

Animal PHONICS

Self-assessment



Self-assessment form

Part One - Snapshot Assessment

The self-assessment below provides a snapshot of how this product meets the core criteria for a high quality phonics programme. For more detailed information on how this product meets each of the core criteria, please see the detailed form.

Name of product: **Anima Phonics**

Is this a full, stand alone phonics teaching programme or a supplementary resource or group of resources?

Anima Phonics is a full synthetic phonics programme, delivered through **interactive online lessons**, turning daily phonics sessions into an exciting event.

Please explain briefly how the product should be used in teaching.

Anima Phonics is an **online teaching programme**, designed for whole class learning, small groups, or one-to-one sessions.

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

Each new sound is introduced through a **story or poem**, with a corresponding **mnemonic action**.

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

Qualified and **experienced teachers** are available to assist and answer queries through www.animaphonics.com, and we offer bespoke in-school **training sessions**.

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





Assuring high quality phonic work
Snapshot self-assessment form

This programme:	Fully Met	Not Met
presents high quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach	✓	
enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one	✓	
is designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences	✓	
enables children's progress to be assessed	✓	
uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills	✓	
demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading	✓	
demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words	✓	
ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular	✓	
ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules	✓	
provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt	✓	
ensures that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.	✓	



Please explain how your programme meets the core criteria above.

- * Anima Phonics is a comprehensive, systematic, synthetic phonics programme, providing all the necessary resources to teach the core skills of reading.
- * Anima Phonics combines stimulating online lessons, vibrant illustrations and engaging classroom materials to provide a simultaneous visual, auditory and kinaesthetic approach to the development of early reading.
- * Anima Phonics is tried and tested in the classroom and is proven to develop confident, able and fluent readers.
- * Each new sound is introduced through a story or poem, with a corresponding mnemonic action.
- * Careful colour-coding of graphemes enables children to identify known spelling rules, and to apply phonemic strategies as their prime means of decoding words.
- * The order in which grapheme-phoneme correspondences are introduced is unique to Anima Phonics, ensuring no difficult step-change between single letter graphemes and digraphs, thus enabling children to identify digraphs as speedily as any other grapheme.
- * Anima Phonics provides opportunity for formative and summative assessment at regular intervals, allowing practitioners the chance to quickly target children most in need of support.
- * Anima Phonics emphasises the importance of orally segmenting words into their constituent phonemes, ensuring children quickly develop the skills required for accurate spelling.
- * Anima Phonics systematically introduces high frequency words containing irregular spellings.
- * Anima Phonics provides fully decodable texts, ensuring children experience continual success and learn to rely on phonemic strategies as their prime means of decoding text.



Assuring high quality phonic work Snapshot self-assessment form

Please provide a brief explanation of what your programme provides, e.g. resources.

- * **Daily online lessons** provide a simultaneous visual, auditory and kinaesthetic approach to the development of early reading.
- * **Interactive reading and writing games** let children explore the world of phonics independently, whilst consolidating newly acquired skills and knowledge.
- * Online lessons, games and activities can be accessed through interactive whiteboards, PC, Mac or tablet devices. These are available to **all staff and pupils** throughout the school.
- * Vibrant and **engaging classroom resources** including wall frieze, flashcards and quick-reference sound chart.
- * **Fully decodable reading materials**, for use in school and at home.

Contact Details:

Try our interactive online lessons here: www.animaphonics.com

✉ info@animaphonics.com

🏠 Anima Phonics
7 Eton Crescent
Wolverton
Milton Keynes
MK12 5BA



Assuring high quality phonic work

Part Two - Detailed self-assessment form

This second self-assessment form gives schools and settings detailed and expanded information about this product, set against each core criterion.



Name of product: **Anima Phonics**

This product presents high quality systematic, synthetic phonic work as the prime approach to decoding print:

Anima Phonics is a comprehensive systematic phonics programme, providing all the necessary resources to teach the core skills of reading.

- * Grapheme-phoneme correspondences (GPC) are taught and reinforced throughout Unit 1 and beyond.
- * The systematic order in which GPCs are introduced is unique to Anima Phonics, whereby each subsequent GPC opens up the widest possible range of words for children to read.
- * Demonstrates that phonemes should be blended from left to right, ensuring children have the opportunity to apply their phonic knowledge as early as possible.
- * Demonstrates that words can be segmented into their constituent phonemes, ensuring children have the opportunity to apply their phonic knowledge to spelling and writing.
- * Daily online lessons provide opportunities to review, teach, practise and apply new skills.
- * Online interactive lessons are designed to be stimulating and engaging, providing an exciting world in which children can explore and extend their new phonic knowledge.

