



WELCOME TO FFT SUCCESS FOR ALL PHONICS

September 2024

Welcome to FFT Success for All Phonics

We want to share with you:

- The thought processes behind the programme
- An overview of Success for All Phonics and what's included
- Ways to help your child at home and in their school



Why does my child's school need to use a programme for phonics and early reading?

- Schools have been using a range of programmes that teach phonics for over a decade, backed up by years of research to help children to read well as soon as possible.
- In winter 2020, the Department for Education decided it was important to have a new list of programmes they had checked that met a list of stringent criteria to be 'validated' systematic, synthetic phonics programmes, or SSP for short.
- Like other programmes, FFT Success for All Phonics was validated by the DfE and, after looking at all programmes available, our school have selected this as our chosen programme as we feel it's best for your child/ren.



Resources Overview



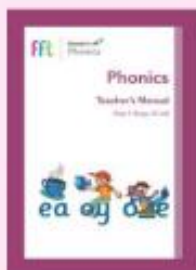
Success for All
Phonics

Teaching Resources

Programme Guide
for School Leaders
and Teachers



Phonics
Teacher's
Manual



Shared Reader
Teacher's
Manual



Classroom Resources

Alphabet Cards Wall Set



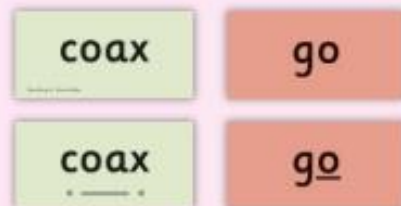
Picture Sound Cards Wall Set



Letter Formation Cards



Green and Red Word Cards



Pupil Resources

68 fully decodable Shared Readers



Partner Practice Booklets



Picture Sound Mats



Alphabet Letter Strips



Other Resources

Reading Assessment
Programme



Tutoring with the Lightning
Squad



What happens in daily lessons?

Each day:

- revisit phonemes and graphemes
- consolidate learning before new content is introduced
- orally blend
- segment
- read words and then sentences

Also:

- learn the alphabet
- how to write letters in upper and lower case
- write simple words and then sentences

Reading:

- daily opportunities to apply their learning into reading
- discussing the text to develop their comprehension skills



Phonic lessons 9:10- 09:30 everyday
All lessons start with the Alphabet Chant- see handout



Phonic lessons 9:10- 09:30 everyday

Step 1

Reception – Term 1

Remember to begin each lesson with the Alphabet Chant 

Weekly Phonics Lesson Plan



Success for All
Phonics

	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
Day 1	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.   
Day 2	n m d g	a t p i n m d g	did sag sip sat tip gas	The octopus observes olives.  /o/	Look what my mouth is doing when I say /o/. My mouth is open and my chin drops down slightly.	t-o-p d-i-g p-a-t g-o-t	n-o-d t-i-p g-o-t s-a-d	pot nod mop	From the top of the head and all the way round the octopus.   
Day 3	m d g o	t p i n m d g o	map pat dog did got ant	The curly caterpillar crawls.  /k/	Look what my mouth is doing when I say /c/. I'm making the sound right at the back of my mouth and if I put my hand in front of my mouth, I can feel air coming out.	c-a-t c-a-p c-o-t d-o-g	c-a-n c-o-g m-a-d g-a-p	can cop cat	Curl around the caterpillar.   
Day 4	d g o c	p i n m d g o c	can mad sit pin cot and	The kangaroo keeps kicking.  /k/	This is not a new sound; it is the same sound as 'c', just a different way of writing it.	k-i-d k-i-p d-o-t g-a-s	k-i-t k-i-n s-a-t d-i-d	kid kip kit	From head to toe, arm up, kick out.   
Day 5 (Review)	g o c k	i n m d g o c k	kid got can cot mop kit	Review all GPCs presented this week that the children need more practice with.		c-o-g c-a-t g-a-p k-i-t	c-a-n g-o-t d-o-g k-i-p	Review any GPCs and words that the children need more practice with this week (and read PPB1 Day 4 for speed and fluency).	Practise writing all graphemes presented this week, both upper- and lower-case, that need review.

