

Success for All Phonics

Welcome

Phonics Workshop for Parents/Carers

What is Phonics?

- Phonics is a way of teaching children how to read and write.

- It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

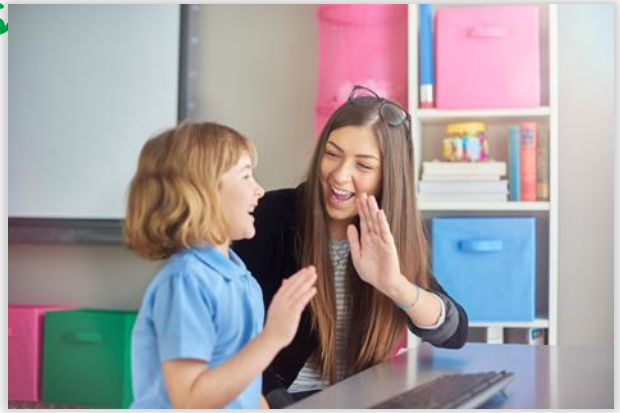
At Thornton, we deliver daily phonics lessons to develop our pupils with their reading skills. However, we understand that terms such as phonemes, graphemes and decoding can be a bit of a mystery to parents.

Which phonics programme do we use at Thornton?

We use the FFT Success for All Phonics Programme. This programme is validated by the DfE (Department for Education)

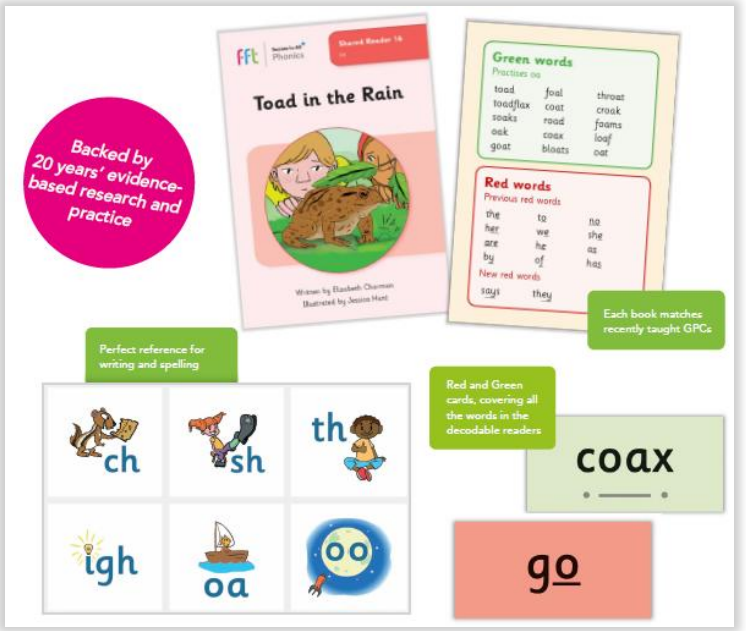


Sladefield Primary School also us the same phonics programme so the children are familiar with the structure of the lessons.



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.
- Books used in class are decodable, and are sent home in hard copies. These are called shared readers.
- We will look at some shared readers shortly.



Phonics at Thornton

- Children who are receiving phonics intervention will have completed a phonics assessment so we can determine what phase they are at in the phonics programme.

- Children are then grouped based on the phase they are working at.

- In Year 3, these children are taught in intervention groups everyday, by Miss Tabassum or Miss Jabeen.

- In Years 4-6, children receive a more tailored approach to phonics. This may be in a small group or 1-1 intervention.

