

Success For All Phonics





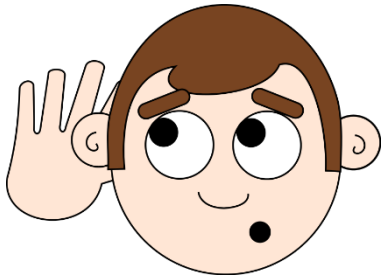
- **Success for All Phonics** is a systematic synthetic Phonics teaching programme, which has been validated by the DfE.
- Phonics materials and assessment are provided, to ensure that children and teachers know exactly which phonics skills have been mastered at each stage.

Classroom Management



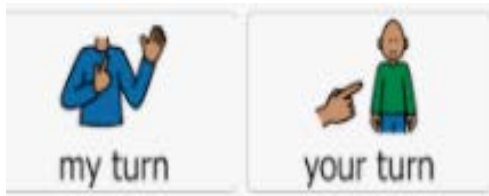
Zero Noise

Zero Noise is a highly effective silent classroom management signal. The teacher raises their hand high, without talking. Children quickly stop talking or finish the sentence they are writing, raise their hand high to signal they are ready to listen and give their full attention to the teacher. The teacher is then able to give the next instruction or take feedback from the children.



Active Listening

The teacher can cup one hand behind their ear as a non-verbal reminder to children to listen to them, or to another child in the classroom. The Active Listening signal allows teachers to request attention for the speaker **without** interrupting them.



My-Turn-Your-Turn

You point to your own chest as you model saying, for example, a new word. You then point to the children to prompt them to repeat what they have heard.



Thumbs Up

Thumbs Up is used as a 'ready' signal when children have completed their task or are pairing with partners or working with their teams to discuss the answer to a question. Everyone involved can give the Thumbs Up signal to let the teacher know that they are ready.



Think Time

Use the Think Time signal to remind children that it is important to stop and **think** about their answer before vocalising it. Point your finger at your temple and silently count to three before asking for a response. Younger children may also enjoy pointing at their own temples as a reminder that they are using this time for thinking (rather than talking or writing).



1-2-3 Move

Sometimes it is necessary for children to move from one location in the classroom to another during the course of a lesson. (Example: The children may be sitting on the carpet during a lesson and need to return to their seats to write.) Using a simple 1-2-3 count can quickly and efficiently organise your children to move from one place to another with a minimum amount of time and disruption.

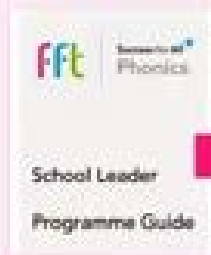
- Say 'one': Children gather materials.
- Say 'two': Children stand and push chairs in.
- Say 'three': Children move to new location and sit down.