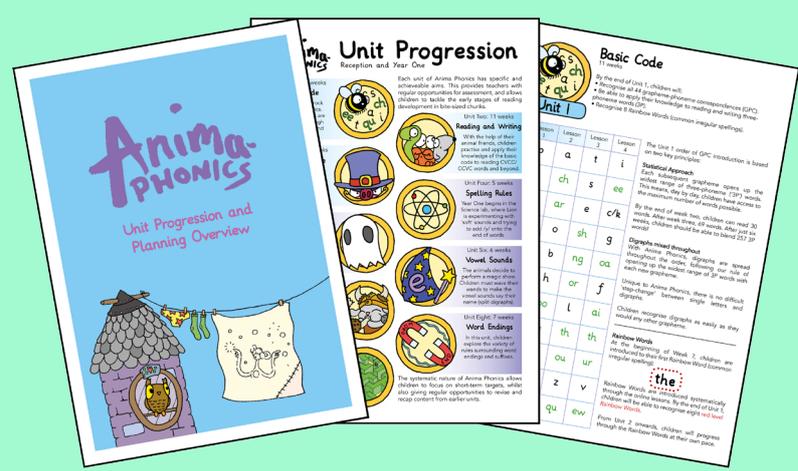




This product enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one:

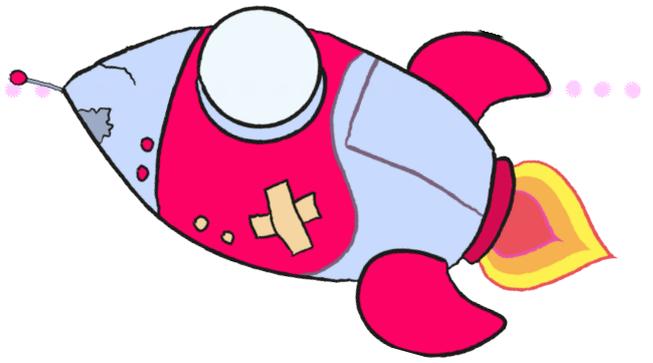
Anima Phonics is tried and tested in the classroom and is proven to develop confident, able and fluent readers.

- ✦ Children learn each of the 44 phonemes that comprise the Basic Code within Unit 1 of Anima Phonics.
- ✦ Each new sound is introduced through a story or poem, with a corresponding mnemonic action. This enables speedy recall, and ensures the process of blending is smooth and uninterrupted.
- ✦ Online interactive reading and writing games throughout Unit 2 provide the opportunity to consolidate and extend children’s new phonic knowledge.
- ✦ The concept of alternative spellings for known phonemes is introduced by the mysterious ‘Naughtifier’. He changes green digraphs into their red alternatives.
- ✦ Later units are divided into smaller, easy-to-manage chunks. Practitioners have a clear idea of milestones to reach, and children can focus on short-term, achievable targets.



Planning documents can be found at animaphonics.com

Assuring high quality phonic work
Detailed self-assessment form



This product has been designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences:

Daily Phonics sessions are delivered through ready-made online lessons, steadily progressing from simple phonic knowledge to more complex skills.

- * Practitioners have access to clear and detailed planning, outlining the sequential steps of teaching the alphabetic code.
- * GPCs are introduced systematically, in a carefully structured sequence. Each subsequent GPC opens up the widest possible range of words.
- * The order in which grapheme-phoneme correspondences are introduced is unique to Anima Phonics, ensuring no difficult step-change between single letter graphemes and digraphs, thus enabling children to identify digraphs as speedily as any other grapheme.
- * Each unit of Anima Phonics provides a memorable and engaging introduction to the more complex parts of the alphabetic code. Children will venture into the spooky mansion, where silent letters haunt ghostly graphemes! Next they set off into space, where deep in the cosmos, graphemes and phonemes are not always what they seem.

