



Wednesday 4<sup>th</sup> October 2023



"We designed our programme to make phonics the highlight of every day. Anima Phonics 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. I am certain that your children will love meeting our animal mascots, performing our mnemonic actions and singing our songs."



## Why learn phonics?

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 phonic code is the quickest way to unlocking the English language.



Meet the mascots!!!


[Sound Board \(phonicsresources.net\)](http://phonicsresources.net)



## Terminology

### How children learn to read

c a t



cat




In the beginning stages of reading, children will need to sound out each word and then blend those sounds together.

To sound out a word, read each sound in the word individually from left to right.

Then, blend the sounds together to hear the full word.

cat

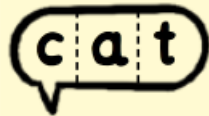


#### **Blending (Synthesis)**

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.

cat



#### **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.

## Terminology

ai

### **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.

a\_e

### **Split Digraph**

A two-letter grapheme that is split between a consonant.

For example, in the words *cake*, *bike* and *poke*.

ss

### **Twin Letters**

When two identical consonant letters represent the same phoneme.

These are taught in Phase 2 and Phase 2 of *Anima Phonics: Letters and Sounds Updated*.



sh as in sheep



oa as in goat



[Lesson 4.1 \(phonicsresources.net\)](http://phonicsresources.net)

# Let's play bingo!!



## How is phonics taught in school?

The worksheet is titled "Tap Tap Tiger" and is divided into three main sections: "Picture", "Poem", and "Action".

**Picture:** A cartoon tiger wearing a watch and a headband, holding a pocket watch. A large lowercase letter 't' is next to it. Below the tiger is a drawing of a hand tapping a wrist, with the text "Tap on your wrist." underneath.

**Poem:** The poem is titled "Tap Tap Tiger" and consists of three stanzas, each followed by a row of seven lowercase 't' characters for tracing.

Time is ticking on the clock.  
Tiger's tapping on his watch.  
t t t t t t t

Hurry up, we're very late  
No time at all to hesitate  
t t t t t t t

Tick tock! There's the chime!  
Tiger likes to be on time.  
t t t t t t t

Time is ticking on the clock.  
Tiger's tapping on his watch.  
t t t t t t t

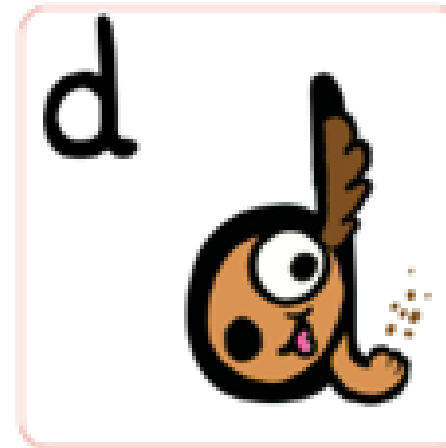
**Action:** A large arrow points from the "Action" label to the "Tap on your wrist" illustration.

To help children to form strong bonds between the sound and the letter, we use memorable animal characters and mnemonics.

Each sound is introduced with a picture, poem, song and action.

Use the action to help remember the sound!

You will find all the sounds and actions over the next few pages.



Around Dog,  
up to her ear, then down  
to her paw.

[Dig Like a Dog - ANIMA PHONICS](#)

## Rainbow Word Friday

ch i l d r e n



This Rainbow  
Word contains  
seven sounds.

What sounds do  
you hear?

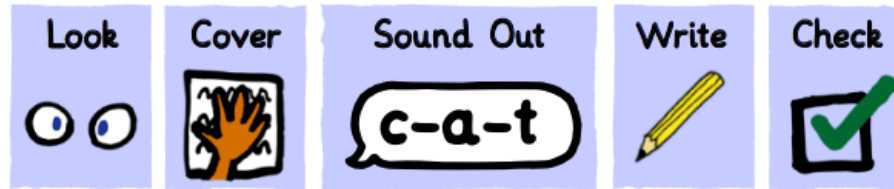
Identify the tricky  
parts then blend the  
sounds together to  
read the word.



## Spellings:

From Year 1 onwards children are sent home with weekly spellings on a Friday. They are tested the following Friday.

How to practise writing your words:



	First Try	Second Try
day		
tray		
paint		
she		
say		
her		
away		
are		

## Reading at home

Practise flashcards daily.

Read at home at least three times a week and record into your child's reading diary.

