

## Phonics Non-Negotiables

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Our Phonics Non-Negotiables are based on: [The Reading Framework: Teaching the Foundations of Literacy](#).

1. All Phonics lessons follow Twinkl Phonics planning and PowerPoint presentations which are based on the Four Cornerstones of Phonics:
  - Rapid recall of GPCs;
  - Rapid recall of tricky/common exception words;
  - Efficient segmenting skills;
  - Efficient blending skills.
2. Phonics lessons are taught daily.
  - In Year 1 and Year 2 they are 40 minutes long. The remaining time is during reading time.
  - In EYFS the time builds throughout the year but may not be one solid block of time.

The lesson structure is as follows

- Revisit and Review
  - Teach
  - Practise
  - Apply
3. Workbooks are used in Year 1 and Year 2. EYFS select activities from them for use in continuous provision.
  4. Interventions used are those provided by the Twinkl Phonics scheme
    - EYFS and KS1 Interventions are intelligently adapted from the planned Twinkl Phonics Scheme to suit the needs of our children.
    - KS2 Codebreakers runs daily from 11.50-12.10 with children from Year 3 onwards grouped by level from their starting point according to their phonics assessment.
  5. Assessments will be carried out at the end of a level or a 10 week block period for Level 5 and 6. Actions and WOW writer mats are to be used in the spelling parts of the assessments.
  6. All classrooms will use the same resources, which build up progressively to include the level that the children are learning to ensure fidelity to the scheme.
  7. Each EYFS and KS1 classroom must have the same mnemonic GPC cards on display on the high-level cupboard doors. Teachers may choose to display other resources but these must be checked with the Phonics Lead to make sure that they are the correct versions to ensure fidelity to the scheme.
  8. In Year 1 and 2, once the children have begun to be taught Level 5, spellings will be sent home from the Twinkl Phonics scheme. These match directly to the weekly teaching. Children may have differentiated spellings sent home if they are not ready for Level 5 or 6 spellings. Teachers are to use the actions when sound talking a word and the children should be encouraged to use WOW writer mats in spelling tests.
  9. Children are taught as a whole class so that all children are exposed to the GPCs that they should be learning for their age. If a child is not able to decode and blend words to the same level then they are a focus child for interventions.