



Phonics and Reading Workshop



Success for All
Phonics



Parents/Carers
Guide to
Success for All
Phonics

www.fft.org.uk/phonics



DFE Validated

Success for All Phonics

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

We want to share with you:

- An overview of Success for All Phonics and what's included
- Ways to help your child at home and how it is delivered in school



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.**
- 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.

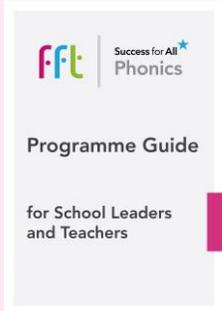


Resources Overview

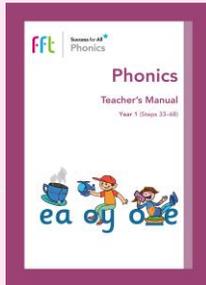
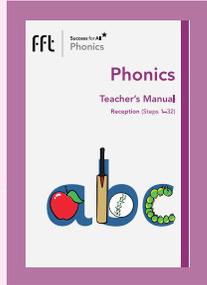
More titles coming!

Teaching Resources

Programme Guide for School Leaders and Teachers



Phonics Teacher's Manual

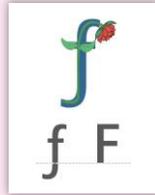


Shared Reader Teacher's Manual



Classroom Resources

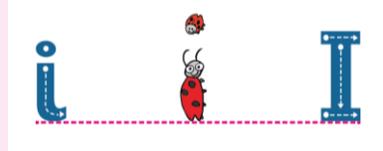
Alphabet Cards Wall Set



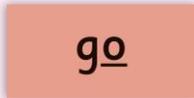
Picture Sound Cards Wall Set



Letter Formation Cards



Green and Red Word Cards



Pupil Resources

68 fully decodable Shared Readers



Partner Practice Booklets



Picture Sound Mats

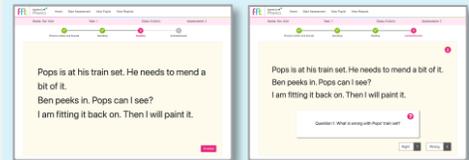


Alphabet Letter Strips



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 

	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.	

Shared Reader 16: Toad in the Rain

Reception – Term 2

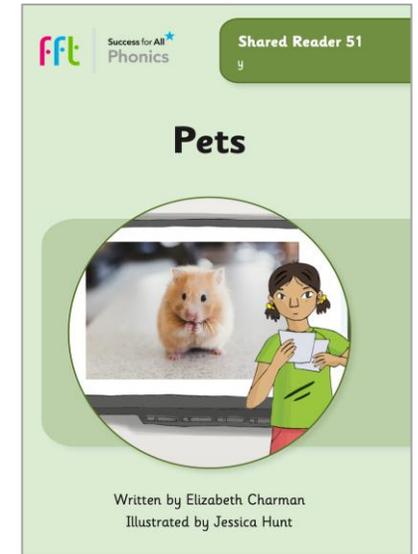
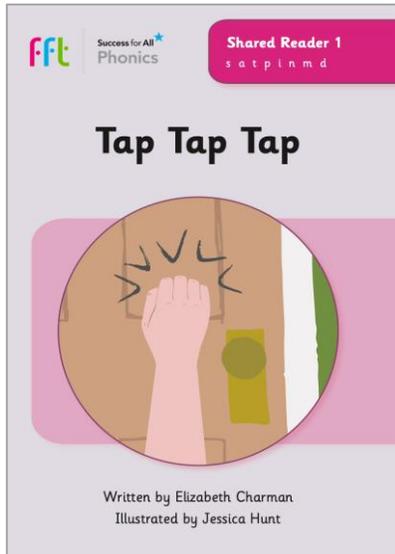
Learning Objectives:

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.

