



Phonics and Reading

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Success for All Phonics

Success For All Phonics

- Phonics at Pyrford is taught following the Fisher Family Trust 'Success For All' phonics programme.
- This scheme is validated by the DFE
- Phonics is an integral part of the curriculum across the EYFS, Key Stage 1 and Key Stage 2 (where necessary)
- Lessons are taught **daily** to ensure that children develop the skills they need to become successful readers and writers.
- Children are **regularly assessed** and additional intervention groups are planned for and delivered for children needing additional support
- Success for All phonics comes with a selection of shared readers that closely follows the teaching progression and allows children to practice, apply and master the skills they are learning in class..
- <https://fft.org.uk/phonics/>

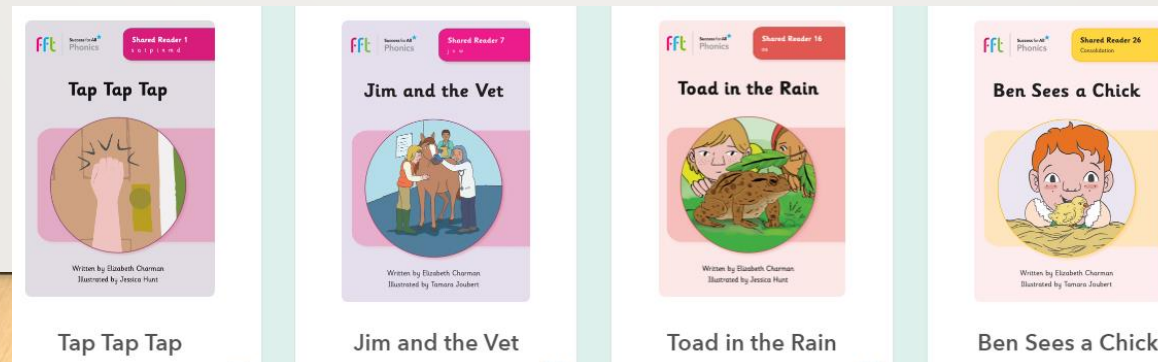
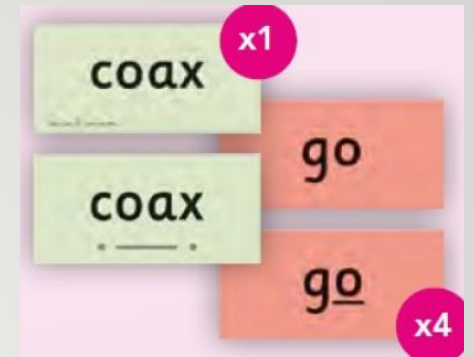


Why SFA Phonics?

- Complete teaching guide, planning and training for all staff
- Clear predictable lesson formats for children
- Affordable books matched to the lessons that can be read in whole class, groups and individually.
- Physical and online resources.
- Physical books for all children.
- Tutoring programme for Yr2 – 6
- Assessment programme assessing fluency R-Yr6
- Online support for parents.
- Daily use
- Smooth transition from EYFS to KS1

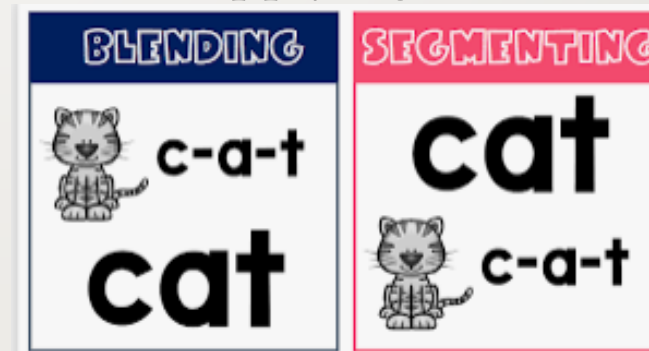
Teaching Sequence

- Clear structured sequence to follow through the programme
- Specific order the GPC's and Common Exception Words are taught in
- Child's reading book is matched to these sounds and words taught (based on the phonic sounds and words they have **secured**)
- This allows them to practise, apply, consolidate and master these skills both at school and at home



What is Systematic Synthetic Phonics?

- Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound. Children learn to make connections between the written sound (grapheme) and the sound it makes. Children are taught how to decode (break up) words into individual sounds and then blend them together to read.
- We teach the sounds in a systematic way, following a set sequence. They will learn a new reading skill and practise using it before applying it to the reading books and mastering the skill.






