

Twinkl Phonics at Briarwood

Rationale

Intent

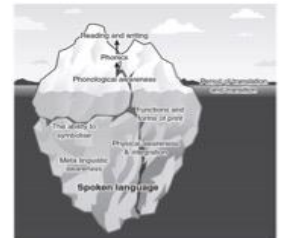
Our skills-based curriculum promotes preparation for adult life through sequential and bespoke learning pathways. This Ensures learners have access to an age and developmentally appropriate education that encourages and challenges all students to:

- **Be equipped with skills that support them to be numerate and literate**
- **Communicate with confidence within their own means**
- **Enjoy learning that develops curiosity and expression**
- **Develop independence within life skills**
- To Engage with as much of an active life as possible through looking after their body and the development of mobility skills
- Build resilience and self-help skills
- Learn strategies for social and emotional development to promote them to access successful relationships
- Have positive interactions to the community and gain sense of belonging.

Rationale

Twinkl phonics has a comprehensive level/phase 1 that is fundamental to the progression and development of communication and reading. This approach is supported by the fundamental principles for developing essential early Literacy skills. These are outlined by Dr Sally Neaum in her book 'What comes before Phonics' 2019.

“Imagine an iceberg. The visible tip represents reading and writing: the visible products of becoming literate. This is supported by a huge body of knowledge, skills, understandings and attitudes that are not visible in the same way, but the robustness of what is visible depends upon them. Becoming literate with ease and success depends upon a range of knowledge, skills, understandings and attitudes that are developed before, and underpin, explicit, formal, literacy teaching” Neaum (2019)



These are identified within 5 core areas, starting with the first core component skill of spoken language and communication development. It is important for all our learners to revisit and revise communication and reading elements to ensure core skills are retained within their long-term memory. At Briarwood our Woodland curriculum aims to develop children’s communication skills through early and extension Level 1 Aspects within Twinkl Phonics and our Love of Reading comprehension lessons. For our Woodland learners the core composite skill focuses on them becoming ‘able communicators’ and therefore early reading skills will focus on the underpinning components within communication as well as developing some early sound awareness as a pre-requisite to early phonics.

5 Core Areas

1. **Spoken language/communication-** At Briarwood our Acorn curriculum aims to develop children's communication skills through our Speaking and Listening handbook, love of reading intervention programme and love of reading comprehension lessons. We use Twinkl Phonics where communication plays an important role particularly within Level 1.
2. **Physical activity that supports sensory awareness and integration-** We use a multisensory approach to our curriculum where pupil's access movement breaks, exploration activities and sensory integration work across the curriculum. Our reading curriculum aims to develop a love of reading and stories through a range of topic genre books at an appropriate level. Our Acorn and Woodland pupils will learn through age appropriate sensory stories made meaningful through a range of objects/materials. Our Forest cohort which will have picture books and extended Forest reading books to challenge reading and comprehension skills moving into National Curriculum levels.
3. **Meta-linguistic awareness-** This is particularly challenging for our pupils and therefore we need to provide a total communication approach to our curriculum. Our total communication approach includes; Makaton, symbols, gestural communication, verbal communication, voice output communication aids and switches. Lessons also incorporate elements of colourful semantics, a speech and language programme what develops sentence building and structure. Twinkl phonics will be differentiated appropriately to ensure pupils can access the programme using their preferred means of communication.
4. **An understanding of the functions and forms of print, the ability to symbolise-** We aim to make reading meaningful to our pupils in order to motivate and engage them within their learning. For our pupil's meaningful print will start with understanding objects, then images/symbols/signs, followed by letters and finally words. Functional forms of print encompass everything within our school and wider community environment and we recognise how important this area is for our pupils. Through thorough assessment and consultation some pupils move onto progress through our alternative functional literacy programme where they learn vital signs within the environment, core vocabulary/symbols and apply this within functional tasks.
5. **Phonological awareness-** Phonological awareness begins and flows from the ability to hear, recognise and label environmental sounds. We follow the Twinkl Phonics programme which puts listening, environmental sounds, instrumental sounds, body percussion, alliteration, voice sounds and oral segmenting and blending as the first essential level. All Early Years and Primary cohorts will work on different aspects within the programme depending on their developmental level.

