

Anima Phonics:
Letters and Sounds
Updated

Teaching Handbook



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Series written and created by

Kerry Harwood and Gabriel Beveridge



Hello!

Welcome to *Anima Phonics: Letters and Sounds Updated!*



Throughout my years as a teacher, I learnt that children make the best progress when they are engaged and motivated to learn.

I wanted to find a phonics programme that would instantly captivate the children sat in front of me on the classroom rug. I also knew that it should be evidenced and based on current research, data and guidance. *Anima Phonics: Letters and Sounds Updated* does just that!

We designed our programme to make phonics the highlight of every day. *Anima Phonics: Letters and Sounds Updated* is sprinkled with magical moments and memorable characters so that children leave school each day desperate to share their new phonic knowledge with everyone at home.

Children are enthused, parents are engaged and teachers have the tools at their fingertips to deliver outstanding phonics lessons every single time!

Good luck on your *Anima Phonics: Letters and Sounds Updated* journey!

Kerry Harwood

Co-founder of Anima Phonics: Letters and Sounds Updated

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Meet the illustrator

Gabriel Beveridge

Co-founder of Anima Phonics: Letters and Sounds Updated

Gabriel began doodling pigs, lions and bumble bees while teaching phonics in Reception. He quickly noticed that even a simple illustration can help to engage and motivate children.



Using his animal characters, Gabriel helped the children in his class to make links between sounds and letters. Without realising it, the *Anima Phonics: Letters and Sounds Updated* mnemonics system was born!

P-p-p pop bubbles with Pig! Beat your g-g-g Gorilla chest! Thousands of children have learnt to read alongside Gabriel's colourful creations. His memorable cast of animal characters and matching actions underpin the entire *Anima Phonics: Letters and Sounds Updated* system.



What is Anima Phonics: Letters and Sounds Updated?

Anima Phonics: Letters and Sounds Updated 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: Letters and Sounds Updated 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.

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

Anima Phonics: Letters and Sounds Updated 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.

The *Anima Phonics: Letters and Sounds Updated* training programme provides schools with **high-quality phonics training and sustained support**. Through bespoke training days, short courses and on-going CPD, all members of staff are able to become experts in the teaching of phonics in the Early Years and Key Stage 1.

Our physical resources

Anima Phonics: Letters and Sounds Updated is a multi-sensory phonics programme. Our high-quality classroom resources are an integral part of supporting teaching and learning



The Frieze

Use the Anima Phonics: Letters and Sounds Updated 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.





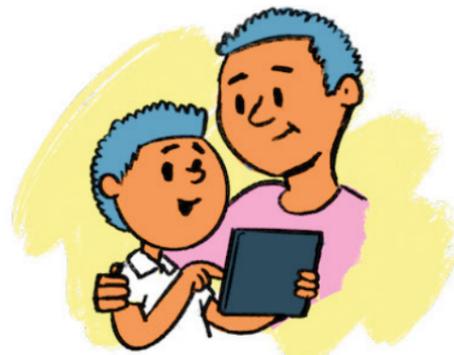
Activity Sheets

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: Letters and Sounds Updated* animal mascots and corresponding actions.

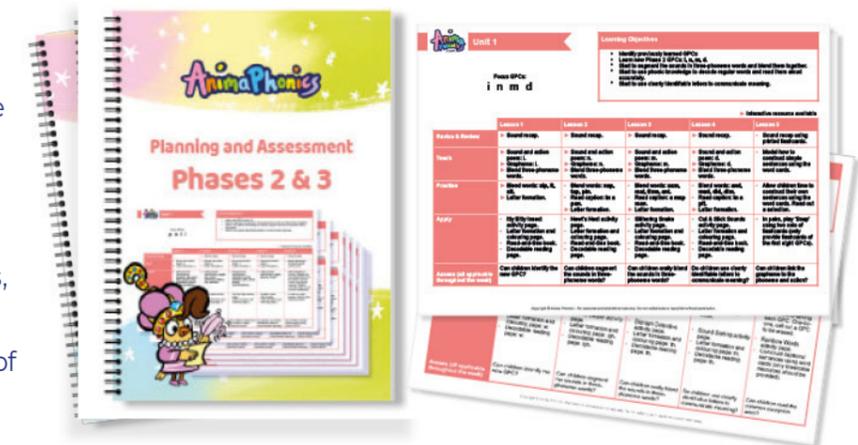


Handwriting

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!

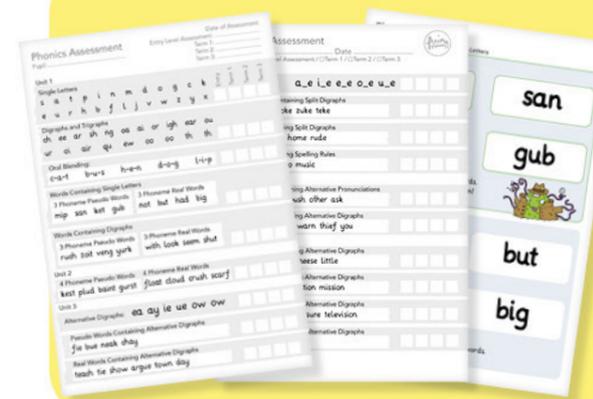
Planning Documents

Detailed planning documents guide teachers, day-by-day, through the core skills of phonics teaching to ensure the effective delivery of the *Anima Phonics: Letters and Sounds Updated* 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!

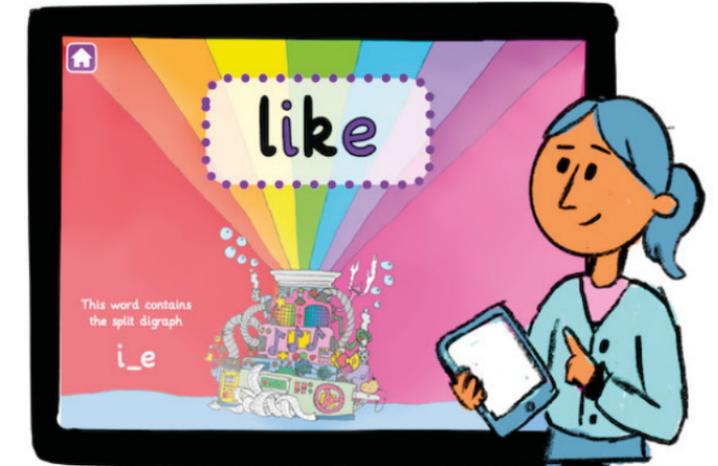


Audio Sound Board

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: Letters and Sounds Updated 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: Letters and Sounds Updated*, 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: Letters and Sounds Updated*, 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 *Letters and Sounds Updated*, 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: Letters and Sounds Updated*.



