



Success For All Phonics



- **Success for All Phonics** is the Phonics programme that we use at Grange Primary, which has been validated by the DfE.

-Phonics materials and assessment are provided, to ensure that children and teachers know exactly which phonics skills have been mastered at each stage.



- Children who start the school carry out a reading assessment within two weeks.
- If they need phonics provision, they are put into a daily Phonics & Reading group.
- All children who have daily Phonics provision are assessed half termly, to identify gaps and plan the focuses needed to narrow these.

Resources overview

Teaching resources	Classroom resources	Pupil resources
School Leader Programme Guide 	Alphabet cards wall set 	68 fully decodable Shared Readers 
Teacher Manual 	Picture sound cards wall set 	Partner practice booklet 
Phonics Lesson Plans 	Letter formation cards 	Picture sound mats 
Reading Lesson Plans 	Green and red word cards 	Alphabet letter strips 

Phonics

Key Vocabulary

Phoneme – smallest unit of sound in a word.

Grapheme – a letter or sequence of letters that represent a phoneme.

Key Vocabulary

- Digraph

ow

- Trigraph

igh

- Split digraph

a-e

- Sound families










ee
ea
e-e
y
e

Phase 2



Say each phoneme using pure sounds.



Phase 3

ck	ff	ll	ss	zz	qu	 ch
 sh	 th	 ng	 ai	 ee	 igh	
 oa	 oo	 oo	 ar	 or	 ur	
 ow	 oi	 ear	 air	 ure	 er	

Reception Picture Sound Mat

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Phase 5

 a_e	 ee	 i_e	 oe	 oo					
 ag	 ea	 ie	 ow	 ue	 or	 ou	 oy	 er	
 ai	 _y	 igh	 oa	 u_e	 aw	 ow	 oi	 ur	
 e-e	 _y	 oe	 ew					 ir	
					 are	 air			
 oo	 ar	 ear	 ure	 ce	 dge	 ire	 tch	 ph	

Year 1 Picture Sound Mat

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GPC Chart

GPCs Presented in *Success for All Phonics* Programme

/s/	/a/	/t/	/p/	/i/	/n/	/m/	/d/	/g/	/o/
sat kiss horse thistle circus force scene	sat	tip kicked	pin	pin crystal	nut dione gnat knife	mat come lamb	dog buzzed	got	got watch
/c/	/e/	/u/	/r/	/h/	/b/	/f/	/l/	/j/	/v/
cat kid sock school cheque	peg head	mug son young	red wrong	hot	bin	fan cuff phone	leg doll little model metal pencil	jam giant change badge	wet have
/w/	/x/	/y/	/z/	/qu/	/ch/	/sh/	/th/	/ng/	/zh/
web when	fox	yam	zip fizz freeze cheese has	queen	chop witch picture	shop chef lotion precious passion	moth	thing	treasure vision
/ai/	/ee/	/igh/	/oa/	/oo/	/yoo/	/ool/	/ar/	/or/	/ur/
rain say bake they vein eight paper	green dream he complete chief happy key	might pies kind bike fly	boat gold joke shoulder snow toe	zoo blue grew flute fruit soup	due new cute unicorn	cook put should	car	born more lawn Paul ball talk door pour war	burn jumper bird earn work
/ow/	/oi/	/ear/	/air/	/ure/	/ire/				
cow cloud	boil boy	year peer sincere	hair care wear where	cure	fire				

Partner Practice Books

Step 14 – Day 3

dish	faint	thinks
ping	drips	training

Bring a mac so you do not get wet in the rain.

weed	feed	speed
sheet	sleep	peeks
cheek	green	sweets
steep	three	feeling

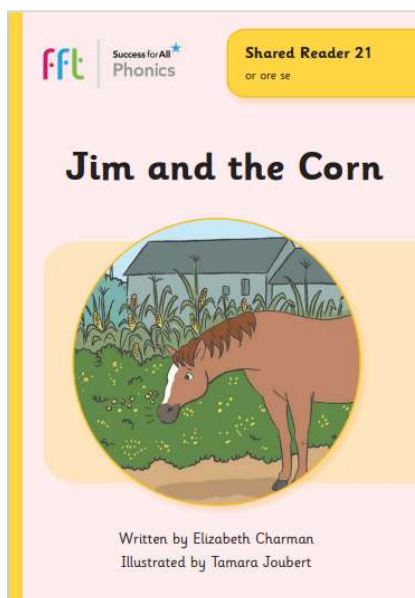
Reading Materials

Partner Reading



- **Partner A** reads first page aloud.
- **Partner B** follows along with their eyes and supports their reading partner with any decoding and clarification issues.
- The process is repeated for the rest of the book, as partners take turns reading alternate pages and supporting each other.
- The roles switch on Day 3, so children can read the pages that they were listening to yesterday.
- The teacher supports with comprehension questions and references to the weekly grammar focus.

