-----	----	---	---	---	---	---	----	----

(saying /ow/) (saying /ai/) (saying /ee/) (saying /igh/) (saying /oi/) (saying /ue/) (saying /ic/) (saying /ish/)

...and can use them to read words!

I can also read the common exception words:

love your people looked called asked water where
who why thought through

Rhino Readers - Level 2a



I know the sounds:

s	a	t	p	i	n	m	d	g	o	c	k
---	---	---	---	---	---	---	---	---	---	---	---

and can blend them to read words!

Next, I am working on recognising and using...

ck	e	u	r	h	b	f	l	ss	ff	ll	s
----	---	---	---	---	---	---	---	----	----	----	---

(saying /z/)

Rhino Readers - Level 2c



I know and can use all of the sounds in Level 2 and can blend them to read words, including compound words. I can recognise the tricky words **I no go to the** wherever I see them.

Next, I am working on recognising and using...

j	v	w	x	y	z	zz	qu	ng	ch	sh	th	th	ng
---	---	---	---	---	---	----	----	----	----	----	----	----	----

(voiced) (unvoiced)

and the tricky words: **he she we me be was**

Rhino Readers - Level 3b



I know the sounds:

ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi	ear	air	ure	er
----	----	-----	----	----	----	----	----	----	----	----	-----	-----	-----	----

(magn) (back)

and can blend them to read words!

I also know the tricky words: **my you they here all are**

Next, I am working on using the sounds I know to read longer sentences and compound words...e.g. toolbox / button / farmer

Rhino Readers - Level 4a



I can read words with some **adjacent consonants**

like clip / drop / spill / must / next / send

...and the tricky words: **said so have like come some**

Next, I am working on reading words with adjacent consonants and **digraphs** like sleep / brain / trees / smash / broom / toast

...and the tricky words: **were there little one do when out what**

Rhino Readers - Level 4c



I can read words with three-letter adjacent consonants and multisyllabic words like splash / struck / postbox / attempt / mudflap / sprinkler

Next, I am working on recognising and using...

ay	oy	ie	ea
----	----	----	----

(saying /igh/) (saying /ee/)

and the common exception words:

could should would want oh their Mr Mrs

Rhino Readers - Level 5a (First Steps)



I am also working on being able to read the common exception words:

love your people looked called asked water where
who why thought through

Rhino Readers - Level 5a



Next, I am working on recognising and using...

ir	ue	ue	ew	ew	y	au	aw	ow	oe	wh	c	g	ph	ea
----	----	----	----	----	---	----	----	----	----	----	---	---	----	----

(saying /oi/) (saying /yoi/) (saying /oi/) (saying /oi/) (saying /ee/) (saying /oi/) (saying /oi/) (saying /oi/) (saying /oi/) (saying /oi/) (saying /oi/) (saying /oi/) (saying /oi/) (saying /oi/)

...and reading the common exception words:

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



Rhino Readers - Level 5b



I know the sounds

ir	ue (saying /oo/)	ue (saying /yoo/)	ew (saying /oo/)	ew (saying /oo/)	y (saying /ee/)	au	aw	ow (saying /oa/)	oe (saying /oa/)	wh (saying /s/)	c (saying /j/)	g (saying /j/)	ph (saying /e/)	ea
----	---------------------	----------------------	---------------------	---------------------	--------------------	----	----	---------------------	---------------------	--------------------	-------------------	-------------------	--------------------	----

...and can use them to read words!

I can also read the common exception words:

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

Rhino Readers - Level 5c



I know the sounds

ie (saying /ee/)	tch	are (saying /air/)	ear (saying /air/)	ore
---------------------	-----	-----------------------	-----------------------	-----

...and can use them to read words!

I can also read the common exception words:

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

Rhino Readers - Level 6a



I know the sounds

y (saying /igh/)	dge (saying /j/)	ge (saying /j/)	gn	kn	wr	-le
---------------------	---------------------	--------------------	----	----	----	-----

...and can use them to read words!