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

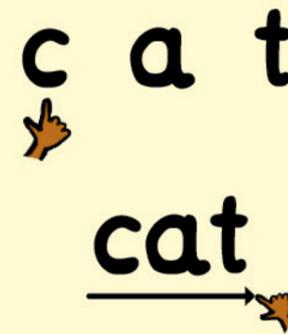
Our helpful colour-coding aids quick recognition of graphemes and helps children to quickly embed new elements of the alphabetic code. In Reception, two- and three-letter graphemes are colour-coded throughout. From Unit 5 onwards, only that week's focus GPC is coloured. By Year 2, children are easily 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 /ai/).
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			✓

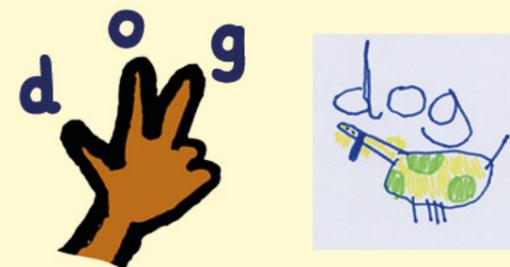
Top Tips

Every teacher knows that children respond well to routines and often thrive when they know what is coming next. *Anima Phonics: Letters and Sounds Updated*' 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!

Review & Revise	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Know	Sound and action game: Digging in the garden.	Sound and action game: Digging in the garden.	Sound and action game: Digging in the garden.	Sound and action game: Digging in the garden.	Sound and action game: Digging in the garden.
Understand	Identify the sound of the letter 'd' in words.	Identify the sound of the letter 'd' in words.	Identify the sound of the letter 'd' in words.	Identify the sound of the letter 'd' in words.	Identify the sound of the letter 'd' in words.
Apply	Use the sound of the letter 'd' to identify words.	Use the sound of the letter 'd' to identify words.	Use the sound of the letter 'd' to identify words.	Use the sound of the letter 'd' to identify words.	Use the sound of the letter 'd' to identify words.
Assess	Can children identify the sound of the letter 'd'?	Can children identify the sound of the letter 'd'?	Can children identify the sound of the letter 'd'?	Can children identify the sound of the letter 'd'?	Can children identify the sound of the letter 'd'?

Revise

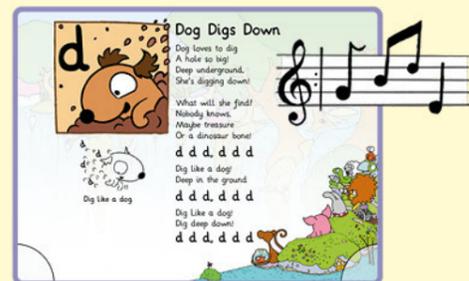
Use the handy flashcards or interactive resource to revisit and review recently taught GPCs. If using printed flashcards, cycle through the cards in a jumbled order.



Teach

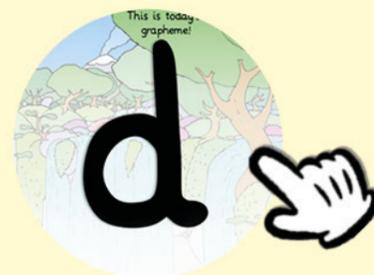
Poem/Song

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



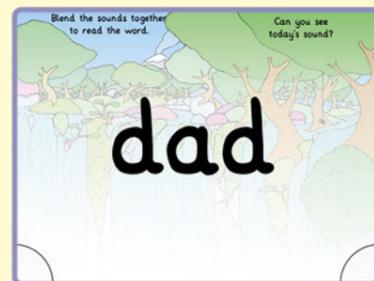
Grapheme

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.



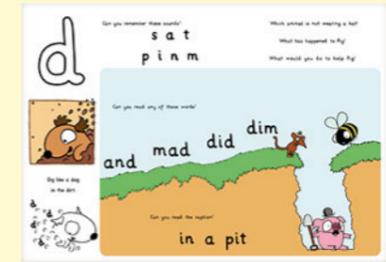
Model Words

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.



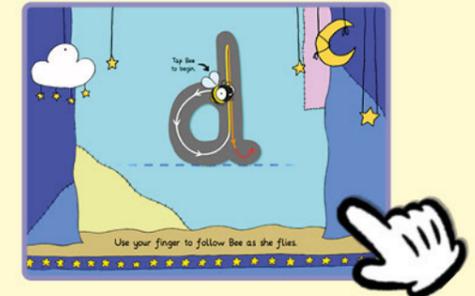
Practise Reading

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.



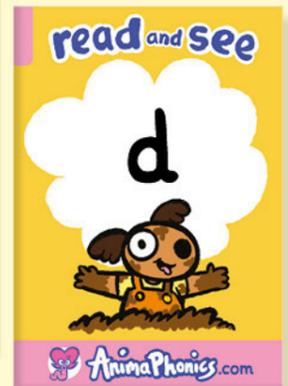
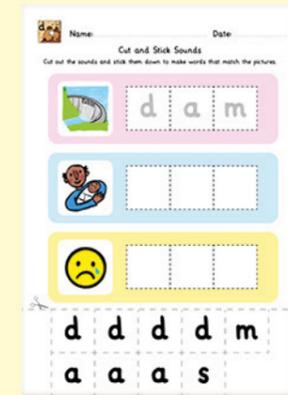
Letter Formation

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.



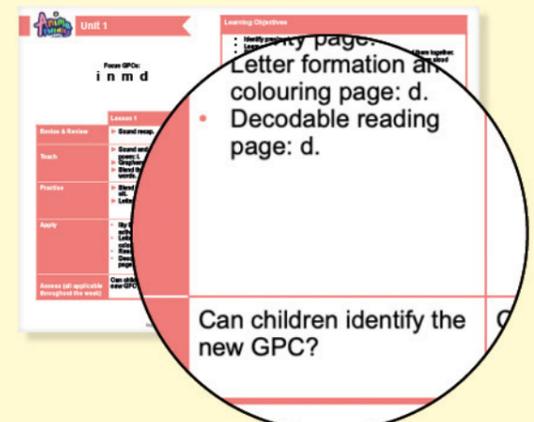
Consolidate

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

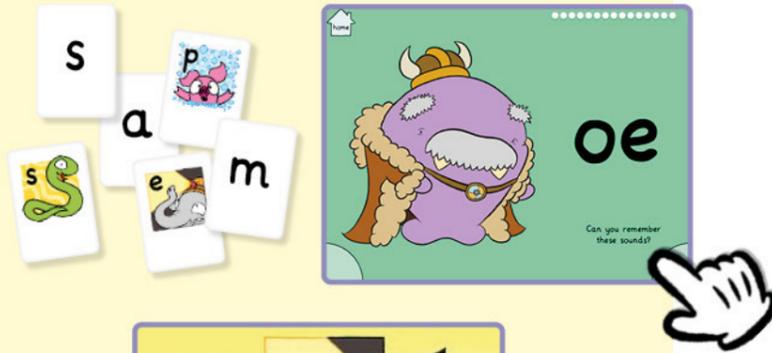
Open your ready-made Planning & Assessment documents to the correct page. Locate the matching week of resources on the website. That's it! You're good to go!

