

AnimaPhonics

Teaching Handbook





Teaching Handbook

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Series written and created by
Kerry Harwood and Gabriel Beveridge



What is Anima Phonics?

Anima Phonics is a full synthetic phonics programme, providing **everything needed to deliver high quality phonics education**.

Practitioners have access to **clear and detailed planning**, outlining the sequential steps of teaching the alphabetic code.

Each new sound is introduced through a **song or poem**, with a corresponding mnemonic action and animal mascot.

Anima Phonics provides **fully decodable books and texts**, which are tailored to the progression of lessons at school, providing an extra opportunity for children to consolidate their new knowledge.

Qualified and **experienced teachers** are available to assist and answer queries through www.animaphonics.com and we offer a variety of **training sessions**.

We provide vibrant **teaching resources**, from decorative wall friezes and flashcards to interactive games and printable activities.

Anima Phonics provides clear guidance and easy-to-use resources for **formative and summative assessment**, allowing practitioners the chance to quickly target children most in need of support.

Children are enthused, parents are engaged and practitioners have the tools at their fingertips to deliver high-quality phonics education.

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All enquiries should be directed to info@animaphonics.com or via the 'Contact' page on our website: www.animaphonics.com.

Our physical resources

Anima Phonics is a multi-sensory phonics programme. Our high-quality classroom resources are an integral part of supporting teaching and learning in school or at home.



The Frieze

Use the Anima Phonics wall frieze to aid speedy recall of sounds and graphemes. As children's knowledge of the alphabetic code grows, update the wall frieze with our Key Stage 1 additions.

Flashcards

Use our handy flashcards as part of your daily routine. Each card shows the grapheme on one side and the mnemonic animal mascot on the reverse.



Sound Charts

A variety of table-top sound charts provide the perfect learning aid for children working independently. Each chart displays the mnemonic animal mascot next to its corresponding grapheme.



Decodable Readers

A selection of decodable texts and story books ensure children practise reading with texts closely matched to their level of phonic attainment. At home or at school, children quickly develop into confident and fluent readers.



Tabletop Games

Use our exciting phonics games to give children regular opportunities to practise and apply the core phonics they have been taught.





Activity Sheets

At every stage of the programme, our daily activity sheets allow children to put their new phonics skills into practice. Simply log on to the website, download and print!



Parental Engagement

Enable your parents to support their child at home. Our quick reference guide covers all the basics, from blending and segmenting to how they can support their child when reading. A handy chart shows all the Anima Phonics animal mascots and corresponding actions.

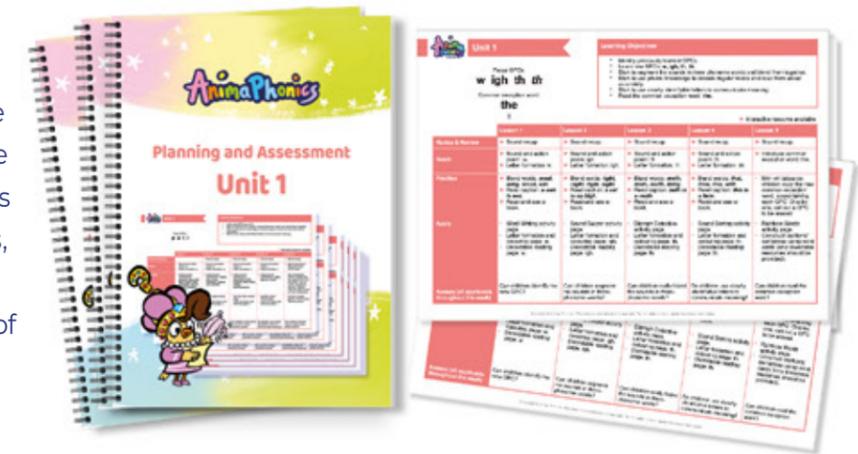


Handwriting

Letter Bugs, our mini-beast themed handwriting scheme, groups letters by common start and finish points. Meet the Curly Caterpillars, Tall Mantis letters and even Fire Bug!

Planning Documents

Detailed planning documents guide teachers, day-by-day, through the core skills of phonics teaching to ensure the effective delivery of the Anima Phonics programme. Use our termly overviews, weekly plans and guided activities to sequentially introduce new elements of the alphabetic code.



Assessment Materials

Our assessment resources allow practitioners to assess core skills such as grapheme recognition, letter formation, word blending, oral segmenting and sentence reading. Our easy-to-use assessment tracker automatically colour codes each child, providing teachers with clear feedback on who is at risk of falling behind.



Our e-learning platform

Log on to our website to access over 500 interactive phonics activities and memorable games.

Ready-made Lessons

Our comprehensive phonics lessons are perfect for interactive classroom displays, tablets or computers. With a couple of clicks, access our interactive phonics lessons, covering everything from basic letter sounds to split digraphs and multi-syllabic words.



Interactive Games

Our website is full of exciting games, designed to encourage children to practise and apply their new knowledge. Perfect for learning with a tablet, our interactive games ensure that children are engaged, motivated and destined for success!



Audio Sound Board

Hear each phoneme at the press of a button. Helpful for children when working independently and perfect for parents new to phonics and early reading instruction.

Rainbow Word Machine

Tap the Rainbow Machine to reveal a new common exception word. Each week, children's attention is drawn to the 'tricky' part of the word that does not fit in with what has been taught so far. This enables them to easily identify the grapheme(s) that make the word an exception word, and to consistently apply their blending skills to unknown words.



Meet the Characters

A huge cast of memorable characters guide children through the core skills of learning to read and write, making phonics the most exciting part of the day. Thousands of children have learnt to read and write alongside Lion, Pig, Bee and many more.

Our vibrant illustrations provide perfect situations for developing communication and language skills. Whether the animals are working on the farm, riding a double-decker bus through town or jetting off into space in their homemade rocket, there's always something to discuss and to help develop a rich and varied vocabulary.



How we teach children to read

What is synthetic phonics?

When we speak of synthetic phonics, we are referring to the process of synthesising (or blending) the sounds of a word together. Children are taught to sound out the graphemes from left to right and blend these sounds together to form the word.

The core knowledge underpinning synthetic phonics is the relationship between sounds and letters. This needs to be taught in a systematic and clearly defined, incremental sequence, so that children have time to consolidate and apply their new knowledge.

Anima Phonics encourages children to put their knowledge of letter-sound correspondences to immediate use, by teaching three core skills:

Decoding

The ability to sound out (segment) and blend (synthesise) all through the printed word, from left to right, to hear the whole word.

Encoding

The ability to orally divide a spoken word into individual phonemes, then select a grapheme to represent each sound.

Handwriting

The ability to write the correct graphemes (letters) to represent each phoneme.

Why synthetic phonics?

After decades of global research and observation of teaching practices and learning outcomes, we now know how best to teach children to read. Synthetic phonics is the proven method to achieve success for every child, regardless of their age, gender, background, language profile or additional learning needs.

Sir Jim Rose stated in his momentous and celebrated report that it is '...crucial to teach phonics work systematically, regularly and explicitly because children are highly unlikely to work out this relationship for themselves. It cannot be left to chance, or for children to ferret out, on their own, how the alphabetic code works' (*Independent Review of the Teaching of Early Reading Final Report, Jim Rose, March 2006*).



The Alphabetic Code

English is a complex and vocabulary rich language, but it is underpinned by an alphabetic code which can be applied to all words. It is the practitioners job to steadily guide children through this alphabetic code, so that children can apply their phonics skills to unknown words and develop into confident and fluent readers.

The Basic Code

Children first learn a Basic Code of 44 grapheme-phoneme correspondences. This is the bedrock of Anima Phonics, enabling children to immediately start reading and writing using their new knowledge.

In English we have around 44 phonemes, but only 26 letters of the alphabet to represent these speech sounds. One, two, three or four letters can represent one phoneme (e.g. c, sh, igh, eigh).

Once a Basic Code of 44 graphemes to represent 44 phonemes has been taught, children can be introduced to these additional concepts:

Alternative spellings

Most phonemes can be represented by more than one grapheme. For example, the /ur/ sound has multiple alternative spellings.

ur (turn) - **ir** (bird) - **er** (term) - **ear** (earth) - **or** (worm)

Alternative pronunciations

Some graphemes can represent alternative phonemes. For example, the grapheme **ch** can represent multiple phonemes.