1 2 3

Resources overview

Teaching resources

School
Leader
Programme
Guide



Teacher
Manual



Phonics
Lesson
Plans



Reading
Lesson
Plans



Classroom resources

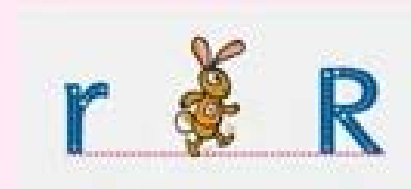
Alphabet cards wall set



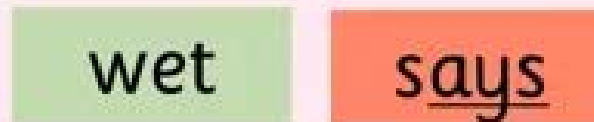
Picture sound cards wall set



Letter formation cards



Green and red word cards



Pupil resources

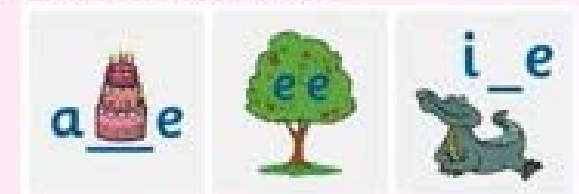
68 fully decodable Shared Readers



Partner practice booklet



Picture sound mats



Alphabet letter strips




Reception - Scope & Sequence

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words				
				Word Level	Text Level						
Phase 1	Reception Term 1			Words Correct Per Minute - End of Term Goal: 15							
	1			Oral Blending, Segmenting and Alphabet Chant							
	2										
Phase 2	3	s a t p	1i - 4i	Blend and Segment CVC words	Read words consistent with their phonic knowledge by sound-blending	Write recognisable letters, most of which are correctly formed					
	4	i n m d	5i - 8i								
	5	g o c k	1								
	6	c k e u r	2								
	7	Consolidation Week	3	Read Common Exception Words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words			the l			
	8	h b f f f	4					he she is			
	9	l l l s s	5					to go of as			
	10	j v w	6					we are you into			
Phase 3	11	x y z	7	Read CVC words with -s ending /z/ sound			Spell words by identifying phonemes in them and representing them with graphemes				
	12	Consolidation Week	8	Consolidate above skills							
	Reception Term 2			Words Correct Per Minute - End of Term Goal: 25							
	13	z z q u c h	9	Read CCVC and two-syllable words					Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	be me his	
	14	sh th ng	10	Read CVC and double-consonant words with -ing endings	no se has						
	15	Consolidation Week	11	Consolidate above skills							
16	Consolidation Week	12									
	17	ai (train) (+ blend nk)	13	Read CVCC words and sentences including Yr1 CEWs		do her					







Reception – Phonics Weekly Plan

Step 6

Reception – Term 1

Remember to begin each lesson with the Alphabet Chant 

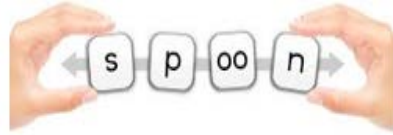
Weekly Phonics Lesson Plan

	Review Previously Learnt GPCs (10 minutes)				Teach › Practise › Apply New GPCs (15 minutes)						Stretch and Count/ Spell
	Hear Phonemes	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Write New Grapheme	
Day 1	ff ll ss	r h b f ff ll ss	cuts sell hen mess egg* if	leg › lag › rag › ram › rim › dim	Jane jumps for joy.  /j/	Look what my mouth is doing when I say /j/. My lips stick out a little, my tongue is touching the top of my mouth and it moves away as I say the sound.	J-a-ck b-e-ll j-e-t-s j-u-g	j-a-m m-e-ss j-o-g-s j-o-b	jam jug jots	Down Jane's back, up to her toes. Jump to the ball. 	fill mess jam
Day 2 /v/	ll ss j	h b f ff ll ss j	pack jog let bets socks hid	job › jot › jet › let › less › mess	The vulture veers over valleys.  /v/	Look what my mouth is doing when I say /v/. My teeth are touching the inside of my bottom lip and I make the sound by pushing air between my teeth as I make a humming noise.	v-i-m V-i-ck t-o-ss v-e-t-s	v-e-t g-i-ve j-o-g v-a-t-s	vet vets van	Draw one wing and up the other. 	sell jog vat
Day 3 /w/	ll ss j v	b f ff l ll ss j v	hip vet picks bell luck jot	till › hill › hiss › hid › had › bad	Watch the worm wiggle.  /w/	Look what my mouth is doing when I say /w/. My lips make a little circle then they open up as I say the sound.	w-e-t w-i-ck w-i-n-s v-a-n	wh-i-ff j-a-b w-e-ll wh-i-p	wag will wet	Wiggle down, wiggle up, down and up. 	van web fits
Day 4 (Review)	ss j v w	f ff ll ss j v w	jets wig vat job win van	jam › jag › wag › wig › wit › wet	Review any GPCs presented this week that the children need more practice with.		j-a-m v-e-t w-e-t-s v-a-t	v-a-n j-e-t-s J-a-ck w-i-ll	Review any words that the children need more practice with this week (and PPB).	Practise writing all graphemes presented this week, both upper- and lower-case, that need review.	jots wet vat
Day 5 (Review)	ss j v w	f ff ll ss j v w	wet win jam vim Vick jots	web › wet › vet › bet › bit › bill	Review any GPCs presented this week that the children need more practice with.		w-i-n j-o-b v-a-n j-e-t-s	w-e-ll j-o-t-s v-e-t w-e-b	Review any 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.	well job vets

