



Success for All  
Phonics



Parents/Carers  
Guide to  
**Success for All  
Phonics**

[www.fft.org.uk/phonics](http://www.fft.org.uk/phonics)



DFE Validated



Success for All  
Phonics

# Success for All Phonics

A proven systematic synthetic  
phonics teaching programme,  
validated in July 2021 by  
the Department for Education

# Welcome to FFT Success for All Phonics

## We want to share with you:

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



# About FFT

- Our mission is to give all children a solid, full start to literacy and learning to read.
- *Success for All* and *FFT* are not-for-profit organisations with 20 years' experience.
- Backed by current research, support schools with literacy and improving educational outcomes.
- Highly effective literacy programmes.

FFT is non-profit organisation which helps schools to improve education outcomes for pupils

# Why does our school need a programme for phonics and early reading?

- In winter 2020, the Department for Education decided it was important that schools used a validated phonics programme
- Phonics Providers had to meet a list of stringent criteria to be 'validated'
- Known as a systematic, synthetic phonics programme, or SSP for short.
- FFT Success for All Phonics was validated by the DfE in July 2021.
- After looking at all programmes available, our school have selected this as our chosen programme.



# What is included with Success for All Phonics?

- Success for All Phonics supports your child to learn all the skills needed to **successfully read, write and spell**.
- It is part of a wide range of literacy programmes that come from FFT.
- There are lots of engaging resources e.g. flashcards and sound mats to support learning.
- There are also 68 decodable reading books which will be used in class and sent home in either hard copies or digital books.





# Resources Overview

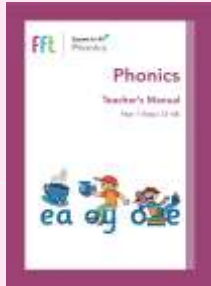
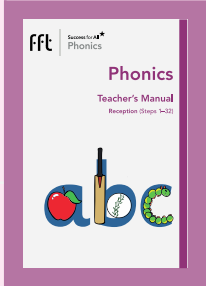
More titles coming!

## Teaching Resources

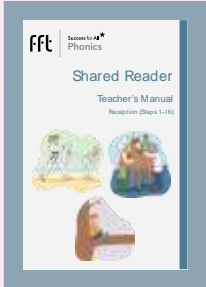
Programme Guide for School Leaders and Teachers



Phonics Teacher's Manual



Shared Reader Teacher's Manual



## Classroom Resources

Alphabet Cards Wall Set



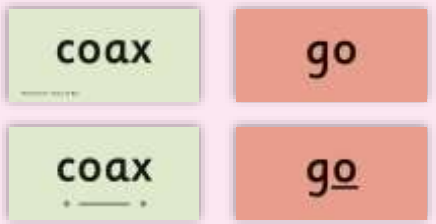
Picture Sound Cards Wall Set



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



















## 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.  /c/	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.



	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 <b>Mr</b> <b>work</b>	vulture Saturday metal* <b>can't</b> <b>class**</b>	cloud › loud › laid › paid › pain › paint › point › joint	Tie your tie.  <b>ie</b> /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 sprayed hospital* <b>Mrs</b>	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.
Day 3	ear air ure er ay ou	avoid swaying fossil*	stern mountain 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 /I/ sound.