Daily lessons at Thornton

Success for All Phonics

Each day:

- revisit phonemes and graphemes
- consolidate learning before the new GPC 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

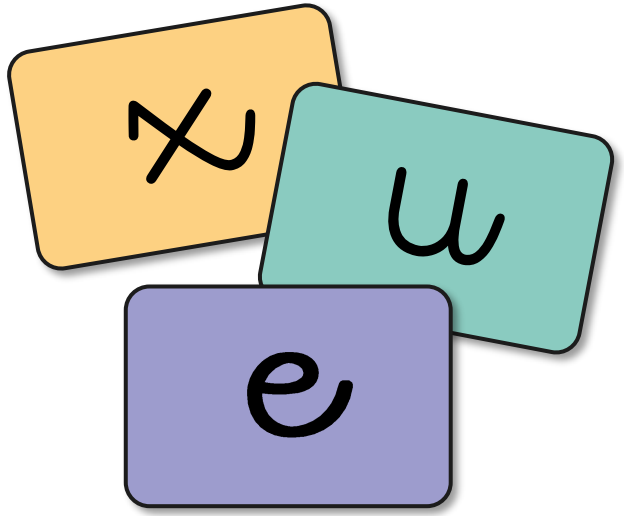
Did You Know...?

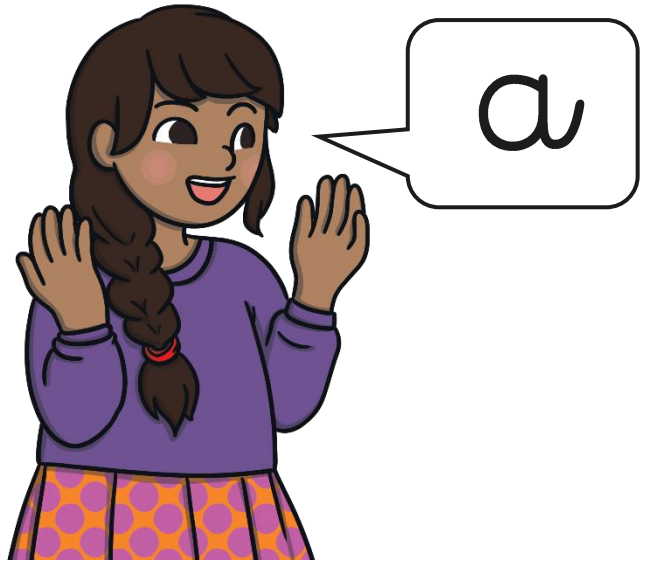
The English language has:

26 letters

44 sounds

over 100 ways to spell those sounds





Phonics Terminology

systematic synthetic phonics - The teaching of reading and spelling by breaking down words into the smallest unit of sound.

phoneme - Any one of the 44 sounds which make up words in the English language.

grapheme - How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ai' is spelt differently in each of the words 'way', 'make', 'fail', 'great', and 'sleigh'.

blending - Putting together the sounds in a word in order to read it, e.g. f - r - o - g = frog.

segmenting - Breaking a word into its constituent sounds in order to spell them, e.g. chip = ch - i - p.

Phonics Planning

Success for All Phonics

Step 1 | **Reception – Term 1** | **Remember to begin each lesson with the Alphabet Chant**

Weekly Phonics Lesson Plan

	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 dim pip did tap 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 sat sag tip sip 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 did pat got dog 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 pin mad cot sit 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 cot got mop can 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.

Step 36 | **Year 1 – Term 1** | **ie (al, il)**

Weekly Phonics Lesson Plan

Success for All Phonics

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

Success for All Phonics

Pure Sounds

In phonics, its immensely important to pronounce each phoneme clearly. We refer to this as using the 'pure sound'. We avoid adding any additional sounds to the end. This is one of the most common mistakes that people make with phonics pronunciation.

For example, the /m/ sound is pronounced as 'm' and not 'muh,'
/g/ as 'g' not 'guh'.
/ch/ is 'ch' not 'chuh'.

