



Success for All 
Phonics



Welcome to our Phonics Information Session

Thursday 19th September 2024

Why is phonics important?

- Phonics teaches the skills that help children learn how to **read**, **write** and **spell**.
- These are skills for life.



Why are early literacy skills important?



'Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.'

The Reading Framework: teaching the foundations of literacy
DFE, January 2022

Here's how many words children would have heard by the time they were 5 years old:

Never read to	4,662 words (less than 5 thousand words)
Read to 1–2 times per week	63,570 words (over 63 thousand words)
Read to 3–5 times per week	169,520 words (nearly 170 thousand words)
Read to daily	296,660 words (nearly 300 thousand words)



Science Daily,
2019 (in The
reading
framework,
DFE, Jan 2022)
[https://www.sciencedaily.com/
releases/2019/
04/190404074
947.htm](https://www.sciencedaily.com/releases/2019/04/190404074947.htm)



What is phonics?

Synthetic phonics
is about building up
units of sound
into words.

slurp

• • — •

shoots

— — • •



What skills does my child need?

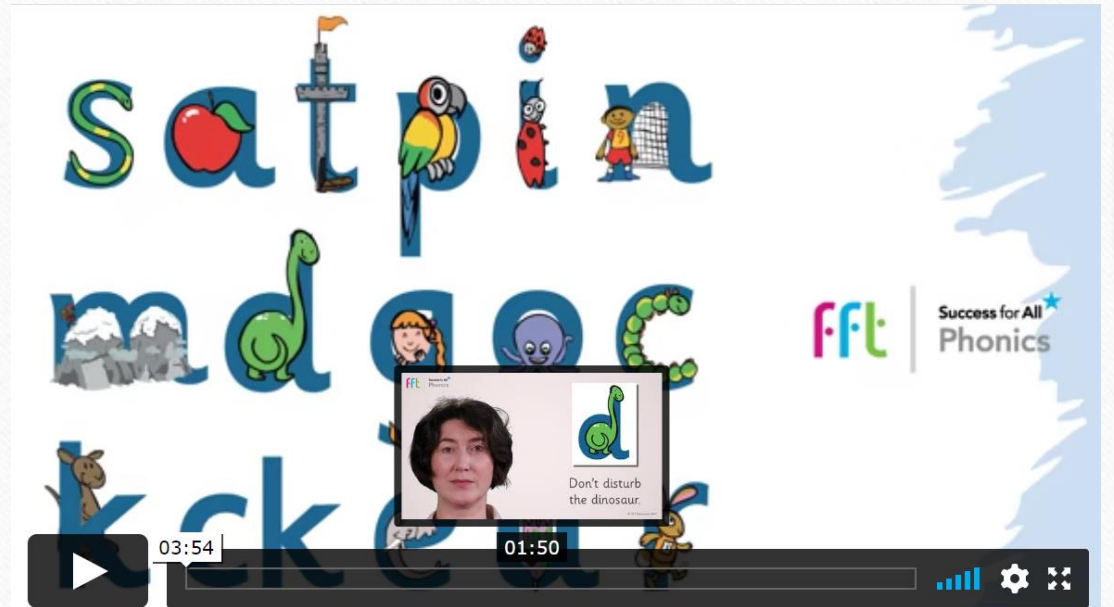
Stretch and read

- **Blending** - Saying the phonemes (sounds) in a word sufficiently quickly to make a word.
- We use this skill when we **read**.
- m/**ee**/t = meet
- **Segmenting** - Breaking a spoken word into individual phonemes (sounds) and writing down the graphemes (letters that represent each sound).
- We use this skill when we **spell**.
- snail = s-n-**ai**-l



Pure Sounds

- Saying pure sounds is important – some sounds stretch e.g. /m/ /n/ /r/ and some bounce e.g. /b/ /p/.
- It is always best to say them softly and say a word that begins with the sound to help.
- Try to **avoid a big 'Uh'** sound at the end as this will impact on your child's ability to blend and segment words when reading and spelling **e.g. don't say 'nuh' for 'n'**.
- <https://vimeo.com/showcase/9340990>














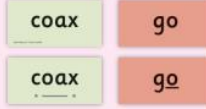




Success for All 

What phonics scheme do we use?

- FFT **Success for All** is a complete Systematic Synthetic Phonics (SSP) programme validated by the Department For Education.
- It is supported by an online Reading **Assessment** Programme.
- It provides additional support via a reading **tutoring** programme - TWL.