Aims

We promote; “A rigorous approach to teaching reading develops learner confidence and enjoyment of reading. At early stage of learning to read, reading materials are closely matched to learner’s phonic knowledge.” Younger children gain phonics knowledge and language comprehensions to read and the skills to communicate, gives them the foundations for future learning” OC 2019

Reading at Briarwood school offers pupils the opportunity to:

- Develop pupils speaking and listening skills and lay the foundation for phonics work later
- Become attuned to the sounds around them and ready to begin developing oral blending and segmenting skills
- Develop phonic skills at an appropriate pace using Twinkl Phonics
- Acquire the fundamental skills in order to progress with reading and comprehension at a later time.
- Develop early reading skills such as eye pointing, tracking, auditory discrimination, auditory memory and sequencing, developing language and vocabulary comprehension
- Develop a love of books and reading through exposure to different texts and genres
- To have the opportunity to practice comprehension skills in a variety of genres and environments
- To provide all pupils with appropriate approaches based on their primary need to ensure maximum progress in Reading
- To develop an awareness of functional literacy signs in order to become more independent within their community
- To learn functional literacy signs through a structured programme that develops both reading and language skills through colourful semantics.

Twinkl Phonics

(Please read this policy alongside the Twinkl Phonics handbook)

“Ofsted does not have a preferred programme or approach. What’s important is that schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged”

DfE 30th March 2022

Twinkl Phonics is a fully comprehensive, synthetic phonics teaching programme. Delivered through the stories and adventures of Kit, Sam and the Twinkl Phonics family, the scheme builds and develops the skills and understanding children need to become effective, independent readers and writers. Twinkl phonics will be taught to pupils within KS1, KS2, KS3 and KS4. Alternative programmes will be used for our Acorn and lower Woodland pupils within KS3 and KS4 where they will continue to develop communication and functional literacy skills at an age appropriate level to prepare them for adulthood. We have an assessment system in place to identify these pupils.

The systematic introduction of sounds and common exception words ensures challenging yet supportive learning outcomes that build upon prior knowledge. This ensures progression and continuity between key stages and cohorts.

Twinkl Phonics provides-

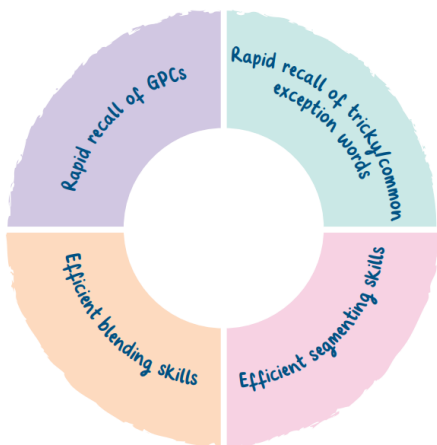
- a consistent whole-school approach;
- rigor and routine skillfully combined with excitement and engagement;
- a mix of visual, auditory and kinesthetic cues;
- easy access to quality teaching resources;
- resources that can be edited to meet children’s needs (see ‘Making It Work for You’ section);
- a programme developed for teachers, by teachers, from real-life practice;
- a 2014 national curriculum compliant spelling and grammar programme built in;
- a free online training course to upskill staff quickly;
- physically active phonics activities (see ‘Creating Active Phonics Lessons’ section);
- planned and resourced lesson packs;
- a programme that is easy to transition to from Letters and Sounds