Let's watch a video that will help us understand and practise pure sounds together.

watchkin.com/fdd4d2247a

Phase 2 phonemes

watchkin.com/53da9226b9

Phase 5 phonemes

Pure Sounds

Let's practise saying these phonemes together.

s

ff

b

sh

t

ee

ay

zz

Blending Sounds

Putting together the sounds in a word in order to read it.
Let's practise segmenting together.

s-i-t

b-a-g

p-u-ff

ch-o-p

t-r-a-p

t-r-ay

sh-ee-p

f-i-zz

Segmenting Sounds

Breaking a word into sounds in order to spell them.
Let's practise segmenting together.

stop = s-t-o-p

path = p-a-th

roof = r-oo-f

train = t-r-ai-n

shop = sh-o-p

Common Exception Words

These are words that are not as easily decodable by using our phonic knowledge. For this reason, children are taught to recognise, read, recall and then spell this words by sight, and then from memory.

Common Exception Words

Year 1

a	his	push	was
are	house	put	we
ask	I	said	were
be	is	says	where
by	love	school	you
come	me	she	your
do	my	so	
friend	no	some	
full	of	the	
go	once	there	
has	one	they	
he	our	to	
here	pull	today	

Year 2

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

Shared Reading

It is important that children don't simply know their phonics but can apply that knowledge to the skill of reading itself. In the Success for All Phonics programme, children apply their developing phonic knowledge and skill by reading the Shared Readers.



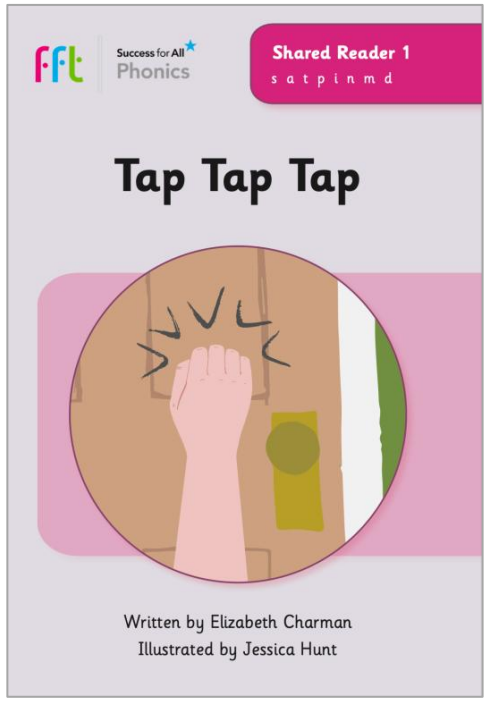
These are carefully aligned to the phonics lessons and allow children to practise reading the new and recently taught GPCs as well as the Common Exception Words to which they have been introduced.





Each Shared Reader is designed to be read over five days. As well as these phonically decodable readers, which are specifically linked to the lesson plans, children at all phases on the Success for All Phonics programme should be read to on a daily basis.

68 fully decodable Shared Readers











Success for All Phonics offers 68 fully decodable reading books (Shared Readers) to support the effective teaching of phonics in our intervention groups across Years 3 to 6.

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.

Day 1

Explore (2m)

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.

Word Time (5m)

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.

Choral Read (10m)

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.

Discussion Time (3m)

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.

Shared Reader 16: Toad in the Rain

Reception – Term 2

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. *to read the description of the falling rain with expression.*

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

Shared Reader 1: Tap Tap Tap

Let's take a look at some reading books.

