



Welcome to Anima Phonics! This presentation will explain how children are taught to read and write in school

What is phonics?

There are 26 letters in the alphabet and each letter has its own 'sound'. For example

p as in pig

a as in apple

t as in tiger



However, there are more than 26 'sounds' in English - there are 44 in fact! - and we use combinations of letters to make these sounds.

A digraph uses two letters to make one sound.

In Anima Phonics, digraphs are coloured green to make them easier to identify.



Why learn phonics?

Children need a clear and consistent method to use when reading and writing.

Learning to read with phonics is much easier and simpler than trying to memorise thousands of words!

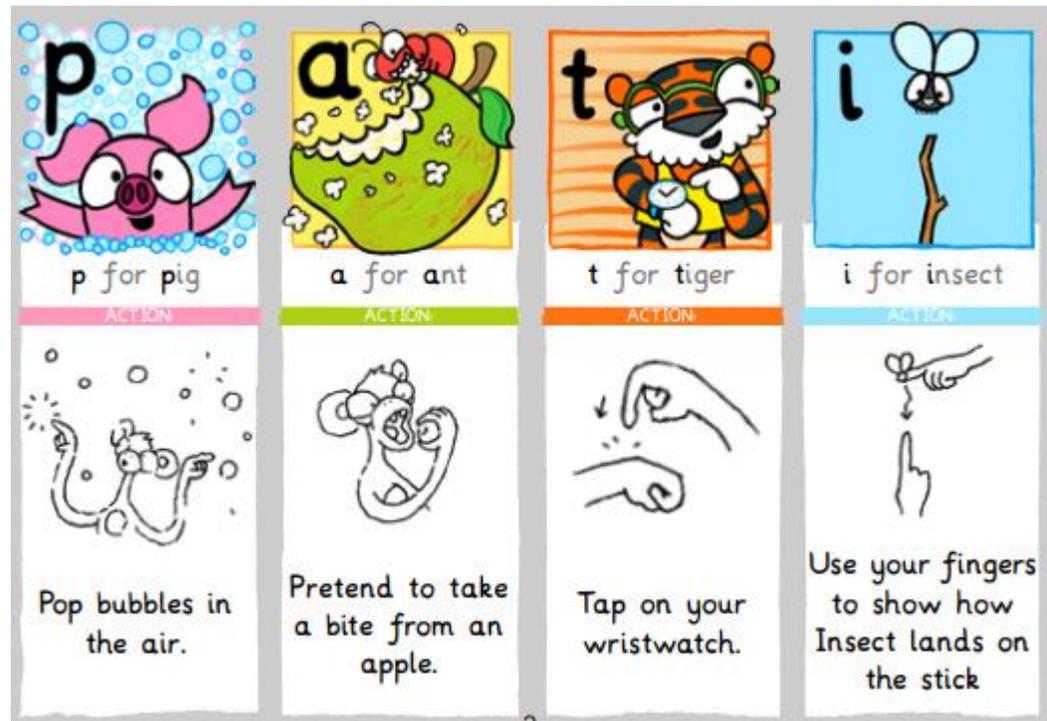
Decades of research tells us that teaching children the phonics 'code' is the quickest way to unlocking the English language.

We teach phonics using pure sounds



How is Phonics taught in school ?

Each 'sound' is introduced with a poem and action to aid speedy recall.



The 44 sounds are gradually introduced in a systematic order.

Phonics glossary

Phoneme - A sound as it is said aloud.

Grapheme - A sound as it is written.

Digraph - A combination of two letters representing one sound, as in ay and ee

Naughty Digraph – Alternative spellings of known digraphs, e.g. ay

Trigraph - A combination of three letters representing one sound, as in igh and ear

Blending - This involves looking at a written word and merging the phonemes together to make the word. This is the basis of reading.

Segmenting - This involves splitting a word up into phonemes and writing the matching graphemes on the page. This is the basis of spelling.

How is a typical lesson sequenced?

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

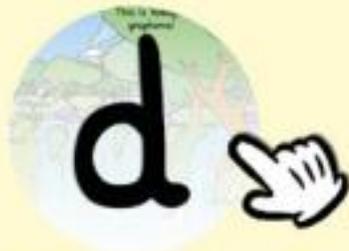
Poem/Song

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



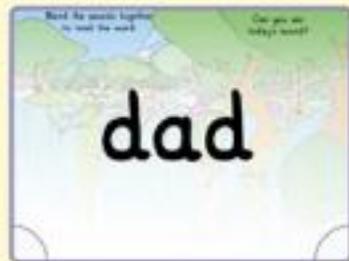
Grapheme

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.



Let's take a look at a typical lesson . . .



Order of Progression: Term 1

Week 1

GPCs: **p a t i**

Animal mascot: Pig, Ant, Tiger, Insect.

Week 2

GPCs: **n ch s ee**

Animal mascot: Newt, Cheetah, Snake, Eel.

Week 3

GPCs: **m ar e c k**

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

Week 4

GPCs: **d o sh g ck**

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

Week 5

GPCs: **u b ng oa**

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

Week 6

GPCs: **r h or f**

Animal mascot: Rat, Hen, Tortoise, Frog.