Resources Overview

Teaching Resources	Classroom Resources	Pupil Resources	Other Resources
<p>Programme Guide for School Leaders and Teachers</p> 	<p>Alphabet Cards Wall Set</p>  	<p>68 fully decodable Shared Readers</p> 	<p>Reading Assessment Programme</p> 
<p>Phonics Teacher's Manual</p> 	<p>Picture Sound Cards Wall Set</p>  	<p>Partner Practice Booklets</p> 	<p>Tutoring with the Lightning Squad</p> 
<p>Shared Reader Teacher's Manual</p> 	<p>Green and Red Word Cards</p> 	<p>Picture Sound Mats</p> 	<p>Alphabet Letter Strips</p> 

Year	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Nursery & Reception	Phase 1	Phonological awareness and rhyming	n/a	n/a
Reception Term 1	Phase 2/3	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, q, x, y, z CVC words Words with -s ending	1 to 8	the, I, he, she, is, to, go, of, as, we, are, you, into
Reception Term 2	Phase 3	zz, qu, ch, sh, th, ng, ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car) Blend CVC words (including with -s and -ing endings), double-consonant words with endings, limited CCVC and CVCC words. Two-syllable words.	9 to 20	be, me, his, no, so, has, do, her, my, by, ask*, our, says, they, said, was, were, put, all, like, there
Reception Term 3	Phase 3/4	or (corn), ur (purple), ow (cow), oi (boil), ear (clear), air (hair), ure (pure), er (batter) Common Phase 3/4 alternative spellings such as: or, ore; s, se; z, ze, se; v, ve Blend CVC words (including with -es and -ed endings) CCVC, CVCC, CCVCC, CCCVC, CCCVCC words. Nouns and adjectives with -er ending.	21 to 32	here, where, today, what, when, come, some, push, pull, friend, school, out, once, once, your, love, house, full, little
Year 1 Term 1	Phase 5	ay (play), ou (cloud), ie (dried), ea (cream), oy (boy), ir (girl), ue (blue), aw (jaw), ew (new) Common Phase 5 alternative spellings: ai, a; i, le; el; al, il; s, st; ee, e; igh, i; w, wh; oa, o; or, au Words with prefix un- Nonsense words Nouns and adjectives with -est ending	33 to 44	again, oh, their, last*, poor, money, thought, should, class*, Mr, Mrs, work, great, break, pass*, fast*, climb, people, after, path*, any, many, who, could, because, water, past*, bath*, hour, two, door, different, Christmas, floor, would, through
Year 1 Term 2	Phase 5	a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute), -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem) Common Phase 5 alternative spellings: ai, ey, oi, eigh; ee, ey; ie; or, a, al, oor, our; oa, ou; oo, ui, ou; yoo, u; oo, u, ou; r, wr; s, sc, ce; e, ea Endings on split digraph and -y words Words with suffix -ly	45 to 56	beautiful, plant*, every, whole, only, move, father, grass*, eye, busy, pretty, half, parents, everybody, sugar, prove, improve
Year 1 Term 3	Phase 5/6	ire (fire), are (care), tch (watch), oe (toe), ph (phone) Common Phase 5/6 alternative spellings: ear, eer, ere; er, ear; air, ear, ere; aw, ar; u, o; m, me; n, ne; sh, ch, ti, ci, ssi; oo, ou, u, ou; n, gn, kn; m, mb; c, que; zh, s, si Words with suffix -ful, -less, -ness, -ment Less common GPCs to be covered and Shared Readers contain all GPCs taught to date. Spelling consolidation Homophones Words ending in -tion / -cious	57 to 68	

- ✓ Scope and Sequence based on Letters and Sounds
- ✓ Common Exception Words are taught in phonics and shared reading lessons
- ✓ 68 steps: teach a step each week (on average)
- ✓ Regular Review and Consolidation every few steps in addition to half termly assessments
- ✓ Decodable Shared Reader linked to each step



Where does it fit in the timetable?

EYFS

- Daily **25**-minute Phonics.

- Daily Shared Reading:-

Term 1 – **15** mins

Term 2 – **20** mins

Term 3 – **25** mins



Year 1 & 2

- Daily **25**-minute Phonics.





- Daily Shared Reading:-

All Terms – **30** mins




What will my child do in their daily phonics lessons in **EYFS**?

Reception Term 1 – 1 lesson

Review Previously Learnt GPCs (5 minutes)			Teach › Practise › Apply New GPCs (15 minutes)					
Hear Phonemes	Read GPCs	Stretch and Read	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Write New Grapheme
i n m d	s a t p i n m d	sit pip tap dim did mad	The girl is glad.  /g/	Look what my mouth is doing when I say /g/. My mouth is open and I'm making the sound right back in my throat. If I put my fingers on my throat I can feel the sound.	t-a-p s-a-g d-i-g g-a-s	g-a-p p-i-g n-a-g t-a-g	gap gas dig	Left around the girl, down her plait and curl.   