Green words

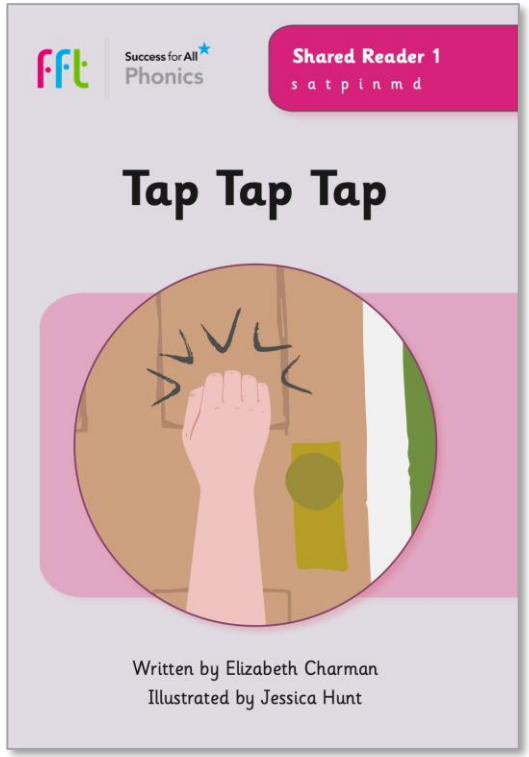
Practises s, a, t, p, i, n, m, d

tap	Sam	dip
Pip	sit	nap
and	sip	

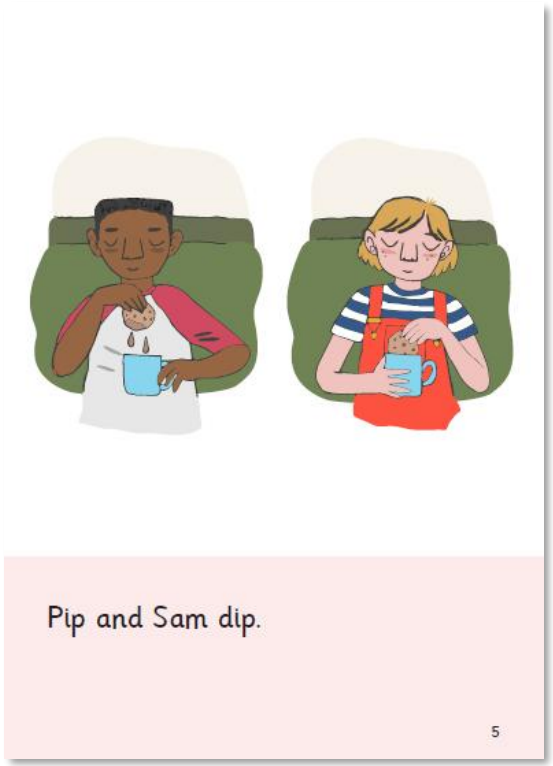
Questions

Can you answer these questions about the story?