Week 7

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

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

Week 8

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

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

Common exception word(s): the.

Week 9

GPCs: **ear j ou ur**

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

Common exception word(s): of, to.

Week 10

GPCs: **y oi z v**

Animal mascot: Yak, Oyster, Zebra, Vulture.
Common exception word(s): I, my.

Week 11

GPCs: **air x qu ew**

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

Common exception word(s): was, me.

Week 12

Assessment



Order of Progression: Term 2

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

Order of Progression: Term 3

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

Fully Decodable Texts
- Books for Learning

Reading at Home and School

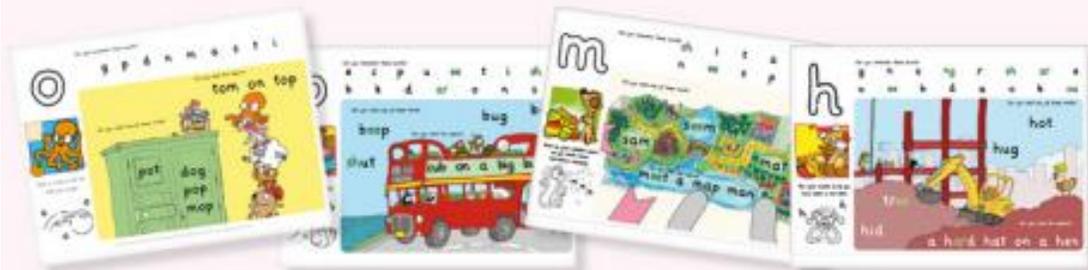
Read and See Books

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



Reading Pages

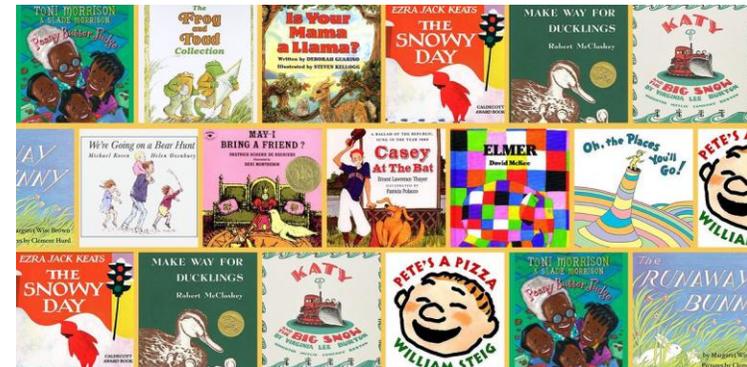
Download and print our fully decodable reading pages. Perfect for 1:1 reading sessions at school or for sending home for phonics practice with the family.



Colour Bands – Books for Sharing

7	Turquoise	End of Year 1
6	Orange	
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	
1B	Pink (dark)	
1A	Pink (light)	

Books for Bedtime



Rainbow Words

Common Exception Words

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

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

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

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

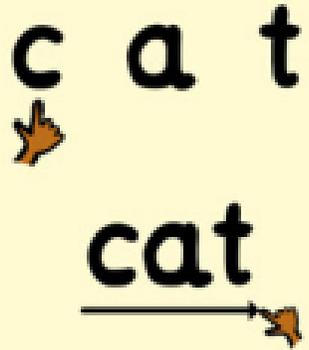
Children's attention is drawn to the 'tricky' part of the word that does not fit in with what has been taught so far. This enables children to easily identify the grapheme(s) that make the word an exception word.



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

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

Top Tips!



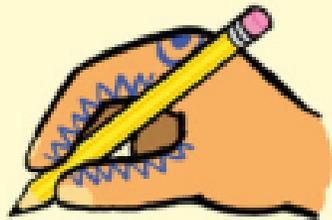
Blending

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.

We use pre-cursive handwriting



How can parents support at home?

Make reading part of your daily routine - children who read at home, even just for a few minutes each day, make really noticeable progress compared to those who do not. (please remember to write in home reading record)

No distractions - find a quiet space to read aloud together, asking your child to help out if they know any of the sounds.

Practising sounds and actions - following how they are taught in school is one of the best ways to support children in reading.

Talk about what they are reading - talk before, during and after reading a book. Talk, talk, talk! Forget the alphabet (for now) - whilst it's tempting to use the names of the letters, this doesn't help a child when trying to read a word. Only refer to the sounds the letters make.

Identify tricky words - Before reading with your child, identify any words that might be difficult, so that they have confidence when they see the word in the book.

Be patient - give children time to decipher words. Encourage your child to point a finger at each sound and then slide their finger along the word to blend the sounds together.

Other Ways to Support your child's Reading

- Sing an alphabet song together
- Play '**I spy**'
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: **r-ai-n = rain** blending for reading
 - rain = r-ai-n** segmenting for spelling
- Praise your child for trying out words
- Look at tricky words
- Look for phonic games – phonicsplay.co.uk
- Play pairs with words and pictures