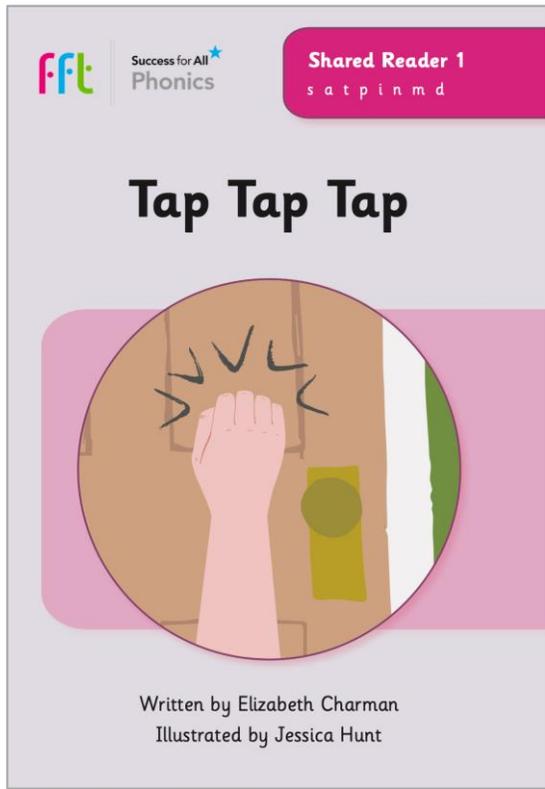
	Explore (2m)	Word Time (5m)	Choral Read (10m)	Discussion Time (3m)
Day 1	<p>Preview</p> <ul style="list-style-type: none"> How does the world look different when it's raining? Who or what enjoys the rain?  <p>Predict</p> <ul style="list-style-type: none"> What do you think Pip and Hafsa will do in the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

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, 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.

5



Pip and Sam nap.

6

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:

- 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.

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.



Top Tips



WHOLE CLASS READING

THE JOHN MURRAY APPROACH



DAY 1 - RETRIEVAL

Pencil crayon



THE MAGPIE GIRL

PREDICTION: WHAT CAN WE INFER FROM THE TITLE? WHAT DO WE THINK THE BOOK IS GOING TO BE ABOUT?

READ THE TEXT

Teacher reads first to model

Children:

Children read independently

Echo reading: teacher models reading a section/sentence and the children read it back

Choral reading: reading aloud in unison

Paired reading: children read a sentence each

These strategies can then be revisited across the week

Pitch



High or low?

How musical is your voice?

Does your voice rise and fall?

What tone do you use?

Punctuation



Which marks do you recognise?

How do they dictate how you read?

Why has the writer used them?

The Six Ps of fluent reading

Pause



When should you pause?

For how long?

For what purpose?

Passion



Can you use emotion in your voice?

Are your audience excited by your reading?

Why is this vital?

Monotone = lacking in empathy and expression.

Power



Volume:

How loud or quiet is your voice? Why?

Can your audience hear you?

Stress:

Which words are emphasised? Why?

Pace



How fast do you speak?

When do you speed up or slow down? Why is this?

Are the fastest readers the best?

CORE READING SKILL: **RETRIEVAL**

RETRIEVE SPECIFIC INFORMATION QUICKLY AND SECURELY

Skimming & Scanning:

Skimming is when you look over a text quickly to get the general idea of it. You don't need to read every word - just pick out key words and sentences.

Scanning is when you look over a text quickly, line by line, hunting for key words, dates, names and numbers. It's a useful skill to use when you need answers to specific questions.

RETRIEVAL

What colour is the lady's dress?



READ THE TEXT

Teacher reads first to model

Children:

Children read independently

Echo reading: teacher models reading a section/sentence and the children read it back

Choral reading: reading aloud in unison

Paired reading: children read a sentence each

These strategies can then be revisited across the week

EVALUATE



Was it a good idea to give this story
the title:

The Magpie Girl?

DAY 2 – VOCABULARY

Highlighter

SEQUENCE

The stallholder encourages people to buy his apples.

The girl places a secret under her shawl.

The girl realises how hungry she is.

The girl tries to convince herself that stealing the apple is the right thing to do.

The girl spots the apples shining in the dusk.

The girl feels guilty about stealing the apple.

READING FOCUS: VOCABULARY

Word knowledge

- What does the word or phrase mean?

Word choices [understanding]

- Why has the author chosen this word?
- How does it impact the text?
- How does it impact me, the reader?



DAY 3 - INFERENCE

Pen

INFERENCE

Why does the magpie girl think a stolen apple will taste different to the one bought?



DAY 4 – WARM APPLICATION

WARM APPLICATION

- Choose 4 questions for the children to ask
- Bank of example question templates provided
- Model answering several together and then children are given their own set to work through in books

DAY 5 – CLASS NOVEL

CLASS NOVEL

- Unseen comprehension based on specific part of class novel