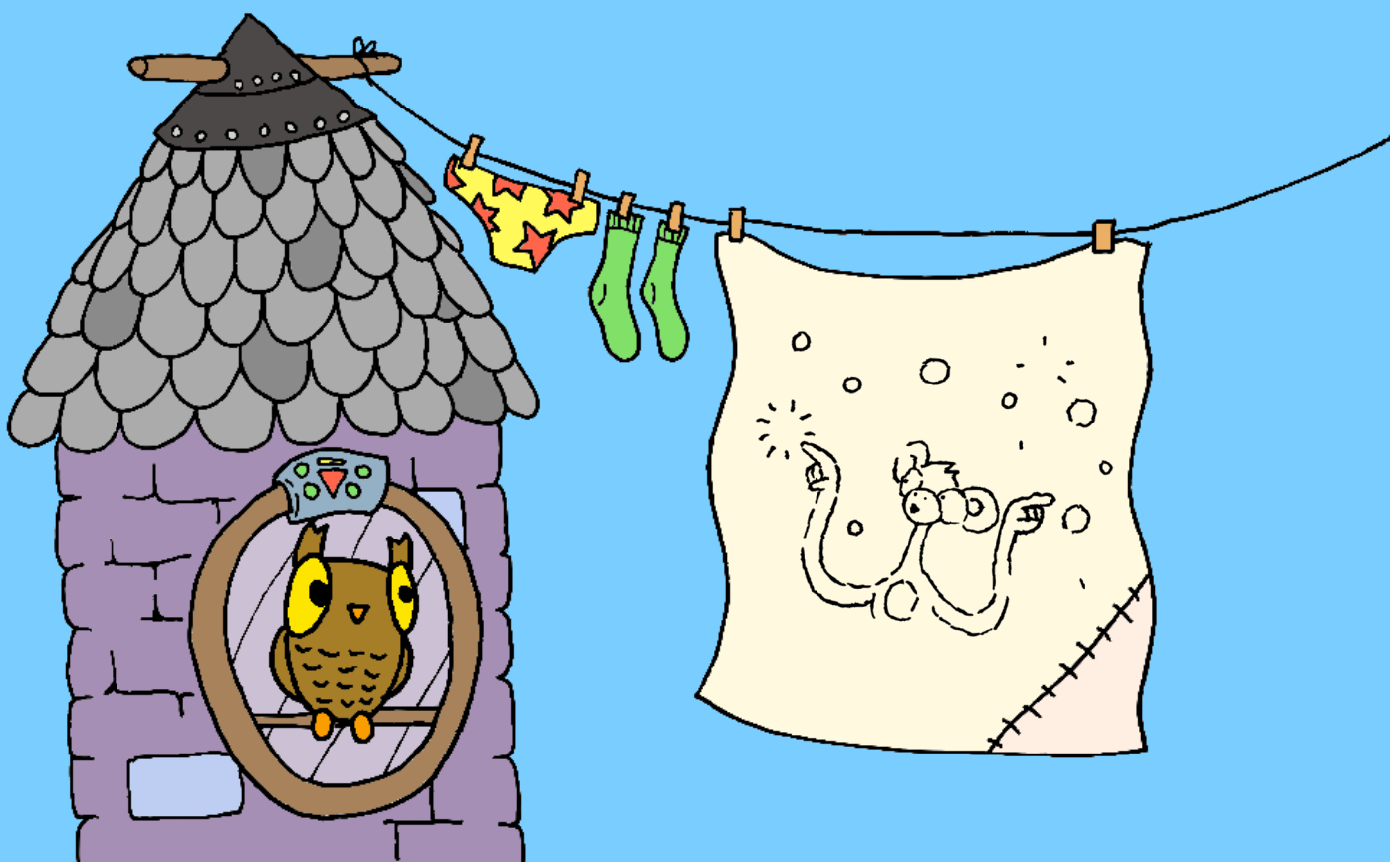


# Animal PHONICS

Unit Progression and  
Planning Overview



Unit One: 11 weeks

### Basic Code

This is the bedrock of Anima-Phonics. All 44 phonemes are introduced through stories, actions and illustrations.



Each unit of Anima-Phonics has specific and achievable aims. This provides teachers with regular opportunities for assessment, and allows children to tackle the early stages of reading development in bite-sized chunks.