/ch/ (**ch**in) - /k/ (**sch**ool) - /sh/ (**ch**ef)

The core principles of teaching phonics

- Teach the relationship between sounds and letters in a clear and incremental way.
- In the beginning stages, emphasise phonemes not their letter names.
- When children read independently, ensure reading materials are decodable and match the level of alphabetic code knowledge taught to date.
- Do not teach or encourage guessing or prediction, either from context, pictures or first letter cues. This can cause bad reading habits to form, which need to be unpicked later on.
- Do not teach sight words, where children are expected to memorise words as whole units.
- Introduce common exception words slowly, drawing attention to the 'tricky' part of the word, then emphasising that all words can be blended from left-to-right.



Common Exception Words

There are some common words that contain grapheme-phoneme correspondences that are an exception to those children have been taught, such as 'said' or 'you'.

As children's knowledge of the alphabetic code increases, many of these common words will become fully decodable. However, in the early stages of the programme, children must be taught to decode and spell these common exception words.

In Anima Phonics, these common exception words are known as Rainbow Words.

Rainbow Words are introduced systematically throughout the programme, beginning in the second part of Unit 1.

Children's attention is drawn to the 'tricky' part of the word that does not fit in with what has been taught so far. This enables children to easily identify the grapheme(s) that make the word an exception word.



Once the 'tricky' part of the word has been identified, it is important to emphasise that a child can apply their blending skills to Rainbow Words, as with any other word.

Practitioners should avoid the temptation to ask children to memorise common exception words by sight. Whilst this might appear to work well at first, teaching children mixed strategies is shown to have a negative impact on their overall reading development.

Accents

Considerable variations in accents exist not just in the United Kingdom, but around the world. Individual teachers will need to take this into consideration, adapting their practice where necessary to match regional accents. This may be particularly evident when teaching common exception words, as some grapheme-phoneme correspondences may differ depending on the local accent.

Terminology

We use colour-coding and memorable characters and events to help explain the alphabetic code. However, don't be shy about using technical language with children. If a four-year old can recall dinosaur names with ease, they can certainly handle a few linguistic terms as well!



Phoneme

The smallest identifiable unit in speech sounds. These are usually shown between two slash symbols e.g. /g/, /b/ and /ai/.



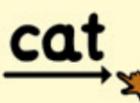
Grapheme

The written symbol that represents a phoneme. These can be a single letter (e.g. a, t) or group of letters (e.g. ay, igh, ough).



Grapheme-phoneme correspondence (GPC)

The link between the written grapheme and the spoken phoneme. This is the bedrock of synthetic phonics.



Blending (Synthesis)

The process of merging the phonemes together to form a word. Children are first taught to do this orally, then using their knowledge of GPCs to blend words for reading.



Segmenting (Sounding Out)

The process of splitting a word into its constituent phonemes. To write a word, children need to first 'sound out' its phonemes. They can then use their GPC knowledge to write down the matching graphemes.



Single Letter Grapheme

A grapheme consisting of just one letter. Most single letters represent at least one phoneme.



Digraph

A grapheme consisting of two letters, e.g. ai, oa, sh. You may also hear the term 'trigraph' used to describe a three-letter grapheme.



Naughty Digraph (Alternative Spellings)

We call alternative spellings of known phonemes 'naughty digraphs'. In Anima Phonics, we have 'nice' and 'naughty' digraphs. This provides children with the vocabulary to discuss different spellings.



Split Digraph

A two-letter grapheme that is split between a consonant. For example, in the words *cake*, *bike* and *poke*.



Twin Letters

When two identical consonant letters represent the same phoneme. These are taught in Unit 2 of Anima Phonics.



Silly Sound (Alternative Pronunciation)

A known grapheme with an alternative pronunciation. They might also represent a rare grapheme that only occurs in common exception words.

Colour-coding

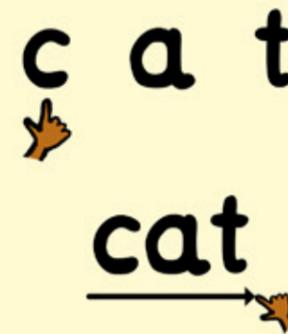
Our helpful colour-coding aids quick recognition of graphemes and helps children to quickly embed new elements of the alphabetic code. In Reception, two- and three-letter graphemes are colour-coded throughout. From Unit 5 onwards, only that week's focus GPC is coloured. By Year 2, children are easily able to identify previously learnt GPCs and so no colour-coding is used. It is important that children do not become overly dependent upon mnemonics. By gradually removing the support of coloured graphemes, children are able to develop into confident and skilled independent readers.

- Single letter graphemes are coloured black.
a e i o u b c d f g h j k l m n p r s t v w x y z
- Two- or three-letter graphemes that represents a phoneme.
ai air ar ch ee ear er ew igh ng oa oo or qu sh th ur ure
- Alternative spellings of known phonemes.
ay ea ie ow ue ir oy ph aw au are oe ey
- Split digraphs and single letters that represent a vowel sound (e.g. a and a_e for /a/).
a_e e_e i_e o_e u_e a e i o u
- Twin letter graphemes are coloured black.
ck bb dd ff gg ll mm nn pp rr ss tt zz
- When a known grapheme represents an alternative phoneme.
oo th ow ea ie ear er c g ai ou

		Colour-coding used throughout	Colour-coding only on focus GPC	No colour-coding
Reception	Unit 1	✓		
	Unit 2	✓		
	Unit 3	✓		
Year 1	Unit 4	✓		
	Unit 5		✓	
	Unit 6		✓	
Year 2	Unit 7			✓
	Unit 8			✓
	Unit 9			✓

Top Tips

Every teacher knows that children respond well to routines and often thrive when they know what is coming next. Anima Phonics' interactive lessons and familiar routines ensure minimal time is spent explaining new activities. Establishing good routines for blending, segmenting and handwriting are essential for engaging children and maintaining a high level of interest and participation.



Blending

Fingers are important! Point under each grapheme (this might be a single letter or a group of letters that represent one phoneme). As you say each phoneme, run your finger under the word, from left to right, blending the sounds together to form the word.



Segmenting

Fingers are important! Start by orally segmenting the word into its constituent phonemes. Use the opposite hand to the one you write with to tally each phoneme in the word. Now write down the corresponding graphemes (using your GPC knowledge taught to date).



Handwriting

Hold the pencil using the 'crocodile grip'. Use our handy handwriting mnemonics to support correct letter formation. Practise first with 'sky writing' and letter tracing activities. Strengthen sound-letter correspondence knowledge by saying each sound as you write it.

Example Lesson: Reception

Prepare

Open your ready-made Planning & Assessment documents to the correct page. Locate the matching week of resources on the website. That's it! You're good to go!

Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Sound and action					
Letter formation					
Word writing					
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment

Revise

Use the handy flashcards or interactive resource to revisit and review recently taught GPCs. If using printed flashcards, cycle through the cards in a jumbled order.



Teach

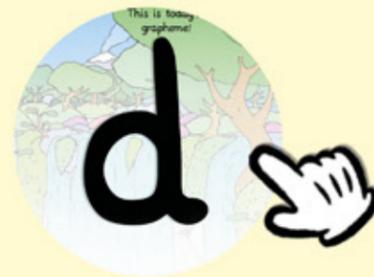
Poem/Song

Teach children the new GPC using the interactive resource or printable poem. Introduce the mnemonic action and animal mascot.



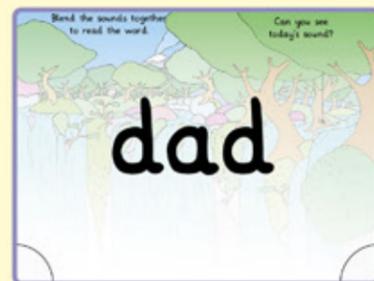
Grapheme

Show children the new grapheme that represents the phoneme. Can they identify the grapheme in context in the classroom? Draw attention to the start and end points, encouraging children to trace the letter formation in the air.



Model Words

Use the interactive resource to model blending words (three-phoneme only). Encourage children to join in as you demonstrate blending from left to right. In time, this will become child-led.



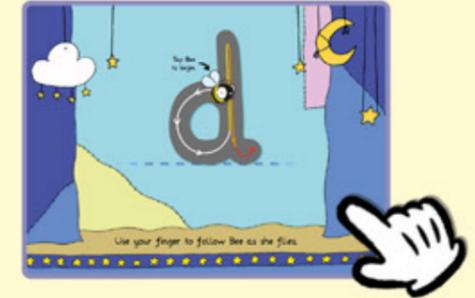
Practise Reading

Display the corresponding decodable reading page. Differentiate by selecting different children to: identify the graphemes, blend the words on the page or read the caption.



Letter Formation

Support correct letter formation using the interactive resource. As Bee flies, encourage children to 'air-write' the letter. Children then practise writing the grapheme on mini-whiteboards or paper.