Lesson	Phoneme	Sound	Sound	Sound	Sound	Interactive resource available
Lesson 1	Phoneme song	Sound recap	Sound recap	Sound recap	Sound recap	Interactive resource available
Lesson 2	Phoneme song	Sound recap	Sound recap	Sound recap	Sound recap	Interactive resource available
Lesson 3	Phoneme song	Sound recap	Sound recap	Sound recap	Sound recap	Interactive resource available
Lesson 4	Phoneme song	Sound recap	Sound recap	Sound recap	Sound recap	Interactive resource available
Lesson 5	Phoneme song	Sound recap	Sound recap	Sound recap	Sound recap	Interactive resource available

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

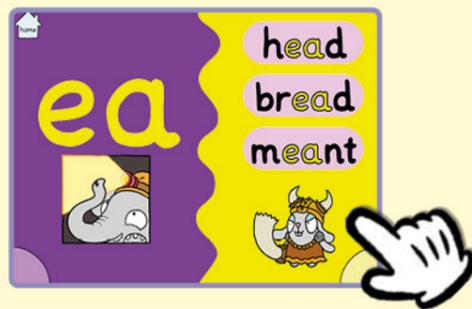
Revisit and review the mnemonic action and animal mascot, using the interactive resource or printable poem.



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.



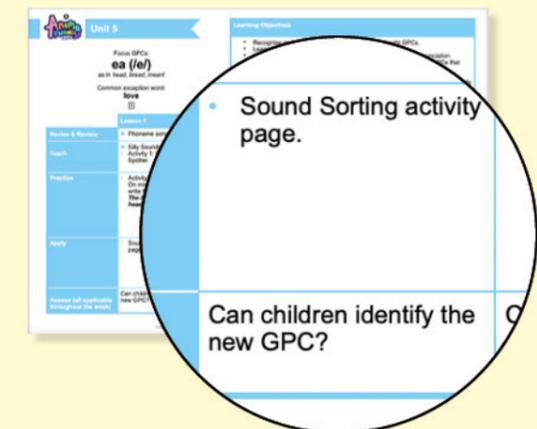
Consolidate

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. Afterwards, display the 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

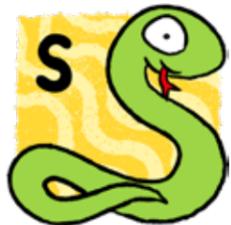
Encourage parental involvement by sending home the weekly spelling page.

Assess

Refer to each weekly plan for formative assessment guidance.

Our Mnemonic System

Each sound has its own animal mascot and easy-to-remember mnemonic action. The *Anima Phonics: Letters and Sounds Updated* 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.



s for snake

ACTION:



Wiggle your hand like a slithering snake.



a for ant

ACTION:



Pretend to take a bite from an apple.



t for tiger

ACTION:



Tap on your wristwatch.



p for pig

ACTION:



Pop bubbles in the air.



g for gorilla

ACTION:



Beat your chest like a gorilla.



o for octopus

ACTION:



Draw a circle in the air with your finger.



c for crab

ACTION:



Make crab claws with your hands.

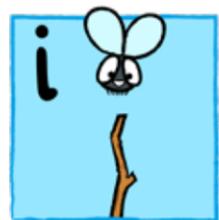


k for kangaroo

ACTION:



Make crab claws with your hands.



i for insect

ACTION:



Use your fingers to show how Insect lands on the stick



n for newt

ACTION:



Make a pillow with your hands and take a nap.



m for meerkat

ACTION:



Hold up your meerkat paws, and smell the mangoes.



d for dog

ACTION:



Dig like a dog.

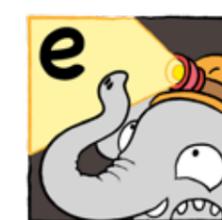
ck

ck as in back

ACTION:



Make crab claws with your hands.



e for elephant

ACTION:



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

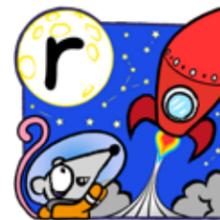


u for umbrella

ACTION:



Use your arms to make an umbrella above your head.



r for rat

ACTION:



Raise your rocket hands up into space.



b for bear

ACTION:



Bounce a ball.



h for hen

ACTION:



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



f for frog

ACTION:



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



l for lion

ACTION:



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



y for yak

ACTION:



Hold your nose to block out the yucky smell.



z for zebra

ACTION:



Fasten your zip.



qu for quail

ACTION:



Place a queen's crown on your head.



ch for cheetah

ACTION:



Give yourself a cuddle as you chatter in the chill.



j for jellyfish

ACTION:



Juggle balls in the air.



v for vulture

ACTION:



Snap your hands below your chin like a Venus flytrap.



w for worm

ACTION:



Roll your hands over each other like a washing machine.



x as in fox

ACTION:



Make a cross with your arms like Agent Fox.



sh for sheep

ACTION:



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



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.



ng as in lemming

ACTION:



Pull the rope to ring the bell.



ee as in eel

ACTION:



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



ar as in alarm

ACTION:



Shake your hands above your head like an alarm clock.



oa as in goat

ACTION:

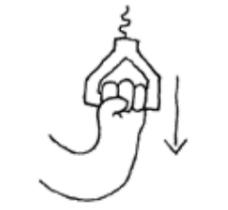


Row a boat.



or as in tortoise

ACTION:



Pull the cord to sound the horn.



ear for earwig

ACTION:

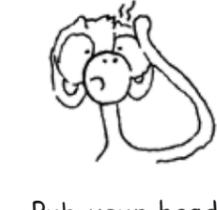


Tug one of your ears.



ow 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.



oi as in oyster

ACTION:

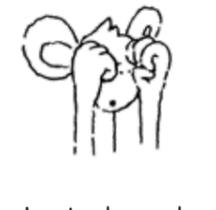


Hide behind your arms, like an oyster's shell, then pop out!



oo as in rook

ACTION:

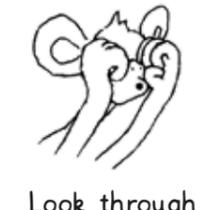


Look through your binoculars and shrug.



oo as in goose

ACTION:



Look through your binoculars and lean forward.



ai as in alien

ACTION:

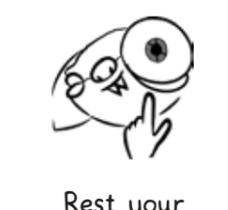


Take your aim, and throw an acorn.



igh as in aye-aye

ACTION:



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



air as in aeroplane

ACTION:



Fly your hand through the air like an aeroplane.



ure as in cure

ACTION:



Give a thumb's up for finding the cure!



er as in beaver

ACTION:



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



ew as in unicorn

ACTION:



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

Reading

It goes without saying that the more a child reads, the greater their chances are of making rapid progress. It is the responsibility of a school's leadership team to provide a timetable that enables children to read as often as possible.

