



EYFS/KS1 Phonics Overview

The teaching of phonics and early reading at Snarestone is of the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring every child to be excited about books and motivated to read for pleasure.

We use AnimaPhonics, a carefully-structured phonics programme which includes:

- A consistent, systematic high quality, whole school approach to teaching phonics which begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently. The AnimaPhonics programme is used in its entirety from Reception until the end of Year 2, composing of nine units (one per term).
- Daily, morning lessons to ensure phonics teaching is prioritised. These follow the AnimaPhonics structure of **revise – teach – practise – apply**. Through the programme, children are immersed in a variety of activities to learn new sounds, practise letter formation and to build up a bank of tricky words which we call Rainbow Words.
- A clear progression through the programme so children are taught from the simple to the more complex grapheme-phoneme correspondences and high frequency words.
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- Opportunities to review and revise learning daily, weekly and across terms and years is included in order to move learning into children's long term memory.
- Planned opportunities throughout the curriculum to extend phonics teaching and learning beyond 'dedicated phonics time'. Consequently, learning is applied, reinforced and relevant connections are identified for the children.
- Teaching in whole class groups in Reception, Year 1 and Year 2.

Phonics Progression



Reception

Autumn Term: Unit 1	Spring Term: Unit 2	Summer Term: Unit 3
<p>This is the bedrock of Anima Phonics. Children are taught the first 44 GPCs, enabling them to start reading and writing three-phoneme words right from the beginning. Each GPC has a memorable animal mascot and action. Common exception words are introduced from Week 7 onwards.</p> <p>Week 1 GPCs: p a t i Animal mascot: Pig, Ant, Tiger, Insect.</p> <p>Week 2 GPCs: n ch s ee Animal mascot: Newt, Cheetah, Snake, Eel.</p> <p>Week 3 GPCs: m ar e c k Animal mascot: Meerkat, Armadillo, Elephant, Crab, Kangaroo.</p> <p>Week 4 GPCs: o sh g ck Animal mascot: Dog, Tom the Octopus, Sheep, Gorilla.</p> <p>Week 5 GPCs: u b ng oa Animal mascot: Bunny, Bear, King, Lemming, Goat.</p> <p>Week 6 GPCs: r h o f Animal mascot: Rat, Hen, Tortoise, Frog.</p> <p>Week 7 GPCs: oo (short) oo (long) l ai Animal mascot: Rook, Goose, Lion, Alien. Common exception word(s): is.</p> <p>Week 8 GPCs: w igh th (unvoiced) th (voiced) Animal mascot: Worm, Aye Aye, Beth the Moth. Common exception word(s): the.</p> <p>Week 9 GPCs: ear j ou ur Animal mascot: Deer & Earwig, Jellyfish, Owl, Urchin. Common exception word(s): of, to.</p> <p>Week 10 GPCs: y oi z v Animal mascot: Yak, Oyster, Zebra, Vulture. Common exception word(s): I, my.</p> <p>Week 11 GPCs: air x qu ew Animal mascot: Squirrel, Fox, Quail, Eunice the 'unicorn'. Common exception word(s): was, me.</p> <p>Week 12 Assessment</p> 	<p>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.</p> <p>Week 1 /f/ spelt ff Example words: huff, puff, off, cuff. Common exception word(s): go.</p> <p>Week 2 /z/ spelt zz Example words: fizz, buzz, jazz, fuzz. Common exception word(s): no.</p> <p>Week 3 /l/ spelt ll Example words: fell, ill, well, hill. Common exception word(s): into.</p> <p>Week 4 /s/ spelt ss Example words: mess, boss, kiss, hiss. Common exception word(s): put.</p> <p>Week 5 /k/ spelt ck Example words: pack, lock, kick, duck. Common exception word(s): he.</p> <p>Week 6 Recap ar Example words: car, arm, art, barn, card. Common exception word(s): she.</p> <p>Week 7 Recap or Example words: for, born, fork, short, thorn. Common exception word(s): you.</p> <p>Week 8 Recap oo Example words: look, cook, foot, hoods, shoo. Common exception word(s): they.</p> <p>Week 9 Recap ear Example words: hear, dear, gear, beard. Common exception word(s): we.</p> <p>Week 10 Recap ng Example words: sing, song, ring, thing, wing. Common exception word(s): be.</p> <p>Week 11 Recap ur Example words: turn, burp, curl, surf, slurp. Common exception word(s): all.</p> <p>Week 12 Assessment</p>	<p>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.</p> <p>Week 1 ure and er GPCs Example words /ure/: pure, cure, lure. Example words /er/: ever, offer, order, power. Common exception word(s): a.</p> <p>Week 2 Recap ai Example words: rain, claim, train, faint. Common exception word(s): are.</p> <p>Week 3 /ai/ spelt ay Example words: day, clay, play, pray, spray. Common exception word(s): her.</p> <p>Week 4 Recap ee Example words: beef, bleed, creep, feed. Common exception word(s): his.</p> <p>Week 5 /ee/ spelt ea Example words: beach, cheat, clean, peach. Common exception word(s): said.</p> <p>Week 6 Recap igh Example words: might, night, sight, fright. Common exception word(s): like.</p> <p>Week 7 /igh/ spelt ie Example words: lie, pie, cried, fried, tried. Common exception word(s): have.</p> <p>Week 8 Recap ew Example words: dew, new, newt, stew. Common exception word(s): do.</p> <p>Week 9 /ew/ spelt ue Example words: cue, due, argue, rescue. Common exception word(s): one.</p> <p>Week 10 Recap oa Example words: boat, cloak, float, goat. Common exception word(s): so.</p> <p>Week 11 /oa/ spelt ow Example words: grow, blow, own, show. Common exception word(s): some.</p> <p>Week 12 Assessment</p>