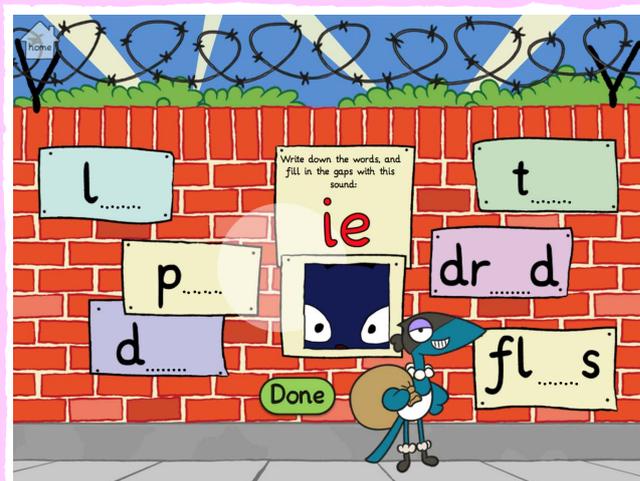




This product enables children's progress to be assessed:

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

- * Practitioners are provided with clear learning outcomes for each unit of Anima Phonics, meaning progress can be monitored at regular intervals.
- * The start of every interactive lesson outlines the learning objectives, which are revisited in the plenary. This allows students the chance to self-assess against these outcomes.
- * Our resources allow practitioners to assess core skills such as grapheme recognition, letter formation, word blending, oral segmenting and sentence recall.
- * We believe that assessment works best when children are engaged and having fun. Assessment opportunities in Anima Phonics are delivered through a wide variety of exciting interactive games. For example, with 'Alien Spotter', practitioners can assess children's ability to decode unknown pseudo-words.



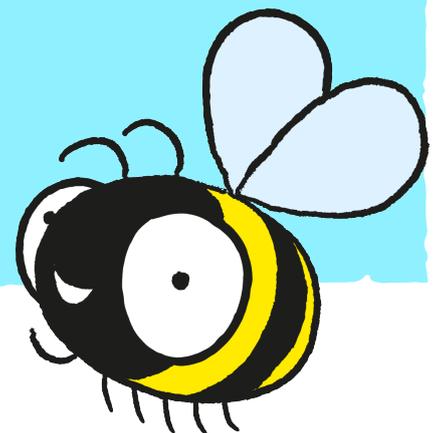
Screenshots from animaphonics.com online lessons.

Assuring high quality phonic work
Detailed self-assessment form

This product uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills:

Anima Phonics combines stimulating online lessons, vibrant illustrations and engaging classroom materials to provide a simultaneous visual, auditory and kinaesthetic approach to the development of early reading.

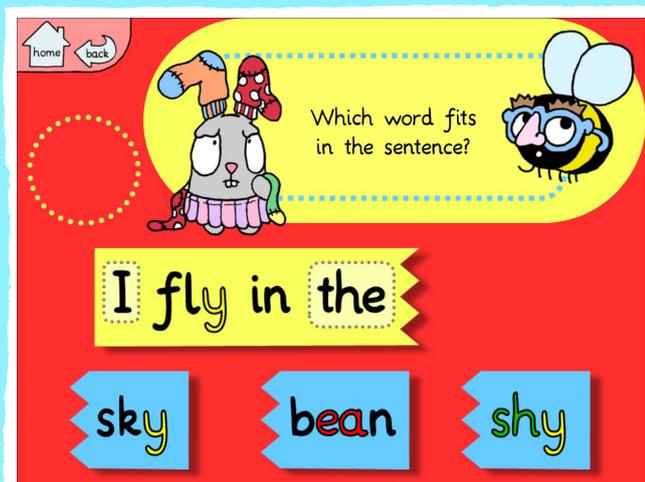
- * Online sessions are fully interactive, allowing children to physically engage with the lesson content.
- * Our multi-media delivery provides daily opportunities to see and hear new graphemes and phonemes.
- * Each new sound is introduced through a story or poem, with a corresponding mnemonic action.
- * Engaging illustrations on the classroom wall frieze and flashcards provide an instant trigger for the sound and action, allowing for speedy recall when reading and writing.
- * Letter formation is taught alongside learning the new sound. Children must use different body parts for large scale 'air-writing', following Bee as she flies through the sky.
- * Our suggested 'make-and-do' sessions provide children with follow up tasks designed to cement newly taught sounds.



This product demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading:

The core skills of reading are demonstrated and practised throughout every lesson of Anima Phonics.