Assessment

Overall Accuracy ↕	Reading Fluency (WCPM) ↕	WCPM Target ↕	WCPM vs Target ↕	Segmenting & Blending ↕	GPCs ↕	Decoding ↕
95 %	70	60	+10	-	100 %	82 %
95 %	42	60	-18	-	100 %	95 %
98 %	49	60	-11	-	100 %	95 %
99 %	53	60	-7	-	100 %	100 %
77 %	11	40	-29	-	100 %	65 %



- Clear guidance is provided to enable teachers to know exactly what phonics skills need mastering at each stage
- Regular assessment opportunities built into lessons and teaching sequences
- Children identified within lessons receive targeted support following the lesson to ensure 'keep up'. These children will be receiving a reading book matched to their phonic gaps.
- Reading Assessment Programme is an online reading assessment that assesses key reading skills such as decoding, fluency and comprehension. (Continued up to yr6).
- In Year One children will sit a short phonics screening.

throst 	vanish
stret 	blossom
spraw 	thankful

Key phonic terms

- Phoneme – smallest unit of spoken sound
- Grapheme – representation of sound as a letter
- Digraph/trigraph – two/three letters making one sound (eg: sh, ee, igh)
- GPC – Grapheme Phoneme Correspondence
- Blending – Pushing sounds together to make a word (for reading)
- Segmenting – separating sounds to spell a word (for spelling)

Pure Sounds

- It is essential when supporting children to learn to read using phonics that we pronounce the sounds correctly
- Pure sounds are essential – try not to add ‘uh’ on to the end of words. B-u-t would blend into ‘but’. Buh,uh,tuh would blend into ‘butter’ it makes a huge difference.
- There is a video showing the correct pronunciation on the parent portal on the website
- <https://parents.fft.org.uk/>








































Teaching Sequence

- It may seem odd that we don't teach phonics in alphabetical order, but there is a good reason for this. We teach phonics in an order that allows us to form words as soon as possible.
- At the start of Success for All Phonics, your children will have learnt s,a,t,p,i,n,m,d, and once children know these first 8 GPCs they began on the shared readers. The books children are reading should be completely decodable to them.
- As children learn more GPCs the range of words used in the Shared Readers increases giving children the opportunity to practise reading and writing these words. The teaching sequence is designed to support this process.

"If a child memorises 10 words, the child can only read 10 words. But if a child learns 10 sounds, the child will be able to read 350 three sound words, 4 320 four sound words and 21 650 five sound words."

- Martin Kozloff, 2002

In Year One the children are learning alternative ways of making each sound and the mnemonic to help them remember.

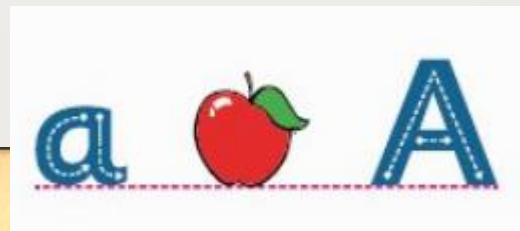
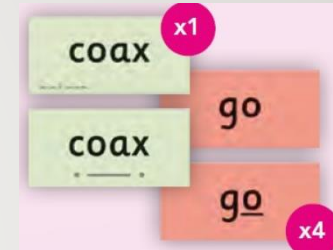
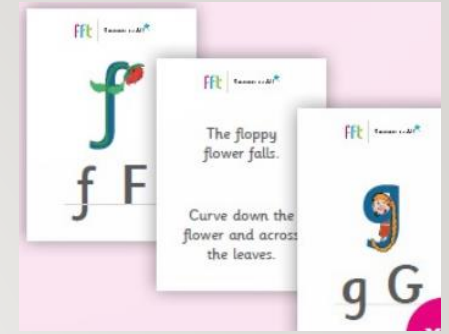
Year 1 Picture Sound Mat