Shared Readers



Green words

Practises or, ore, se

sort	thorn	sore
for	torn	more
snort	short	horse
corn	shore	gorse

Red words

Previous red words

<u>is</u>	<u>be</u>	<u>there</u>
<u>the</u>	<u>put</u>	<u>are</u>
<u>of</u>	<u>by</u>	<u>I</u>
<u>you</u>	<u>he</u>	<u>all</u>
<u>to</u>	<u>has</u>	<u>no</u>

New red words

<u>where</u>	<u>here</u>
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Green Words

chains

Green Words can be sounded out.

Look for the digraphs, trigraphs or split digraphs in the Green Words.

— represents a digraph or trigraph.

⤿ represents a split digraph.

Common Exception Words

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Phonics

- From Step 13, CEWs are introduced during the Stretch and Read section.
- The teacher introduces CEWs by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' graphemes (underlined).

e.g. **says** Decode 's' and point towards the tricky part 'ay'

- The teacher then uses Say-Spell-Say to spell the entire word by clapping out each letter.
- When writing CEWs, children use their phonic knowledge to write the decodable parts of the word, remembering the tricky grapheme and writing it correctly.



Jim is the sort of horse you can trust.

Partner Question Time:

Questions

Can you answer these questions about the story?

1. Where is the farm?
2. Is it a good plan for Jim to run in to the gorse?
3. Can the vet help Jim?



The Routes to Reading programme builds on the pupils phonemic knowledge, decoding, fluency and comprehension skills from year 1.

Progression from decoding to increased fluency and comprehension will come from quality teaching, modelling and application across the programme.

The Routes to Reading planning provides opportunities to develop reading skills and use comprehension strategies in many ways.







Pupils learn to:

- Build background
- Make predictions
- Check and understand key vocabulary
- Clarify for meaning and understanding
- Ask and answer questions
- Summarise what they have read

The image displays a set of educational materials for the book 'Extreme Earth' by Elizabeth Channon. The materials include:

- Book Cover:** 'Extreme Earth' by Elizabeth Channon, featuring a volcanic eruption.
- Glossary:** A red glossary card with the following definitions:
 - avalanche:** something that is broken and falls
 - comprehension:** the process of understanding or learning
 - forecast:** a large collection of facts
 - forecast:** the prediction of something
 - forecast:** the prediction of a future event
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- Informational Cards:** Four cards with titles and text:
 - What is the COLDEST PLACE ON EARTH?** (Blue background)
 - What is the HOTTEST PLACE ON EARTH?** (Yellow background)
 - What is the WETTEST PLACE ON EARTH?** (Green background)
 - What is the DRIEST PLACE ON EARTH?** (Red background)



Teach & Read Skills





Teach and Read	
<p>Skill Review</p> 	<p>Review children’s developing literacy. Consider the following key areas: GPC accuracy, decoding, fluency, expression, comprehension.</p> <p>Review the reading strategies practised in this unit. <i>Suggestion - refer to Reading Strategy Guide.</i> Ask the children: What is important about each strategy? How do they help with comprehension? How are you improving?</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="391 651 564 797">  Building Background </div> <div data-bbox="592 651 715 797">  Clarifying </div> <div data-bbox="759 651 882 797">  Predicting </div> <div data-bbox="927 651 1050 797">  Questioning </div> <div data-bbox="1094 651 1217 797">  Summarising </div> </div>

 **Map 4 – Extreme Earth**

Teach & Read



Teach and Read	
<p>Check Predictions</p> 	<p>Reflect on the reading from the choral reading sessions.</p> <p>Ask the children: What were your predictions? Did they change as you read more of the text? If so, what made you alter your thinking?</p>
<p>Echo Read</p> 	<p>Choose a section of the text to model reading fluently. Children repeat after you, chorally, to practise reading fluently.</p> <p><i>Suggestion - read to the end of page 7.</i></p>

<p>Choral Read</p> 	<p>A whole class reading of half the text. The teacher and children read each sentence at a pace that allows them to decode unfamiliar words quickly. If possible, lower your voice or stop reading once you get the children started. Listen and assess while children read.</p>
<p>Echo Reading</p> 	<p>Children repeat after you, chorally, to practise reading fluently.</p>
<p>Partner Read</p> 	<p>Children read sections of the text with/to their partner.</p>
<p>Independent Read</p> 	<p>Children read sections of the text independently.</p>