Reception Term 1 – 1 lesson

Review Previously Learnt GPCs (10 minutes)			Teach › Practise › Apply New GPCs (15 minutes)						
Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Write Words with New Grapheme	Write Familiar Words	
ch sh th ng ai ee	week snail sweet ask* sling creeps railing	tail › sail › pail › pain › Spain › spun › stun › stuck	Bright light.  igh /igh/	t-igh-t s-igh-t b-l-ee-p h-igh	l-igh-t th-igh s-t-ee-p f-r-igh-t	sighs bright fighting	high light sight fright	bash ring tree brain	



Co-operative Learning **in EYFS**

ffft Success for All
Phonics

Partner Practice
Booklet

Steps 1-7

1

Reception
Term 1

Step 1 – Day 1

a	t	s	i
.	.	.	.
m	p	n	d
.	.	.	.

sat	tip
pat	Dad

gas	dig
tag	gap

ffft Success for All
Phonics

Partner Practice
Booklet

Steps 21-29

3

Reception
Term 3


Step 29 – Day 3

fur	pair	vulture
years	cured	frowning

I am too full up from that big lunch
for a snack now.

herd	letter	scooter
term	never	dinner
jerk	jumper	harder
stern	cooker	bumper

What will my child do in their daily phonics lessons in **Year 1 & 2?**

	Review Previously Learnt GPCs (10 minutes)			Teach › Practise › Apply New GPCs (15 minutes)						
	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Spelling Practice	Write Words and Sentences	
Day 1	ear air ure er ay ou	listen freezer counter Mr work	vulture Saturday metal* can't class**	cloud › loud › laid › paid › pain › paint › point › joint	Tie your tie.  ie /igh/	p-ie l-ie-s d-r-ie-d f-ou-n-d	d-ie l-ou-d s-p-ie-s f-r-ie-d	pie spies supplies	sigh lie high dies tied right	sure pound staying dinner pie cried tries fries
Day 2	ear air ure er ay ou	cured sprayed hospital* Mrs	bumper shouting April*	clay › play › lay › lure › lair › chair › hair › hear	Review the Key Card for the new GPC.	t-ie-s d-ie-d t-r-ie-s p-ou-n-d	p-ie s-p-ie-d c-r-ie-s m-ou-th	dried tries fried	might light spies cries pie dried	'I'm frightened of the thunder and lightning,' she cried.

- 1. Spelling Practice: – Now that they know a range of GPCs, they need to begin to work out when to use them e.g. seem, team, swede, key, we.
- 2. Write words and sentences - From the start of Year 1 but also introduced in the Summer term in Reception.



Co-operative Learning in Year 1 & 2

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Phonics

Partner Practice Booklet

Steps 34–43

4

Year 1
Term 1

Step 34 – Day Three

pair	joint	unpack
hear	paper	hairbrush

Oh dear, it's raining again and I left my coat at Fay's house.

rays	clay	stray
stay	bay	praying
played	stayed	🦉 zays
🦉 squay	jay	away
hay	tray	Thursday

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Phonics

Partner Practice Booklet

Steps 57–61

6

Year 1
Term 3

Step 61 – Day Three

potatoes	kneled	treasure
thumb	television	confusing

"It is my pleasure to watch my nephew for a while," smiles Liv as she goes into the living room and switches on the television.

graph	phantom	pheasant
phew	phoned	trophy
phrase	phonics	elephant
🦉 phoge	nephew	alphabet
🦉 draph	dolphin	headphones

Time for questions about phonics.





What is Shared Reading?

- In addition to their **daily phonics** lesson, the children have a **daily shared reading** lesson.
- This provides them with the opportunity to **apply** what they have been learning in their phonics lessons but also work on fluency and expression.
- The children discuss the text to develop their **comprehension skills**.





What is a decodable reading book?

If **you** get tagged, **you** stop.
You stick **your** **arms** **out** and stand
with **your** feet **apart** until **you** **are**
freed.

- A decodable reading book contains **GPCs** and common exception words (**the red tricky words**) that your child has been learning in school.

FFT's decodable reading books



- FFT have specially written 68 **decodable** reading books that include a **variety of genres**.
- The Shared Readers are linked to the **scope and sequence**.
- They are used **in class** for the daily shared reading lessons.
- They can also be **sent home** as physical or digital books.



Reading books going home

- We send the digital QR codes home for your child to access each week.
- We also send your child a physical book that have been matched to our shared reader levels and the stage they are working at with their phonics.





