

What is systematic synthetic phonics?

Synthetic phonics is a method that's used to teach pupils how to read and write in English. Through synthetic phonics, children will learn that all words can be broken down into small units of sound called **phonemes**, which are represented in written language using groups of letters called **graphemes**. By building connections between phonemes and their graphemes, children will also be joining together sounds in their spoken and written forms.

The reason it's often called 'systematic' synthetic phonics is because children learn about all of the different sounds, spellings and **grapheme-phoneme correspondences** (GPCs) in a specific fashion. Children are taught how to break up (or decode) words into individual sounds. Then, they can blend all the sounds together as a way of reading the entire word.

Why is phonics not taught in alphabetical order?

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, we teach s,a,t,p,i,n,m,d, and once children know these first 8 GPCs they can start reading our first Shared Readers.

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.

Green words

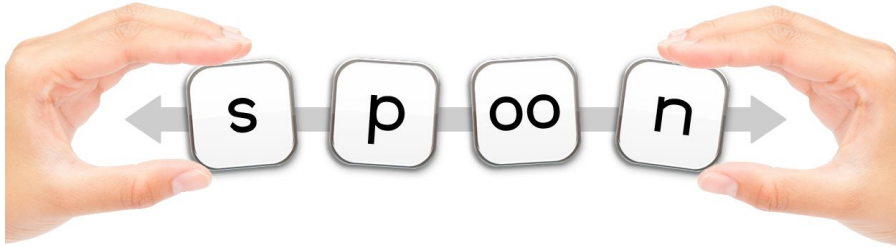
Practises s, a, t, p, i, n, m, d

tap	Sam	dip
Pip	sit	nap
and	sip	

Phonics skills

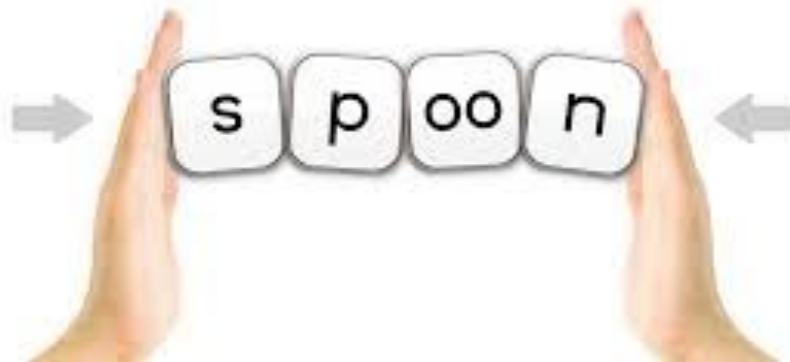
Spelling and writing:

Sounding out / oral segmenting / segmenting - We start with sound and **encode** to print.



Reading:

Oral blending / blending - We start with print and **decode** to sound.



Phonics terminology

What is a phoneme?

A **phoneme** is the
smallest unit of sound
in a word.

Example:
/k/



What is a grapheme?

