

Further information about the self-assessment process

The Department has published guidance to help schools and settings judge how well published teaching programmes and resources meet the core criteria of high quality phonic work defined in the Review of Early Reading. The criteria are not prioritised; they comprise an interdependent core and we would expect a good support programme to meet all of them. The Department will strongly encourage heads and teachers to consider these criteria when making decisions about the quality of commercial programmes and the suitability of them for their particular schools and settings.

To ensure that this process is as easy and useful as possible for schools and settings, publishers of phonics products are invited to evaluate their materials against the criteria and complete a self-assessment form. This process is a voluntary. However, we would urge publishers of phonics products to provide such evaluations so that schools and settings are able to make informed choices about the support they require.

In completing their self-evaluation publishers should bear in mind that schools and settings may have a large number of self-assessments to consider. It is therefore important for publishers to provide information that is succinct and focused on the criteria in a form that is easy to read and understand. Please note that there is a word limit for the text box provided within the template.

Completed self-assessments can be displayed on this website for schools to browse through before making a decision. It should be noted that the Department does not endorse or rank the programmes that appear on this website. Completed evaluation forms should not be regarded or advertised as an 'approved' programme or resource. However, completed forms can be used for the purposes of demonstrating to schools how a programme or resource meets the core criteria and can for example, be displayed on publishers' websites.

We expect that publishers will provide accurate information about their materials and the Department has established a process to ensure that completed entries are independently scrutinised for accuracy.

If you would like to submit a completed document to be added to this website please e-mail your document to: phonics.mailbox@dfes.gsi.gov.uk. We will aim to add your template to the website within 10 working days from submission.

If you would like to provide any feedback on this process please e-mail: phonics.mailbox@dfes.gsi.gov.uk.

Assuring high quality phonic work – snapshot self-assessment form

The self-assessment below provides a snapshot of how this product meets the core criteria for a high quality phonics programme. For more detailed information on how this product meets each of the core criteria please click here or scroll further down to the detailed form.

When completing this form you will find it helpful to refer to the explanatory notes which can be found by scrolling down the core criteria page of this website.

Name of product: Bear Words in context: working with Pip

Is this a full, stand alone phonics teaching programme? Yes

Is this a resource or group of resources which can be paired with a full programme? Yes.

Please tick as appropriate

Does this product:	Fully meet	Not meet
present high quality systematic phonic work, as defined by the Independent review of teaching of early reading and now encapsulated in the Primary Framework, as the prime approach to decoding print (see Note 1)	✓	
enable children to start learning phonic knowledge and skills systematically by the age of five with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one (see Note 2)	✓	
Is this product designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme phoneme correspondences (see note 3)	✓	
enable children's progress to be assessed (see note 4)	✓	
use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills (see note 5)	✓	
demonstrate that phonemes should be blended, in order, from left to right, 'all through the word' for reading	✓	
demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words	✓	

ensure children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular	✓	
ensure that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules	✓	
ensure that, as early as possible, children have opportunities to read texts (and spell words) that are within the reach of their phonic knowledge and skills even though every single word in the text may not be entirely decodable by the children unaided	✓	

Please explain how your product meets the core criteria above:

'Bear Words in context; working with Pip' is a scheme of work that is systematic and structured for Foundation 2 and Key Stage 1 pupils. The **teaching book and twenty resource folders** provides practitioners with an innovative, effective and **proven** new approach that **pivots around teaching phoneme groups alongside keywords**, and other familiar words that exemplify particular spelling patterns. **All the phoneme groups** and the **300 keywords defined in the DfES document 'Letters and Sounds: Principles and Practice of High Quality Phonics'** and **'The Primary Strategy'** are **progressively covered** and **supports the effective implementation** of both these documents. This work has been developed alongside the National 'Early Reading Development Pilot' - that also informed Jim Roses' Reading Review. Our scheme of work has been used across Nottingham City. **Nottingham LEA** has since been recognised as a **'Centre of Excellence for Phonics.'** We are very proud to have been a part of this **major success story!**

This product allows for the teaching of discreet, daily sessions progressing from simple to more complex phonic knowledge and skills. There are ample formal and informal assessment materials that allow practitioners to track progress. A multi-sensory approach permeates throughout. Children use blending and segmenting skills from the onset through simple cvc word building / reading activities. Children are continually scaffolded to ensure that they have opportunities to read text (and spell words) that are within the reach of their phonic knowledge and skills.