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



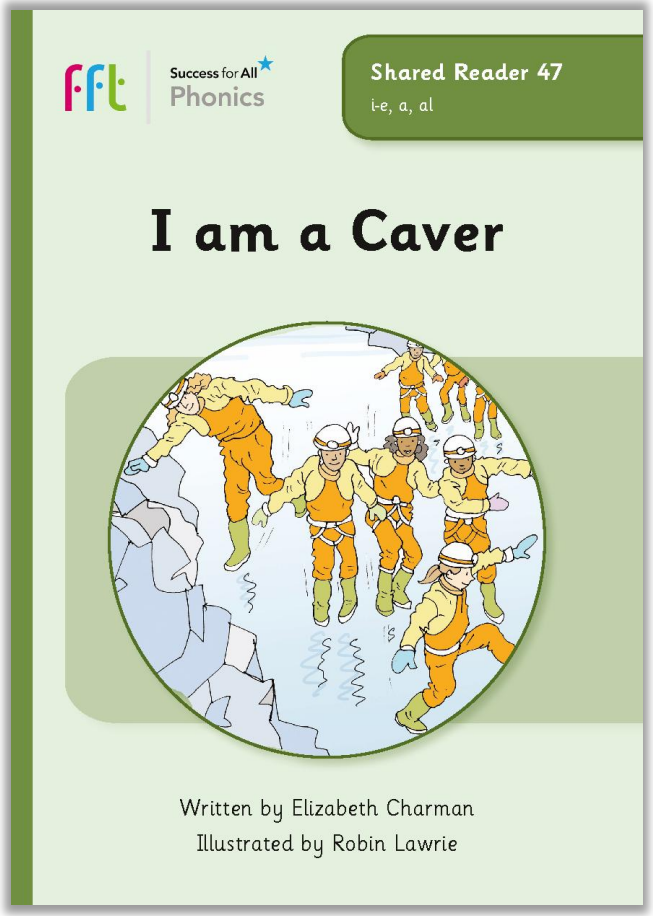






Shared Reader 47: I am a Caver

Success for All Phonics





Green words

Practises i-e, a, al

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

Red words

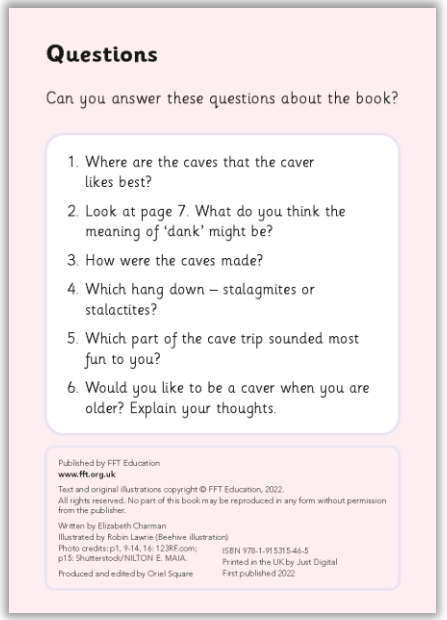
Previous red words

people	through	great
after*		

New red words

only	move

*This word may be tricky depending on regional accent.

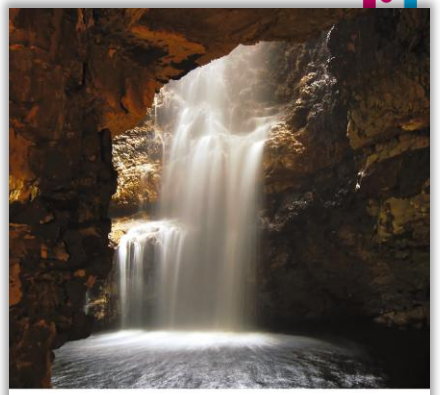


Questions

Can you answer these questions about the book?

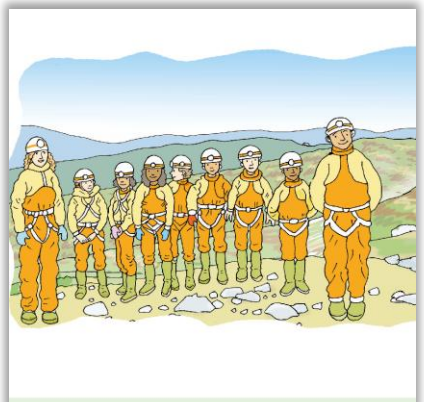
1. Where are the caves that the caver likes best?
2. Look at page 7. What do you think the meaning of 'dank' might be?
3. How were the caves made?
4. Which hang down – stalagmites or stalactites?
5. Which part of the cave trip sounded most fun to you?
6. Would you like to be a caver when you are older?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

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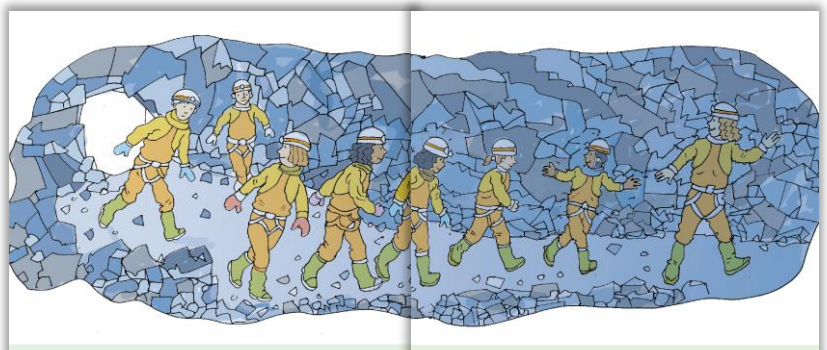
Water can shift soil away and over thousands of years it even carves out the rock itself.