Structure of a Phonics Lesson

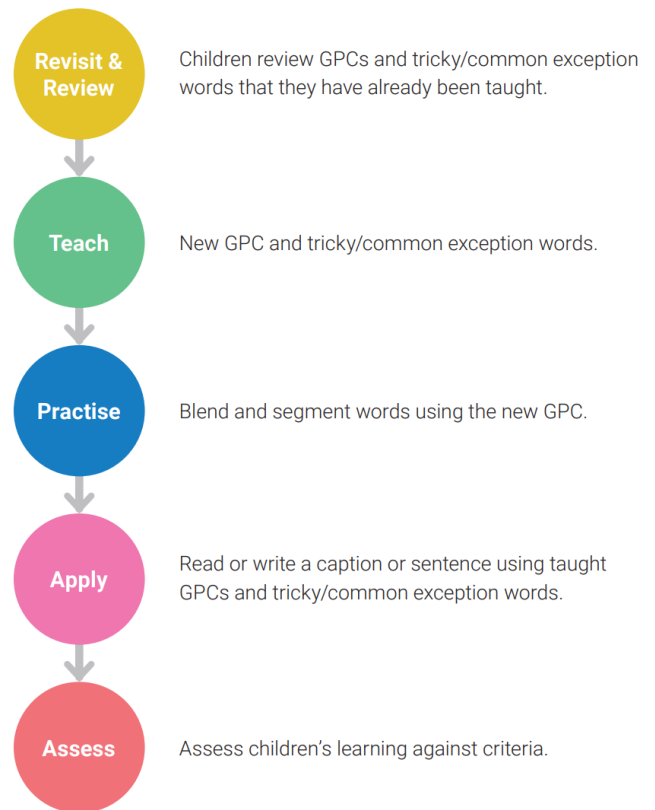
Younger children enjoy consistency of approach in their phonics lessons and to know what is coming next. Therefore, similar activities should be used. This helps to build their confidence with phonics learning.

Older children may enjoy more variety in approach and a wider range of activities. This helps them to see phonics as part of the wider curriculum and understand that the skills taught in phonics lessons can be applied in all aspects of learning.

However, for all children, it is important that the structure and routine of your phonics lessons covers the four cornerstones of phonics every day.



The structure of every phonics lesson follows this five-part pattern to ensure that the four cornerstones of phonics are covered:



Cohort Overview

Acorn	Woodland	Forest
EYFS & Primary Twinkl Phonics level 1	Primary KS2 Twinkl Phonics Level 1	Twinkl Phonics level 2 onwards, active reading linking to National Curriculum yearly outcomes
Communication Through Music	KS3-KS5 Functional Literacy Intervention	KS5 NCFE at stage 10+
Reading SOW Love of Reading linked to genres (KS1-KS5)	KS1-KS5 Love of Reading Comprehension	KS3-KS5 Functional Literacy Intervention KS1-KS5 Love of Reading Comprehension

Twinkl Phonics Levels

Twinkl Phonics Overview- All lessons focus on reading, writing and spelling

	Level 1 (Phase 1 aspects 1-7)	Level 2 (Phase 2)	Level 3 (Phase 3)	Level 4 (Phase 4)	Level 5 (Phase 5)	Level 6 (Phase 6)
Whole class input	Large group activities linking to all aspects under termly themes	PowerPoint group input (sub groups for pupils at different levels)				
Group or 1-1 activities	Small group activities linking to all aspects under termly themes	<ul style="list-style-type: none"> Key learning activities Work book Explorasaurus sensory intervention activities 'mini books' (Rhino Reader phonics books when available) 	<ul style="list-style-type: none"> Key learning activities Work book Follow up activities Codebreaker multisensory intervention activities 'mini books' (Rhino Reader phonics books when available) 	<ul style="list-style-type: none"> Key learning activities Work book Follow up activities Codebreaker multisensory intervention activities 'mini books' (Rhino Reader phonics books when available) 	<ul style="list-style-type: none"> Key learning activities Work book Follow up activities Spelling bookmarks Codebreaker multisensory intervention activities 'mini books' (Rhino Reader phonics books when available) 	<ul style="list-style-type: none"> Key learning activities Work book Follow up activities Spelling bookmarks Codebreaker multisensory intervention activities 'mini books' (Rhino Reader phonics books when available)
Learning outcomes	Key words/symbol vocab 1- Environmental sounds 2- Instrumental sounds 3- Body percussion 4- Rhythm and rhyme 5- Alliteration 6- Voice sounds 7- Oral blending and segmenting	Introduce the first 19 letters and the sounds they make Move from oral blending and segmenting to blending and segmenting with letters Focus tricky words	Introduce the next 25 graphemes including consonant digraphs, vowel digraphs and trigraphs so that pupils can present 42 phonemes with a grapheme Focus tricky words (reading) Focus tricky words (spelling)	CVCC CCVC Adjacent consonants Polysyllabic words Focus GPC's Focus tricky words (reading) Focus tricky words (spelling)	Alternative graphemes for known phonemes Alternative pronunciations for graphemes Prefixes and suffixes Reading and spelling common exception words	Spelling patterns Alternative graphemes for known phonemes and alternative pronunciations of known graphemes Learning the zh phoneme Introducing homophones and contractions Learn to spell more common exception words
Resources	Sensory resources linking to termly theme	Resources- Use new dfe approved twinkl phonics sound/word flashcards, action and sound mats, sentence strips etc..				

