



Anima Phonics progression overview

Year		Progression
Foundation Stage	Phase 1 (early worms) Phase 2 Phase 3 Phase 4	<p><u>Phase 1 (Early Worms)</u> The purpose of this phase is to teach speaking and listening skills to the children. The phase is planned and taught based on seven key aspects:</p> <ul style="list-style-type: none"> • Aspect 1: General sound discrimination – environmental sounds • Aspect 2: General sound discrimination – instrumental sounds • Aspect 3: General sound discrimination – body percussion • Aspect 4: Rhythm and rhyme • Aspect 5: Alliteration • Aspect 6: Voice sounds • Aspect 7: Oral blending and segmenting <p><u>Phase 2 and Phase 3</u> 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</p>

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		<p>Phase 2</p> <p>Week 1 GPCs: s a t p Animal mascot: Snake, Ant, Tiger, Pig</p> <p>Week 2 GPCs: i n m d Animal mascot: Insect, Newt, Meerkat, Dog.</p> <p>Week 3 GPCs: g o c k Animal mascot: Gorilla, Tom the Octopus, Crab, Kangaroo.</p> <p>Week 4 GPCs: ck e u r Animal mascot: Crab, Elephant, Bunny, Ra Common exception words: the, to</p> <p>Week 5 GPCs: h b f l Animal mascot: Hen, Bear, Frog, Lion Common exception words: no, go, I</p> <p>Phase 3</p> <p>Week 6 GPCs: j v w x Animal mascot: Jellyfish, Vulture, Worm, Fox Common exception word: is</p> <p>Week 7 GPCs: y z qu ch Animal mascot: Yucky Yak, Zebra, Queen Quail, Cheetah Common exception words: he, she</p>	<p>Week 8 GPCs: sh th th ng Animal mascot: Sheep, Beth the moth, King Lemming Common exception words: be, me, we</p> <p>Week 9 GPCs: ee ar oa or Animal mascot: Eel, Armadillo and Alarm Clock, Goat, Tortoise Common exception word: was</p> <p>Week 10 GPCs: oo oo ai igh Animal mascot: Rook, Goose, Alien, Ay-Aye. Common exception words: my</p> <p>Week 11 GPCs: ear ow ur oi Animal mascot: Deer and Earwig, Owl, Urchin, Oyster Common exception words: you</p> <p>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</p> <p>Week 13 Assessment</p>	
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<p>Phase 4 In this phase, 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 7 Recap or Example words: for, born, fork, short, thorn. Common exception word(s): you.</p>
<p>Week 2 /z/ spelt zz Example words: fizz, buzz, jazz, fuzz. Common exception word(s): no.</p>	<p>Week 8 Recap oo Example words: look, cook, foot, hoods, shook. Common exception word(s): they.</p>
<p>Week 3 /l/ spelt ll Example words: fell, ill, well, hill. Common exception word(s): into.</p>	<p>Week 9 Recap ear Example words: hear, dear, gear, beard. Common exception word(s): we.</p>
<p>Week 4 /s/ spelt ss Example words: mess, boss, kiss, hiss. Common exception word(s): put.</p>	<p>Week 10 Recap ng Example words: sing, song, ring, thing, wing. Common exception word(s): be.</p>
<p>Week 5 /k/ spelt ck Example words: pack, lock, kick, duck. Common exception word(s): he.</p>	<p>Week 11 Recap ur Example words: turn, burp, curl, surf, slurp. Common exception word(s): all</p>
<p>Week 6 Recap ar Example words: car, arm, art, barn, card. Common exception word(s): she.</p>	<p>Week 12 Assessment</p>