Sounds
that I will
learn in
after the
alphabet
Year R

ck

ff

ll

ss

zz

qu



Sounds
that I will
learn in
Year 1

 a_e	 ee	 i_e	 oe	 oo
 ay	 ea	 ie	 ow	 ue
 ai	 _y	 igh	 oa	 u_e
 e-e	 _y	 oe	 ew	

 or	 ou	 oy	 er
 aw	 ow	 oi	 ur
			 ir

 are	 air
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 oo	 ar	 ear	 ure	 ce ci
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 ge dge	 ire	 tch	 ph
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Year 1 Picture Sound Mat

Step 36

Year 1 – Term 1

ie (ai, il)

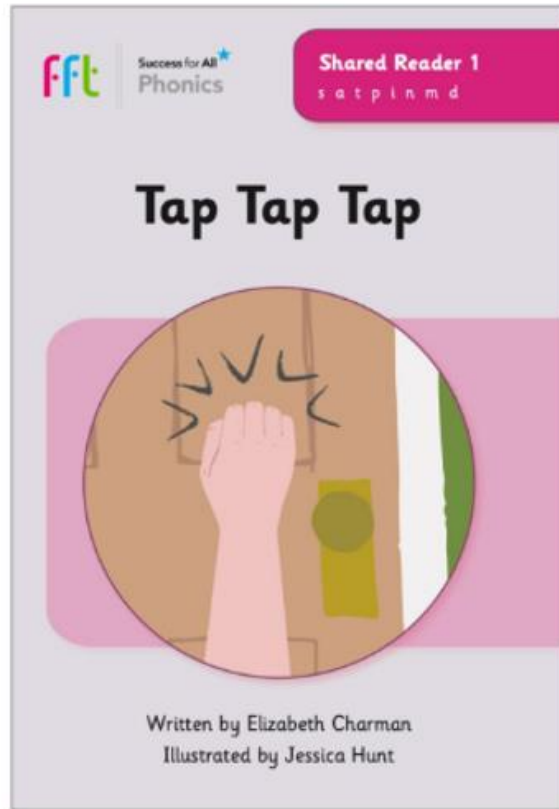
	Review Previously Learnt GPCs (10 minutes)			Teach > Practise > Apply New GPCs (15 minutes)					
	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Spelling Practice	Write Words and Sentences
Day 1	ear air ure er ay ou	listen vulture freezer Saturday counter metal* Mr can't work 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 pie pound cried staying tries dinner fries
Day 2	ear air ure er ay ou	cured bumper sprayed shouting hospital* April* Mrs	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.
Day 3	ear air ure er ay ou	avoid stern swaying mountain fossil* sandal*	barn > burn > been > beep > seep > steep > stoop > stool	Review the Key Card for the new GPC.	t-r-ie-s s-t-air d-r-ie-s s-ou-n-d	t-ie-d f-r-ie-s t-r-ou-t s-p-r-ay	fries cried applies	died light flight lies frighten fried	Let's lie on the sand and look at the bright moon and stars.
Day 4	ear air ure er ay ou ie	Children read the words for Day 1 in their PPB for speed and fluency.	clear > clay > lay > lie > lied > died > dried > dries	Review any GPCs presented this week that the children need more practice with.	Practise Say it Fast to orally rehearse any words that the children need more practice with this week.	Practise Break it Down to orally rehearse any words that the children need more practice with this week.	Review any words that the children need more practice with this week (including CEWs).	fright dried fries slight supplies tight	Tie your boots up tight so you do not trip.
Day 5	ear air ure er ay ou ie	Children read the words for Day 2 in their PPB for speed and fluency.	year > dear > shear > shore > tore > store > star > start	Review any GPCs presented this week that the children need more practice with.	Practise Say it Fast to orally rehearse any words that the children need more practice with this week.	Practise Break it Down to orally rehearse any words that the children need more practice with this week.	Review any words that the children need more practice with this week (including CEWs).	night dries cried bright applied lightning	Can you get fries and apple pie?

* Teaching Point: Explain that 'al' and 'il' are other ways of spelling the // sound.

** This may or may not be a Tricky Word according to regional accent.

READING SESSIONS 1-1:30 EVERYDAY

Shared Reader 1: Tap Tap Tap



Green words

Practises s, a, t, p, i, n, m, d

tap	Sam	dip
Pip	sit	nap
and	sip	

Questions

Can you answer these questions about the story?