10



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

2



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

6

We all stood, still and quiet, smelling the dank 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.

7



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

12

Parent Portal

Parent Portal
code: emailed to parents

We would now like to show you how to access the Parent Portal. This is the place where you can access books to support your child's phonics and early reading. The materials are designed to support the learning your child is experiencing in school.

Although, every week we send a new reading book home, you can access the same books in a digital format. You can also gain access to previously taught books and GPCs, as well as look at future phonemes and books that your child will be reading.

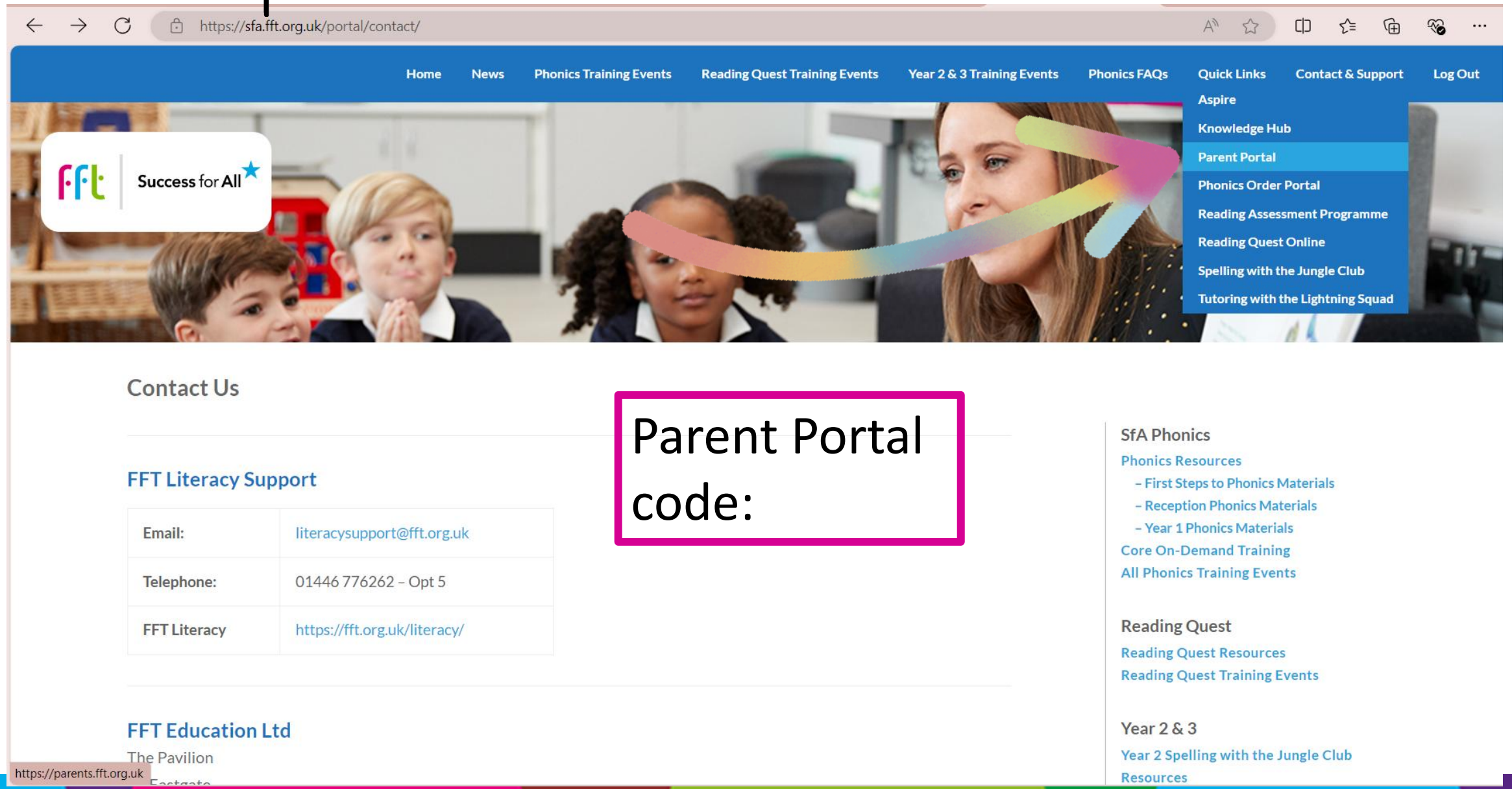
Parent Portal

You can log onto the following link or use the QR code to get into FFT Phonics Parent Portal.