Life in all its Fullness

Year 1

Autumn Term: Unit 4	Spring Term: Unit 5	Summer Term: Unit 6
<p>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.</p> <p>Week 1 /ai/ spelt a_e Example words: made, came, same, take. Common exception word(s): what.</p> <p>Week 2 /igh/ spelt i_e Example words: five, ride, like, time, side. Common exception word(s): where.</p> <p>Week 3 /oa/ spelt o_e Example words: home, those, woke, hope. Common exception word(s): why.</p> <p>Week 4 /ee/ spelt e_e Example words: these, theme, complete. Common exception word(s): when.</p> <p>Week 5 /ew/ and /oo/ spelt u_e Example words: June, rule, rude, use, tube. Common exception word(s): who.</p> <p>Week 6 Vowel Sounds Example words: most, both, only, find, kind, child, wild.</p> <p>Week 7 /ur/ spelt ir Example words: girl, bird, shirt, first, third. Common exception word(s): children.</p> <p>Week 8 /oi/ spelt oy Example words: boy, toy, enjoy, annoy. Common exception word(s): does.</p> <p>Week 9 /or/ spelt aw Example words: saw, draw, yawn, crawl. Common exception word(s): live.</p> <p>Week 10 /or/ spelt au Example words: author, dinosaur, astronaut, August. Common exception word(s): word.</p> <p>Week 11 /ou/ spelt ow Example words: now, how, brown, down, town. Common exception word(s): sentence.</p> <p>Week 12 Assessment</p>	<p>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.</p> <p>Week 1 /ng/ spelt 'n' before k Example words: bank, think, honk, sunk. Common exception word(s): friend.</p> <p>Week 2 /t/ spelt ph Example words: phonics, alphabet, dolphin. Common exception word(s): your.</p> <p>Week 3 /w/ spelt wh Example words: when, which, wheel, while. Common exception word(s): today.</p> <p>Week 4 /v/ spelt -ve at the end of words Example words: have, live, give. Common exception word(s): says.</p> <p>Week 5 /ch/ spelt -tch Example words: catch, fetch, hutch. Common exception word(s): were.</p> <p>Week 6 /or/ spelt ore Example words: more, score, before. Common exception word(s): there.</p> <p>Week 7 /air/ spelt are Example words: bare, dare, care. Common exception word(s): by.</p> <p>Week 8 /oa/ spelt oe Example words: toe, goes. Common exception word(s): here.</p> <p>Week 9 /ee/ or /i/ spelt -y at the end of words Example words: very, happy, party. Common exception word(s): has.</p> <p>Week 10 /e/ spelt ea Example words: head, bread, meant. Common exception word(s): love.</p> <p>Week 11 /ee/ spelt ie Example words: chief, field, thief. Common exception word(s): come.</p> <p>Week 12 Assessment</p>	<p>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.</p> <p>Week 1 /air/ spelt ear Example words: bear, pear, wear. Common exception word(s): because.</p> <p>Week 2 /ur/ spelt er Example words: her, term, verb. Common exception word(s): once.</p> <p>Week 3 Contractions Example words: I'm, you're, she's, we'll. Common exception word(s): ask.</p> <p>Week 4 Using k for the /k/ sound Example words: kiss, skin, kept, kit, risky. Common exception word(s): house.</p> <p>Week 5 Compound words Example words: playground, farmyard, bedroom. Common exception word(s): school.</p> <p>Week 6 Adding the prefix un- Example words: unhappy, unload, unfair. Common exception word(s): push.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Week 12 Assessment</p>