1. Did Pip sit?
2. Did Sam tap?



Pip and Sam sip.

4



Pip and Sam dip.

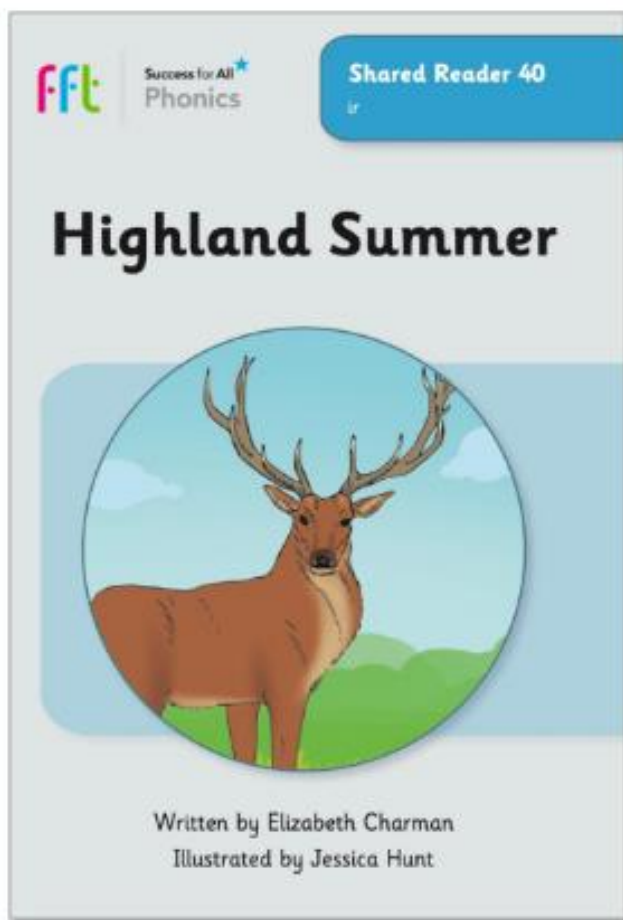
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Pip and Sam nap.

6

Shared Reader 40: Highland Summer



Green words

Practises ir, wh

first	girl	twirls
thirst	birthday	which
bird	Kirstin	when
chirps	skirt	whirl
birch	swirls	whirr
fir	firm	

Red words

Previous red word

after*

New red words

any	could	many
who		

*This word may be tricky depending on regional accent.

Can you answer these questions about the book?

1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?



At the end of summer, the Queen has a holiday at Balmoral in north-east Scotland. It is a big grand house with towers and gardens. It stands on the banks of the river Dee. Before and after the Queen's holiday, you can visit too.



In the woods you might hear the chirps of a robin.



A bigger wild animal at Balmoral is the stag with his antlers. He roams the hills but at dusk, when he has a thirst, he comes to the river to drink.



At first you might not see the wild animals in the woods. But after a bit, if you are still, a red squirrel might peep out.



A hunting bird, a kestrel, hovers up high. Look out, mouse!



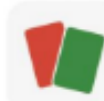
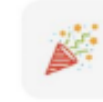
Balmoral's woods have beech, ash and oak trees. And more fir trees than you can count!

Learning Objectives:

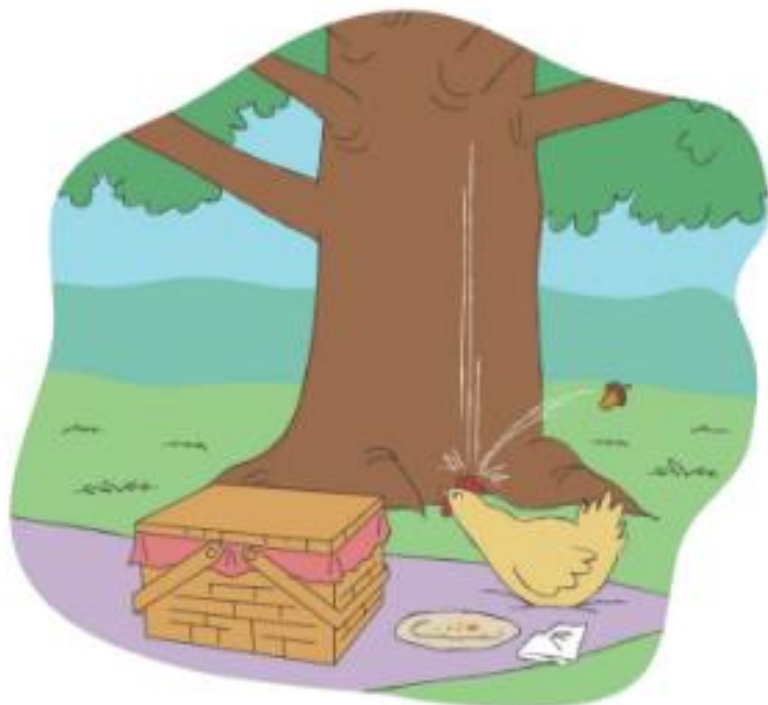
Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters.

	Explore (2m)	Word Time (5m)	Choral Read (10m)	Discussion Time (3m)
Day 1	Preview - How does the world look different when it's raining? - Who or what enjoys the rain? Predict - What do you think Pip and Hafsa will do in the rain? Record and retain predictions to revisit at the end of the lesson.	Model Stretching and Reading with Green Words. If required, briefly explore new vocabulary such as 'dims', 'toadflax', 'hints', 'foams' and 'coax'. Select a Green Word with more than one syllable (e.g. 'toadflax') and model the Finger Detective strategy. Teach Red Words by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word. Partners practise Green Words and Red Words together.	Model Fast Blending the words in the first sentence and use Stretch and Read where necessary in the rest of the story. Review using Finger Detective for two-syllable words.	Prediction Review Did Pip and Hafsa do what you thought they would? Why/Why not? Use Think-Alouds to encourage children to elaborate and extend their answers.
Day 2	Remember (2m) Review - When did Pip and Hafsa sit under the oak tree? - When did Pip and Hafsa feed the toad? Use Sentence Stem to support children to answer in full sentences.	Word Time (5m) Review Green Words using Stretch and Read and Finger Detective where appropriate. Review Red Words by revisiting how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word. Partners practise Green Words and Red Words together.	Partner Read (10m) Children Partner Read. If necessary, use these questions to support comprehension. - How do the different animals react to the rain? - Did the toad like to eat the same things as Pip and Hafsa? Review using Finger Detective for two-syllable words.	Discussion Time (3m) Summarise - Who else was under the tree? - What happened when the girls tried to share their food with the toad? Use Think-Alouds to encourage children to elaborate and extend their answers.

Day 3	Review (2m) - What is the weather like in this story? - Why is the weather important for what happens next? - What do Pip and Hafsa find out about toads? Use Think-Alouds to encourage children to elaborate and extend their answers. 	Word Time (5m) As appropriate, review Green Words and Red Words. Encourage Fast Blending of Green Words and targeted Red Word practice using Say-Spell-Say where appropriate. Partners practise Green Words and Red Words together. 	Partner Read (10m) Children Partner Read the text, reading alternative pages to yesterday. Review using Finger Detective for two-syllable words. 	Discussion Time (3m) - Did you enjoy the story? Why/Why not? - Do you think going out in the rain could be fun? What would make a difference to whether it was fun or not? Use Think-Alouds to encourage children to elaborate and extend their answers. 
Day 4	Echo Read (4m) Set a target with the children, e.g. <i>to read the description of the falling rain with expression.</i> Choose a section from the Shared Reader to model the target skill. Children repeat after you chorally to practise reading fluently. 	Spelling Time (8m) Choose a selection of Green and Red words from the Shared Reader that require consolidation. Partners check each other's work as they write. Check for correct letter formation of upper and lower case. 	Partner Question Time (8m) Using the first question, model creating a sentence stem and show how to refer to the text to create a full answer with elaboration. For example: Q1. Yes, the goat is wet. Children then read and answer the remaining questions orally with their partners. Review answers together as a class. 	
Day 5	Reading Celebration (5m) Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies. Celebrate success together and recognise progress. WCPM End of Term 2 Goal: 25 	Writing Time (10m) Use the Writing Time process to model the following sentence: The rain foams on the road. Children compose their own sentence orally about the rain before telling their partner and writing it down individually. 	Reflection Time (5m) Revisit the Learning Objectives for the week with the children. Children discuss their achievements and next steps. Ask children to apply 1–2 new vocabulary words by orally composing a sentence. Note any aspects the children will need to consolidate next week: - GPCs, Red Words, reading word/comprehension - Fluency/expression, letter formation, sentence writing 	