- * From the first week of Anima Phonics, children are taught how to blend using only known phonemes.
- * The programme carefully and systematically progresses from blending three-phoneme words ('pig' and 'sheep'), to those containing four-phoneme words ('slug' and 'snail') and beyond.
- * Online lessons demonstrate how phonemes should be blended from left to right, 'all through the word'.
- * Interactive games and activities allow children to apply and extend their new blending skills.
- * When introducing the Basic Code, digraphs are mixed throughout the order. There is no step-change, meaning difficulties associated with learning digraphs are avoided. Children are able to blend words containing digraphs as readily as any other grapheme.



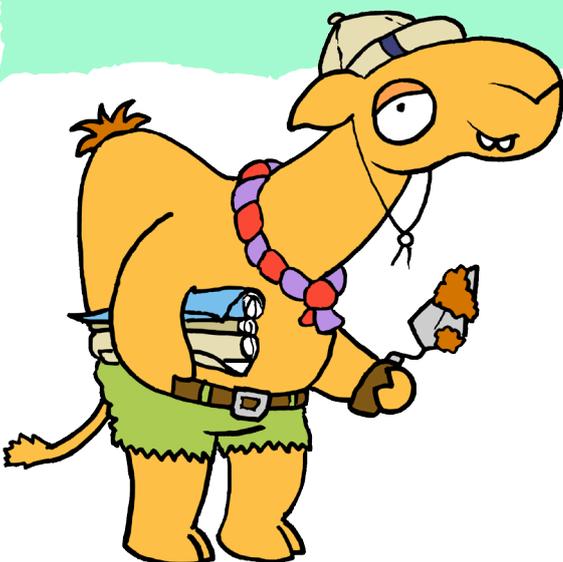
Screenshots from animaphonics.com online lessons.

Assuring high quality phonic work
Detailed self-assessment form

This product demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words:

Anima Phonics emphasises the importance of orally segmenting words into their constituent phonemes, ensuring children quickly develop the skills for accurate spelling.

- * Our 'Everybody Writes' games are built into online sessions, giving children the opportunity to segment for spelling, whilst learning and playing alongside their animal friends.
- * Table-top tasks and printable activities allow practitioners to give focussed attention to small groups and individuals, further developing children's ability to segment for writing.
- * Children's spelling of words should be commensurate to their understanding of the alphabetic code. As the programme progresses, more nuanced spelling conventions are introduced. Children can soon identify the most appropriate graphemes to be used according to these conventions. For example, children learn that the grapheme 'y' is most commonly used to denote the phoneme /ee/ at the end of a two-syllable word ('berry', 'happy' and 'sparkly').

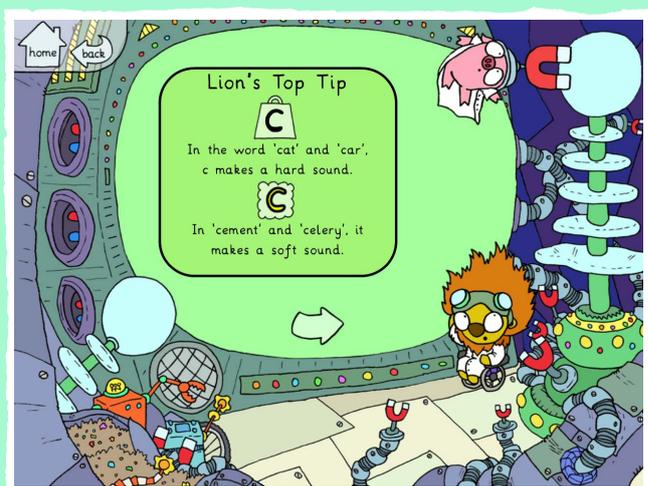
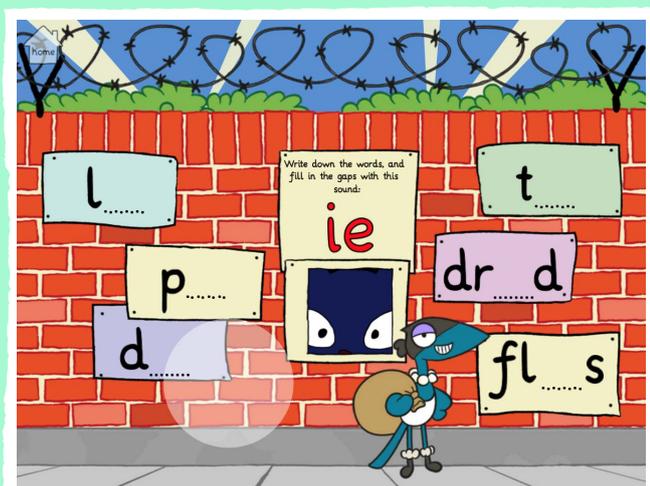




This product ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular:

Anima Phonics teaches the entirety of the alphabetic code, giving children the confidence to read and write any word in the English language.