Reading 1:1 with a child

When listening to a child read, the adult should (DfE 2021, The Reading Framework):

- Choose a book closely matched to the GPCs that the child knows.
- Start by showing interest in the book and connect it to recent classroom activities, topics or something the child has read before.
- Expect the child to sound out unfamiliar words (model this strategy in the beginning stages).
- Praise children for applying their new phonic knowledge.
- Support children by re-reading the sentence, so that they can keep track of the narrative.
- Above all, make the process interactive and meaningful.

In Unit 1, our fully decodable reading pages make 1:1 reading easy to organise and provide an opportunity for children to revise recently taught GPCs and put their new blending skills into practice.

Here are some additional tips for ensuring children have regular reading opportunities:

Get everyone involved

It is not just the responsibility of the class teacher to listen to children read. Every adult, including reading leaders and members of the SLT, can be timetabled for a daily or weekly reading session.

Parent Volunteers

Invite parents into school to support with reading. If one or two parents per class can volunteer for just one hour per week, this can help hugely. The reading leader should be responsible for supporting parent volunteers and teaching them the skills needed to support children when reading.

Reading with a group of children

“Classroom teachers do not usually have the advantage of listening to one child read at a time. They need to replicate, for the whole class, what they would do with just one.”

DfE (2021), Reading Framework: Teaching the foundations of literacy.

We recognise that teachers have many responsibilities and expectations upon them. It may not always be possible to read with children individually. Regular 1:1 reading sessions should always be the aim, but with careful preparation it is possible to replicate this for small groups of children.

At first, it may be necessary to teach turn-taking and listening skills so that group reading sessions can run smoothly. As children become more familiar with group reading routines, these sessions will become more productive for all participants.

To prepare for group reading sessions, it will be necessary to (DfE 2021, The Reading Framework):

- Organise children into groups that allow children to work with others at a similar level.
- Choose a book/text that closely matches the GPCs that the group know and takes account of the children's ability to blend unfamiliar words.
- Read the book beforehand, noting any words that may require further explanation.
- Decide on a purpose for each reading session. For example, the purpose of the first session might be to blend unfamiliar words. A second session might then focus on increasing the number of words children can read 'at a glance'. When re-reading the book later in the week, the purpose might be to discuss the plot, the characters and their motive.
- Deciding which decodable book children take home to read.



Decodable books

Decodable books introduce words in a carefully structured sequence. Each book is constructed from only GPCs that have been taught so far, meaning children are asked to read from texts that accurately match their current level of phonic knowledge. This encourages children to use synthetic phonics as their prime approach to decoding text. In turn, this develops children's confidence, aids fluency and helps to foster a love of learning to read.

Anima Phonics: Letters and Sounds Updated provides exciting decodable books that match our order of GPC introduction. Our carefully graded books allow practitioners to easily monitor individual progress. When reading 1:1 with a child, or in a small group, 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: Letters and Sounds Updated* 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: Letters and Sounds Updated*.

Organising a school library

“So that beginner readers read books at the right level of difficulty, teachers should make sure their organisation of the books matches exactly the order in which GPCs are introduced in the programme. For example, a book that includes the word ‘play’ should be placed so that children are not asked to read it until the digraph ‘ay’ has been taught.”

DfE (2021), Reading Framework: Teaching the foundations of literacy.

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 to note that each book publisher may follow a slightly different order of introducing GPCs and common exception words. Whilst there may be many similarities between book schemes from different publishers, it is unlikely that they're a perfect match. It is therefore important that these books are organised to follow the progression of GPC introduction used in *Anima Phonics: Letters and Sounds Updated*.

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 GPCs that a child has learned up to that point. Whether organising your current library books or integrating new ones, always refer to our order of progression to ensure that children are only asked to read with texts that match the GPCs they know.

Order of progression

The table below summarises the units of *Anima Phonics: Letters and Sounds Updated*. On the following pages you can find a more detailed description of the books used in each unit.

-  **Unit 1** GPCs: s a t p i n m d g o c k c k e u r h b f l j v w x y z qu oo oo ar or ur ow oi ear ch sh th
th ng ai ee igh oa air ure er ew
Common Exception Words: the to no go l is he she be me we was my you they her all are
-  **Unit 2** 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

Adding new books to the selection

Reading books should be organised sequentially, following the order of GPC introduction in *Anima Phonics: Letters and Sounds Updated*. Books containing GPCs and Rainbow Words that have not been taught are not yet decodable, and should not be used. As the class progresses through the programme and new GPCs and Rainbow Words are introduced, new books that contain those GPCs and Rainbow Words will become decodable to the class. Newly decodable books should be added to the selection of available books.

Selecting Books

Children need to have books selected for them in accordance with their reading ability. Books that children read from independently should not be as challenging as the books they read with support. Ideally, children should receive books about things that interest them and they should have sufficient speech and language skills to be able to understand the topic/words.

Selecting books for independent reading

- Determine which GPC has most recently been introduced to the child.
- Review the child's assessment data to find out which GPCs and Rainbow Words the child has secure knowledge of reading.

If a child will be reading independently, ensure that the text contains only GPCs the child has previously learnt and that they have sufficient confidence when reading.

When sending books home, keep in mind that children may receive varying levels of support. Ensure that the books children take home can be read independently and only contain known GPCs and Rainbow Words.

Selecting books for reading with support

If the child will be receiving support during a reading session, you may wish to select a book that contains one or two GPCs or Rainbow Words that the child is familiar with, but needs extra practice in order to read with confidence. See pages 32-33 for guidance on supporting a child when reading.

Addressing common reading difficulties

Children should be allowed to attempt reading each word independently before any support is offered. If a child reads a word incorrectly, praise the attempt and ask them to try again. If the child fails a second time to read the word correctly, determine which phonics skill the child is struggling to apply and quickly offer relevant support. Difficulties encountered may include:

- Difficulty recalling one or more GPCs
- Difficulty recognising individual GPCs within a word
- Difficulty blending the phonemes together to form the word
- Any combination of the above.

