

Building Phonics Skills

End of Year Expectations:

Twinkl Phonics Level	Reception	Year 1	Year 2
Level 1	Level 1 runs throughout the teaching of Phonics Levels 2-6.		
Level 2			
Level 3			
Level 4			
Level 5			
Level 6			

Level 1
Nursery/Preschool

By the end of Level 1, children will:

- have experienced a wealth of listening activities including songs, stories and rhymes;
- be able to distinguish between speech sounds and many will be able to blend and segment words orally.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue.

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<ul style="list-style-type: none"> • Notice sounds around them. • Recognise that different objects make different sounds. • Start to identify and name sounds. • Talk about environmental sounds, describing and comparing them. 	<ul style="list-style-type: none"> • Explore instrumental sounds. • Build awareness of how to use instruments to make sounds. • Start to identify the sounds of familiar instruments, naming them. • Build awareness of how you act upon an instrument affects the sound it makes. • Talk about instrumental sounds, describing and comparing them. • Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly. 	<ul style="list-style-type: none"> • Explore the sounds their bodies can make. • Join in and copy actions of familiar songs. • Join in and copy body percussion patterns and sequences. • Build awareness of how they can change body percussion sounds. • Create their own sequences of body percussions. • Join in with longer sequences of body percussion. • Describe body percussion. • Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly. 	<ul style="list-style-type: none"> • Join in with songs and rhymes. • Recognise familiar rhythms and rhymes. • Recognise that words rhyme. • Copy and keep a simple beat. • Join in and copy breaking words into syllables with a beat. • Play with rhyme. Make up their own rhyming words. • Complete sentences with their own rhymes orally. • Break words down into syllables with a beat. • Create their own beat. 	<ul style="list-style-type: none"> • Explore initial sounds of words. • Select objects with a given initial sound from a choice of two. • Identify initial sounds of words. • Match to objects with the same initial sound. • Play with alliteration. 	<ul style="list-style-type: none"> • Explore different mouth movements and sounds. • Copy different voice sounds and mouth movements. • Recognise different voice sounds. • Make a variety of different voice sounds, including animal sounds. • Say speech sounds clearly. • Talk about voice sounds. • Describe and compare voice sounds. • Create their own ideas for voices of characters/imitating voices. 	<ul style="list-style-type: none"> • Identify the initial sounds of words. • Build awareness that words can be broken up into sounds. • Choose the correct object when hearing the word broken into single sounds. • Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. • Segment CVC and VC words into their individual sounds. • Start to blend the sounds of longer words. • Identify how many sounds are in a CVC or VC word.

Level 2

EYFS Autumn 1

By the end of Level 2, children should be able to:

Give the phoneme when shown any Level 2 grapheme

Find any Level 2 grapheme from a display when given the phoneme

Orally blend and segment CVC words

Blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words such as ip, ug, ock

Read the five tricky words- the, to, l, no, go

Week

	1	2	3	4 (1)	5 (2)	6 (3)
Sounds	Phase 1 – rhythm and rhyme – aspect 4	Phase 1- alliteration - Aspect 5	Phase 1- orally blending and segmenting – aspect 7	s, a, t, p	i, n, m, d	g, o, c, k
Tricky words						

Level 2

EYFS Autumn 1

By the end of Level 2, children should be able to:

Give the phoneme when shown any Level 2 grapheme

Find any Level 2 grapheme from a display when given the phoneme

Orally blend and segment CVC words

Blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words such as ip, ug, ock

Read the five tricky words- the, to, l, no, go

Week

	1 (4)	2 (5)	3 (6)	4 (7)	5	6
Sounds	ck, e, u, r	h, b, f, l	F, ll, ss, s saying /z/	Level 2 revision	Level 2 revision	Assess
Tricky words	to, the	no, go, l				

Level 3

EYFS Spring 1

By the end of Level 3, children should be able to:

- give 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 and spell some two-syllable words using 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.

Weeks 1-12

	1	2	3	4	5	6
Sounds	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear
Tricky words	revise level 2 tricky words	he, she	we, me, be	was	my	you
Tricky words Spelling		the, to		no, go, i		

Level 3

EYFS Spring 2

By the end of Level 3, children should be able to:

- give 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 and spell some two-syllable words using 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.