Apply

In small groups, support children to complete the planned activities. These may include a variety of games and worksheets, focussed on different core skills of learning to read and write. Use the Read-and-See book for small group reading sessions or daily 1:1 reading practice.



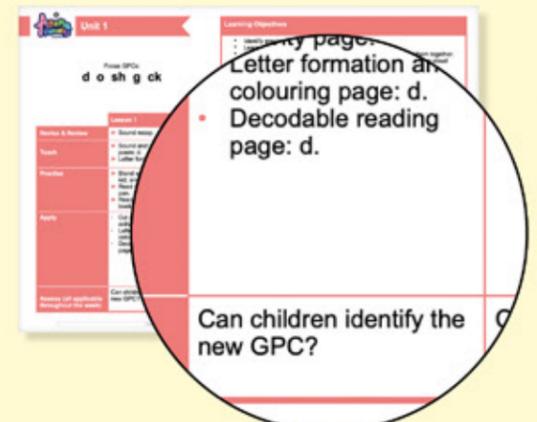
Consolidate

Encourage parental involvement by sending home the sound-action poem and the decodable reading page.



Assess

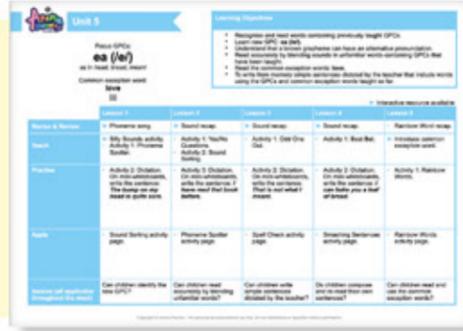
Refer to each weekly plan for formative assessment guidance.



Example Lesson: Year One

Prepare

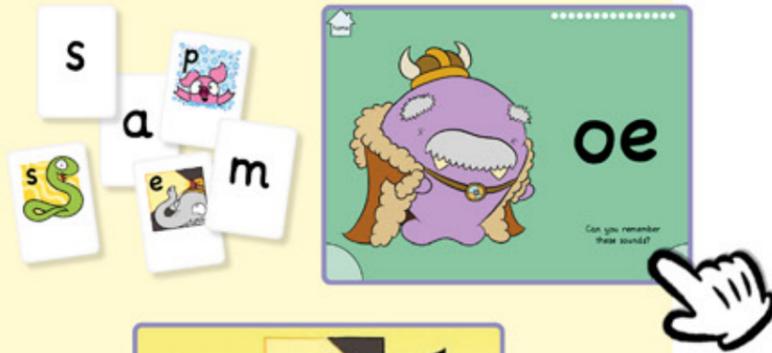
Open your ready-made Planning & Assessment documents to the correct page. Locate the matching week of resources on the website. That's it! You're good to go!



Revise

Sound Recap

Use the handy flashcards or interactive resource to revisit and review recently taught GPCs. If using printed flashcards, cycle through the cards in a jumbled order.



Poem/Song

Revisit and review the mnemonic action and animal mascot, using the interactive resource or printable poem.



Teach

New GPC

Use the interactive resource to teach the 'silly sound', a new phoneme for a previously taught grapheme. Make a link between the new grapheme and the mnemonic action for this phoneme. Model blending words containing the focus GPC.



Teach

Phoneme Spotter

Each activity has a lesson plan and matching resources, all saved in a handy PDF. Read through the plan and print any resources needed. In Phoneme Spotter, read through the story with the whole class, drawing attention to the focus phoneme.



Practise

Dictation

On mini-whiteboards, lined paper or in dedicated writing books, dictate the focus sentence. Afterwards, display the sentence and allow children to 'tick or fix' (self-correct) their own writing.



Apply

In small groups, support children to complete the planned activities. Each day, these may include a variety of games and worksheets, focussed on different core skills of learning to read and write.



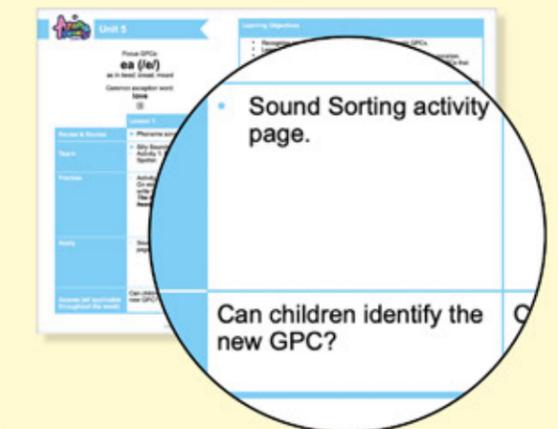
Consolidate

Encourage parental involvement by sending home the weekly spelling page.



Assess

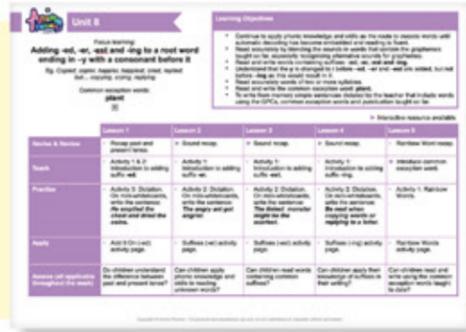
Refer to each weekly plan for formative assessment guidance.



Example Lesson: Year 2

Prepare

Open your ready-made Planning & Assessment documents to the correct page. Locate the matching week of resources on the website. That's it! You're good to go!



Revise

Each activity has a lesson plan and matching resources, all saved in a handy PDF. Read through the plan and print any resources needed.



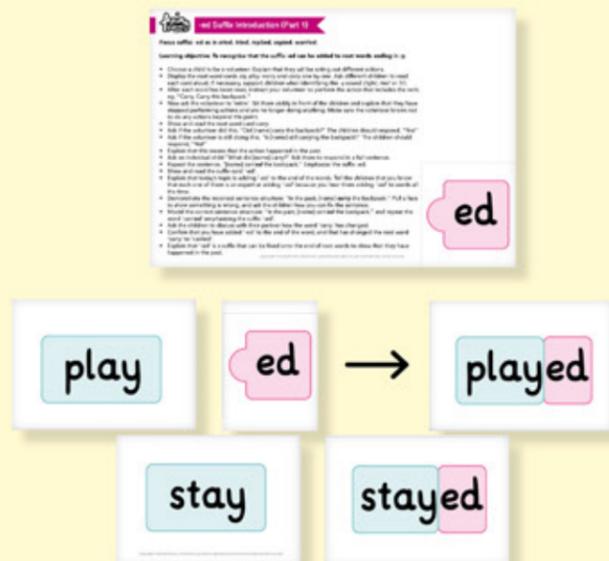
Past and Present

Revisit and review the concept of 'past' and 'present'. Use the posters to discuss:

- Buses 150 years ago to now.
- Human growth: when I was a baby to now.
- A day spent at home (yesterday) compared to being at school (today).

Adding the suffix -ed

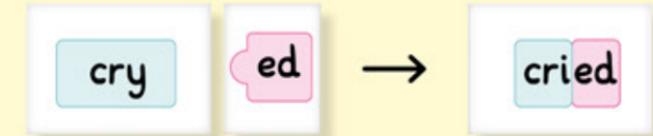
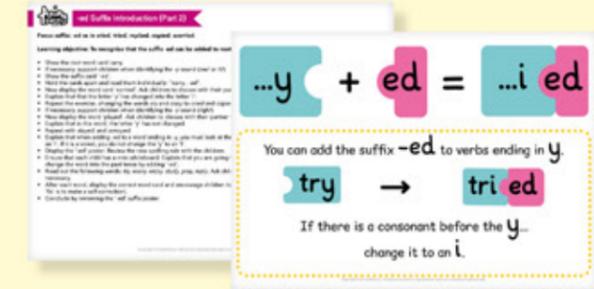
Revisit and review adding the suffix -ed, where no change to the root word is needed. Use the root word and suffix cards to demonstrate how a verb is changed into the past tense by adding the suffix -ed.



Teach

Adding the suffix -ed

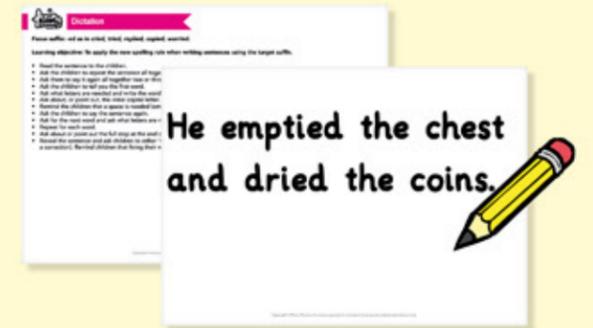
Now explore adding the suffix -ed to a root word ending in -y with a consonant before it. Use the root word and suffix cards to demonstrate how the -y changes to an 'i'. Review the poster and display it in your classroom for reference.