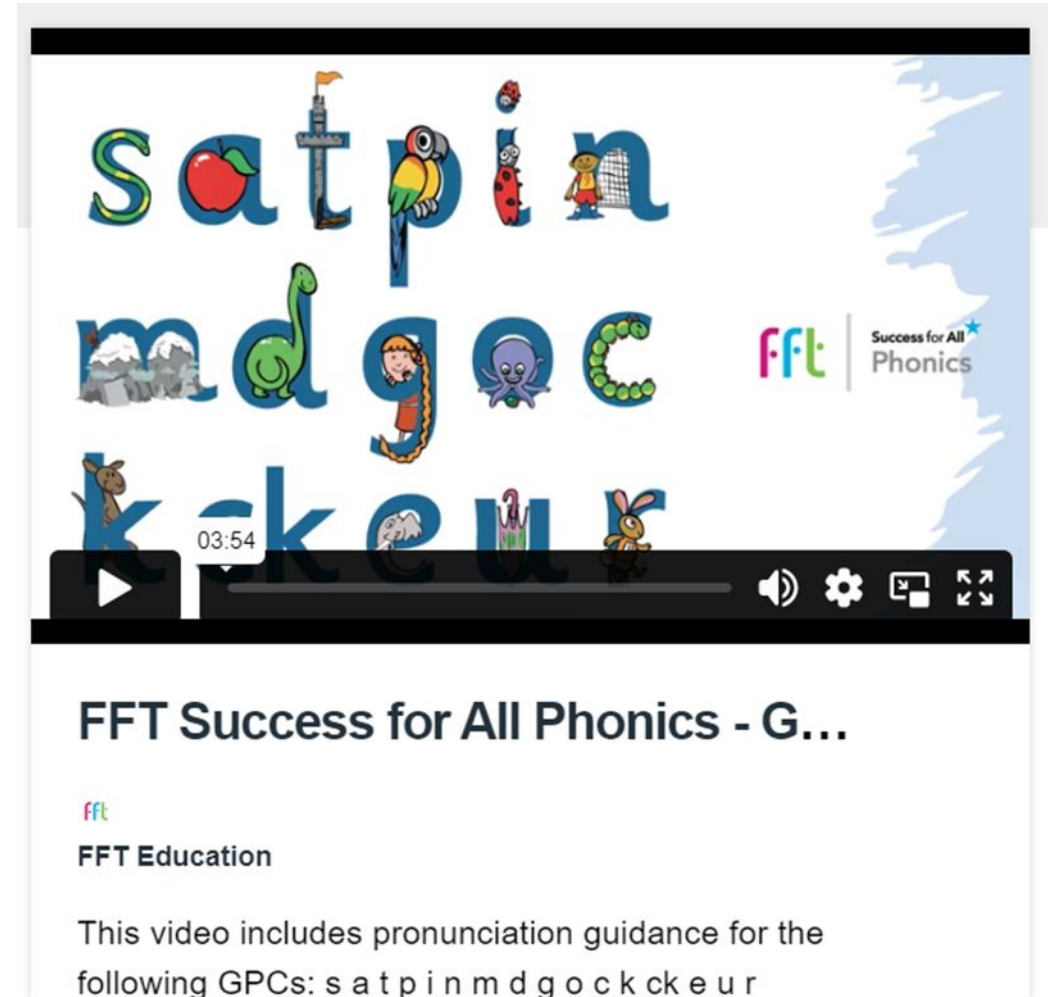
A **grapheme** is the
way we write a
phoneme.

Example:
/k/ can be written 5 ways
c k ck qu ch



Phonemes – Pure sounds

It is crucial that we pronounce each letter sound as a 'pure' sound. This means pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'fff' not 'fuh', 'sss' not 'suh'. This is really important to support children in accurately blending and segmenting.