The Year One teaching sequence

Year 1	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Term 1	Phase 5	<p>ay (play), ou (cloud), ie (dried), ea (cream), oy (boy), ir (girl), ue (blue), aw (jaw), ew (new)</p> <p>Common Phase 5 alternative spellings: ai, a; l, le; el; al, il; s, st; ee, e; igh, i; w, wh; oa, o; or, au</p> <p>Words with prefix un-</p> <p>Nonsense words</p> <p>Nouns and adjectives with -est ending</p>	33 to 44	<p>again, oh, their, last*, poor, money, thought, should, class*, Mr, Mrs, work, great, break, pass*, fast*, climb, people, after, path*, any, many, who, could, because, water, past*, bath*, hour, two, door, different, Christmas, floor, would, through</p>
Term 2	Phase 5	<p>a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute), -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem)</p> <p>Common Phase 5 alternative spellings: ai, ey, ei, eigh; ee, ey; ie; or, a, al, oor, our; oa, ou; oo, ui, ou; yoo, u; oo, u, oul; r, wr; s, sc, ce; e, ea</p> <p>Endings on split digraph and -y words</p> <p>Words with suffix -ly</p>	45 to 56	<p>beautiful, plant*, every, whole, only, move, father, grass*, eye, busy, pretty, half, parents, everybody, sugar, prove, improve</p>
Term 3	Phase 5/6	<p>ire (fire), are (care), tch (watch), oe (toe), ph (phone)</p> <p>Common Phase 5/6 alternative spellings: ear, eer, ere; er, ear; air, ear, ere; aw, ar; u, o; m, me; n, ne; sh, ch, ti, ci, ssi; oo, ou, u, ou; n, gn, kn; m, mb; c, que; zh, s, si</p> <p>Words with suffix -ful, -less, -ness, -ment</p> <p>Less common GPCs to be covered and Shared Readers contain all GPCs taught to date.</p> <p>Spelling consolidation Homophones Words ending in -tion / -cious</p>	57 to 68	

What would a typical lesson look like?

- Recapping previous learning – using flash cards of sounds
- Recapping Red Words
- Stretch and Read – make words and practise blending
- Learn new sound
- Say it fast – oral blending
- Break it down – oral segmenting
- Spelling game- learning which is the most likely spelling pattern
- Writing words and sentences



Shared Reading Lesson

- Children need to have regular opportunities to apply their reading and phonic knowledge.
- Phonics and reading is taught daily, allowing the children regular practice and application.
- The use of fully decodable texts allows children to use the skills they have learnt and opportunities for teachers to model key reading skills.
- All books are aligned to the phonics scheme and words in the books have either been previously taught or taught during that week.
- All children are able to access the books based on their phonic knowledge to date.
- Reading is taught whole class, in small groups or 1:1 depending on need

Green words

Practises j, v, w

well	jigs	jab
Jim	van	will
wet	vat	
vet	jogs	

Red words

Previous red words

is	to	of
go	the	

New red words

are	we
you	into

Green words

Consolidates ear

hears	fear	year
near	ears	
gear	dear	

Red words

Previous red words

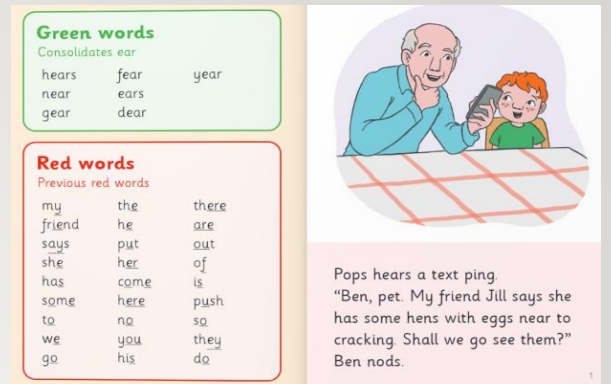
my	the	there
friend	he	are
says	put	out
she	her	of
has	come	is
some	here	push
to	no	so
we	you	they
go	his	do



Pops hears a text ping.
“Ben, pet. My friend Jill says she has some hens with eggs near to cracking. Shall we go see them?”
Ben nods.

- **Vocabulary Development:** Books in this scheme have new challenging vocabulary. Time is allocated within the lesson for discussion of higher tier vocabulary to ensure children understand what they are reading.
- **Green Words:** These are words that children can use their phonics to decode
- **Red Words:** Common Exception Words – words that cannot be sounded out using their current phonic knowledge.
- **Writing:** We are working on writing independent words and sentences using the sounds and words learnt so far. There is also a focus on correct letter formation. In Year One a key skill being to hold a sentence given to them in their head and write it.
- **Fluency:** The shared reading lessons models how to read with fluency. Use of techniques such as echo reading and choral reading supports speed and expression when reading. Children can hear how it should sound and imitate.

Using the shared readers at home



- FFT Success for All Phonics has 68 'Shared Readers' that children read to practise their developing phonic skills.
- Each week as more GPCs are taught, they are used in the book the children read that week, gradually building up a bigger range of words that can be used and read. In Year 1 there are now considerably more words on the page, the books can be read over several days.
- When your child brings home their reading book you will see the sounds they are learning on the front cover at the top right-hand side. These are the new GPCs that have been introduced in that book and your child will have learned these in their phonics lessons. They may still need some practise and help in reading words using recently taught GPCs.
- Inside the front cover you will find a list of 'Green Words', these are the words in the book that use the new GPCs. Your children practise reading these words in class and reading them together at home will give them even more practise.
- The English language is very challenging because there is a wide range of words that cannot be fully decoded using phonics. Technically these are called 'Common Exception Words' but for ease of use we call these 'Red Words'. With Red Words, we encourage children to use their phonics to read the phonetically regular parts of the word and we point out the 'tricky' grapheme, which they need to try to remember. A list of Red Words has also been printed inside the front cover of the Shared Reader so your child can practise reading them with you.