Practise

Dictation

On mini-whiteboards, lined paper or in dedicated writing books, dictate the focus sentence and allow children to 'tick or fix' (self-correct) their own writing.



Apply

Either as a whole class or in small groups, support children to complete the planned activities. Each day, these may include a variety of games and worksheets, focused on different core skills of learning to read and write.



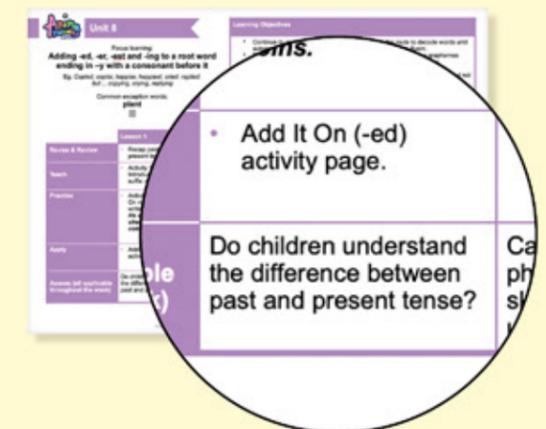
Consolidate

Encourage parental involvement by sending home the weekly spelling page.



Assess

Refer to each weekly plan for formative assessment guidance.



Anima Phonics Mnemonics

Each sound has its own animal mascot and easy-to-remember mnemonic action. The Anima Phonics actions are integral to the programme. There's no need to remember a saying or a rhyme, simply jog a child's memory with a silent action. This ensures the process of blending is smooth and uninterrupted.



p for pig

ACTION:



Pop bubbles in the air.



a for ant

ACTION:



Pretend to take a bite from an apple.

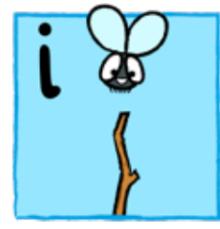


t for tiger

ACTION:



Tap on your wristwatch.



i for insect

ACTION:



Use your fingers to show how Insect lands on the stick



m for meerkat

ACTION:



Hold up your meerkat paws, and smell the mangoes.

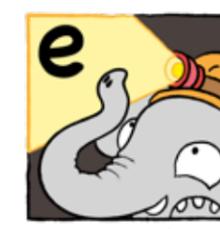


ar as in alarm

ACTION:



Shake your hands above your head like an alarm clock.



e for elephant

ACTION:



Raise your hands to your mouth and call out an echo.



c for crab

ACTION:



Make crab claws with your hands.



n for newt

ACTION:



Make a pillow with your hands and take a nap.

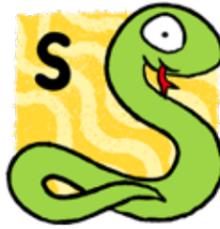


ch for cheetah

ACTION:



Give yourself a cuddle as you chatter in the chill.



s for snake

ACTION:



Wiggle your hand like a slithering snake.



ee as in eel

ACTION:



Press your car horn to make the sound 'ee'.



d for dog

ACTION:



Dig like a dog.



o for octopus

ACTION:



Draw a circle in the air with your finger.



sh for sheep

ACTION:



Put your finger to your lips and say 'sh'.



g for gorilla

ACTION:



Beat your chest like a gorilla.



u for umbrella

ACTION:



Use your arms to make an umbrella above your head.



b for bear

ACTION:



Bounce a ball.



ng as in lemming

ACTION:



Pull the rope to ring the bell.



oa as in goat

ACTION:



Row a boat.



oo as in rook

ACTION:



Look through your binoculars and shrug.



oo as in goose

ACTION:



Look through your binoculars and lean forward.



l for lion

ACTION:



Rub your wrist on your chin, as if licking your paw.



ai as in alien

ACTION:



Take your aim, and throw an acorn.



r for rat

ACTION:



Raise your rocket hands up into space.



h for hen

ACTION:

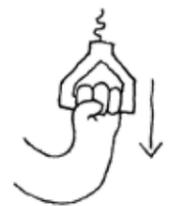


Fan your mouth as if you have eaten a hot chilli.



or as in tortoise

ACTION:



Pull the cord to sound the horn.



f for frog

ACTION:



Use your fireman's hose to put out the fire.



w for worm

ACTION:



Roll your hands over each other like a washing machine.



igh as in eye-eye

ACTION:



Rest your finger on your cheek and point to your eye.



th as in moth

ACTION:



Gently flap your hands like the wings of a moth in the day.



th as in the

ACTION:



Quickly flap your hands like a moth's wings at night.



ear for earwig

ACTION:



Tug one of your ears.



j for jellyfish

ACTION:



Juggle balls in the air.



ou as in owl

ACTION:



Rub your head as if you've had a bump.



ur for urchin

ACTION:



Twist the cap to free Urchin from the bottle.



air as in aeroplane

ACTION:



Fly your hand through the air like an aeroplane.



x as in fox

ACTION:



Make a cross with your arms like Agent Fox.



qu for quail

ACTION:



Place a queen's crown on your head.



ew as in unicorn

ACTION:



Put your finger on your head to make a unicorn horn.



y for yak

ACTION:



Hold your nose to block out the yucky smell.



oi as in oyster

ACTION:

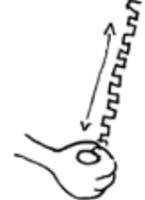


Hide behind your arms, like an oyster's shell, then pop out!



z for zebra

ACTION:



Fasten your zip.



v for vulture

ACTION:



Snap your hands below your chin like a Venus flytrap.



er as in beaver

ACTION:



Tap your chin like you're trying to remember something.



ure as in cure

ACTION:



Give a thumb's up for finding the cure!

Additional Phonemes

Two additional phonemes are taught in Unit 3 of Anima Phonics.

Differentiation

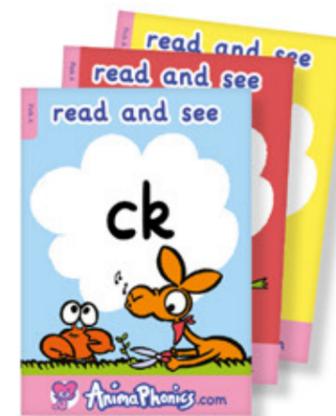
Phonics for Every Learner

Anima Phonics has been rigorously tested in a variety of schools to ensure the programme and resources are effective for all children. We believe that Anima Phonics should be accessible to all, and we provide adapted teaching materials and guidance to help support those with special educational needs or disabilities.

From the outset, interactive resources and printable activities contain words of different lengths or complexity. This approach continues into Key Stage 1, meaning children can focus on the core skills and learning the alphabetic code, whilst working at a level suitable to each individual.

Children who are at risk of falling behind, including the lowest attaining 20% of children, should receive extra practice to consolidate and master the content of Anima Phonics. This extra practice is in addition to participating in whole class phonics lessons. A range of strategies and learning aids will help support these children:

- **Repetition** of core lesson content in smaller groups
- Subtle **1:1 support** during whole class carpet sessions
- **1:1 tuition** with a trained practitioner
- Magnetic board and **magnetic letters** (instead of using a mini-whiteboard, where appropriate)
- **Dry-wipe editable dice** for GPC recognition
- **Phoneme frames** for writing activities
- **Personal flashcards** kept on a key ring
- The Anima Phonics **Interactive Sound Board** allows children to hear the phonemes.



Our Read-and-See book series is perfect for those children requiring additional teaching and learning opportunities. Each book focusses on a different GPC, providing children with reading materials that closely match children's level of phonic attainment. As new elements of the alphabetic code are introduced, the Read-and-See books enable every child to access the new content, regardless of their current level of attainment.

As every practitioner knows, every child moves at their own pace. This is no different when learning to read and write using synthetic phonics. It is important to remember that synthetic phonics is the proven method for teaching children how to read. Some children will inevitably take slower steps than their peers and there may be a temptation to try something different with these children. However it is precisely this group of children that benefit from having just one word attack strategy. A change of teaching programme or method should be avoided.