Term 1			
Book Title	Word Count	Specific Year 2 Objectives	Genre
The Tale of Chicken Little	861	- To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales - To recognise simple recurring literary language in stories - To discuss the sequence of events in books and how items of information are related - Read and listen to the story and make links to books they have read	Traditional Tale
Extreme Earth	732	- To listen, discuss and express views about non-fiction text - To be introduced to non-fiction books that are structured in different ways - To discuss and clarify the meanings of words, linking new meanings to known vocabulary - To explore syllable boundaries and read each syllable separately before they combine them to read the word - To explain and discuss their understanding of the book	Non-Fiction (Geography)
Animal Poems	483	- To listen, discuss and express views about a range of contemporary poetry - To recognise simple recurring literary language in poetry - To discuss their favourite words and phrases - To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Poetry
The Great Escape	1001	- To identify the different variations to how –ed words are spelt and pronounced. - To identify sentences with different forms: statement, question, exclamation, command. - To discuss and clarifying the meanings of words, linking new meanings to known vocabulary - To discuss the sequence of events in the story and how they are related - Justify their preferences and point of view	Fiction
Ants are Everywhere	733	- To listen, discuss and express views about non-fiction text - To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect - To discuss and clarify the meanings of words, linking new meanings to known vocabulary - To explain and discuss their understanding of the book	Non-Fiction (Animals)



Once upon a time, in this very land, someone was finishing lunch. Her name was Chicken Little. She ruffled her feathers, daintily wiped her beak, and was sitting back with a sigh of contentment when... Plonk! An acorn fell on her head. It hurt her a bit and it startled her a lot. It is fair to say that Chicken Little panicked.

The Tale of Chicken Little



In a flurry of ginger feathers, up she jumped. "The sky is falling! The sky is falling! I must go and tell the King! The sky is falling!" she shouted.

Without stopping to think any further, she set off to tell the King. As she scurried around the corner of her barn, she bumped into something large and soft.

It was Henny Penny who was having a nap after a large lunch.

"Henny Penny, wake up!" squawked Chicken Little. "The sky is falling!"

Up jumped Henny Penny. She was so alarmed that she ran in circles around Chicken Little. When she was able to stop, she gasped out, "What's to be done?"

"We must tell the King," said Chicken Little firmly.

So off they went.

How can I help my child?

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-home-reading/>

A complete set of Shared Readers is available along with recordings of the Readers being read out loud.

We also have a full set of videos that contain the proper pronunciation of all Grapheme Phoneme Correspondences (GPCs) taught in the programme.

Helping your child is straightforward. Research shows that it is really important to introduce children to several new words each day, just by talking and using them together.

Children also have a better chance of being a successful reader if they practice reading their decodable books and also share other exciting books for pleasure, hearing others read.



Please note: Each school is deciding how best to use the portal for their pupils and parents.



Tips to help:

- Know that a **GPC** is a **grapheme phoneme correspondence**. That means a sound is matched to one or more written letters: /a/ /ai/ /ay/.
- Saying **pure sounds** is important
 - some sounds stretch e.g. m, n, r
 - some bounce e.g. b, p.
 - say them softly and say a word that begins with the sound to help.
 - try to avoid a big 'Uh' sound at the end
- Be aware that your child will be learning GPCs each week and applying them to reading and writing.
- The Shared Reader you practise at home with your child will include the focus GPC that they have just learnt that week.
- They will have also read that Shared Reader in class that week.