Week

	1 (7)	2 (8)	3 (9)	4 (10)	5 (11)	6 (12)
Sounds	air, ure, er	recap sounds week 1-4	recap sounds week 5-7	trigraphs and consonant digraphs	graphemes and vowel digraphs	level 3 revision/assess
Tricky words	they	here	all, are	was, my recap	we, they recap	level 3 revision
Tricky words Spelling						the, to, no, go, i

Level 4

EYFS Summer 1

By the end of Level 4, children should be able to:

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants;
- be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what;
- be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here;
- write each letter, usually correctly.

Weeks 1-5

	1	2	3	4	5	6
Sounds	CVCC words	CCVC words	Adjacent consonants	Polysyllabic words	Three letter adjacent consonants	Assess
Tricky words	Said, so	Have, like, some, come	Were, there, little, one	Do, when, out, what	Level 4 revision	
Tricky words Spelling	He, be, we, she, me	Was, you	They, are, all	My, here	Level 4 revision	

Level 4

EYFS Summer 2

By the end of Level 4, children should be able to:

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants;
- be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what;
- be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here;
- write each letter, usually correctly.

Week

	1	2	3	4	5	6
Sounds	Level 4 revision based on assessments					
Tricky words						
Tricky words Spelling						

Level 5**Year 1 – Autumn Term 1****By the end of Level 5, children should be able 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 prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read and spell all taught common exception words;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Weeks 1-10

	1	2 (1)	3 (2)	4 (3)	5 (4)	6 (5)
Sounds	Assess children – recap phase 3 and 4 GPC's and tricky words	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/
Regular spellings		day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came
Common Exception words – reading		could should	would want	oh their	Mr Mrs	love your
Common Exception words – spelling		said so	have like	some come	were there	little one

Level 5

Year 1 – Autumn Term 2

By the end of Level 5, children should be able 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 prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read and spell all taught common exception words;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Weeks 1-10

	1 (6)	2 (7)	3 (8)	4 (9)	5 (10)	6
Sounds	'i_e' aying /igh/ 'o_e' saying /oa/	'u_e' saying /yoo/ and /oo/ 'e_e' saying /ee/	'ou' saying /ow/	Long Vowel Sounds	'ch' saying /c/ 'ch' saying /sh/	Assess- Level 5 Week 1-10 revision
Regular spellings	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold hotel both	school Christmas chemist chord echo chef parachute chute	
Common Exception words – reading	people looked	called asked	water where	who why	thought through	
Common Exception words – spelling	do when	what oh	could should would	want their	Mr Mrs	

Level 5

Year 1 – Spring Term 1

By the end of Level 5, children should be able 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 prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read and spell all taught common exception words;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Week 11-20

	1 (11)	2 (12)	3 (13)	4 (14)	5 (15)	6 (16)
Sounds	ir' saying /ur/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/
Regular spellings	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny furry crunchy hairy	saw paw draw yawn august launch laundry astronaut	low slow window own toe hoe doe goes
Common Exception words – reading	work house	many laughed	because different	any eye	friend also	once please
Common Exception words – spelling	love your	people looked	asked called	water where	who why	thought through

Level 5

Year 1 – Spring 2

By the end of Level 5, children should be able 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 prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read and spell all taught common exception words;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Weeks 11-20

	1 (17)	2 (18)	3 (19)	4 (20)	5	6
Sounds	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/	Assess Level 5 week 11-20 revision	
Regular spellings	white whisper whiskers whine whale which while whee	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast		
Common Exception words – reading	live coming	monday tuesday	wednesday brother	more before		
Common Exception words – spelling	work house	many laughed	because different	any eye		

Level 5

Year 1 – Summer 1

By the end of Level 5, children should be able 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 prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read and spell all taught common exception words;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Weeks 21-30

	1 (21)	2 (22)	3 (23)	4 (24)	5 (25)	6 (26)
Sounds	ie' saying /ee/	adding -ed	adding -s and -es	adding -er and -est	'tch' saying /ch/	adding -ing and -er to verbs
Regular spellings	chief brief field shield priest shriek thief relief	jumped looked gasped yelled hunted started shouted wished	skirts raincoats hairbrushes bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer
Common Exception words – reading	January February	April July	scissors castle	beautiful treasure	door floor	favourite bought
Common Exception words – spelling	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before

Level 5**Year 1 – Summer 2****By the end of Level 5, children should be able 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 prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read and spell all taught common exception words;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Weeks 21-30

	1 (27)	2 (28)	3 (29)	4 (30)	5	6
Sounds	'are' and 'ear' saying /ar/	unspoken 'e'	'ore' saying /or/	adding un-	assess level 5 week 21-30 revision	
Regular spellings	stare care share dare tear wear bear pear	horse mouse bronze freeze give serve dance voice	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe		
Common Exception words – reading	autumn gone	known colour	other does	talk two		
Common Exception words – spelling	January February	April July	scissors castle	beautiful treasure		

Level 6

Year 2 – Autumn 1

By the end of Level 6, children should be able 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 phonically-plausible attempts at others;
- spell most common exception words correctly.