Unit Two: 11 weeks

### Key Skills

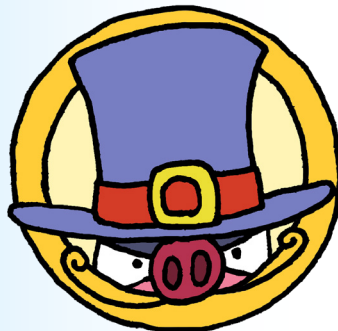
With the help of their animal friends, children practise and apply their knowledge of the basic code to reading CVCC/CCVC words and beyond.



Unit Three: 11 weeks

### Extended Code

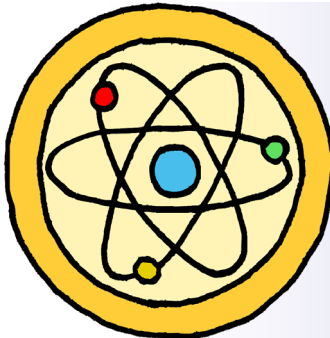
At the end of Reception, children meet The Naughtifier. He changes 'nice' digraphs into their 'naughty' alternatives.



Unit Four: 5 weeks

### Spelling Rules

Year One begins in the Science lab, where Lion is experimenting with 'soft' sounds and trying to add /y/ onto the end of words.



Unit Five: 5 weeks

### Silent Letters

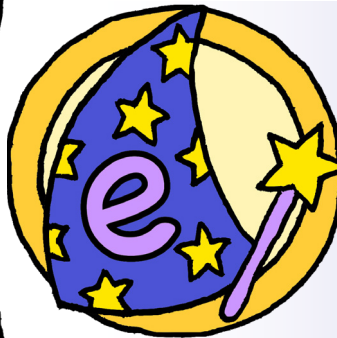
In the spooky Haunted House, a ghost turns letters silent, like in the words knee, scent and lamb.



Unit Six: 6 weeks

### Vowel Sounds

The animals decide to perform a magic show. Children must wave their wands to make the vowel sounds say their name (split digraphs).



Unit Seven: 6 weeks

### Alternative Pronunciations

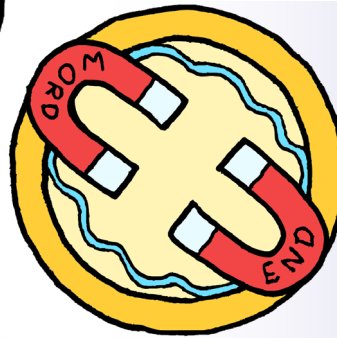
The mysterious Sound Changer shows that some graphemes have more than one pronunciation.



Unit Eight: 6 weeks

### Word Endings

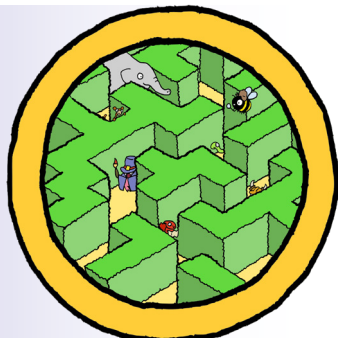
In this unit, children explore the variety of rules surrounding word endings and suffixes.



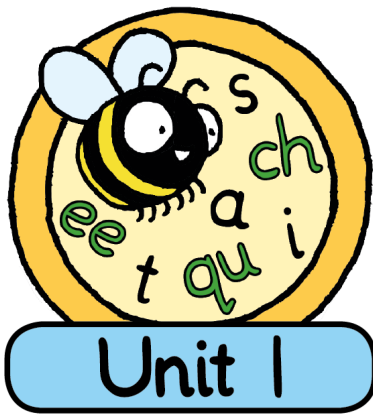
Unit Nine: 5 weeks

### Complex Code

Year One concludes with the return of The Naughtifier, who helps to complete their knowledge of the phonetic code.



The systematic nature of Anima-Phonics allows children to focus on short-term targets, whilst also giving regular opportunities to revise and recap content from earlier units.



# Basic Code

11 weeks

By the end of Unit 1, children will:

- Recognise all 44 grapheme-phoneme correspondences (GPC).
- Be able to apply their knowledge to reading and writing three-phoneme words (3P).
- Recognise 8 Rainbow Words (common irregular spellings).

Week	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	p	a	t	i
2	n	ch	s	ee
3	m	ar	e	c/k
4	d	o	sh	g
5	u	b	ng	oa
6	r	h	or	f
7	oo	oo	l	ai
8	w	ie	th	th
9	ear	j	ou	ur
10	y	oi	z	v
11	air	x	qu	ew

The Unit 1 order of GPC introduction is based on two key principles:

## Statistical Approach

Each subsequent grapheme opens up the widest range of three-phoneme ('3P') words. This means, day by day, children have access to the maximum number of words possible.