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Year 1	Phase 5	<p>Phase 5</p> <p>The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. The teaching materials in this phase provide a selection of suitable words and sentences for use in teaching Phase Five. These words are for using in the activities – practising blending for reading and segmenting for spelling. These are not lists to be worked through slavishly but to be selected from as needed for an activity. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.</p>											
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <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> </td> <td style="width: 50%; padding: 5px;"> <p>Week 7 /igh/ spelt ie Example words: lie, pie, cried, fried, tried. Common exception word(s): have.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Week 2 Recap ai Example words: rain, claim, train, faint. Common exception word(s): are.</p> </td> <td style="padding: 5px;"> <p>Week 8 Recap ew Example words: dew, new, newt, stew. Common exception word(s): do.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Week 3 /ai/ spelt ay Example words: day, clay, play, pray, spray. Common exception word(s): her.</p> </td> <td style="padding: 5px;"> <p>Week 9 /ew/ spelt ue Example words: cue, due, argue, rescue. Common exception word(s): one.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Week 4 Recap ee Example words: beef, bleed, creep, feed. Common exception word(s): his.</p> </td> <td style="padding: 5px;"> <p>Week 10 Recap oa Example words: boat, cloak, float, goat. Common exception word(s): so.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Week 5 /ee/ spelt ea Example words: beach, cheat, clean, peach. Common exception word(s): said.</p> </td> <td style="padding: 5px;"> <p>Week 11 /oa/ spelt ow Example words: grow, blow, own, show. Common exception word(s): some.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Week 6 Recap igh Example words: might, night, sight, fright. Common exception word(s): like.</p> </td> <td style="padding: 5px;"> <p>Week 12 Assessment</p> </td> </tr> </table>	<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 7 /igh/ spelt ie Example words: lie, pie, cried, fried, tried. Common exception word(s): have.</p>	<p>Week 2 Recap ai Example words: rain, claim, train, faint. Common exception word(s): are.</p>	<p>Week 8 Recap ew Example words: dew, new, newt, stew. Common exception word(s): do.</p>	<p>Week 3 /ai/ spelt ay Example words: day, clay, play, pray, spray. Common exception word(s): her.</p>	<p>Week 9 /ew/ spelt ue Example words: cue, due, argue, rescue. Common exception word(s): one.</p>	<p>Week 4 Recap ee Example words: beef, bleed, creep, feed. Common exception word(s): his.</p>	<p>Week 10 Recap oa Example words: boat, cloak, float, goat. Common exception word(s): so.</p>	<p>Week 5 /ee/ spelt ea Example words: beach, cheat, clean, peach. Common exception word(s): said.</p>	<p>Week 11 /oa/ spelt ow Example words: grow, blow, own, show. Common exception word(s): some.</p>	<p>Week 6 Recap igh Example words: might, night, sight, fright. Common exception word(s): like.</p>
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		<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>Week 1 /ng/ spelt 'n' before k Example words: bank, think, honk, sunk. Common exception word(s): friend.</p> <p>Week 2 /f/ 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>
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Year 2	<p>Phase 6</p> <p>During this phase, children become fluent readers and increasingly accurate spellers.</p> <p>Reading</p> <p>At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure. A few children may be less fluent and confident, often because their recognition of graphemes consisting of two or more letters is not automatic enough. Such children may still try to use phonics by sounding out each letter individually and then attempting to blend these sounds (for instance /c/-/h/-/a/-/r/-/g/-/e/ instead of /ch/-/ar/-/ge/). This is all too often misunderstood by teachers as an overuse of phonics rather than misuse, and results in teachers suggesting to children that they use alternative strategies to read unfamiliar words. Instead the solution is greater familiarity with graphemes of two or more letters. The necessity for complete familiarity with these graphemes cannot be overstated. The work on spelling, which continues throughout this phase and beyond, will help children to understand more about the structure of words and consolidate their knowledge of GPCs. For example, children who are not yet reliably recognising digraphs and are still reading them as individual letters will get extra reinforcement when they learn to spell words containing the digraphs such as road, leaf, town, cloud, shop. As children find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. In Phase Six, many children will be able to read texts of several hundred words fluently at their first attempt. Those children who are less fluent may benefit from rereading shorter texts several times, not in order to memorise the texts, but to become more familiar with at least some of the words that cause them to stumble, and to begin to experience what fluent reading feels like.</p> <p>Spelling</p> <p>In Phase Six children need to acquire more word-specific knowledge. They still need to segment words into phonemes to spell them, but they also learn that good spelling involves not only doing this and representing all the phonemes plausibly but also, where necessary, choosing the right grapheme from several possibilities. In some cases, word-specific spellings (e.g. sea/see; goal/pole/bowl/soul; zoo/ clue/flew/you) simply have to be learned. It is important to devote time in this phase to learning common words with rare or irregular spellings (e.g. they, there, said) as the quantity children write increases and without correction they may practise incorrect spellings that are later difficult to put right. However, there are spelling conventions or guidelines that generalise across many words and that children should understand. Where there are exceptions these can usually be dealt with as they arise in</p>
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		children's reading and writing.
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