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











**Learning Objectives:**

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

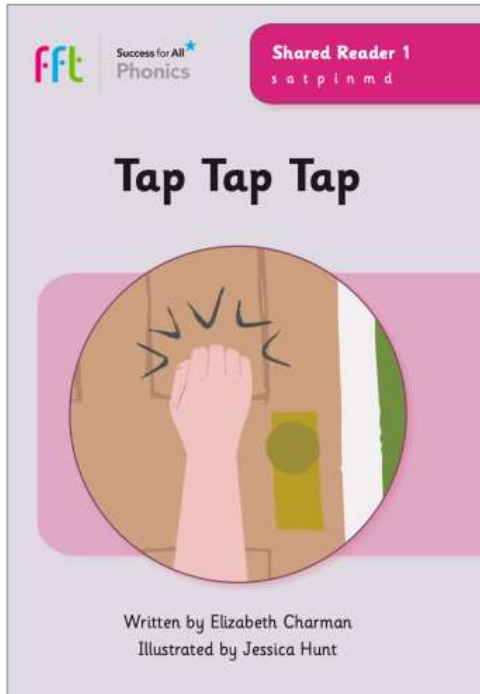
**Writing:** Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Day 1	<p><b>Explore (2m)</b></p> <p><b>Preview</b></p> <ul style="list-style-type: none"> <li>How does the world look different when it's raining?</li> <li>Who or what enjoys the rain?</li> </ul> <p><b>Predict</b></p> <ul style="list-style-type: none"> <li>What do you think Pip and Hafsa will do in the rain?</li> </ul> <p>Record and retain predictions to revisit at the end of the lesson.</p> 	<p><b>Word Time (5m)</b></p> <p>Model Stretching and Reading with <b>Green Words</b>. If required, briefly explore new vocabulary such as 'dime', 'toadflax', 'hints', 'foams' and 'coax'.</p> <p>Select a <b>Green Word</b> with more than one syllable (e.g. 'toadflax') and model the Finger Detective strategy.</p> <p>Teach <b>Red Words</b> 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.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p> 	<p><b>Choral Read (10m)</b></p> <p>Model Fast Blending the words in the first sentence and use Stretch and Read where necessary in the rest of the story.</p> <p>Review using Finger Detective for two-syllable words.</p> 	<p><b>Discussion Time (3m)</b></p> <p><b>Prediction Review</b></p> <ul style="list-style-type: none"> <li>Did Pip and Hafsa do what you thought they would? Why/Why not?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p> 
	Day 2	<p><b>Remember (2m)</b></p> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>When did Pip and Hafsa sit under the oak tree?</li> <li>When did Pip and Hafsa feed the toad?</li> </ul> <p>Use Sentence Stem to support children to answer in full sentences.</p> 	<p><b>Word Time (5m)</b></p> <p>Review <b>Green Words</b> using Stretch and Read and Finger Detective where appropriate.</p> <p>Review <b>Red Words</b> 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.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p> 	<p><b>Partner Read (10m)</b></p> <p>Children Partner Read.</p> <p>If necessary, use these questions to support comprehension.</p> <ul style="list-style-type: none"> <li>How do the different animals react to the rain?</li> <li>Did the toad like to eat the same things as Pip and Hafsa?</li> </ul> <p>Review using Finger Detective for two-syllable words.</p> 



<p>Day 3</p>	<p><b>Review (2m)</b></p> <ul style="list-style-type: none"> <li>• What is the weather like in this story?</li> <li>• Why is the weather important for what happens next?</li> <li>• What do Pip and Hafsa find out about toads?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p> 	<p><b>Word Time (5m)</b></p> <p>As appropriate, review <b>Green Words</b> and <b>Red Words</b>.</p> <p>Encourage Fast Blending of <b>Green Words</b> and targeted <b>Red Word</b> practice using Say-Spell-Say where appropriate.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p> 	<p><b>Partner Read (10m)</b></p> <p>Children Partner Read the text, reading alternative pages to yesterday.</p> <p>Review using Finger Detective for two-syllable words.</p> 	<p><b>Discussion Time (3m)</b></p> <ul style="list-style-type: none"> <li>• Did you enjoy the story? Why/Why not?</li> <li>• Do you think going out in the rain could be fun? What would make a difference to whether it was fun or not?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p> 
<p>Day 4</p>	<p><b>Echo Read (4m)</b></p> <p>Set a target with the children, e.g. <i>to read the description of the falling rain with expression.</i></p> <p>Choose a section from the Shared Reader to model the target skill. Children repeat after you chorally to practise reading fluently.</p> 	<p><b>Spelling Time (8m)</b></p> <p>Choose a selection of <b>Green</b> and <b>Red</b> words from the Shared Reader that require consolidation.</p> <p>Partners check each other's work as they write. Check for correct letter formation of upper and lower case.</p> 	<p><b>Partner Question Time (8m)</b></p> <p>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:</p> <p>Q1. Yes, the goat is wet.</p> <p>Children then read and answer the remaining questions <i>orally</i> with their partners.</p> <p>Review answers together as a class.</p> 	
<p>Day 5</p>	<p><b>Reading Celebration (5m)</b></p> <p>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.</p> <p>WCPM End of Term 2 Goal: 25</p> 	<p><b>Writing Time (10m)</b></p> <p>Use the Writing Time process to model the following sentence:</p> <p>The rain foams on the road.</p> <p>Children compose their own sentence orally about the rain before telling their partner and writing it down individually.</p> 	<p><b>Reflection Time (5m)</b></p> <p>Revisit the Learning Objectives for the week with the children. Children discuss their achievements and next steps.</p> <p>Ask children to apply 1–2 new vocabulary words by orally composing a sentence.</p> <p>Note any aspects the children will need to consolidate next week:</p> <ul style="list-style-type: none"> <li>• GPCs, Red Words, reading word/comprehension</li> <li>• Fluency/expression, letter formation, sentence writing</li> </ul> 	