Difficulty recalling one or more GPCs

If the child is segmenting the word correctly, but failing to recognise a GPC, prompt them in this sequence until the phoneme is recalled: silently mime the action associated with that phoneme; silently mimic the mouth shape of that phoneme; display the corresponding picture flashcard. If the child is unable to recall a GPC with the help of these prompts, say the phoneme aloud and allow the child to repeat. Praise the child and allow them to read the word again.

Difficulty recognising individual GPCs within a word

If the child is failing to segment the word correctly, e.g. *segmenting the word 'splash' as 's-p-l-a-s-h'*, support them by pointing to each single letter and underlining each digraph, allowing them to recall the phonemes.

Difficulty blending the phonemes together to form the word

If the child is able to segment the word and recall each GPC correctly, but is failing to blend the phonemes together to form the word, model the process of blending visually. Point to each grapheme as the child is reading, then underline the whole word with a finger swipe from left to right. This prompts the child to blend the phonemes together. If the child is reluctant to blend, they may need an oral prompt: just as your finger begins to underline the whole word, quietly say the first phoneme and allow the child to blend the whole word. If the child fails to blend the phonemes together, allow the child to segment the word, and then blend the phonemes together yourself. Ask the child to repeat the process.

Additional advice

- Don't ask a child to retry too many times. Reading should be a positive experience, so note any difficulties and address these in a later session.
- If a child misreads a word, you don't need to interrupt. Allow them to finish the sentence before clarifying. Often, they will realise themselves that the sentence doesn't make sense and will attempt to re-read the sentence to locate the incorrect word.
- Offer praise throughout the session.



Unit 1

Decodable reading pages

Our fully decodable reading pages are available to download and print directly from our website. They're perfect for 1:1 reading sessions at school or for sending home for phonics practice with the family.



The *Anima Phonics: Letters and Sounds Updated* reading pages provide children with a fully decodable text for every GPC taught in Phase 2 and Phase 3. They are designed to be used in three stages:

- Whole class phonics session: Refer to the planning document, which lists the decodable reading page in the 'Apply' section of each lesson. Encourage children to sound out and blend words as a group. In the early stages, you may need to model the blending process and demonstrate how to read a sentence. With practice, they will be able to do this without support.
- Small group or 1:1 reading: Print the pages from the website and use during daily reading sessions. For group work, ensure that each child has their own copy of the page.
- Home reading: At the end of the day, send home the page relating to the most recently taught GPC. Encourage your parents to learn the mnemonics and to support children when reading at home.

How to use a decodable reading page

1. Focus GPC

Point to the grapheme at the top left of the page. Explain that today's reading session is focused on this sound.

Can children recall the phoneme? Use the animal mascot and corresponding action to prompt them.

2. Revise GPCs

Practise speedy sound recall using the GPCs at the top of the page.

3. Read words

Ask the child to sound out and blend the unfamiliar words. An adult may need to model this process in the early stages.

Can you remember these sounds?

l k h r f i u j t
e k o g a c m n

Can you read these words?

well win wig

Roll your hands over each other like a washing machine.

Now let's read the caption!

the web is wet.

4. Read Caption

Point out any common exception words in the caption. Discuss the tricky part in the word, then blend from left to right.

Encourage the child to sound out and blend each word in the caption. To help children understand what they have read, it may be necessary to re-read the caption to them. Ask the child to repeat the caption a few times.



Unit 1

Read and See Books

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

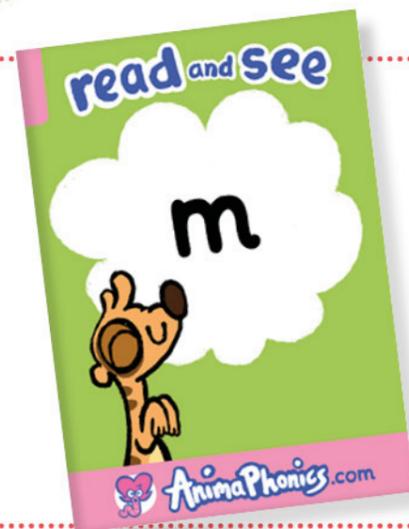
Our Read and See book series is fully decodable and aligned to the progression of the programme. We provide 48 individual books, meaning that for every day of Unit 1, children can read from a new book that contains only the GPCs they have learnt so far.

In designing the layout of these books, we thought carefully about how children use and interact with new texts. Each book is structured so that children practise reading a word before turning the page to reveal the image. In this way, children learn to rely on their phonic skills, rather than using images and context as clues.

With each new GPC taught, the pool of decodable books that children can read from grows. This allows practitioners to easily manage the books that children take home to read with.



How to use a Read and See book



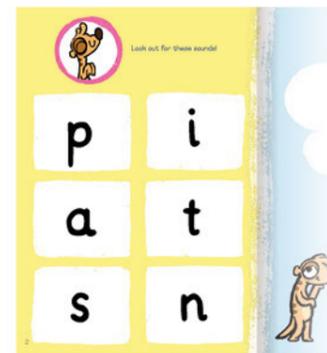
1. Introduce the book

Start by showing an interest in the book. Show them the front and back covers and discuss what you can see. Can they work out what sound this book might focus on?

2. Revise the GPCs

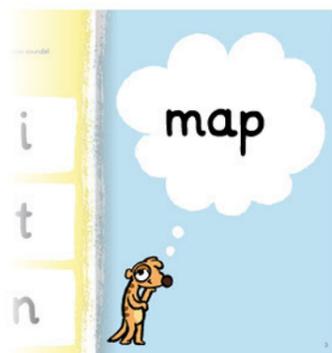


Ask children to identify the GPC. Prompt them with the mnemonic action if necessary.

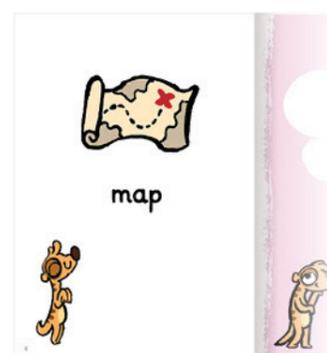


Turn the page and ask the child to identify the previously learnt GPCs. Make sure that children are secure in the knowledge of each GPC as they will appear throughout the book.

3. Read and See



Ask the child to sound out and blend the unfamiliar word. There are no clues or context on the page, so children must rely on their phonic knowledge.