Special Educational Needs

Wide-ranging long-term studies have proven synthetic phonics to be the best method for teaching all children how to read. It is particularly essential for:

- Children with **dyslexia**
- Children for whom English is an **additional language** (EAL)

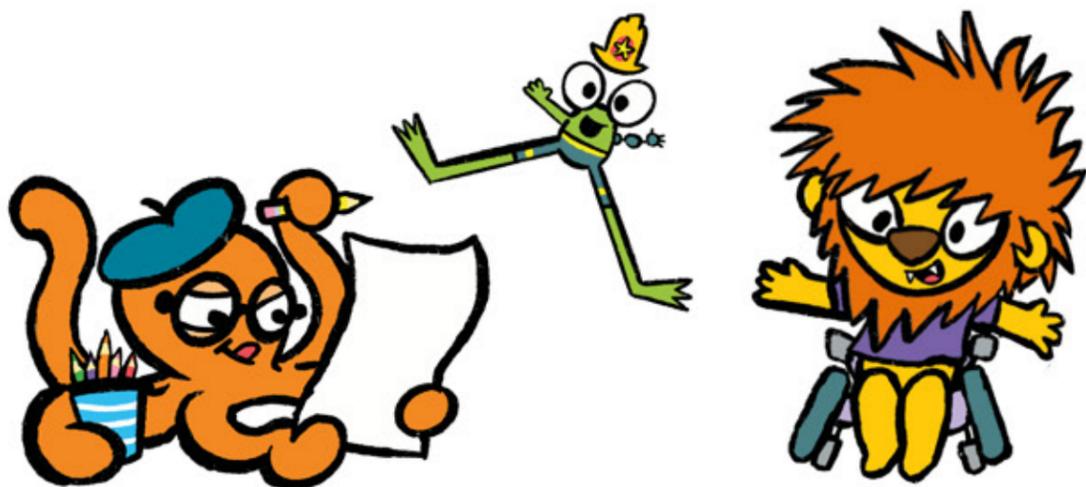
These children often require more time to embed new skills and additional support to ensure concepts are committed to long-term memory.

Anima Phonics started life as a research project into the ideal order of GPC introduction for children with English as an Additional Language (EAL). It was noted that this group of children did well with single letter grapheme recognition but often struggled with recognising and applying knowledge of graphemes formed of multiple letters (e.g. oa, ai, igh). The study found that by teaching some two-letter GPCs earlier in the programme, thus removing the difficult step-change, this resulted in children with EAL being able to recognise digraphs within text with far greater success. In fact, similar results were seen in all children, regardless of their language profile or background. Thus, Anima Phonics was born!

We recognise that some children may have very specific learning requirements that demand resources tailored to their needs. We have developed a number of resources that support children with special educational needs. We encourage practitioners working with these children to contact us, as we may already have resources designed for those with similar needs, or we can create adapted resources for these children.

Representation

The world is full of amazing people living with different disabilities. Whether it's a character that wears glasses or uses a hearing aid, Frog's prosthetic arm or Lion's wheelchair, Anima Phonics aims to represent the diverse nature of the average classroom.



Remote learning

By its nature, Anima Phonics' e-learning platform makes it easy to adapt lessons for online delivery. Our interactive resources are perfect for any commercial screen-sharing software, such as Zoom or Microsoft Teams. Teachers can either run live sessions or share pre-recorded videos. Make sure no child is left behind by following our top tips for remote teaching:



Screen-share your lessons

Show, don't tell. Children respond better when they can see what they're learning. Use Zoom and Microsoft Teams to share our interactive phonics lessons with children.

Share Audio resources

Let children and parents hear how each phoneme is pronounced. Share our interactive Sound Board with families working from home.

Provide follow-on activities

The learning doesn't end when your lesson is finished. From worksheets to fridge decorations, share tailored resources that match your children's learning objectives. In the classroom or at the kitchen table, make learning to read a memorable and rewarding experience.

Give parents the power

Empower parents to support their child with easy-to-follow activities. Make phonics the highlight of the day for every family.

Make learning fun

Play-based learning is a proven method of mastering cognitive abilities. Our interactive phonics games are perfect for tablets, laptops or computers.

Keep your class in sync

Your class can move at the same pace in school or at home. Our comprehensive lessons are perfect for interactive classroom displays or screen-sharing software. Whether children are working at school or at home, Anima Phonics provides a familiar routine so that children always know what is coming next.

Order of Progression

Early Worms

Our starter programme specifically designed for nurseries and pre-schools. The letters and sounds in Early Worms can be introduced in any order. This is not a systematic scheme of work and there is no expectation to build on prior knowledge.

Each of the 26 letters of the alphabet are introduced with a poem and corresponding action. Children are introduced to the three core skills of phonics: blending, segmenting and handwriting.

Early Worms is perfect for children right at the beginning of their phonics journey. It can either be used before children begin Unit 1 of Anima Phonics, or alongside the early stages of the programme for those children that require a little extra time and support.



Units 1 to 9

Daily phonics sessions are delivered through ready-made interactive resources and planned activities, steadily progressing from simple phonic knowledge to more complex skills. In the early stages of Anima Phonics, children are introduced to a basic code of 44 grapheme-phoneme correspondences. Children's knowledge of graphemes in words containing adjacent consonants and polysyllabic words is consolidated throughout Reception.

In Key Stage 1, alternative pronunciations for known graphemes are gradually introduced, allowing children to broaden their knowledge of graphemes for use in reading. Alternative spellings for phonemes are systematically introduced throughout Key Stage 1, including strategies for choosing the appropriate grapheme to represent each phoneme. As children become fluent readers and increasingly accurate spellers, Anima Phonics introduces more complex phonic knowledge. By the end of Key Stage 1, children learn to read and spell using common suffixes, understand contractions and learn the difference between homophones.

Unit 1

This is the bedrock of Anima Phonics. Children are taught the first 44 GPCs, enabling them to start reading and writing three-phoneme words right from the beginning. Each GPC has a memorable animal mascot and action. Common exception words are introduced from Week 7 onwards.

Week 1

GPCs: **p a t i**

Animal mascot: Pig, Ant, Tiger, Insect.

Week 2

GPCs: **n ch s ee**

Animal mascot: Newt, Cheetah, Snake, Eel.

Week 3

GPCs: **m ar e c k**

Animal mascot: Meerkat, Armadillo, Elephant, Crab, Kangaroo.

Week 4

GPCs: **d o sh g ck**

Animal mascot: Dog, Tom the Octopus, Sheep, Gorilla.

Week 5

GPCs: **u b ng oa**

Animal mascot: Bunny, Bear, King Lemming, Goat.

Week 6

GPCs: **r h or f**

Animal mascot: Rat, Hen, Tortoise, Frog.

Week 7

GPCs: **oo (short) oo (long) l ai**

Animal mascot: Rook, Goose, Lion, Alien.
Common exception word(s): is.

Week 8

GPCs: **w igh th (unvoiced) th (voiced)**

Animal mascot: Worm, Aye Aye, Beth the Moth.

Common exception word(s): the.

Week 9

GPCs: **ear j ou ur**

Animal mascot: Deer & Earwig, Jellyfish, Owl, Urchin.

Common exception word(s): of, to.

Week 10

GPCs: **y oi z v**

Animal mascot: Yak, Oyster, Zebra, Vulture.

Common exception word(s): I, my.

Week 11

GPCs: **air x qu ew**

Animal mascot: Squirrel, Fox, Quail, Eunice the 'unicorn'.

Common exception word(s): was, me.

Week 12

Assessment

Unit 2

In this unit, children will consolidate knowledge of all previously learned GPCs through extending their word reading ability beyond three-phoneme words. Children will learn new 'twin letter' graphemes for some consonant sounds and recap previously taught two- and three-letter graphemes.

Week 1

/f/ spelt ff

Example words: huff, puff, off, cuff.

Common exception word(s): go.

Week 2

/z/ spelt zz

Example words: fizz, buzz, jazz, fuzz.

Common exception word(s): no.

Week 3

/l/ spelt ll

Example words: fell, ill, well, hill.

Common exception word(s): into.

Week 4

/s/ spelt ss

Example words: mess, boss, kiss, hiss.

Common exception word(s): put.

Week 5

/k/ spelt ck

Example words: pack, lock, kick, duck.

Common exception word(s): he.

Week 6

Recap ar

Example words: car, arm, art, barn, card.

Common exception word(s): she.

Week 7

Recap or

Example words: for, born, fork, short, thorn.

Common exception word(s): you.

Week 8

Recap oo

Example words: look, cook, foot, hoods, shook.

Common exception word(s): they.

Week 9

Recap ear

Example words: hear, dear, gear, beard.

Common exception word(s): we.

Week 10

Recap ng

Example words: sing, song, ring, thing, wing.

Common exception word(s): be.

Week 11

Recap ur

Example words: turn, burp, curl, surf, slurp.

Common exception word(s): all

Week 12

Assessment

Unit 3

This unit begins by introducing a further two new phonemes (/ure/ and /er/). Thereafter, each two week block focuses first on the revision of a vowel GPC, then introduces an alternative spelling for that vowel in the second week.