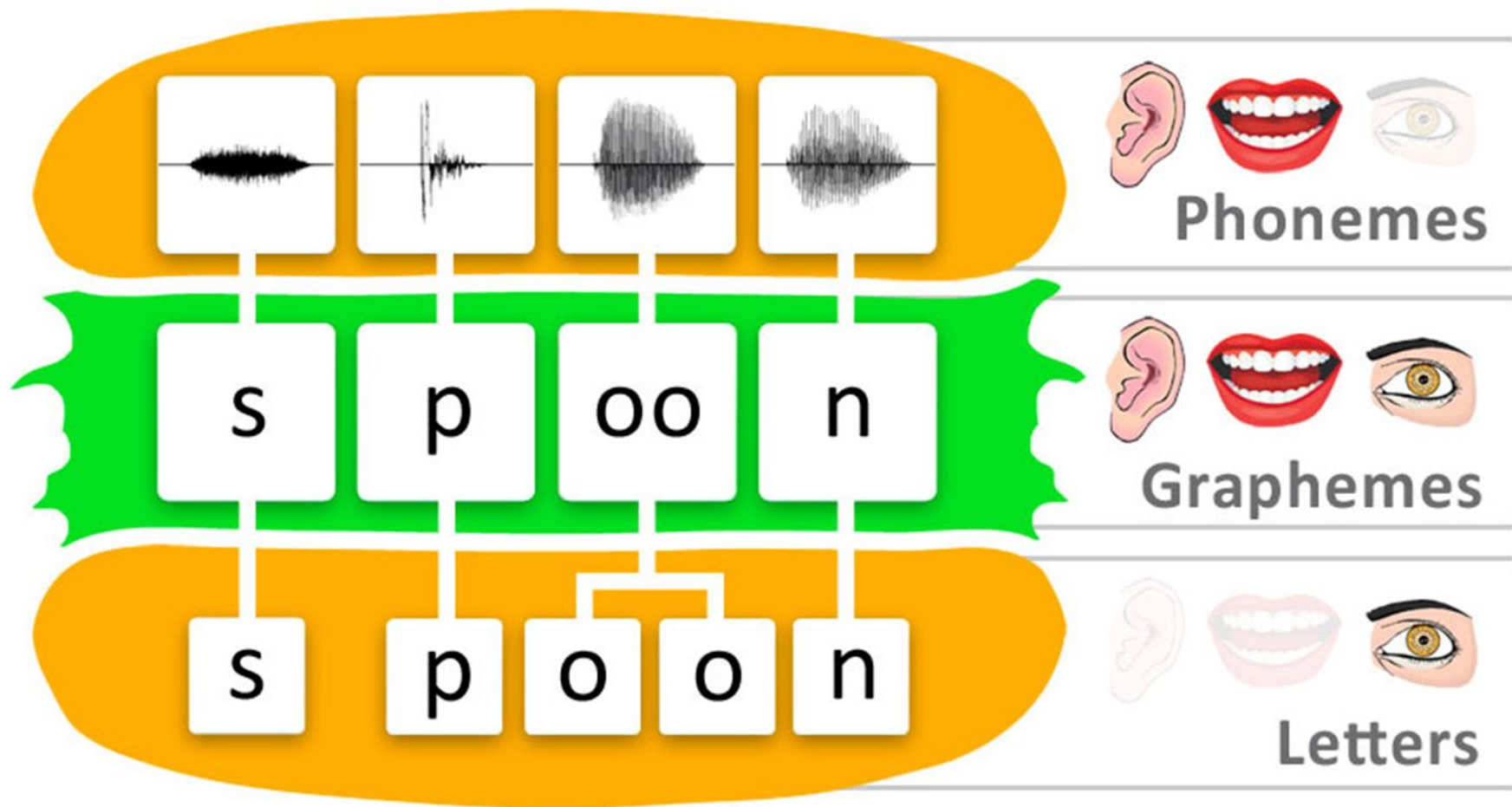
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FFT Success for All Phonics - G...



























FFT Education

This video includes pronunciation guidance for the following GPCs: s a t p i n m d g o c k e u r

Phonics terminology



Digraphs, split digraphs and trigraphs

 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	 ge	 ire	 tch	 ph
					 dge			

Year 1 Picture Sound Mat

Challenges of learning English!

1. One sound (phoneme) can be represented by one, two, three or four letters:

e.g. /a/ a, /f/ ph, /ch/ tch, /oa/ ough

2. One sound can be represented by multiple spelling alternatives (graphemes):

e.g. /oa/: o, oa, ow, oe, o-e, eau, ough

3. One grapheme can represent multiple phonemes (sounds):

e.g. 'ough': /oa/ though, /or/ thought, long /oo/ through, /ou/ plough, /u/ thorough