Prior learning is always reinforced and consolidated - success is always built on - ALL children are motivated to learn - you will see amazing results -proven!

Please provide a brief explanation of what your product provides, e.g. resources, training etc

Our product provides a comprehensive **main teacher book** – written by teachers... for teachers. The book details how **'Bears'** and **'Pip Mice'** bring keywords and phonics together in an effective, innovative, fun and **proven** way. Ideas are shared and a wealth of other teaching materials and assessment resources are provided. **It also contains over 50 photocopiable resources and has an accompanying CD Rom.**

There are a **set of twenty resource folders that provide a whole range of interactive materials** that gives the tools and support needed for practitioners to implement 'Letters and Sounds' and 'The National Strategy' effectively. **The resources combine 'excellence' with 'enjoyment.'**

All the materials in the main book and resource folders **support Jim Roses' recommendations** for a **multi sensory approach** to early reading development.

Easy to remember - **Phonic songs and raps** are also available - as well as other associated **resources that create a 'hands on' stimulating learning environment** with meaningful links to phoneme groups and keywords.

Training can be provided.

Contact details

Only contact/ further information details can be added to this box.

F.A.O. Tracey Bradley

Bearwords.co.uk

Assuring high quality phonic work – Detailed self-assessment form

This 2nd self assessment form gives schools and settings detailed and expanded information about this product set against each core criterion. For the snapshot version please click [here](#).

Name of product: Bear Words in context: working with Pip

Is this a full, stand alone phonics teaching programme? yes

Is this a resource or group of resources which can be paired with a full programme? yes

Please explain how your product meets the following core criteria:

This product presents high quality systematic phonic work, as defined by the Independent review of teaching of early reading and now encapsulated in the xxPrimary Framework, as the prime approach to decoding print (see Note 1)

'Bear Words in context; working with Pip' is a scheme of work that is systematic and structured for Foundation 2 and Key Stage 1 pupils. The **teaching book and twenty resource folders** provides practitioners with an innovative, effective and **proven** new approach that **pivots around teaching phoneme groups alongside keywords**, and other familiar words that exemplify particular spelling patterns. **All the phoneme groups** and the **300 keywords defined in the DfES document 'Letters and Sounds: Principles and Practice of High Quality Phonics'** and **'The Primary Strategy'** are **progressively covered** and **supports the effective implementation** of both these documents. This work has been developed alongside the National 'Early Reading Development Pilot' - that also informed Jim Roses' Reading Review. Our scheme of work has been used across Nottingham City. **Nottingham LEA** has since been named as a **'Centre of Excellence for Phonics.'** We are very proud to have been a part of this **major success story!**

This product allows for the teaching of discreet, daily sessions progressing from simple to more complex phonic knowledge and skills. Formal and informal assessment materials allow practitioners to track progress. A multi-sensory approach permeates throughout. Children use blending and segmenting skills from the onset through simple cvc word building / reading activities. Children are provided with fun opportunities to read text (and spell words) that are within the reach of their phonic knowledge and skills. Prior learning is always reinforced - success is always built on - ALL children are motivated - results proven!

This product enables children to start learning phonic knowledge and skills systematically by the age of five with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one (see Note 2) by:

Bear Words specifically aid the **READING** process. All the keywords from 'Letters and Sounds' have been included. There are 70 Bears in total. Bears 1 to 9 highlight high frequency keywords, taken from Phase 1 and 2. They are used as the springboard into reading **alongside phonic teaching**. Bears 1 to 8 use colour-coded word cards / pictures in order to support the cohesive process between phonics, reading words in isolation, via captions **and in sentences**. It is important to note that all Bears support one another as all the words are inter-changeable when making sentences. This achieves a progressive, systematic and tiered structure that embraces reading for meaning, provides a context, and therefore replaces an abstract and disjointed method of learning a set of keywords that sits awkwardly with phonic teaching.