I can also read the common exception words:

four eight world poor great break steak

Rhino Readers - Level 6b



I know the sounds

eer	ey (saying /ee/)	mb	a (saying /or/)	al (saying /or/)	o (saying /u/)	-ture
-----	---------------------	----	--------------------	---------------------	-------------------	-------

...and can use them to read words!

I can also read the common exception words:

busy clothes whole listen build earth delicious fruit learn search famous shoe pretty neighbour group England tongue country heart dangerous

Rhino Readers - Level 5b



Next, I am working on recognising and using...

ie (saying /ee/)	tch	are (saying /air/)	ear (saying /air/)	ore
---------------------	-----	-----------------------	-----------------------	-----

...and reading the common exception words:

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

Rhino Readers - Level 5c



Next, I am working on recognising and using...

y (saying /igh/)	dge (saying /j/)	ge (saying /j/)	gn	kn	wr	-le
---------------------	---------------------	--------------------	----	----	----	-----

...and reading the common exception words:

four eight world poor great break steak

Rhino Readers - Level 6a



Next, I am working on recognising and using...

eer	ey (saying /ee/)	mb	a (saying /or/)	al (saying /or/)	o (saying /u/)	-ture
-----	---------------------	----	--------------------	---------------------	-------------------	-------

...and reading the common exception words:

busy clothes whole listen build earth delicious fruit learn search famous shoe pretty neighbour group England tongue country heart dangerous

Rhino Readers - Level 6b



Next, I am working on recognising and using...

war (saying /wor/)	wor (saying /wur/)	wa (saying /wo/)	qua (saying /quo/)	s (saying /zh/)	-tion
-----------------------	-----------------------	---------------------	-----------------------	--------------------	-------

...and reading the common exception words:

special enough aunt father prove improve hour move sure sugar half quarter straight touch caught daughter journey area heard early

Rhino Readers - Level 6c



I know the sounds

war (saying /wor/)	wor (saying /wur/)	wa (saying /wo/)	qua (saying /quo/)	s (saying /zh/)	-tion
-----------------------	-----------------------	---------------------	-----------------------	--------------------	-------

...and can use them to read words!

I can also read the common exception words:

special enough aunt father prove improve hour move sure sugar half quarter straight touch caught daughter journey area heard early



Appendix 7 – Phonics Glossary and Subject Knowledge guidance

Phonics Glossary



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' and 'ai'.

Trigraph – three letters making one sound, e.g. 'igh' and 'ear'.

Split digraph – two letters making one sound which are divided by a consonant, e.g. the 'i_e' sound in the word 'side'.

Tricky Words / Common Exception Words – words that are not fully decodable, such as 'the' and 'was'. Children have to learn them as a whole word, by sight.

Sound buttons – circles or spots that can be drawn underneath a single sound to support reading.

Sound bars – lines that can be drawn underneath digraphs or trigraphs to show that the letters make one sound.

CVC words – Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because 'ch' makes one sound).

Other similar abbreviations include:

- **VC words** e.g. on, is, it.
- **CCVC words** e.g. trap and black
- **CVCC words** e.g. milk and fast

Pure sounds – pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'fff' not 'fuh'

Scan this QR code using your smartphone or tablet to view the pronunciation video for **Pure Sounds**.





Level 2 Actions and Mnemonics

(introduced in EYFS)

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 Pretend to play your drum kit.	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.
ck Make a duck's beak with your hands and pretend to pick up sticks.	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.	ff Pretend to switch off the light.	ll Pretend to ring a bell.	ss Blow a kiss.	

Level 2 Tricky Words

Read:

I
no
go
to
into
the

Every sound has a corresponding action and mnemonic, which helps children to remember them.

You can support your child by modelling the same sounds and actions at home.