Scope and Sequence

Year 1	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Term 1	Phase 5	ay (play), ou (cloud), ie (dried), ea (cream), oy (boy), ir (girl), ue (blue), aw (jaw), ew (new) Common Phase 5 alternative spellings: ai, a; l, le; el; al, il; s, st; ee, e; igh, i; w, wh; oa, o; or, au Words with prefix un- Nonsense words Nouns and adjectives with -est ending	33 to 44	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
Term 2	Phase 5	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) 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 Endings on split digraph and -y words Words with suffix -ly	45 to 56	beautiful, plant*, every, whole, only, move, father, grass*, eye, busy, pretty, half, parents, everybody, sugar, prove, improve
Term 3	Phase 5/6	ire (fire), are (care), tch (watch), oe (toe), ph (phone) 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 Words with suffix -ful, -less, -ness, -ment Less common GPCs to be covered and Shared Readers contain all GPCs taught to date. Spelling consolidation Homophones Words ending in -tion / -cious	57 to 68	

What happens in daily lessons?

Each day:

- revisit phonemes and graphemes
- consolidate learning before new content 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



	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	ow oi ear air ure er	sure nurses acorn* unclear** oh again	avoid winter pair › fair › chair › hair › high › hear › dear › near	May I play?  /ai/	p-ay t-r-ay s-w-ay t-er-m	c-l-ay p-r-ay s-t-r-ay p-er-ch	sway sprays Sunday	ray train paint paper apron Sunday	dear stay pure plays summer hay jumper prayed
Day 2	ow oi ear air ure er	perch noise shower their cured paper* unfair** last***	peel › heel › howl › how › now › cow › car › scar	Review the Key Card for the new GPC.	h-ay p-l-ay s-t-ay sh-ow-er	S-u-n-d-ay s-w-ay-ed d-ay-s t-ow-er	away saying strayed	trail acorn days afraid paper stayed	Come and play with my train set today.
Day 3	ow oi ear air ure er	apron* mixture unzip** cleared darker burnt	start › tart › toot › loot › look › took › tool › stool	Review the Key Card for the new GPC.	p-r-ay-s p-ure ch-air a-w-ay	c-l-ay n-oi-se s-p-ear s-p-r-ay-s	stayed swaying Thursday	mail basic clay stray railing bacon	We can sit on the bench and paint the clay pots.
Day 4	ow oi ear air ure er ay	Children read the words for Day 1 in their PPB for speed and fluency.	down › town › turn › burn › been › born › barn › bark	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).	ray paper tail away faint basic	I am afraid you must go away now.
Day 5	ow oi ear air ure er ay	Children read the words for Day 2 in their PPB for speed and fluency.	pool › fool › foal › coal › coat › cart › carve › curve	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).	hay vain sailed saying bacon apron	Max and Sam will stay with us on Sunday.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Explore Preview the Shared Reader for the week by asking the provided questions. Children make predictions about the story based on the title, illustrations / photographs and their background knowledge.</p> <p>Word Time Introduce the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green Words.</p> <p>Model/Choral Read Model reading the text using Stretch and Read. Opportunities for noticing aspects of text and layout. Re-read for fluency.</p> <p>Choral Read Read the story together as a class, guiding the children to decode words and then eventually fast-blending them. Model key skills and the weekly grammar focus</p> <p>Discussion Time Review children's predictions and summarise the story by asking the provided questions.</p>	<p>Remember Remember the story with the class, including the title, characters, setting, etc., by asking the provided questions.</p> <p>Word Time Review the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green Words.</p> <p>Choral Read Read the story together as a class, guiding the children to decode words and then eventually fast-blending them. Model key skills and the weekly grammar focus.</p> <p>Discussion Time Review the story by asking the provided questions.</p>	<p>Review Review the story with the class, including characters, key plot points, problems and resolution by asking the provided questions.</p> <p>Word Time Review the Red and Green Words for the story along with select vocabulary. Partners practise Red / Green words.</p> <p>Partner Reading Children read the story, alternating pages with their partners (switching roles from yesterday). Teacher supports with comprehension questions and references to the weekly grammar focus.</p> <p>Discussion Time Review the story by asking the provided questions. Some activities maybe speaking and listening/drama based.</p>	<p>Review Review the story with the class, including characters, key plot points, problems and resolution by asking the provided questions.</p> <p>Echo Read Choose a section from the Shared Reader to model a target reading skill (e.g. reading with fluency and expression, recognising direct speech, etc.). Children repeat after you chorally to practise reading fluently.</p> <p>Partner Reading Children read the story, alternating pages with their partners (switching roles from yesterday). Teacher supports with comprehension questions and references to the weekly grammar focus.</p> <p>Discussion Time Review the story by asking the provided questions. Some activities maybe speaking and listening/drama based.</p>	<p>Repeat Echo Read Choose a section from the Shared Reader to model a target reading skill (e.g. reading with fluency and expression, recognising direct speech, etc.). Children repeat after you chorally to practise reading fluently.</p> <p>Reading Celebration Celebrate achievements, progress and discuss next steps, where appropriate.</p> <p>Partner Question Time Children orally answer the comprehension questions in the back of the Shared Reader. Model using the questions to create sentence stems and refer to the text to create a full answer with elaboration. Celebrate achievements, progress and discuss the next steps, where appropriate.</p> <p>Optional Writing Time to consolidate skills as indicated on the lesson plan either embedded in the activity or as a discrete short burst activity, refer back to Phonics or correlating Shared Reader lesson if required.</p>