Children are now building up crucial key word vocabulary that is always intertwined with their phonic development.



Hello!

This product has been designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme phoneme correspondences (see note 3) by:

All of the phoneme groups are covered from 'Letters and Sounds.' - with regard to Foundation 2 guidelines (Phases 2, 3 and 4) and Key Stage 1 guidelines (Phase 5). **THIS SCHEME IS REFRESHINGLY STRAIGHT FORWARD, EASY TO USE AND UNDERSTAND. IT MAKES SENSE, AND ABOVE ALL - IT REALLY DOES WORK AND PRODUCES SUSTAINED RESULTS!**

'Pip the Mouse' supports this whole process through a progressive structure.

All of the recommendations in 'Letters and Sounds' are covered in a fun, appropriate, proven and effective way...

Children are now building up their phonic development and knowledge like never before - this is always intertwined with crucial key word vocabulary.

There is a wealth of rich multi-sensory material that lends themselves to short, snappy activities that motivate, stimulate and engage children in their daily phonic sessions.

Hello, my name is Pip.



This product enables children's progress to be assessed (see note 4) by:

Assessment opportunities and diagnostic materials are available through the main teacher's book and in the resource folders. The emphasis is on providing appropriate and differentiated challenges, through a variety of rich resources, which can be utilised as assessment tools. These link clearly into the scheme's structure. For example, you will be able to record if children are able to select the correctly spelt word from a choice of other similar words, i.e. tiger / tyger / tieger / tighger. Alternatively, you may ask children to match picture cards with their corresponding word cards, or ask children to fill in the missing phonemes / graphemes in order to complete a word - to name but a few activities! There are also more formal assessment tools available that EASILY and CLEARLY track children's specific progress in:

- phonic skills / phoneme groups

- Keyword vocabulary development.

Children and teachers alike enjoy our 'assessments' - is that allowed !!!!!

This product uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills (see note 5) by:

All the resources and activities for the children encourage a multi –sensory approach through games, music and songs and interactive activities.

Activities are designed to secure and consolidate learning through a consistent daily teaching sequence of :-

Revisit & Review / Teach / Practice / Apply

Opportunities abound for children to 'hear' phonemes, 'see' visual representations through beautiful child friendly illustrations and grapheme tiles / word cards. Children 'feel and move' everyday to phoneme songs and raps, and play with their own sets of resources that support the 'Teacher's model.'

Children are ALWAYS encouraged to actively participate in a 'hands on' way in their learning experience.

Materials can be utilised in whole class teaching, small group work and in 1-1 situations. Active recall is constantly encouraged. Materials are suitable for, and enjoyed by ALL children.

This product demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading by:

There are activities that promote the practice of, and application of blending and segmenting skills alongside **EVERY** phoneme group defined in 'Letters and Sounds' through a systematic and progressive structure.

Children blend and segment phonemes in the initial, medial and final position from the onset. Keywords are combined with other phonetically regular and irregular words. 'Pip' the mouse and 'Bear' play together! An example of one of our 'Sentence Builders' will illustrate this. Keywords and phonics are combined:- 'I look at my baby in the c o t .

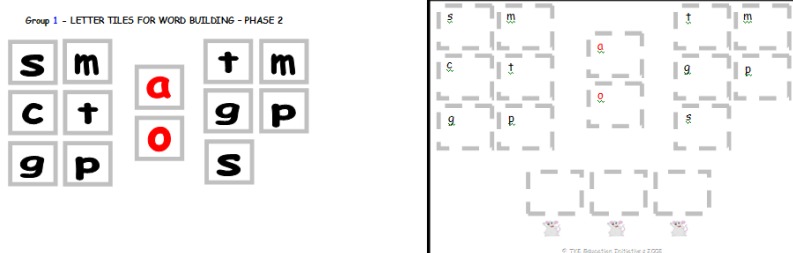


Children can match word cards / captions to corresponding pictures. There are Real and Nonsense words to sort out and differentiate between ... and much, much more!

This product demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words by:

There are a wealth of activities, printed on glossy, laminated card that encourage children to read, spell and write regular and irregular words.