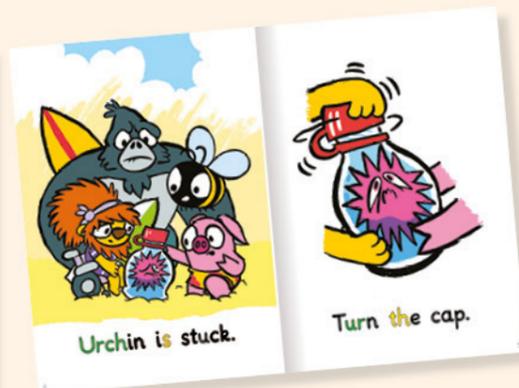
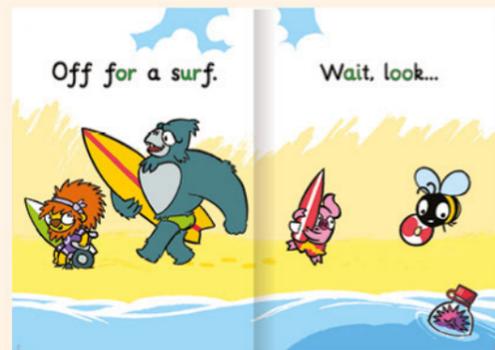
Once the child has successfully read the word, with or without support, turn the page to reveal the corresponding image!

Unit 2

Text characteristics:

As Unit 1, plus:

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



Fully decodable:
After all Unit 1 GPCs have been taught.

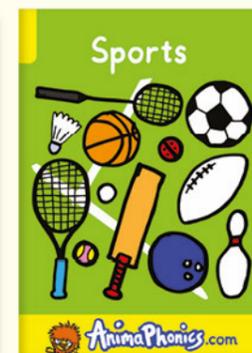
Unit 2 GPCs: /f/ ff /z/ zz /l/ ll /s/ ss
Common Exception Words: go no into put he she you they we be all

Unit 3

Text characteristics:

As Unit 2, plus:

- Some alternative spellings for known vowel sounds
- Slightly longer captions and sentences
- Increased word count



Fully decodable:
After all Unit 2 GPCs have been taught.

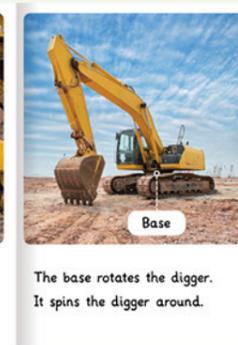
Unit 3 GPCs: /ure/ ure /er/ er /ai/ ay /ee/ ea /igh/ ie /oa/ ow /ew/ ue
Common Exception Words: are her his said like have do one so some

Unit 4

Text characteristics:

As Unit 3, plus:

- Split digraphs
- Further alternative spellings for known phonemes
- Increased word count



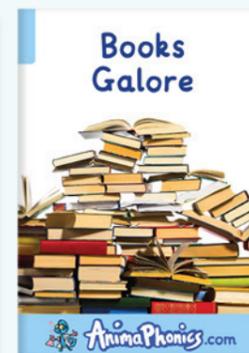
Unit 4 GPCs: /ai/ a_e, a /ee/ e_e, e /igh/ i_e, i /oa/ o_e, o /ew/ u_e, u /ur/ ir /oi/ oy /or/ aw, au /ou/ ow
Common Exception Words: what where why when who children does live word sentence

Unit 5

Text characteristics:

As Unit 4, plus:

- Further alternative spellings
- Some alternative phonemes for known graphemes
- Increased word count



Fully decodable:
After all Unit 4 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

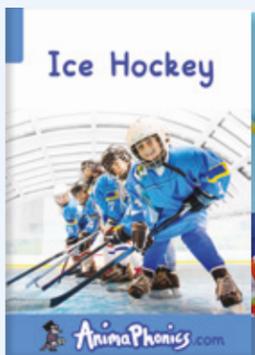


Unit 6

Text characteristics:

As Unit 5, plus:

- Common prefixes and suffixes
- Further alternative spellings
- Further alternative phonemes for known graphemes
- Increased word count



Fully decodable:
After all Unit 5 GPCs have been taught.

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

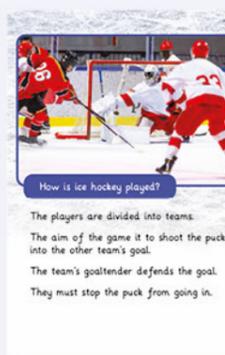
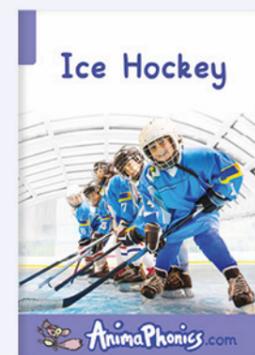


Unit 7

Text characteristics:

As Unit 6, plus:

- Further alternative spellings
- Further alternative phonemes for known graphemes
- Increased word count



Fully decodable:
After all Unit 6 GPCs have been taught.

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

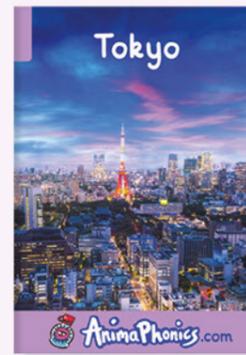


Unit 8

Text characteristics:

As Unit 7, plus:

- Further common suffixes
- /zh/ phoneme
- Increased word count



Fully decodable:
After all Unit 7 GPCs have been taught.

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

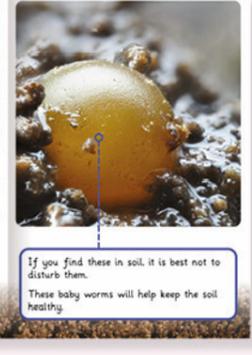
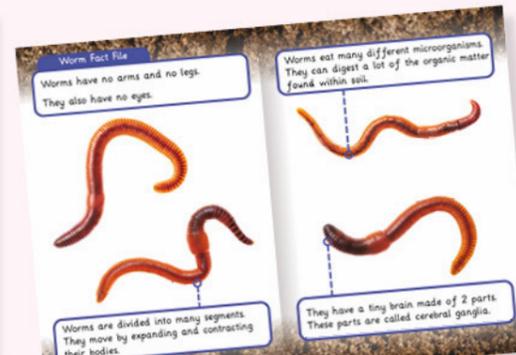
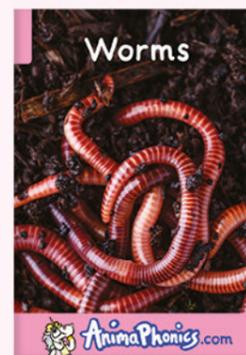


Unit 9

Text characteristics:

As Unit 8, plus:

- Further alternative phonemes for known graphemes
- Increased word count



Fully decodable:
After all Unit 8 GPCs have been taught.