Echo reading

Echo reading is a reading strategy designed to help children develop expressive and fluent reading. In echo reading, the teacher will read a short part of the text, perhaps a sentence or paragraph, and the child will echo it back. This strategy focuses on fluency, but it also helps children develop their print knowledge.

Echo reading allows children to listen to a confident reader read fluently and expressively. This gives them a model for their own reading. When they echo the text back and read aloud for themselves, they have a scaffolding to work with, helping them to build their skills with support.

The teacher pointing to each word as they read is beneficial too. Not only does this help children to link oral sounds to print, but it also helps children to focus and follow along. This is particularly important for readers who may struggle to maintain their place on the page if they were reading independently.

Echo reading also helps children to develop the right pace for reading. Many young readers may read too fast or too slowly, and this can hinder their reading comprehension. By listening to the teacher read at an appropriate pace, they can model this in their own reading and comprehend the text more effectively.

Choral reading

Choral reading is a reading strategy that encourages children to read aloud as a group, as the name suggests. It's a great activity for children who lack a bit of confidence when it comes to reading, as they will get mutual support from the rest of the group and the teacher. Choral reading is also a great way for children to have access to an example of good reading from the teacher and even the other children in the class.

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Choral reading works by children following along with the example you set when reading aloud, enabling them to strengthen and improve their existing skills in reading. The teacher models a framework that supports children to feel confident reading a piece of writing out loud. This reading strategy also works by encouraging children to work together as a group to read a piece of written text out loud, giving children confidence through safety in numbers and motivating them to pay extra attention to how they're reading.