How to get the most out of your reading book

- Ask your child to read the **Green Words** at the start of the book. These words are **decodable** which means you can sound them out and blend them.
- **Red Words** are 'tricky words' which means they have parts that are not decodable and need to be memorised. The tricky part is underlined.

might

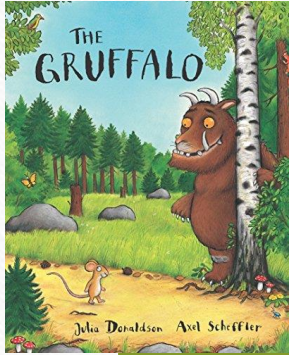
said

The importance of comprehension

- It is important **not to rush on** with reading books that contain unknown GPCs. Focus on **fluency** and **comprehension**.
- Take time to discuss new **vocabulary** e.g. pugs, unclips and mooch.

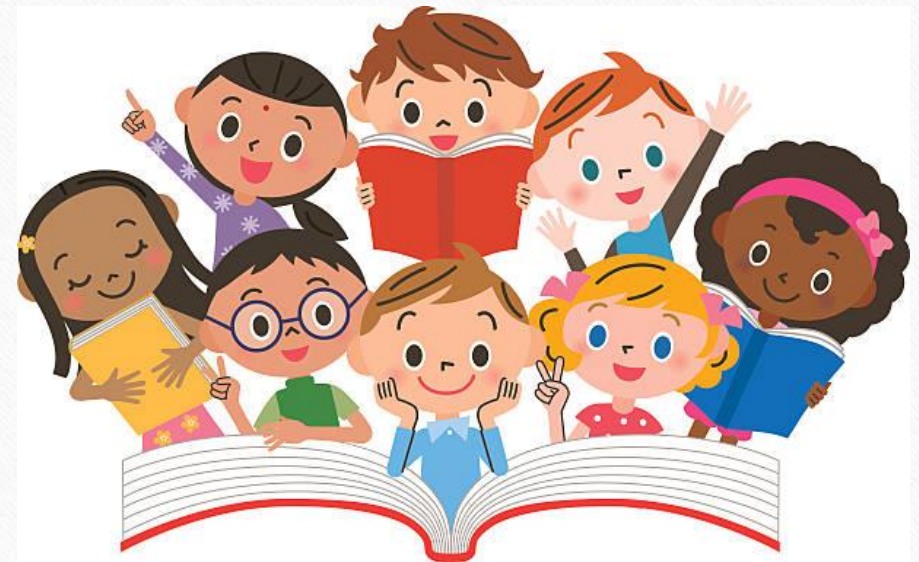


On the green, Pip unclips the pugs.
Snuff, snuff. Huff and Puff mooch
to the next sniff.



Reading for pleasure

- Reading for **pleasure** is an important part of childhood learning and your child should hear you read and listen to stories and rhymes.



Routes to Reading Year 2

- FFT have launched their new reading programme for Year 2 children.
- This contains 15 new shared reader texts. The children will focus on the same texts for 2 weeks where they will complete a range of activities based on that text. They will then bring that book home at the end of the 2 week cycle. It is really important that like all books these are returned – as we do not have money in the budget to replace them.


Routes to Reading - Year 2 Book List



Term	Title	Author	Illustrator	Genre
1	The Tale of Chicken Little	Elizabeth Charman	Eszter Szepvolgyi	Traditional Tale
1	Extreme Earth	Elizabeth Charman	Photography	Non-fiction (Geography)
1	Animal Poems	Elizabeth Charman	Eszter Szepvolgyi	Poetry
1	The Great Escape	Elizabeth Charman	Eszter Szepvolgyi	Fiction
1	Ants Are Everywhere!	Joel Pollen	Photography	Non-fiction (Animals)
2	Kongy Arrives	Elizabeth Charman	Eszter Szepvolgyi	Fiction
2	Why Do Stars Twinkle?	Joel Pollen	Photography	Non-fiction (Science)
2	The Dreams of Moxie Mouse and Cat Capone	Hershel P Lidan	Hershel P Lidan	Poetry
2	An Invitation to a Party	Janet Adsett	Photography	Instructions
2	Anna's Homework	Elizabeth Charman	Eszter Szepvolgyi	Fiction
3	Lost	Joel Pollen	Tamara Joubert	Fiction
3	Snow White and the Jazz Band	Ewan Shepherd	Ewan Shepherd	Poetry/Traditional Tale
3	Bea's Pumpkin	Joel Pollen	Kiley Victoria	Fiction
3	It Came from Outer Space	Paul Cookson	Liz Million	Poetry
3	In the Year 2100	Elizabeth Charman & Joel Pollen	Photography	Non-fiction (Science)