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

Leadership

Reading Leaders

Headteachers should appoint a reading leader: someone to manage the teaching of phonics, reading and writing. This might be the literacy lead, or it can be a newly created position to work alongside them. The reading leader should become an expert in *Anima Phonics: Letters and Sounds Updated*. This person will be the first point of call for their colleagues when seeking support. They should strive to be an expert in the field of early reading. A reading leader might not be an expert from day one, but should develop their skills and knowledge over time to better support their colleagues.

Reading Leaders should have an important middle or senior leadership role. Each Reading Leader should be steeped in the detail of their school's reading and writing provision, understand the assessment methods and materials for each year group, and be knowledgeable about the strengths and development priorities of all staff who are involved in teaching phonics.

Above all, the Reading Leader should closely follow individual children's progress in reading and writing. By interpreting assessment data from across the school, they will consider which children require additional support and later decide when that support is no longer required. They should provide regular feedback to the headteacher and senior leaders to ensure that no child is left behind.



Responsibilities of the Reading Leader

With support from *Anima Phonics: Letters and Sounds Updated* trainers, the headteacher and Reading Leader should agree on:

- the detail of their role
- arranging cover (if necessary) to allow them to attend each year-group meeting
- expectations of progress for each age group
- how and when to conduct assessments
- timetables for daily phonics lessons from Reception to Year 2
- how to provide regular storytimes for all EYFS and Key Stage 1 pupils
- the best organisation of teaching spaces and resources
- how and when intervention sessions will be organised
- a timetable for in-school deliberate practice sessions
- systems for observing teaching staff (e.g. Arranging cover) and providing targeted coaching
- systems for conducting learning walks and book scrutinies
- frequency of trainer-led CPD
- systems for staff cover so that children are not negatively affected
- how they will help parents to support their children's reading
- how extra provisions will be made for children who do not regularly read at home
- systems to tackle any poor attendance and punctuality of the children who need the most support.

Reading Leader training

Anima Phonics: Letters and Sounds Updated provides bespoke training to support Reading Leaders at every stage. This package comprises the *Reading Leaders and Effective Management* training course with additional support throughout the year. A dedicated trainer will act as your mentor, providing bespoke coaching and training based on your school's needs. Upon consultation, this might include: 1:1 training sessions, telephone consultations, reviewing and interpreting assessment data, in-person visits to support with teacher observations and giving feedback.

Keeping up from the start

Phonics for Every Learner

Anima Phonics: Letters and Sounds Updated has been rigorously tested in a variety of schools to ensure the programme and resources are effective for all children. We believe that 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: Letters and Sounds Updated*. 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 **Interactive Sound Board** allows children to hear the phonemes.

The Anima Phonics: Letters and Sounds Updated Assessment and Support Cycle

1. Assess

Our colour-coded gap analysis templates allow practitioners to easily identify where there is a disparity between what a child is expected to learn and what the student has actually learned.

Grapheme Recognition:	Frank	Adde	Jubban	Rock	Luffa	Jobbe	Zan	One	Wore	Jamal	Heenan	Porral	Peen	Thouf
n														
s														
m														
e														
k														
d														
w														
g														
b														
r														
f														
h														
l														
v														
j														
y														
x														
Single Letters TOTAL (out of 25)	25	22	21	24	23	11	23	21	23	16	22	25	21	23

5. Monitor

Regular observations and assessments enable the reading leader to decide when extra support is no longer needed. Most children will catch up in a few months and they should not need this support indefinitely.

2. Gap Analysis

A school's reading leader will be best placed to view assessment data from across the school and decide which groups of children would benefit from revisiting key concepts, such as GPC recognition or blending skills.

4. Provide Extra Practice

Using information provided by the reading leader, a support teacher can focus on the skills that will make the biggest difference to the children who are making the slowest progress. Follow the extra practice guidance.

3. Investigate Reasons

Teachers, working with others if necessary, should investigate possible reasons for learning gaps. However, there is no need to wait for an outcome before providing extra practice or support.

Assessment Documents

Anima Phonics: Letters and Sounds Updated 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: Letters and Sounds Updated* 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 gap analysis templates automatically colour code each child, providing teachers with clear feedback on who is at risk of falling behind.

Additionally, our gap analysis template 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: Letters and Sounds Updated*.

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: Letters and Sounds Updated* 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.

Providing Additional Support

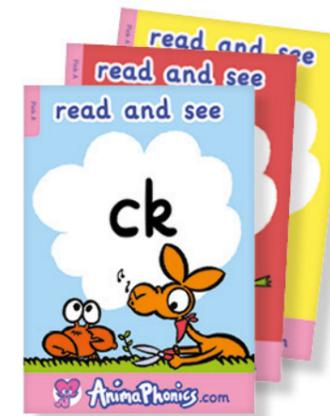
Teachers should aim for all children to keep up with the *Anima Phonics: Letters and Sounds Updated* progression. To ensure that no child is left behind, some children will need extra support from the beginning. Assessment should identify such children as soon as they begin to fall behind their peers. Teachers, working with others if necessary, should investigate possible reasons, such as whether a child might have a hearing or visual impairment, or speech, language and communication needs (SLCN). Whether or not a specific learning difficulty has been established, these children should be given extra practice, either in small groups or 1:1.

This extra practice should (DfE 2021, The Reading Framework):

- take place in a quiet place, at a regular time every day so that the children become familiar with the routine
- be a school priority, with maximum efforts made to avoid disruption or cancellation
- be provided by a well-trained adult: teacher or teaching assistant
- be consistent with the school's mainstream phonics programme
- include activities that secure the important phonic knowledge the children have not grasped.

The emphasis should be on:

- consolidating the work the children have already met in their main class or group phonics session, with bite-sized steps so all of them can achieve success every day
- revising grapheme-phoneme correspondences (GPCs)
- practising oral blending of spoken sounds to pronounce words
- reading words by saying the sounds and blending them.



Extra Reading Practice

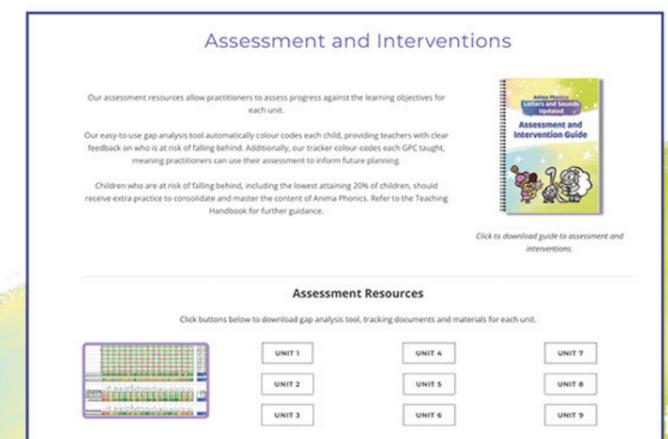
All children should continue to read texts that include only words with GPCs they have been explicitly taught, until they can blend sounds to read new words fluently and automatically. Our Read-and-See book series is perfect for those children requiring additional teaching and learning opportunities. 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.