Week 1

ure and er GPCs

Example words /ure/: pure, cure, lure.

Example words /er/: ever, offer, order, power.

Common exception word(s): a.

Week 2

Recap ai

Example words: rain, claim, train, faint.

Common exception word(s): are.

Week 3

/ai/ spelt ay

Example words: day, clay, play, pray, spray.

Common exception word(s): her.

Week 4

Recap ee

Example words: beef, bleed, creep, feed.

Common exception word(s): his.

Week 5

/ee/ spelt ea

Example words: beach, cheat, clean, peach.

Common exception word(s): said.

Week 6

Recap igh

Example words: might, night, sight, fright.

Common exception word(s): like.

Week 7

/igh/ spelt ie

Example words: lie, pie, cried, fried, tried.

Common exception word(s): have.

Week 8

Recap ew

Example words: dew, new, newt, stew.

Common exception word(s): do.

Week 9

/ew/ spelt ue

Example words: cue, due, argue, rescue.

Common exception word(s): one.

Week 10

Recap oa

Example words: boat, cloak, float, goat.

Common exception word(s): so.

Week 11

/oa/ spelt ow

Example words: grow, blow, own, show.

Common exception word(s): some.

Week 12

Assessment

Unit 4

In this unit, children will learn to identify and use split digraphs. Further alternative spellings will be introduced at a faster pace than in Unit 3. Common exception words will continue to be introduced each week and children are taught to note unusual correspondences between spelling and sound.

Week 1

/ai/ spelt a_e

Example words: made, came, same, take.
Common exception word(s): what.

Week 2

/igh/ spelt i_e

Example words: five, ride, like, time, side.
Common exception word(s): where.

Week 3

/oa/ spelt o_e

Example words: home, those, woke, hope.
Common exception word(s): why.

Week 4

/ee/ spelt e_e

Example words: these, theme, complete.
Common exception word(s): when.

Week 5

/ew/ and /oo/ spelt u_e

Example words: June, rule, rude, use, tube.
Common exception word(s): who.

Week 6

Vowel Sounds

Example words: most, both, only, find, kind, child, wild.

Week 7

/ur/ spelt ir

Example words: girl, bird, shirt, first, third.
Common exception word(s): children.

Week 8

/oi/ spelt oy

Example words: boy, toy, enjoy, annoy.
Common exception word(s): does.

Week 9

/or/ spelt aw

Example words: saw, draw, yawn, crawl.
Common exception word(s): live.

Week 10

/or/ spelt au

Example words: author, dinosaur, astronaut, August.
Common exception word(s): word.

Week 11

/ou/ spelt ow

Example words: now, how, brown, down, town.
Common exception word(s): sentence.

Week 12

Assessment

Unit 5

In this unit, children will continue to consolidate their knowledge of alternative spellings of known phonemes, whilst learning further new GPCs. Ghostly Graphemes are introduced for the first time and children will learn how to use the 'y' grapheme at the end of words.

Week 1

/ng/ spelt 'n' before k

Example words: bank, think, honk, sunk.
Common exception word(s): friend.

Week 2

/f/ spelt ph

Example words: phonics, alphabet, dolphin.
Common exception word(s): your.

Week 3

/w/ spelt wh

Example words: when, which, wheel, while.
Common exception word(s): today.

Week 4

/v/ spelt -ve at the end of words

Example words: have, live, give.
Common exception word(s): says.

Week 5

/ch/ spelt -tch

Example words: catch, fetch, hutch.
Common exception word(s): were.

Week 6

/or/ spelt ore

Example words: more, score, before.
Common exception word(s): there.

Week 7

/air/ spelt are

Example words: bare, dare, care.
Common exception word(s): by.

Week 8

/oa/ spelt oe

Example words: toe, goes.
Common exception word(s): here.

Week 9

/ee/ or /i/ spelt -y at the end of words

Example words: very, happy, party.
Common exception word(s): has.

Week 10

/e/ spelt ea

Example words: head, bread, meant.
Common exception word(s): love.

Week 11

/ee/ spelt ie

Example words: chief, field, thief.
Common exception word(s): come.

Week 12

Assessment

Unit 6

In this unit, children will gain experience with adding prefixes and suffixes to a root word. They will be able to read and apply knowledge of contractions and gain further practice with reading compound words and words of more than two syllables. A new spelling rule is introduced for the /k/ sound.

Week 1

/air/ spelt ear

Example words: bear, pear, wear.

Common exception word(s): because.

Week 2

/ur/ spelt er

Example words: her, term, verb.

Common exception word(s): once.

Week 3

Contractions

Example words: I'm, you're, she's, we'll.

Common exception word(s): ask.

Week 4

Using k for the /k/ sound

Example words: kiss, skin, kept, kit, risky.

Common exception word(s): house.

Week 5

Compound words

Example words: playground, farmyard, bedroom.

Common exception word(s): school.

Week 6

Adding the prefix un-

Example words: unhappy, unload, unfair.

Common exception word(s): push.

Week 7

Adding s and es to words (plural of nouns and the third person singular of verbs)

Example words: cats, dogs, spends, rocks, thanks, catches.

Common exception word(s): pull.

Week 8

Adding the suffix -ing where no change is needed to the root word

Example words: jumping, buzzing, hunting.

Common exception word(s): full.

Week 9

Adding the suffix -ed where no change is needed to the root word

Example words: jumped, buzzed, hunted.

Common exception word(s): our.

Week 10

Adding the suffix -er where no change is needed to the root word

Example words: jumper, buzzer, hunter.

Common exception word(s): door, floor, poor.

Week 11

Adding the suffixes -er and -est where no change is needed to the root word

Example words: grander/grandest, fresher/freshest.

Common exception word(s): climb.

Week 12

Assessment

Unit 7

In this unit, children are introduced to more complex elements of the alphabetic code. They will learn further common GPCs and know how to apply spelling rules in their writing. They will also learn new contractions and how to use the possessive apostrophe in their writing.

Week 1

/igh/ spelt -y at the end of words

Example words: cry, fly, dry, try, reply, July.

Common exception word(s): old, cold.

Week 2

/s/ spelt c before e, i and y

Example words: race, ice, cell, city, fancy.

Common exception word(s): gold, hold, told.

Week 3

/j/ spelt g before e, i and y

Example words: gem, giraffe, magic.

Common exception word(s): every, everybody.

Week 4

/j/ spelt -ge and -dge at the end of words

Example words: bulge, charge, bridge.

Common exception word(s): even.

Week 5

/r/ spelt wr- and /m/ spelt -mb

Example words: write, wrote, lamb, comb.

Common exception word(s): great, break, steak.

Week 6

/n/ spelt kn- and gn- at the beginning of words

Example words: knee, knight, gnat, gnaw.

Common exception word(s): pretty.

Week 7

/ee/ spelt -ey at the end of words

Example words: key, donkey, monkey.

Common exception word(s): beautiful.

Week 8

/l/ or /ul/ spelt -le, -el, -al and -il at the end of words (1)

Example words: bottle, camel, metal, pencil.

Common exception word(s): after.

Week 9

/l/ or /ul/ spelt -le, -el, -al and -il at the end of words (2)

Common exception word(s): fast, last, past.

Week 10

Contractions

Example words: she's, he'd, I've, doesn't.

Common exception word(s): class.

Week 11

The possessive apostrophe (singular nouns)

Example words: Meg's, Kit's, the boy's, the child's, the woman's.

Common exception word(s): grass, pass.

Week 12

Assessment

Unit 8

In this unit, children will learn common suffixes and word endings. They will be taught how to read suffixes by building on the root words they have already learnt. They will also learn the new /zh/ phoneme. By the end of this unit, children should be able to accurately read words with two or more syllables.

Week 1

Adding -es to nouns and verbs ending in -y

Example words: flies, tries, replies, copies.

Common exception word(s): plant.

Week 2

Adding -ed, -er, -est and -ing to a root word ending in -y (1)

Example words: copied, copier, happier, happiest, crying, replying.

Common exception word(s): path, bath.

Week 3

Adding -ed, -er, -est and -ing to a root word ending in -y (2)

Common exception word(s): hour.

Week 4

Adding -ed, -er, -est, -ing and -y to a root word ending in -e (1)

Example words: hiking, biked, hiker, shiny.

Common exception word(s): move, prove, improve.

Week 5

Adding -ed, -er, -est, -ing and -y to a root word ending in -e (2)

Common exception word(s): sure.

Week 6

Adding -ed, -er, -est, -ing and -y to words of one syllable ending in a single consonant letter after a single vowel letter (1)

Example words: patted, fatter, saddest, runny.