Week 1-10

	1	2	3	4	5	6
Sounds	'y' saying /igh/	'dge' and 'ge' saying /j/	adding -es to words ending in 'y'	'gn' saying /n/	'kn' saying /n/	adding -ed and -ing to words ending in 'y'
Regular spellings	by dry shy fly spy reply pylon python	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied
Common Exception words – spelling	door floor	bought favourite	autumn gone	know colour	other does	talk two
Grammar	capital letters and full stops	proper nouns (names)	plural nouns	alphabetical order 1- first/second letter	alphabetical order 2- second/subsequent letters	verbs

Level 6

Year 2 – Autumn 2

By the end of Level 6, children should be able 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 phonically-plausible attempts at others;
- spell most common exception words correctly.

Weeks 1-10

	1 (7)	2 (8)	3 (9)	4 (10)	5	6
Sounds	'wr' saying /r/	le saying /l/	adding -er and -est to words ending in 'y'	'el' saying /l/	assess level 6 week 1-10 revision	
Regular spellings	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel		
Common Exception words – spelling	four eight	world work	poor great	break steak		
Grammar	adverbs	common nouns (revision)	adjectives and expanded noun phrases	commas in lists		

Level 6

Year 2 – Spring 1

By the end of Level 6, children should be able 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 phonically-plausible attempts at others;
 - spell most common exception words correctly.

Weeks 11-20

	1 (11)	2 (12)	3 (13)	4 (14)	5 (15)	6 (16)
Sounds	'al' and 'il' saying /l/	adding -ed and -er to words ending in 'e'	'eer' saying /ear/	ture	adding -est and -y to words ending in 'e'	'mb' saying /m/
Regular spellings		hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb
Common Exception words – spelling	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe
Grammar	proper nouns (place names)	regular past tense	regular present tense	question marks & commands	exclamations and statements	using a dictionary (1) – finding definitions

Level 6

Year 2 – Spring 2

By the end of Level 6, children should be able 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 phonically-plausible attempts at others;
- spell most common exception words correctly.

Weeks 11-20

	1 (17)	2 (18)	3 (19)	4 (20)	5	6
Sounds	'a' and 'al' saying /or/	adding -ing , -ed to cvc/ ccvc words	'o' saying /u/	'ey' saying /ee/	assess level 6 week 11-20 revision	
Regular spellings	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey		
Common Exception words – spelling	pretty neighbour	England tongue	group country	heart dangerous		
Grammar	coordinating conjunctions	irregular past tense	exciting words (1) - alternative words for 'said'	exclamation marks - to show emotion/shouting		

Level 6

Year 2 – Summer 1

By the end of Level 6, children should be able 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 phonically-plausible attempts at others;
- spell most common exception words correctly.

Week 21- 30

	1 (21)	2 (22)	3 (23)	4 (24)	5 (25)	6 (26)
Sounds	adding -er, -est, -y to cvc and cvcc words	contractions	'war' saying /wor/ and 'wor' saying /wur/	suffixes -ment and -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/
Regular spellings	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity
Common Exception words – spelling	special enough	aunt father	prove improve	hour move	sure sugar	half quarter
Grammar	improving sentences (1) - adjectives and nouns	contractions	subordinating conjunctions	improving sentences (2) - verbs and adverbs	exciting words (2) - using a thesaurus	possessive apostrophe

Level 6

Year 2 – Summer 2

By the end of Level 6, children should be able 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 phonically-plausible attempts at others;
- spell most common exception words correctly.

Week 21- 30

	1 (27)	2 (28)	3 (29)	4 (30)	5	6
Sounds	tion	suffixes -ful, -less and -ly	homophones/ near homophones	prefix dis	assess level 6 week 21-30 revision	
Regular spellings	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey		
Common Exception words – spelling	straight touch	caught daughter	journey area	heard early		
Grammar	improving sentences (3) - when, if, because	speech marks	commas in speech	using a dictionary (2) checking spellings		