He saw red.

Reading so much more than decoding
words on page!

Comprehension



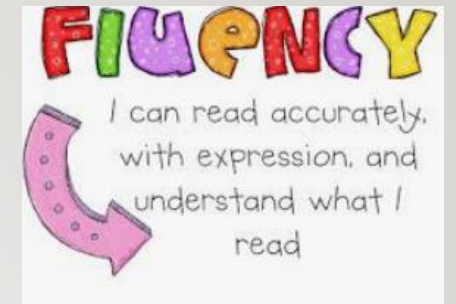
- We also want to make sure that children understand what they are reading, so remember to ask some questions as you read with your child.
- Asking children questions about what they have read is really important because it helps them to understand the text and really get the most from their reading.
- Questions are in the back of the book for you to explore with your child. Encourage your child to find the part of the book that proves their answer is correct – this will help their comprehension skills later on.
- You can apply questions to any book you read with your child not just the phonics reader.

Question Prompts

- **Questions for storybooks**
- What do you think will happen in this book?
- What has happened in the story so far?
- What will happen next?
- What do you think a specific character is thinking?
- How do you think a particular character is feeling? Why do they feel that way?
- Why did a character act the way they did?
- What was the problem in this story?
- How was the problem solved?
- What happened in the end of the story?
- Did you like the story? Why did you like it? Why did you not like it?



Developing Fluency



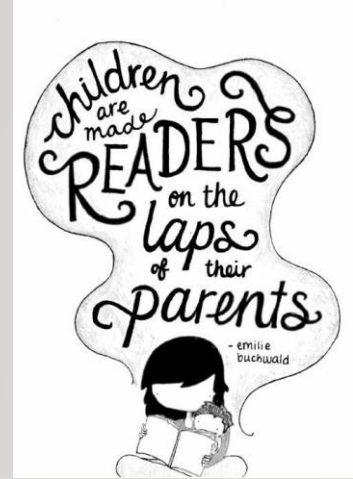
- As your child progresses with their reading they should begin to read with fluency. Fluency is where the reader can read each word smoothly and accurately, perhaps even with some expression. At first, your child may need to sound out almost every word. Don't worry, this is normal. As words are read over and over again, they will come to recognise and say them without needing to sound them out. This is the beginning of fluency.
- Children sometimes think that we want them to sound out each word because this strategy is modelled for them so often. If they don't recognise a word, then this is the right approach. As they begin to recognise words, they should start to simply say them and they may need you to reassure them that this is what we want. They will get more pleasure from reading when their reading is more fluent as it is easier to understand what they are reading when they do not need to sound out most words.

- To develop fluency it can be useful for your child to hear you read first. You can then model expression by varying tone, pitch and volume, pausing for punctuation and stress by emphasis on particular words. They can then reread it back in the same way.
- An excellent way to work on fluency is to choose a page of the Shared Reader and ask your child to read it aloud several times. Each time they read it they will become a little more confident and will read it better. You might choose to ask them to practise reading the same passage on two or three occasions. If you do this each week, your child will gradually start to become more fluent.
- Remember, that your child will continue to need to stop and sound out new words throughout the FFT Success for All Phonics Programme and beyond. This is a life-long strategy we need them to use every time they read an unfamiliar word.

What If my child doesn't want to read at home?

- Find the best time of day that works for you (before bed is not always the best time)
- Make it fun and a time to bond and connect
- If it becomes a chore – stop!
- Read wide range of text types and choose material that interests them
- Read for success – practise the same page each day so they feel the success
- Model reading to them. Model sounding out and blending the words.
- Take the pressure off but build a routine
- Talk to your child's teacher to let them know





What else can I do to help my child at home?

Talk to your child about the world around them – wide knowledge allows children to understand more about things they read

- Take your child to a variety of places and give them broader experiences – when they read about them they will have a greater understanding
- Discuss vocabulary and new words – don't assume children know what words mean, explain and discuss the meaning of words.
- Set aside time to read for pleasure. Establish good habits and make it a positive time of day. Do they see you reading? Can you find time to all get books out and read?

- <https://phonicsfamilycom.wordpress.com/phonics-favourites/>