Phoneme – smallest unit of sound in a word.

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

Key Vocabulary



segment



blend



digraph



trigraph

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



Success for All
Phonics

Shared Reader 21

or ore se

Jim and the Corn



Written by Elizabeth Charman

Illustrated by Tamara Joubert

Green words

Practises or, ore, se

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

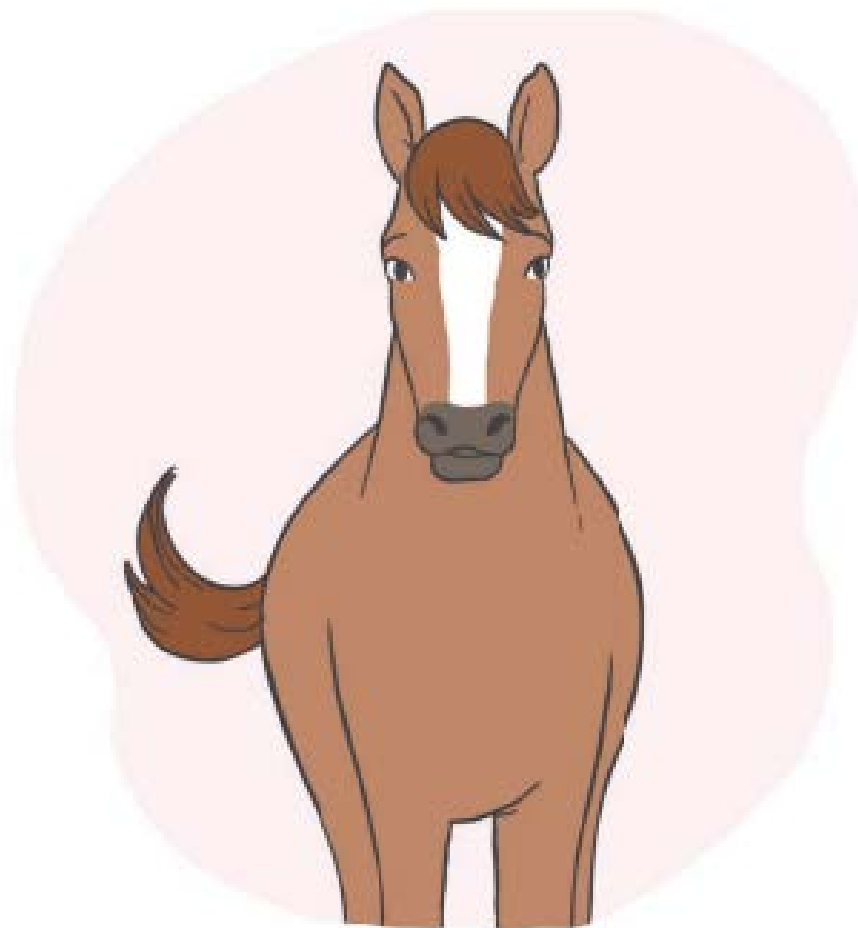
Red words

Previous red words

<u>i</u> s	<u>b</u> e	<u>the</u> re
<u>th</u> e	<u>pu</u> t	<u>are</u>
<u>o</u> f	<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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Jim is the sort of horse you
can trust.



You can trust him to be still
for a hug.

The Parent Portal

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

Password- 5flhbm

Time for Questions