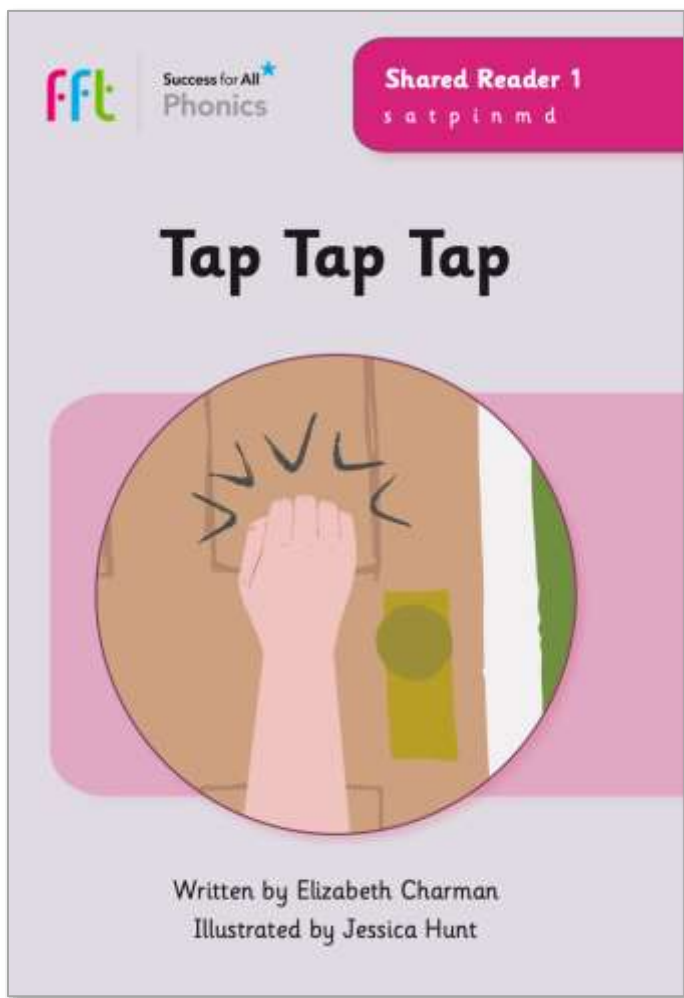
# 68 fully decodable Shared Readers



- 68 new decodable Shared Readers, published by FFT
- Shared Readers are linked to our scope and sequence and are used in class for the daily reading lessons (children share a book in pairs)



# Shared Reader 1: Tap Tap Tap



## Green words

Practises s, a, t, p, l, 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.



Pip and Sam dip.



Pip and Sam nap.

# 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.

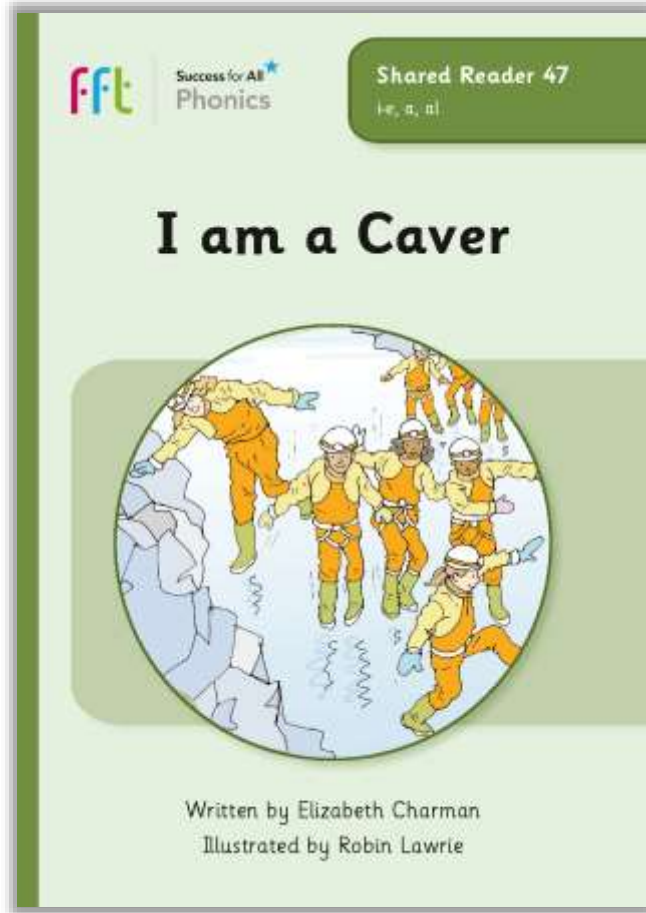


A hunting bird, a kestrel, hovers up high. Look out, mouse!