By the end of week two, children can read 30 words. After week three, 69 words. After just six weeks, children should be able to blend 257 3P words!

## Digraphs mixed throughout

With Anima-Phonics, digraphs are spread throughout the order, following our rule of opening up the widest range of 3P words with each new grapheme.

Unique to Anima-Phonics, there is no difficult 'step-change' between single letters and digraphs.

Children recognise digraphs as easily as they would any other grapheme.

## Rainbow Words

At the beginning of Week 7, children are introduced to their first Rainbow Word (common irregular spelling):



Rainbow Words are introduced systematically through the online lessons. By the end of Unit 1, children will be able to recognise eight red level Rainbow Words.

From Unit 2 onwards, children will progress through the Rainbow Words at their own pace.



# Key Skills

11 weeks

By the end of Unit 2, children will:

- Understand that 'twin' letters make only one sound.
- Be familiar with common consonant clusters.
- Be able to blend four-phoneme (4P) and five-phoneme (5P) words.
- Use the 'karate chop' method to read longer words (polysyllabic words).
- Recognise a wider range of Rainbow Words.
- Be more secure in Unit 1.

Key Skills	Weeks 1-4	Weeks 5-8	Weeks 9-11
'Twin' letters e.g. fuss, buzz, well			
4P beginning clusters e.g. stop, clap, sweet			
4P end clusters e.g. pink, loft, lamp			
'Karate chop' polysyllabic words			
5P clusters e.g. blink, frost, prank			



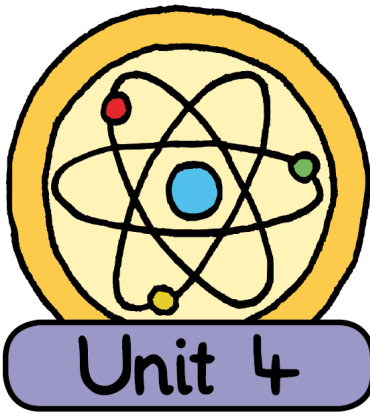
# Extended Code

11 weeks

By the end of Unit 3, children will:

- Understand that some phonemes have alternative spellings (new graphemes for known phonemes).
- Recognise a wider range of Rainbow Words.
- Be more secure in all previously taught units.

Week	Lesson 1 Focus	Lesson 2 Focus
1	recap nice <b>ai</b> grapheme	naughty <b>ay</b> grapheme /ai/
2	recap naughty <b>ay</b> grapheme /ai/	key skills games
3	recap nice <b>ee</b> grapheme	naughty <b>ea</b> grapheme /ee/
4	recap naughty <b>ea</b> grapheme /ee/	key skills games
5	recap nice <b>igh</b> grapheme	naughty <b>ie</b> grapheme /igh/
6	recap naughty <b>ie</b> grapheme /igh/	key skills games
7	recap nice <b>ew</b> grapheme	naughty <b>ue</b> grapheme /ew/
8	recap naughty <b>ue</b> grapheme /ew/	key skills games
9	recap nice <b>oa</b> grapheme	naughty <b>ow</b> grapheme /oa/
10	recap nice <b>ou</b> grapheme	naughty <b>ow</b> grapheme /ou/
11	recap naughty <b>ow</b> /oa/ & <b>ow</b> /ou/	key skills games



# Spelling Rules

5 weeks

By the end of Unit 4, children will:

- Understand that 'y' at the end of words can make two sounds, e.g. in happy or sky.
- Recognise the soft c (as in cell and December) and soft g (as in gem and magic).
- Recognise a further four alternative digraphs (new graphemes for known phonemes), and apply this to their reading and writing.
- Be able to read words containing the new 'ure' trigraph.
- Be more secure in all previously taught units.

Week	Lesson 1 Focus	Lesson 2 Focus
1	-y /igh/ - e.g. fly, cry	-y /ee/ /i/ - e.g. carry, berry
2	naughty <b>ir</b> grapheme /ur/	naughty <b>er</b> grapheme /ur/
3	soft <b>c</b> /s/ - e.g. circus, city	soft <b>g</b> /j/ - e.g. gem, giant
4	naughty <b>au</b> grapheme /or/	naughty <b>aw</b> grapheme /or/
5	Introduce new /ure/ grapheme	Recap new /ure/ grapheme



# Silent Letters

5 weeks

By the end of Unit 5, children will:

- Understand that some letters are silent (as in knee, when, scent, etc).
- Recognise a further five alternative digraphs (new graphemes for known phonemes), and apply this to their reading and writing.
- Be more secure in all previously taught units.