Apply & Review

Map 4 – Extreme Earth

Apply and Review
















Reading Journal	<p>Summarise</p> <p>What does the text say about these places? Where and why?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 20%;">Where?</th> <th style="width: 20%;">Why?</th> </tr> </thead> <tbody> <tr><td>Coldest</td><td></td><td></td></tr> <tr><td>Hottest</td><td></td><td></td></tr> <tr><td>Wettest</td><td></td><td></td></tr> <tr><td>Busiest</td><td></td><td></td></tr> <tr><td>Highest</td><td></td><td></td></tr> </tbody> </table>		Where?	Why?	Coldest			Hottest			Wettest			Busiest			Highest			<p>News Report</p> <p>Imagine you are a news reporter reporting on the weather in the places described in the text.</p> <p>Report to a partner or small group and take turns.</p>
	Where?	Why?																		
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Hottest																				
Wettest																				
Busiest																				
Highest																				
Reflection	<p>Reflect on the Reading Journal activities and use Random Reporter for feedback. Reflect on what the text says about the places.</p> <p>Ask the children: How much can you remember? Could we find out more? What else would you like to know?</p>																			

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Apply & Review

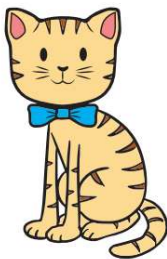
Map 4 – Extreme Earth

Apply and Review

Reading Journal	<p>True or False</p> <p>Put a tick next to each statement to say if it is true or false.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">True</th> <th style="width: 15%;">False</th> </tr> </thead> <tbody> <tr> <td>The rocks in the Lut Desert absorb the heat because they are dark in colour.</td> <td></td> <td></td> </tr> <tr> <td>Mount Everest is in Hawaii.</td> <td></td> <td></td> </tr> <tr> <td>Mawsynram gets a thousand times more rain than Antarctica.</td> <td></td> <td></td> </tr> <tr> <td>Mong Kok is the size of a tennis court.</td> <td></td> <td></td> </tr> </tbody> </table>		True	False	The rocks in the Lut Desert absorb the heat because they are dark in colour.			Mount Everest is in Hawaii.			Mawsynram gets a thousand times more rain than Antarctica.			Mong Kok is the size of a tennis court.			<p>Matching</p> <p>Match picture, place and word.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>Antarctica, Everest, Mawsynram, Monk Kok, Lut Desert</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Picture Number</th> <th style="width: 25%;">Place</th> <th style="width: 50%;">Word</th> </tr> </thead> <tbody> <tr><td></td><td></td><td>Dunes</td></tr> <tr><td></td><td></td><td>Heavily</td></tr> <tr><td></td><td></td><td>Bustle</td></tr> <tr><td></td><td></td><td>South</td></tr> <tr><td></td><td></td><td>Peak</td></tr> </tbody> </table>						1	2	3	4	5	Picture Number	Place	Word			Dunes			Heavily			Bustle			South			Peak
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Reflection	<p>Reflect on the Reading Journal activities and use Random Reporter for feedback. Reflect on the reading.</p> <p>Ask the children: Did you add more expression to your reading in the Echo Read section? What happened to your voice? Did it change to reflect some of the extreme temperatures?</p>																																												

https://parents.fft.org.uk/YR2_Extreme_Earth

Question Type Posters



Copy Cat



Text Detective



Have Your Say

Parent Portal



Parent Portal

Home resources for parents and children

- FFT Shared Readers for Success for All Phonics
- Free for parents and children to read at home

We hope you find all the resources on our growing Parent Portal useful to support your child's phonics and early reading.

The materials are designed to support the learning your child is experiencing in school. At the moment the resources include all of the Shared Readers we have available so you can reread and enjoy the books together after they have been read in school. Please see the [Tips for Home Reading](#) section for advice on how to read these books with your child at home.

Do keep an eye out for further resources that will be added in the near future, including useful films and key resources to support home learning.

Follow the link below and use your school code to access our shared readers for children Shared Readers Library

Information for parents

- [Helpful Videos](#)
- [Phonics and Writing Phrases](#)
- [Tips for Home Reading](#)

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Parents/Carers will be given a unique login to access a range of materials to support their child at home, including:

- Digital Shared Readers
- Helpful Videos
- Tips to support phonics and home reading

The Parent Portal

<https://parents.fft.org.uk/>

Passcode: 5flhbm

