



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.



Success for All
Phonics

- 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.

Phase 2



Say each phoneme using pure sounds.

[Alphabet Chant - short on Vimeo](#)

Key Vocabulary



















- Digraph

ow

- Trigraph

igh

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

fft Success for All*
Phonics

Strategies

- Segmenting p - o - t
- Blending p o t

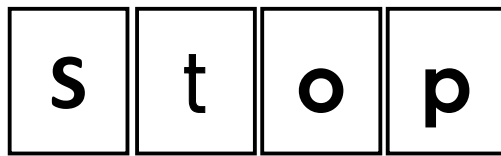
Word Building

- Select the correct graphemes you need and build the word.
- Then check the word by saying each phoneme and blend them together.

p a t

Stretch & Read

- Point to each grapheme separately as you read and say the phonemes.
- Blend the phonemes together to read the word.



Stretch, Count & Spell

- Say the word aloud and segment it. **h-o-p**
- Count how many phonemes you can hear and hold up that many fingers.
- Then pinch each finger as you say each phoneme.
- Use your knowledge of GPCs to write the word independently.



Reading Materials

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

Shared Readers



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.

Green words

Practises h, b, f, ff

bus	hot	fat
hop	hat	bun
off	fan	fun
bag	hug	
fit	big	

Red words

Previous red words

the

New red words

<u>he</u>	<u>is</u>	<u>she</u>
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Green Words

bell

Green Words can be sounded out.

Look for the digraphs or trigraphs in the Green Words.

— represents a digraph or trigraph.

Common Exception Words

- 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.



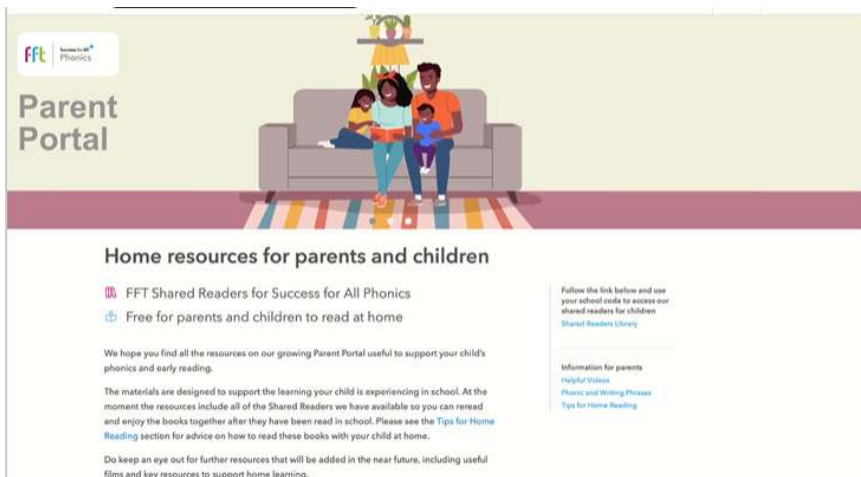
Sam and Nan get on the bus.
Hop off.
Hop on, Sam. Hop on.

Partner Question Time:

Can you answer these questions about the story?

1. Did Sam and Nan fit on the bus?
2. Did Sam fan Nan?

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](#)

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