Twinkl Phonics Differentiation

“Supporting All Teaching and Learning Styles Twinkl Phonics is an editable programme containing hints and tips for how to make it bespoke for the teachers in your school and the children in your classes. This supports our company philosophy to ‘help those who teach’. The phonics programme has been designed so it can be adapted to different teaching and learning styles while ensuring continuity, progression and coverage” Twinkl Handbook 2021

Differentiation of the programme will be made to ensure our pupils are able to access Twinkl Phonics meaningfully. Any adaptations will be consulted with ELT and monitored to ensure we maintain a systematic approach. This list is not exhausted or exclusive to-

- Pace- we will teach to the appropriate pace of learning that our pupils need in order for our pupils to embed knowledge from their working memory to their long-term memory
- Next step targets/finer levels of progress identified linking to communication, reading, Twinkl phonics next steps as appropriate
- Briarwood ‘ready to learn’ introduction to the lesson; here you will see bespoke sensory integration techniques in order to prepare our pupils for learning
- A Total communication approach- Makaton, Object of Reference, Switches, boardmaker symbols with Twinkl font etc...
- Small group learning activities on rotation linking to multiple phases according to the learning levels of our pupils
- Printing off PowerPoints for small group or 1-1 work, with sound button or clear direction to ensure accurate pronunciation of the pure sounds ‘s’ not ‘suh’ to ensure that pupils are taught in appropriate groups according to their phonics level
- Bespoke adaptations can be made when pupils consistently disengage with the programme e.g. making links to favourite characters/themes to engage the pupil

Impact - Planning, monitoring and assessment

Teachers will be provided with support and guidance when teaching Twinkl Phonics including lesson activities, resources and assessment guidance linking to the Twinkl handbook and our O&U assessment levels. Each teacher will report on the progress made by students, in line with the school assessment policy and framework.

Pupils will develop skills through our Briarwood English stages, pupil progress will be monitored to ensure we are tracking those who are showing as an area of concern, working towards, meeting or exceeding targets. Appropriate strategies and interventions for support will be discussed by the Head of School and class teacher to ensure pupils are challenged and gaps in attainment are narrowed.

The monitoring and assessment of pupil progress should take place on a daily basis in class and should be recorded appropriately using Onwards and Upwards. All staff and pupils, where appropriate, should be involved in appropriate assessment and feedback. Teachers should use the Briarwood Stages alongside the Briarwood fine levels to accurately assess the progress of students and make formal data drops on Onwards and Upwards at least three times a year.

The pupil's phonetic skills will be tracked through Twinkl Phonics 'I can' statements. This will be recorded on our school Onwards and Upwards (O&U) assessment tracker. We will have hard copies of these assessments for the class teams to update regularly which will inform O&U Twinkl phonics outcomes, progress will also be tracked through our reading assessments on Onwards and Upwards.