Life in all its Fullness

Year 2

Autumn Term: Unit 7	Spring Term: Unit 8	Summer Term: Unit 9
<p>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.</p> <p>Week 1 /igh/ spelt -y at the end of words Example words: cry, fly, dry, try, reply, July. Common exception word(s): old, cold.</p> <p>Week 2 /s/ spelt c before e, i and y Example words: race, ice, cell, city, fancy. Common exception word(s): gold, hold, told.</p> <p>Week 3 /j/ spelt g before e, i and y Example words: gem, giraffe, magic. Common exception word(s): every, everybody.</p> <p>Week 4 /j/ spelt -ge and -dge at the end of words Example words: bulge, charge, bridge. Common exception word(s): even.</p> <p>Week 5 /t/ spelt wr- and /m/ spelt -mb Example words: write, wrote, lamb, comb. Common exception word(s): great, break, steak.</p> <p>Week 6 /n/ spelt kn- and gn- at the beginning of words Example words: knee, knight, gnat, gnaw. Common exception word(s): pretty.</p> <p>Week 7 /eo/ spelt -ey at the end of words Example words: key, donkey, monkey. Common exception word(s): beautiful.</p> <p>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.</p> <p>Week 9 /l/ or /ul/ spelt -le, -el, -al and -il at the end of words (2) Common exception word(s): fast, last, past.</p> <p>Week 10 Contractions Example words: she's, he'd, I've, doesn't. Common exception word(s): class.</p> <p>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.</p> <p>Week 12 Assessment</p> 	<p>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.</p> <p>Week 1 Adding -es to nouns and verbs ending in -y Example words: flies, tries, replies, copies. Common exception word(s): plant.</p> <p>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.</p> <p>Week 3 Adding -ed, -er, -est and -ing to a root word ending in -y (2) Common exception word(s): hour.</p> <p>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.</p> <p>Week 5 Adding -ed, -er, -est, -ing and -y to a root word ending in -e (2) Common exception word(s): sure.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Week 9 Adding the suffixes -ment, -ness, -ful, -less, and -ly (2) Common exception word(s): whole.</p> <p>Week 10 /sh/ spelt ti, ci, ssi. Example words: station, special, mission. Common exception word(s): any, many.</p> <p>Week 11 /zh/ spelt as s Example words: television, treasure, usual. Common exception word(s): clothes.</p> <p>Week 12 Assessment</p>	<p>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.</p> <p>Week 1 /or/ spelt a before l and ll Example words: all, ball, call, walk, talk. Common exception word(s): busy.</p> <p>Week 2 /u/ spelt o Example words: other, mother, brother. Common exception word(s): people.</p> <p>Week 3 /o/ spelt a after w and qu Example words: want, wash, squash. Common exception word(s): water.</p> <p>Week 4 /ur/ spelt or after w Example words: word, work, worm, world. Common exception word(s): again.</p> <p>Week 5 /or/ spelt ar after w Example words: war, warm, towards. Common exception word(s): half.</p> <p>Week 6 Homophones Example words: here/hear, see/sea, night/knight. Common exception word(s): Mr.</p> <p>Week 7 /oa/ spelt o Example words: most, both, only. Common exception word(s): Mrs.</p> <p>Week 8 /ee/ spelt e Example words: me, be, we, evil, female. Common exception word(s): parents.</p> <p>Week 9 /igh/ spelt i Example words: i, find, kind, mind, child. Common exception word(s): Christmas.</p> <p>Week 10 /ai/ spelt a Example words: acorn, apron, bacon, lady. Common exception word(s): fruit.</p> <p>Week 11 /ew/ spelt u Example words: human, music, puma, tuba. Common exception word(s): woman.</p> <p>Week 12 Assessment</p>