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

# Shared Reader 47: I am a Caver



## Green words

Practises i-e, a, al

invited	while	called
hiked	stalactites	small
hillside	stalagmites	talk
inside	walls	always
describe	hall	walk

## Red words

Previous red words

people	through	great
after*		

New red words

only	move
------	------

\*This word may be tricky depending on regional accent.

## Questions

Can you answer these questions about the book?

1. Where are the caves that the caver likes best?
2. Look at page 7. What do you think the meaning of 'dank' might be?
3. How were the caves made?
4. Which hang down – stalagmites or stalactites?
5. Which part of the cave trip sounded most fun to you?
6. Would you like to be a caver when you are older? Explain your thoughts.

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I spend a lot of my time underground. I explore for myself, but not only that. I take people down to visit caves, too.



We went inside in a line, single file, down into the complete darkness.

We all stood, still and quiet, smelling the dark air and feeling the chill from the walls of the tunnel. It's hard to describe how it makes you feel. It's like you've stepped out of time.



Water can shift soil away and over thousands of years it even carves out the rock itself.

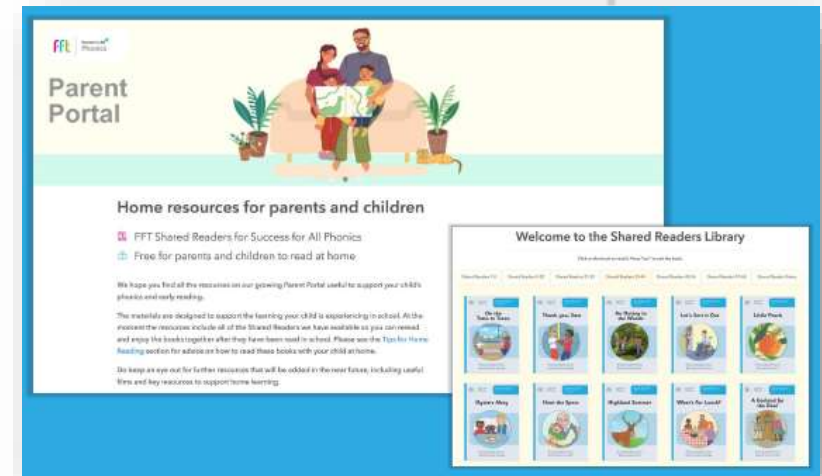


You can see how wide it is, like a great hall. It's one of a string of chambers that we can walk through.



# How can I help my child?

- Advice on how to support your child which you can read on our Parent Portal: <https://parents.fft.org.uk/tips-for-home-reading/>
- Watch videos on the Parent Portal of how to pronounce the GPCs
- Use the alliterative phrases to support your child in practising the GPC
- Practise reading the Shared Readers at home
- Also share other exciting books for pleasure and allow them to hear 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>o</u> uld	<u>a</u> ny
<u>wh</u> o		

\*This word may be tricky depending on regional accent.



Top Tips

# If I have a question about my child, who should I contact?

- Look at the information FFT Success for All Phonics provides to see if that will help you first.
- If you need further information, then contact your child's teacher as they will know your child the best and how the programme is running in your child's school.



# What schools say:

## “ Exceeded expectations

FFT Success for All Phonics has exceeded our expectations!

Children are relishing reading, enjoying every minute of their lessons and making amazing progress.


Everything a school could need is included, resources, training and parent support.

 Sarah Hopkins  
KS1 Assistant Headteacher, Cavendish Primary School



## “ Improved their reading skills

We've been really impressed! The Shared Readers are a real success; the children are so eager to read them each week! The vocabulary has excited them and improved their reading skills.

 Isabel Stewart  
Foundation Lead, St John the Evangelist CofE Infant and Nursery School



# What is Ofsted saying?

"**Well-structured phonics lessons** help pupils to develop their phonics knowledge."

"Classroom visits to Reception and Years 1 and 2 showed pupils **enjoying their phonics lessons.**"

"Pupils show a **genuine love of reading.**"

"They have put in place a **well-planned phonics programme** and trained all classroom staff to deliver it."