Level 3 Actions and Mnemonics

(introduced in EYFS)

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 mouth'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 put it with your other hand.	oa Pretend to row your boat.	oo Point at the moon.	oo Pretend to open a book.
ar Make twinkling star fingers.	or Pretend to press a car horn.	ur Pretend to open a purse.	ow Pretend to squeeze the squirmy 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 snack!	Level 3 Tricky Words Read: he she we me be was my you her they all are Spell: I no go to into the (Tricky Words from Level 2)		



Handwriting mnemonics

								
Around the apple, up the stalk and down the leaf.	Down the bat, up and around the ball.	Curl around the caterpillar.	Around the drum, up and down the stick.	Around the egg and under the cup.	Over the fairy's head, down her dress and give her a wand.	Around Gabi's head and wrap her scarf.	Down the chimney to the floor, up and over the new front door.	Down the insect's body and tail, dot the head.
								
Down the jet, around its trail and dot the sun.	Down Kit, up and around the kite and down its tail.	Down the lolly and lick!	Down the fork, over and over the meatballs.	Down the leaf, up and over the nut.	Around the orange.	Down the puppy's neck and leg, up and around his head.	Around the queen's head, down and up her arm.	Down the robot's body, up and over its arm.
								
Curl around and around the snake's body.	Down the teaspoon and under the teacup, then across the top.	Down one umbrella handle, up and down the other.	Down the neck, up the neck.	Down the wave, up the wave, down the wave, up the wave.	Criss, cross.	Swing the yoyo up, drop it all the way down and underneath.	Zig, zag, path.	

It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly.

Level 4 – adjacent consonants

(introduced in EYFS)

CCVC	CVCC
stop	hand
trip	wind
train	tuft
track	toast
clock	boots

(includes plurals)

CCVCC	
stamp	
slept	
D Longer words including adjacent consonants	
toothbrush	
lunchbox	
chimpanzee	
pondweed	
lobster	
camping	
CCCVC	
splat	
strong	

Level 4 Tricky Words

Read:

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

Spell:

all tricky words from Level 3



Level 5 Mnemonics

(Introduced in Year 1)

 ay pray	 oy boy	 ie tie	 ea leaf	 a_e cake	 i_e slide	 o_e bone	 u_e cube
 u_e flute	 e_e trapeze	 ou mouth	 a acorn	 e equal	 i lion	 o hotel	 u unicorn
 ch chef	 ch Christmas	 ir girl	 ue statue	 ue glue	 y sunny	 aw saw	 au autumn
 ow window	 oe toe	 wh wheel	 c city	 g gem	 ph dolphin	 ea bread	 ie shield
 tch witch	 are bare	 ear pear	 ore core	 ew screw	 ew stew	The new sound is displayed within a word linked to the mnemonic for Level 5.	

Level 5 Tricky Words

Read and spell all tricky words from Levels 2, 3, 4

+

Level 5 common exception words for reading and spelling (PTO)

Level 6 Mnemonics

(Introduced in Year 2)

 y fly	 dge bridge	 ge fringe	 gn gnome	 kn knife
 wr wrist	 le table	 eer deer	 ture picture	 mb thumb
 al walk	 a walnut	 o glove	 ey monkey	 war warm
 wor world	 s treasure	 wa watch	 qua squash	 tion station

Level 6 Tricky Words

Read and spell all tricky / common exception words from Levels 2, 3, 4 and 5

+

Level 6 common exception words for reading and spelling (PTO)

The new sound is displayed within a word linked to the mnemonic for Level 6.



Sound Buttons



cat

shell

with

boat

night

hide



• phonemes



digraphs/
trigraphs



split
digraph

It is really important for children to learn how to spot the single phonemes, digraphs (two-letter sounds) and trigraphs (three-letter sounds) when they are in words, so that they can decode the words correctly and easily.

Adding **sound buttons** and **sound bars** to the words is a great way to help children to do this.

Sounding out longer words

Like with anything in English, it isn't a perfect rule but when children first start to read longer words, getting them to **count three sounds** and then **split the word** is a good strategy.

l a p t o p

s h e e p i s h

l i g h t n i n g

t o o t h b r u s h

c h i m p a n z e e