- * With growing confidence, children learn to rely upon their phonic skills, confidently tackling unfamiliar words with their knowledge of the alphabetic code.
- * Anima Phonics has a unique approach to teaching the alphabetic code, providing children with a secure understanding of digraphs as well as single letters.
- * Giving children the confidence to write freely is an important aspect of the Anima Phonics programme. A child who feels they can write any word they choose, without frequent corrections by an adult, will become more independent and adventurous with their writing.



Screenshots from animaphonics.com online lessons.

Assuring high quality phonic work
Detailed self-assessment form

*This product ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules.
This product also provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt:*

Anima Phonics systematically introduces high frequency words containing irregular spellings.

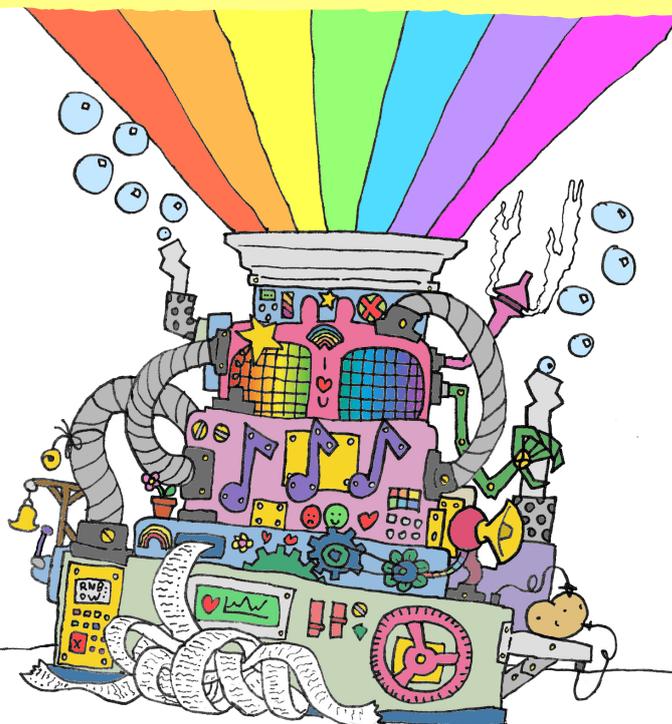
- * There are some high frequency words that must be taught before all GPCs have been introduced. In Anima Phonics, these are known as Rainbow Words.
- * Rainbow Words are systematically introduced, starting at a steady pace in Unit 1.
- * As children's knowledge of the alphabetic code increases, many of these high frequency words will become fully decodable.
- * Graphemes with an alternative phoneme, known as 'silly sounds', are colour-coded yellow. This enables children to easily identify the grapheme(s) making an unexpected sound, and to consistently apply their blending skills to irregular words.

said

to

want

of





This product ensures that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies:

Anima Phonics provides fully decodable texts, ensuring children experience continual success and learn to rely on phonemic strategies as their prime means of decoding text.

- * As soon as the first few GPCs have been introduced, children are provided with captions or sentences to practise reading.
- * The order in which GPCs are introduced opens up the widest range of words day-by-day, ensuring children have a rapidly increasing word bank available to them.
- * Anima Phonics provides daily home reading activities, which are tailored to the progression of lessons at school, providing an extra opportunity for children to consolidate their new knowledge. Anima Phonics home reading pages offer the perfect opportunity for the child to become the teacher.
- * We recognise the value in children reading from a range of different sources, and we are happy to recommend commercially available texts from programmes that demonstrate fidelity to the principles of high quality phonic work, as defined in the Review of Early Reading.





Assuring high quality phonic work
Snapshot self-assessment form

Contact Details

Try our interactive online lessons here: www.animaphonics.com

✉ info@animaphonics.com

🏠 Anima Phonics
7 Eton Crescent
Wolverton
Milton Keynes
MK12 5BA

Illustrations used in this document © Anima Phonics 2017