It should be noted that some children, for various reasons, may not be able to read with an adult at home. Schools should provide extra opportunities for these children to read with an adult at school. This should include both reading to an adult and listening to an adult read to them. This should include all children, not just those identified as requiring additional support.

Intervention resources

We provide intervention resources on our website. These include:

- Collated assessment resources for Units 1-9.
- Specific activities for targeted interventions.
- Sound chart with muted colours and white background behind each grapheme.
- Sound Spotter pages for those not quite ready to blend CVC words.
- A collection of board games and resources designed to target specific skills, such as grapheme recognition, blending and segmenting.



Alternative methods

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:

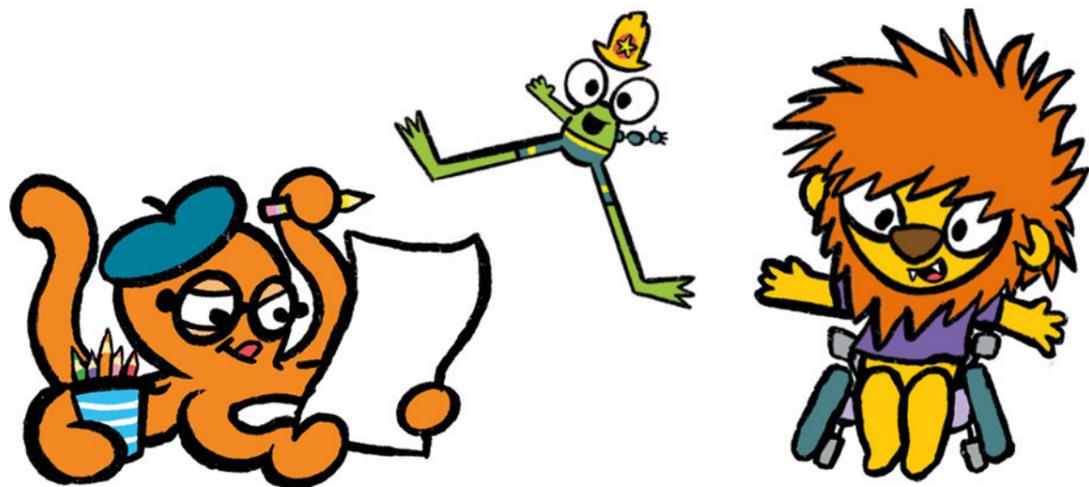
- Children with **dyslexia**
- Children for whom English is an **additional language** (EAL)

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

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.

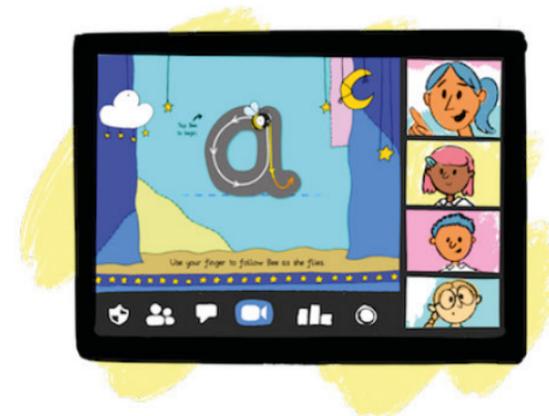
Representation

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: Letters and Sounds Updated* aims to represent the diverse nature of the average classroom.



Remote learning

By its nature, *Anima Phonics: Letters and Sounds Updated*' 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: Letters and Sounds Updated* 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: Letters and Sounds Updated*, 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: Letters and Sounds Updated*, children are introduced to a basic code of 48 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: Letters and Sounds Updated* 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: Phase 2 & Phase 3

This is the bedrock of *Anima Phonics: Letters and Sounds Updated*. Children are taught the first 48 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

Phase 2

Week 1

GPCs: **s a t p**

Animal mascot: Snake, Ant, Tiger, Pig

Week 2

GPCs: **i n m d**

Animal mascot: Insect, Newt, Meerkat, Dog.

Week 3

GPCs: **g o c k**

Animal mascot: Gorilla, Tom the Octopus, Crab, Kangaroo.

Week 4

GPCs: **ck e u r**

Animal mascot: Crab, Elephant, Bunny, Ra
Common exception words: the, to

Week 5

GPCs: **h b f l**

Animal mascot: Hen, Bear, Frog, Lion
Common exception words: no, go, I

Phase 3

Week 6

GPCs: **j v w x**

Animal mascot: Jellyfish, Vulture, Worm, Fox

Common exception word: is

Week 7

GPCs: **y z qu ch**

Animal mascot: Yucky Yak, Zebra, Queen Quail, Cheetah

Common exception words: he, she

Week 8

GPCs: **sh th th ng**

Animal mascot: Sheep, Beth the moth, King Lemming

Common exception words: be, me, we

Week 9

GPCs: **ee ar oa or**

Animal mascot: Eel, Armadillo and Alarm Clock, Goat, Tortoise

Common exception word: was.

Week 10

GPCs: **oo oo ai igh**

Animal mascot: Rook, Goose, Alien, Ay-Aye.
Common exception words: my

Week 11

GPCs: **ear ow ur oi**

Animal mascot: Deer and Earwig, Owl, Urchin, Oyster

Common exception words: you

Week 12

GPCs: **air ure er ew**

Animal mascot: Squirrel, Doctor Azure the gecko, Mister Beaver, Eunice the 'unicorn'.

Common exception words: they, her, all, are

Week 13

Assessment

Phase Four

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

Phase Five

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

Phase Five

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

Phase Five

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

Phase Six

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

Phase Six

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

Phase Six

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

Phase Six

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

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: Letters and Sounds Updated*. For those new to teaching, or for those looking to better understand the data and research that underpins synthetic phonics, the IFERI website should be the first port of call: www.iferi.org.

Letters and Sounds

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

The Reading Framework: Teaching the Foundations of Literacy

In July 2021, the Department for Education published guidance for schools to meet existing expectations for teaching early reading. This document has been instrumental in the development of *Anima Phonics: Letters and Sounds Updated*. A copy of this document can be downloaded from here:

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>.