Week	Lesson 1 Focus	Lesson 2 Focus
1	silent <b>sc</b> /s/ - e.g. scent	naughty <b>oy</b> grapheme /oi/
2	silent <b>wr</b> /r/ - e.g. wrong	naughty <b>oe</b> grapheme /oa/
3	silent <b>gn, kn</b> /n/ - e.g. gnat, knee	naughty <b>ph</b> grapheme /f/
4	silent <b>wh</b> /w/, <b>ch</b> /c/ - e.g. when	naughty <b>al</b> grapheme /ar/
5	silent <b>mb, mn</b> /m/ - e.g. thumb	naughty <b>al</b> grapheme /or/





# Vowel Sounds

6 weeks

By the end of Unit 6, children will:

- Recognise and name vowel letters; a, e, i, o, u.
- Understand and apply the 'magic e' rule (split digraphs).
- Recognise vowel sounds made by single letter graphemes (alternative phonemes for known graphemes).
- Be more secure in all previously taught units.

Week	Lesson 1 Focus	Lesson 2 Focus
1	Intro to Vowel Names	Recap Vowel Names
2	magic <b>a_e</b> - e.g. cake	<b>a</b> /ai/ - e.g. bacon
3	magic <b>i_e</b> - e.g. hike	<b>i</b> /igh/ - e.g. find
4	magic <b>o_e</b> - e.g. bone	<b>o</b> /oa/ - e.g. both
5	magic <b>e_e</b> - e.g. theme	<b>e</b> /ee/ - e.g. recent
6	magic <b>u_e</b> - e.g. prune/cube	<b>u</b> /ew/ - e.g. unicorn



# Alternative Pronunciations

6 weeks

By the end of Unit 7, children will:

- Understand that some graphemes have more than one pronunciation (alternative phonemes for known graphemes).
- Be able to identify the /zh/ phoneme in words.
- Be more secure in all previously taught units.

Week	Lesson 1 Focus	Lesson 2 Focus
1	<b>a</b> /o/ - e.g. wash, wasp	<b>a</b> /ar/ (south) - e.g. path, grass
2	<b>ch</b> /sh/ - e.g. chef, machine	<b>y</b> /i/ - e.g. pyramid, gym
3	<b>ea</b> /e/ - e.g. head, bread	<b>ar</b> /or/ - e.g. warm, quarter
4	<b>ie</b> /ee/ - e.g. thief, belief	<b>ou</b> /oo/ - e.g. soup, group
5	<b>u</b> /oo/ - e.g. push, awful	<b>o</b> /u/ (south) - e.g. some, mother
6	Intro to /zh/ phoneme	Recap /zh/ phoneme



# Word Endings

6 weeks

By the end of Unit 8, children will:

- Understand and apply rules for word endings (new graphemes for known phonemes).
- Be familiar with the 'schwa' /u/ effect, as in bottle, middle, cockle, etc.
- Be more secure in all previously taught units.

Week	Lesson 1 Focus	Lesson 2 Focus
1	-tch /ch/ - e.g. catch	-ve /v/ - e.g. give
2	-se /s/ - e.g. house	-se /z/ - e.g. cheese
3	-ey /ee/ (s) /i/ (n) - e.g. donkey	er /u/ - e.g. dinner
4	-le /ul/ - e.g. bottle	-st(le) /s/ - e.g. castle
5	-ge -dge /j/ - e.g. fudge	-age /i+j/ - e.g. village
6	-t(ion) -c(ial) -ss(ion) /sh/	Recap Word Endings



# Complex Code

5 weeks

By the end of Unit 9, children will:

- Recognise and apply alternative spellings for phonemes (new graphemes for known phonemes).
- Be more secure in all previously taught units.

Week	Lesson 1 Focus	Lesson 2 Focus
1	naughty <b>eer</b> grapheme /ear/	naughty <b>ere</b> grapheme /ear/
2	naughty <b>ey</b> grapheme /ai/	naughty <b>ei(gh)</b> grapheme /ai/
3	naughty (w) <b>or</b> grapheme /ur/	naughty <b>ear &amp; our</b> /ur/
4	naughty <b>al</b> grapheme /or/	naughty <b>our &amp; augh</b> /or/
5	naughty <b>are</b> grapheme /air/	naughty <b>ear &amp; ere</b> /air/