Common exception word(s): sugar.

Week 7

Adding -ed, -er, -est, -ing and -y to words of one syllable ending in a single consonant letter after a single vowel letter (2)

Common exception word(s): eye.

Week 8

Adding the suffixes -ment, -ness, -ful, -less, and -ly (1)

Example words: enjoying, sadness, playful, hopeless, badly.

Common exception word(s): could, would, should.

Week 9

Adding the suffixes -ment, -ness, -ful, -less, and -ly (2)

Common exception word(s): whole.

Week 10

/sh/ spelt ti, ci, ssi.

Example words: station, special, mission.

Common exception word(s): any, many.

Week 11

/zh/ spelt as s

Example words: television, treasure, usual.

Common exception word(s): clothes.

Week 12

Assessment

Unit 9

This final unit teaches children further common GPCs and introduces the concept of homophones. By the end of this unit, children should be able to decode most new words accurately and at a speed that is sufficient for them to focus on understanding what they have read.

Week 1

/or/ spelt a before l and ll

Example words: all, ball, call, walk, talk.

Common exception word(s): busy.

Week 2

/u/ spelt o

Example words: other, mother, brother.

Common exception word(s): people.

Week 3

/o/ spelt a after w and qu

Example words: want, wash, squash.

Common exception word(s): water.

Week 4

/ur/ spelt or after w

Example words: word, work, worm, world.

Common exception word(s): again.

Week 5

/or/ spelt ar after w

Example words: war, warm, towards.

Common exception word(s): half.

Week 6

Homophones

Example words: here/hear, see/sea, night/knight.

Common exception word(s): Mr.

Week 7

/oa/ spelt o

Example words: most, both, only.

Common exception word(s): Mrs.

Week 8

/ee/ spelt e

Example words: me, be, we, evil, female.

Common exception word(s): parents.

Week 9

/igh/ spelt i

Example words: I, find, kind, mind, child.

Common exception word(s): Christmas.

Week 10

/ai/ spelt a

Example words: acorn, apron, bacon, lady.

Common exception word(s): fruit

Week 11

/ew/ spelt u

Example words: human, music, puma, tuba.

Common exception word(s): woman.

Week 12

Assessment

Decodable Reading Books

Anima Phonics provides exciting decodable books organised into familiar book bands. Our online shop outlines the books available at each stage of the programme. As well as printed books, we also provide a range of e-books, which can be used for whole class reading activities or shared with parents to support reading at home.

Book Bands

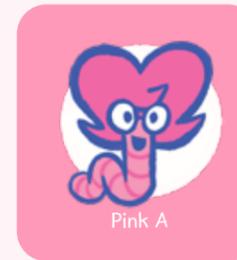
Our colourful book bands provide children with a clear understanding of their reading progression. They can visibly see how much progress they have made on their reading journey, as too can parents and teachers. By ensuring that reading materials have been carefully sorted into the book bands, children are provided with books that perfectly match their reading level at every stage of their development. This develops confidence and helps to foster a love of learning to read. Our carefully graded book bands allow practitioners to easily monitor individual progress. When reading 1:1 with a child, this provides the perfect opportunity for assessment using materials that match the GPCs and common exception words taught to date.

Sourcing new books

Every Anima Phonics book is carefully designed to link to the progression of the programme. However, we recognise the value in children reading from a range of different sources, and we are happy to recommend commercially available texts from book schemes that demonstrate fidelity to the principles of high quality phonic work. Our website is regularly updated to ensure that we only recommend book series that match the progression of Anima Phonics.

The Key Principle

The Ofsted inspection handbook states that the sequence of reading books should show a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Whether organising your current library books or integrating new ones, always refer to our Book Bands and Order of Progression to ensure that children are only asked to read with texts that match the GPCs they know. Further guidance on organising a school library is listed on pages 48-49 of this handbook.



Pink

Text characteristics:

- Three-phoneme words (CVC words and those containing a single two- or three-letter grapheme)
- Single words only
- Lowercase letters

Approximate Word Count:
6-20

Fully decodable:
Each book in this level uses only previously taught GPCs.

Read and See Books

Each new GPC taught in Unit 1 has a corresponding Read-and-See book. Fully decodable, each book gives children the opportunity to practise reading using only the sounds taught to date.



Reading Pages

Download and print our fully decodable reading pages. Perfect for 1:1 reading sessions at school or for sending home for phonics practice with the family.





Red

Text characteristics:

As Pink, plus:

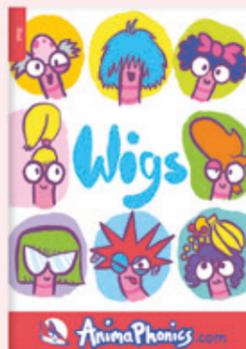
- Four-phoneme words where the last sound is -s (plurals)
- Slightly longer captions and sentences
- Increased word count

Approximate Word Count:

16-30.

Fully decodable:

After all Unit 1 GPCs have been taught.



Unit 1 GPCs: p, a, t, i, n, s, m, e, c, k, d, o, g, u, b, h, r, f, l, w, j, y, z, x, ch, ee, ar, ck, sh, ng, or, oo, oo, l, ai, igh, th, th, ear, ou, ur, oi, air, qu, ew
Common Exception Words: is the of to I my was me



Yellow

Text characteristics:

As Red, plus:

- Four-phoneme words (CVCC/CCVC and those with two- and three-letter graphemes)
- Slightly longer captions and sentences
- Increased word count

Approximate Word Count:

20-60

Fully decodable:

After all Unit 2 GPCs have been taught.



Unit 2 4-Phoneme Words GPCs: /f/ ff /z/ zz /l/ ll /s/ ss
Common Exception Words: go no into put he she you they we be all



Green

Text characteristics:

As Yellow, plus:

- Common alternative spellings (Units 3-4)
- Split digraphs
- Increased word count

Approximate Word Count:

60-100.

Fully decodable:

After all Unit 4 GPCs have been taught.



Diggers have tracks so that they can drive around.



The base rotates the digger. It spins the digger around.

Unit 3 GPCs: /ure/ ure /er/ er /ai/ ay /ee/ ea /igh/ ie /oa/ ow /ew/ ue
Common Exception Words: are her his said like have do one so some

Unit 4 GPCs: /ai/ a_e, a /ee/ e_e, e /igh/ i_e, i /oa/ o_e, o /ew/ u_e, u /ur/ ir /oi/ oy /or/ aw, au /ou/ ow
Common Exception Words: what where why when who children does live word sentence



Orange

Text characteristics:

As Green, plus:

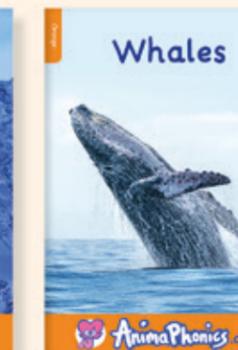
- Further alternative spellings (Units 5-6)
- Common suffixes (Unit 6)
- Increased word count

Approximate Word Count:

80-150.

Fully decodable:

After all Unit 6 GPCs have been taught.



Unit 5 GPCs: /f/ ph /w/ wh /v/ ve /ch/ tch /or/ ore /air/ are /oa/ oe /ee/ y, ie /i/ y /e/ ea
Common Exception Words: friend your today says were there by here has love come

Unit 6 GPCs: /air/ ear /ur/ er /d/ ed /t/ ed
Common Exception Words: because once ask school put puch pull full our door floor poor climb



Pink A

Turquoise

Text characteristics:

As Orange, plus:

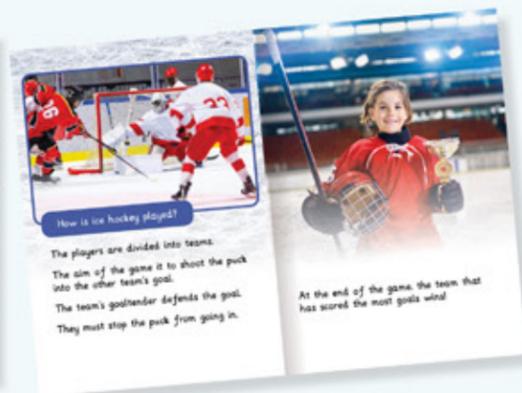
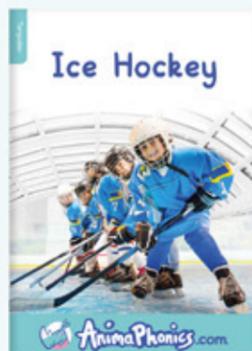
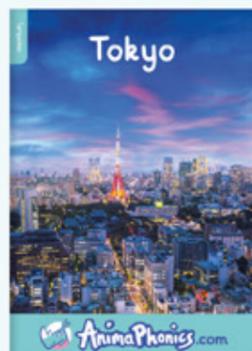
- Further alternative spellings (Units 7-9)
- Common suffixes (Unit 8)
- Increased word count

Approximate Word Count:

125-200.