Step 1: https://parents.fft.org.uk

Parent Portal code:

Step 2: Click onto Quick Links, and find Parent Portal on the drop down menu.



Parent Portal code:

Step 3: Click on the Shared Readers Library

Success for All Phonics

Success for All

Home | Shared Readers Library | Further Readers Library | Routes to Reading Library

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

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

Shared Readers Library

Further Readers Library

Routes to Reading Library

Information for parents

https://parents.fft.org.uk/shared-readers-library/

Step 4: Enter the code emailed to parents



Enter your school code below to access our shared readers for children

Passcode:

Enter

Parent Portal code:

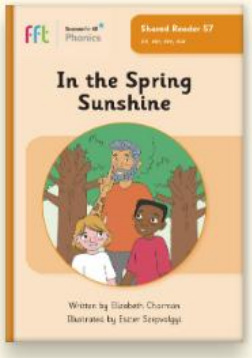
Step 5: Select the book your child is reading
This will be written in their diary.

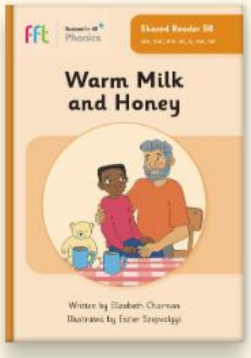
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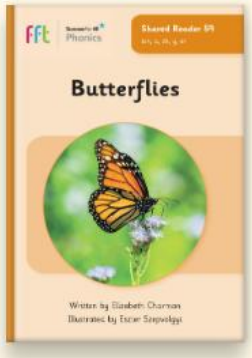
Welcome to the Shared Readers Library

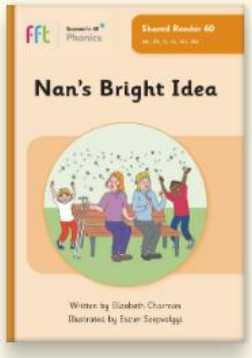
Click on the book to read it. Press "esc" to exit the book.

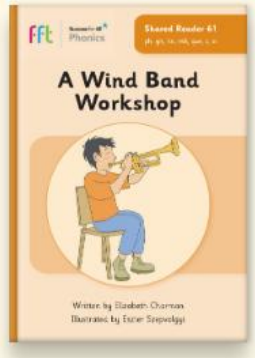
Shared Readers 1-8 | Shared Readers 9-20 | Shared Readers 21-32 | Shared Readers 33-44 | Shared Readers 45-56 | Shared Readers 57-68 | Shared Reader Videos