Spelling with the Jungle Club

 Spelling
with the
JUNGLE CLUB

Name: _____

**Pupil
Workbook**
Terms 1 & 2



 Spelling
with the
JUNGLE CLUB



REMEMBER
with Ember Elephant 

LEARN
with Lamar Lemur 

PRACTISE
with Ferry Panther 

TRY IT
with Tico Toucan 

ai	ay	a	a_e
train			

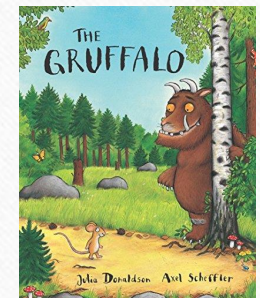
In Year 2 the children do not have a spelling test with a list of words, instead they complete mini-tests throughout the week where they apply the rule they have learnt. This means they are able to apply the rule to any words they come across.

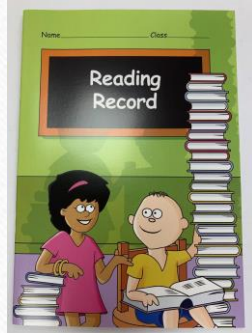
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How can I help my child?

- Be aware of the **GPCs** your child is learning each week.
- Use **pure sounds**. FFT provide a full set of **videos** that contain the proper pronunciation of all Grapheme Phoneme Correspondences (GPCs) taught in the programme.
<https://vimeo.com/showcase/9340990>
- Hearing others read is very valuable so **reading to your child** helps to develop their language and is good for modelling good reading behaviours.
- FFT Success for All Phonics have created advice and resources to support. Find them on their Parents Portal: <https://parents.fft.org.uk/tips-for-homereading/>
- Children have a better chance of being successful readers if they practise reading their **decodable books** **AND** also share other exciting **books for pleasure**.





Home-School Links



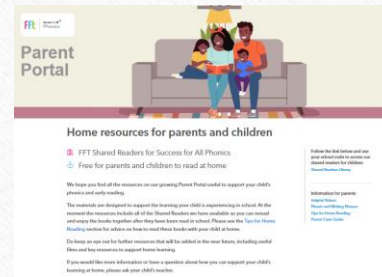
- The reading diaries are to be filled in by staff **and** parents to record and share valuable information.

They show:-

- Which school books your child has read.
- How often they read.
- Their strengths and weaknesses with regards to reading.

Useful Websites

- FFT Parent Portal
<https://parents.fft.org.uk/>



- Our school website:

<https://www.heather.leics.sch.uk/>

- Top Marks Phonics Games
<https://www.topmarks.co.uk/Search.aspx?q=phonics>



Useful Vocabulary

- **Phoneme** – The smallest unit of sound in a spoken word e.g. c-a-t (3 phonemes) or m-oo-n (3 phonemes). You cannot see a phoneme; you can only hear it.
- **Grapheme** – The written representation of a phoneme e.g. ‘ai’ in the word ‘rain’. It can be made up of 1, 2, 3 or even 4 letters.
- **GPC**: Grapheme Phoneme Correspondence. This means a sound is matched to one or more written letters e.g. acorn (a), rain (ai), tray (ay), snake (a-e), they (ey), sleigh (eigh), vein (ei).
- **Digraph** – A grapheme that is made of 2 letters that make 1 sound e.g. ea
- **Trigraph** - A grapheme that is made of 3 letters that make 1 sound e.g. igh
- **Blending** – Saying the sounds (phonemes) in a words sufficiently quickly to make a word e.g. t-r-ee = tree. We use this skill when we read.
- **Segmenting** – Breaking a spoken word into individual sounds (phonemes e.g. ‘card’ = c-ar-d and writing down the letters for each sound to make the word. We use this skill when we spell.

What if my child needs more support?

- The scheme provides an **online Tutoring programme** for pupils who need additional catch-up support (Year 1 to 5).
- Pupils working in **small groups** with a tutor (4 pupils with a teaching assistant).
- They engage in reading activities which improve phonics skills, decoding and reading fluency.



How will my child be supported in school?

- Daily phonics lessons
- Daily shared reading lessons
- Regular assessments
- Interventions (if required)
- Decodable reading books sent home weekly
- Some children will have a reading for pleasure book also.



Further support

- Please do not hesitate to contact your child's class teacher if you need further support with your child's reading or with ways to support their phonics and reading knowledge at home.

Time for questions about reading.