Fully decodable:

After all Unit 9 GPCs have been taught.



Unit 7 GPCs: /igh/ y /s/ c /j/ g, ge, dge /r/ wr /m/ mb /n/ kn, gn /ee/ ey /l/ le

Common Exception Words: old cold gold hold every even great break pretty beautiful after fast last past farther class grass pass

Unit 8 GPCs: /ee/ i /sh/ ti, ci, ssi /zh/ si, sure

Common Exception Words: plant path bath hour move prove sure sugar eye could would whole any many

Unit 9 GPCs: /u/ o /o/ a /ur/ or /or/ ar

Common Exception Words: busy people water again half Mr Mrs parents Christmas fruit woman

Organising a school library

The key principle when organising a school library is to ensure that the books children read from independently are fully decodable. This means they must be composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point.

We recognise that many schools will likely have reading books from other schemes. We do not want these books to go to waste! However, it is important that these books are organised to follow the progression of GPC introduction used in Anima Phonics.

To make this process easier for schools, we organise our books into the national book band colours. These are the colours used by many schools and other book publishers.

However, each book publisher may follow a slightly different order of introducing GPCs and common exception words. For example, whilst a green level book from one scheme might share many similarities with a green level book from another, these may not be a perfect match. The following table assists schools when organising their books to match the order of progression used in Anima Phonics.

Criteria for organising a school library

Unit 1 books only contain single words GPCs: p, a, t, i, n, s, m, e, c, k, d, o, g, u, b, h, r, f, l, w, j, y, z, x, ch, ee, ar, ck, sh, ng, or, oo, oo, l, ai, igh, th, th, ear, ou, ur, oi, air, qu, ew

(Red) Books containing longer phrases and sentences
Common Exception Words: is the of to I my was me

Unit 2 4-Phoneme Words GPCs: /f/ ff /z/ zz /l/ ll /s/ ss
Common Exception Words: go no into put he she you they we be all

Unit 3 GPCs: /ure/ ure /er/ er /ai/ ay /ee/ ea /igh/ ie /oa/ ow /ew/ ue
Common Exception Words: a* are her his said like have do one so some

Unit 4 GPCs: /ai/ a_e, a /ee/ e_e, e /igh/ i_e, i /oa/ o_e, o /ew/ u_e, u /ur/ ir /oi/ oy /or/ aw, au /ou/ ow
Common Exception Words: what where why when who children does live word sentence

Unit 5 GPCs: /f/ ph /w/ wh /v/ ve /ch/ tch /or/ ore /air/ are /oa/ oe /ee/ y, ie /i/ y /e/ ea
Common Exception Words: friend your today says were there by here has love come

Unit 6 GPCs: /air/ ear /ur/ er /d/ ed /t/ ed
Common Exception Words: because once ask school put puch pull full our door floor poor climb

Unit 7 GPCs: /igh/ y /s/ c /j/ g, ge, dge /r/ wr /m/ mb /n/ kn, gn /ee/ ey /l/ le
Common Exception Words: old cold gold hold every even great break pretty beautiful after fast last past farther class grass pass

Unit 8 GPCs: /ee/ i /sh/ ti, ci, ssi /zh/ si, sure
Common Exception Words: plant path bath hour move prove sure sugar eye could would whole any many

Unit 9 GPCs: /u/ o /o/ a /ur/ or /or/ ar
Common Exception Words: busy people water again half Mr Mrs parents Christmas fruit woman

Assessment

Anima Phonics provides opportunity for formative and summative assessment at regular intervals, allowing practitioners the chance to quickly target children most in need of support.

Clear learning outcomes for each unit of Anima Phonics allows for progress to be monitored at regular intervals.

Detailed weekly plans outline medium-term learning objectives and highlight opportunities for ongoing assessment.

Learning objectives are clearly communicated at the start of interactive resources or teacher-led activities. This allows children the chance to self-assess against these outcomes.

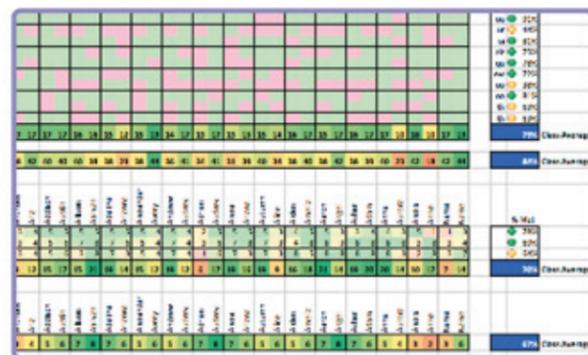
Our assessment resources allow practitioners to assess core skills such as grapheme recognition, letter formation, word blending, oral segmenting and sentence-level reading.

Our easy-to-use assessment tracker automatically colour codes each child, providing teachers with clear feedback on who is at risk of falling behind.

Additionally, our tracker colour-codes each GPC taught, meaning practitioners can use their assessment to inform future planning.

Children who are at risk of falling behind, including the lowest attaining 20% of children, should receive extra practice to consolidate and master the content of Anima Phonics.

Formal assessment occurs at the end of each unit. See our Planning and Assessment documents for further guidance. Assessment materials and tracking documents can be downloaded from the Anima Phonics website.



Schedule of Assessment

	At end of Unit:	Assessment of:
Reception	Unit 1	<ul style="list-style-type: none"> Recognition of Unit 1 GPCs. Oral segmenting skills. Word reading: three phoneme words (CVC). Word reading: three phoneme words containing digraphs. Word reading: Unit 1 common exception words.
	Unit 2	<ul style="list-style-type: none"> Recognition of Unit 2 GPCs. Oral segmenting skills. Word reading: Four phoneme words (CVCC/CCVC). Word reading: Four phoneme words containing digraphs. Word reading: Unit 2 common exception words. Writing: Single words (CVCC/CCVC).
	Unit 3	<ul style="list-style-type: none"> Recognition of Unit 3 GPCs (alternative spellings for known phonemes). Word reading focussed on Unit 3 GPCs. Word reading: Unit 3 common exception words. Writing: Single words using Unit 3 GPCs.
Year 1	Unit 4	<ul style="list-style-type: none"> Recognition of Unit 4 GPCs (alternative spellings for known phonemes). Word reading focussed on Unit 4 GPCs. Word reading: Unit 4 common exception words. Writing: Single words using Unit 4 GPCs.
	Unit 5	<ul style="list-style-type: none"> Recognition of Unit 5 GPCs (alternative spellings for known phonemes). Word reading focussed on Unit 5 GPCs. Word reading: Unit 5 common exception words. Writing: Single words using Unit 5 GPCs.
	Unit 6	<ul style="list-style-type: none"> Recognition of Unit 6 GPCs (alternative spellings for known phonemes). Word reading focussed on Unit 6 GPCs and suffixes. Word reading: Contractions, compound words and two-syllable words. Word reading: Unit 6 common exception words. Writing: Contractions. Writing: Applying suffixes to root words.
Year 2	Unit 7	<ul style="list-style-type: none"> Recognition of Unit 7 GPCs (alternative spellings for known phonemes). Word reading: Alternative spellings & pronunciations. Word reading: Contractions. Word reading: Unit 7 common exception words. Sentence reading focussed on Unit 7 GPCs. Writing: Contractions and apostrophes.
	Unit 8	<ul style="list-style-type: none"> Word reading: words ending -tion and /zh/ phoneme. Word reading: Unit 8 common exception words. Sentence reading focussed on Unit 8 suffixes. Writing: Single words using Unit 8 GPCs. Writing: Applying suffixes to root words.
	Unit 9	<ul style="list-style-type: none"> Word reading: Alternative pronunciations. Word reading: Unit 9 common exception words. Sentence reading focussed on Unit 9 GPCs. Identifying common homophones. Writing: Single words using Unit 9 GPCs.

Acknowledgements

The International Foundation for Effective Reading Instruction

The IFERI website is a wonderful resource providing informed and evidence-based guidance relating to early reading instruction. It has been invaluable throughout our teaching careers and in the creation of Anima Phonics. For those new to teaching, or for those looking to better understand the data and research that underpins phonics, the IFERI website should be the first port of call: www.iferi.org.

Letters and Sounds

Many of the activities in Anima Phonics have been adapted from those originally published in Letters and Sounds (2007) by the Department for Education (England) .