Tips to help:



- Understand that it is important not to rush on with reading books that contain unknown GPCs
- We are embedding and consolidating learning in a systematic and progressive way
- Know that **Green** words are decodable (you can use phonics to read them)
- **Red** words are tricky words which means they have parts that are not decodable and need to be memorised.
- Green and red words may be sent home as spellings.
- Reading for pleasure is always welcomed- hearing you read and listening to stories and rhymes is an important part of childhood learning.
- It is however important for children to master phonics as their primary decoding strategy so don't try to push your child on too quickly. Ask your child's class teacher if you are unsure.

Green words

Practises ir, wh

first	girl	twirls
thirst	birthday	which
bird	Kirstin	when
chirps	skirt	whirl
birch	swirls	whirr
fir	firm	

Red words

Previous red word

after*

New red words

<u>a</u> ny	<u>c</u> ould	<u>m</u> any
<u>wh</u> o		

*This word may be tricky depending on regional accent.



Top Tips

**What we need to
do at home?**

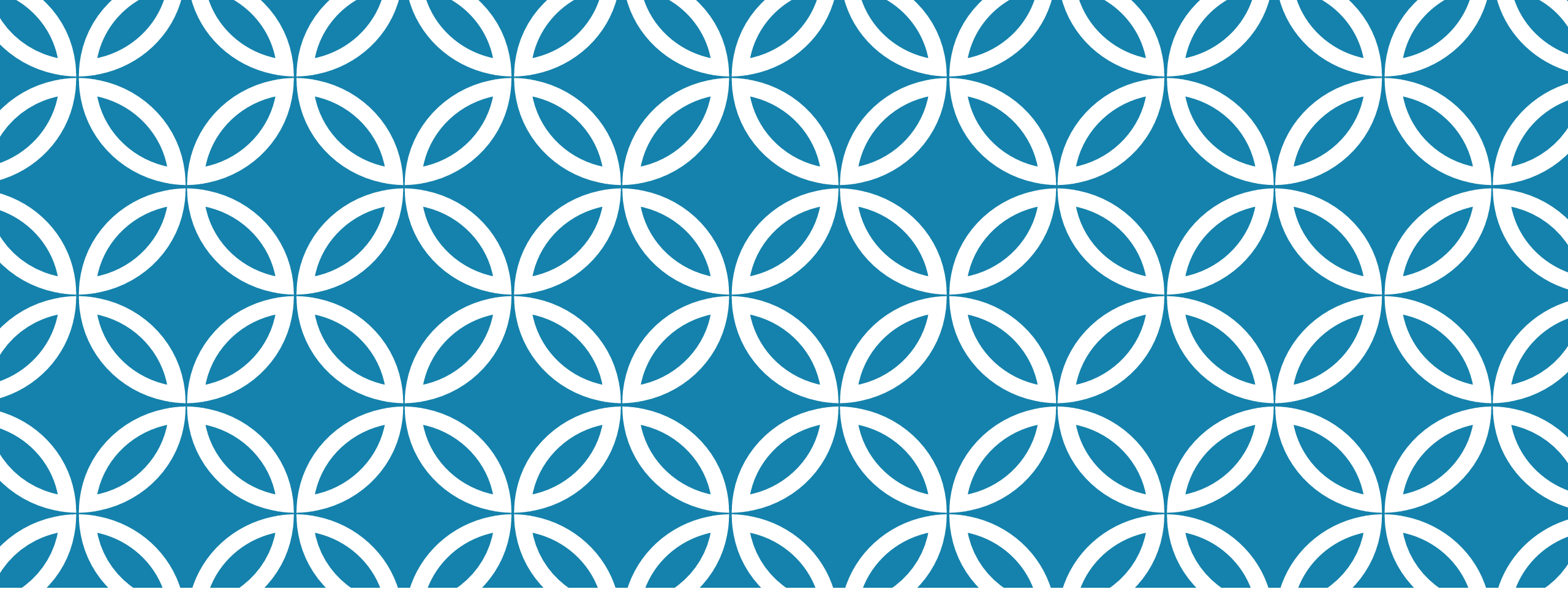
1. Your child will bring home a reading book that they have been reading at school in their reading wallet every Friday.

Please return this reading book in the wallet every Thursday for a new book to be given.

If the reading book isn't returned then your child can receive an online version via Seesaw/ Tapestry.

If you forget to return the book on Thursday then please return it the following day.

If a reading book is lost then a £5 replacement fee will be issued.



THANK YOU