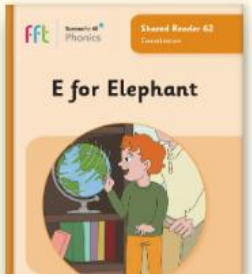


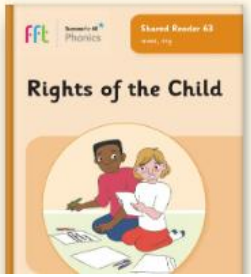


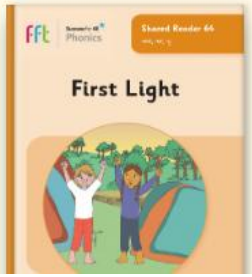




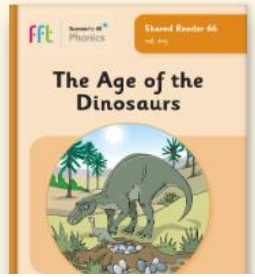








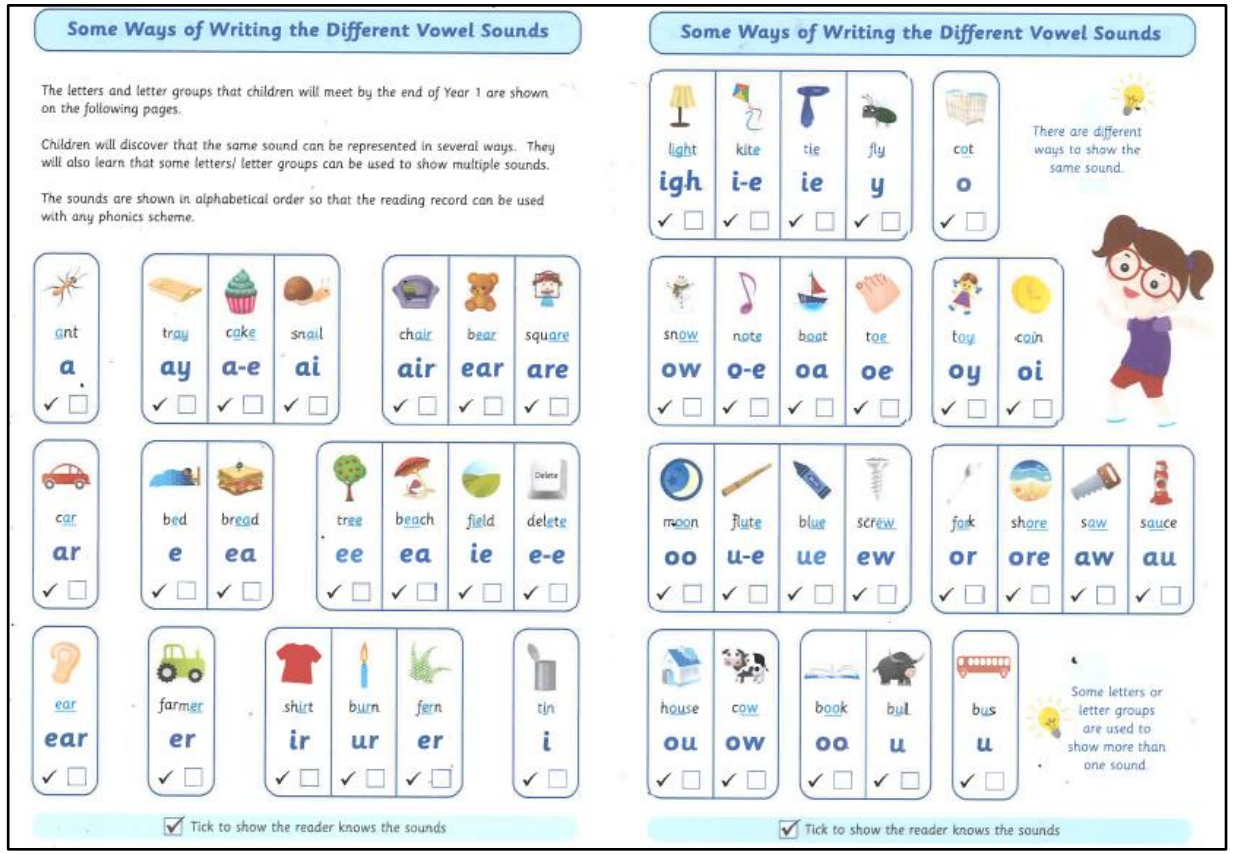




How to support your child

- Know that a GPC is a grapheme phoneme correspondence. That means a sound is matched to one or more written letters: /a/ /ai/ /ay/.





How to support your child

- Saying **pure sounds** is important
- 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. (see diary)

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.
- PLEASE READ AT HOME EVERYDAY WITH YOUR CHILD!



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.

Thank you for attending the phonics workshop.