For example, you will see 'Phoneme Tiles,' and 'Sound Button Cards' that enable children to segment words into their constituent phonemes for spelling, i.e. c a t - cat . An example of one of our children's' interactive resources is shown here to illustrate this:



All of these resourced activities are again tailored to suit the particular phoneme group that is being taught.

This product ensures children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular by:

Our whole scheme pivots around a synthetic phonics based approach that promotes early reading development, as advocated by Jim Rose.

Children can be tracked throughout the whole scheme to ensure progression.

'Pip' and 'Bear' helps children learn Irregular and regular words. These are taught throughout the scheme – with a particular emphasis in the Phase 5 materials that details all the grapheme combinations.

There is also an additional folder that covers 'More Alternative Pronunciations & Spellings.'

Materials are produced and organised so that they can be taken home. Home – school links is recognised as a valuable contributor towards children achieving success in becoming independent readers and writers.

'Bear Words in context: working with Pip' actively scaffolds children's learning to ensure that they are supported during every phase of their phonic development. Prior learning is always built on and consolidated thus providing children with the confidence and skills to take their own learning forward.

This product ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules by:

Tricky Bears allow children to learn words that do not fit into a regular spelling patterns. For example, Bear 11 shows short vowel 'e' words like 'yes'. Bear 12 is a 'Tricky Bear' that follows on, and which highlights the word 'said' and 'head.' The 'ai' and 'ea' digraph, as you are aware, is also pronounced with the same short vowel 'e' phoneme. The 'Tricky Bears' will help children to understand that some words are difficult, and that they have to be learned by sight – because they look right. Children enjoy receiving 'Tricky Bears' and like the challenge and empowerment of decoding complicated words. A context for learning is always provided to ensure meaningful links are always made.

Keywords and phonics are taught simultaneously and systematically. A clear teaching sequence and timeline is suggested to help ensure coverage of all the components in 'Letters and Sounds' and 'The Primary Framework.' From the onset children are encouraged to explore simple texts where keywords and phonics are constantly combined.

This product ensures that, as early as possible, children have opportunities to read texts (and spell words) that are within the reach of their phonic knowledge and skills even though every single word in the text may not be entirely decodable by the children unaided by:

Our scheme offers opportunities;

- ❖ to practice groups of letters in their initial, medial and final positions straight away,
- ❖ to progressively blend and segment, and build up words with short and long vowel variations,
- ❖ to practice monosyllabic, polysyllabic and compound words
- ❖ to practice writing regular and irregular words in relation to phoneme groups, in and out of the context of a sentence, in captions, alliteration sentences, rhymes and much more
- ❖ to label objects / pictures according to the Pip Mice words,
- ❖ to associate simple captions with pictures according to the phoneme groups being taught,
- ❖ for reading and spelling keywords that incorporate regular and irregular tricky words, through interactive materials that encourage children to apply skills learnt.
- ❖ to explore a range of motivational, fun 'hands on' activities and games.
- ❖ to practice letter formation
- ❖ to track progress through formal and informal assessments

- ❖ **'Excellence' and 'Enjoyment' for ALL.**

Please provide a brief explanation of what your product provides, e.g. resources, training etc

Our product provides a comprehensive main teacher book – written by teachers... for teachers. The book details how 'Bears' and 'Pip Mice' bring keywords and phonics together in an effective, innovative, fun and **proven** way. Ideas are shared and a wealth of other teaching materials and assessment resources are provided. It contains over 50 photocopiable resources and has an accompanying CD Rom.

There are a further set of twenty resource folders. Each one provides a whole range of interactive materials and resources at your fingertips. Each folder focuses on particular phoneme – grapheme correspondences. Guidance and support is also provided so that practitioners can confidently implement 'Letters and Sounds' phases effectively.

All the materials in the main book and resource folders support Jim Roses' recommendations for a multi sensory approach to early reading development.

Phonic songs and raps are also available - as well as other associated resources that create a 'hands on' stimulating learning environment with meaningful links to phoneme groups and keywords.

Training can be provided.

Contact details

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Tracey Bradley can be contacted via the website:

www.bearwords.co.uk