Segment and blend when you are talking to your child.

Reading pages for home.

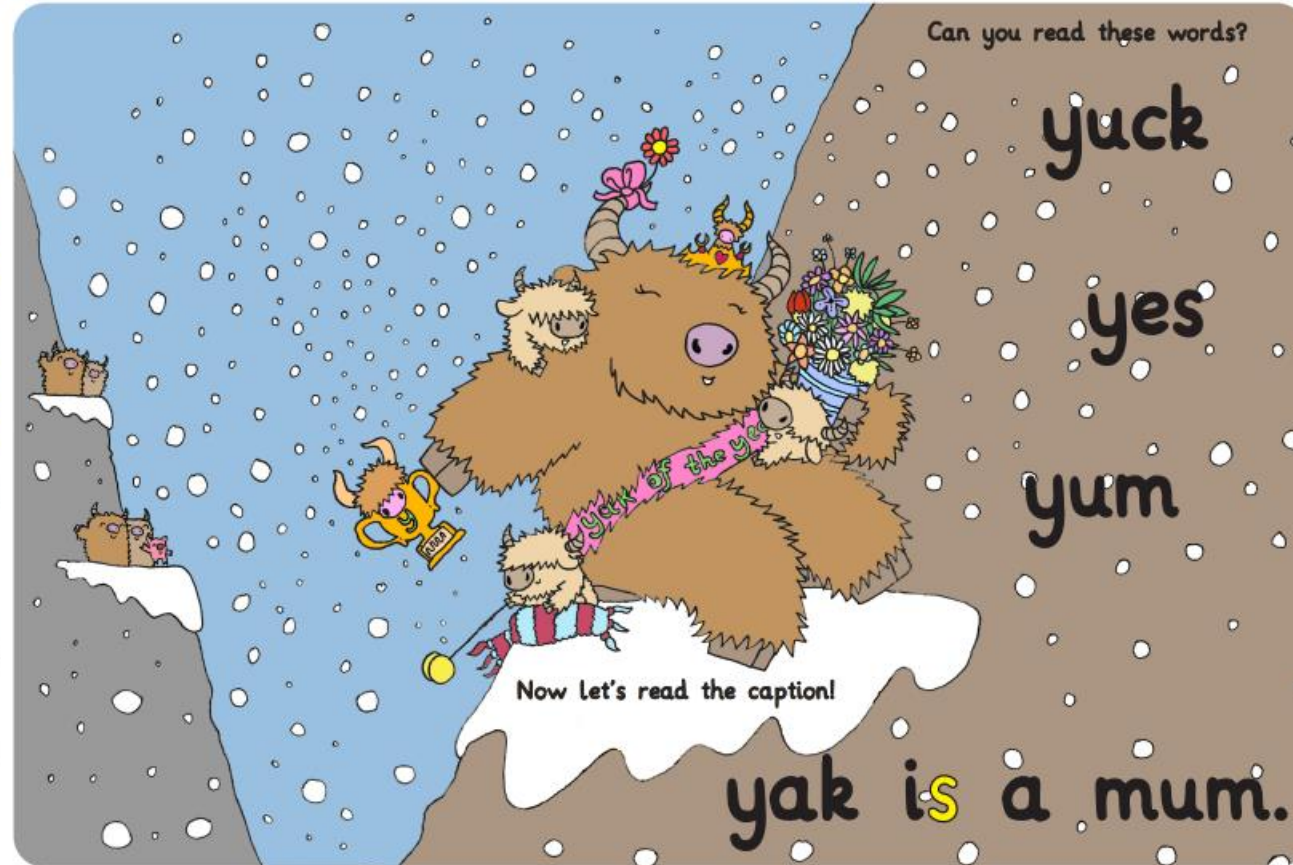
y

Can you remember these sounds?

w b h r k o g c m  
e n i x t v s l



Pinch your nose to block out the yucky smell.



Can you read these words?

yuck

yes

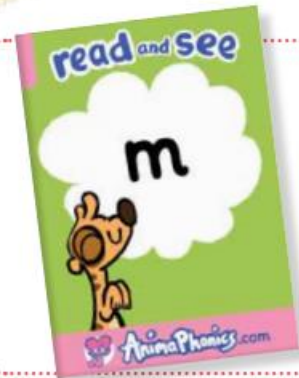
yum

Now let's read the caption!

yak is a mum.

# Reading and see books

## 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!