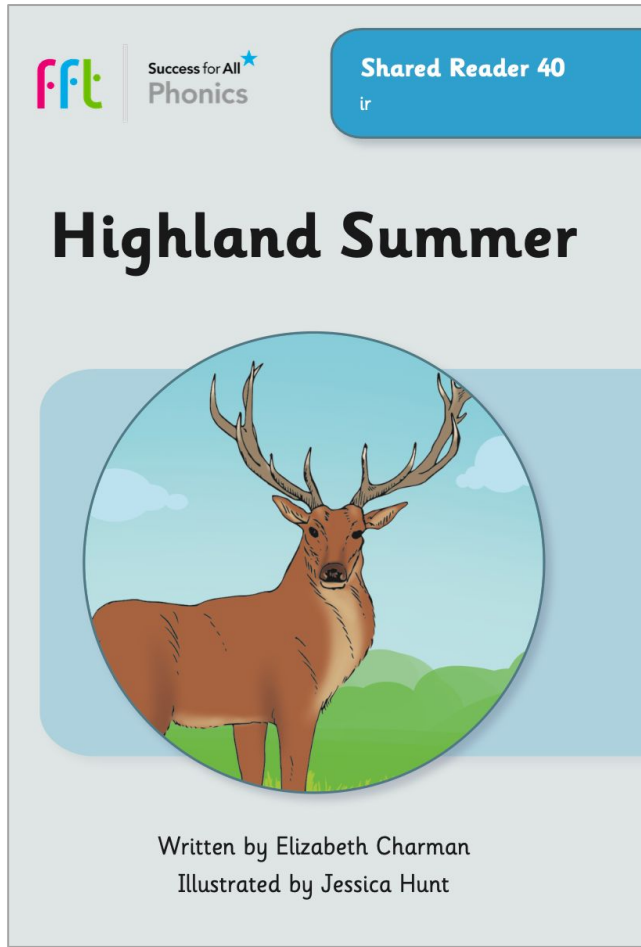
Shared Reader

Shared readers match 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.

Shared readers will be shared with you online.



Shared Reader 40: Highland Summer



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.

Can you answer these questions about the book?

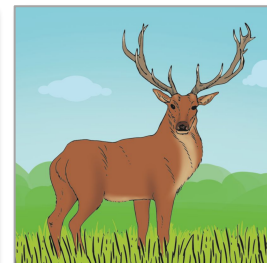
1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?



At the end of summer, the Queen has a holiday at Balmoral in north-east Scotland. It is a big grand house with towers and gardens. It stands on the banks of the river Dee. Before and after the Queen's holiday, you can visit too.



In the woods you might hear the chirps of a robin.



A bigger wild animal at Balmoral is the stag with his antlers. He roams the hills but at dusk, when he has a thirst, he comes to the river to drink.



At first you might not see the wild animals in the woods. But after a bit, if you are still, a red squirrel might peep out.

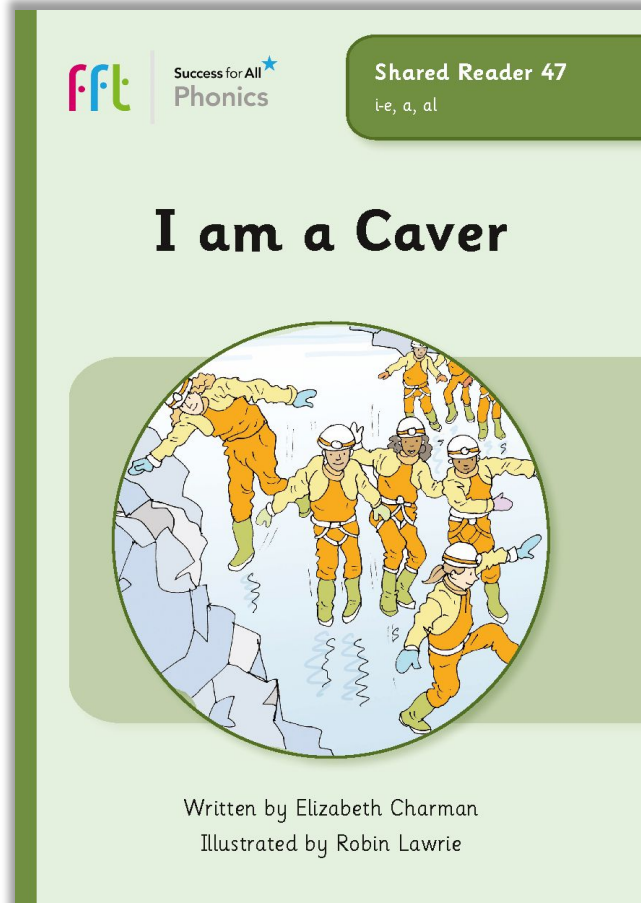


A hunting bird, a kestrel, hovers up high. Look out, mouse!



Balmoral's woods have beech, ash and oak trees. And more fir trees than you can count!

Shared Reader 47: I am a Caver



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

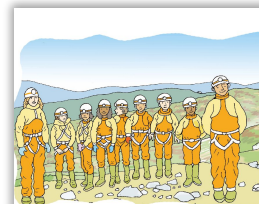
Can you answer these questions about the book?

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.

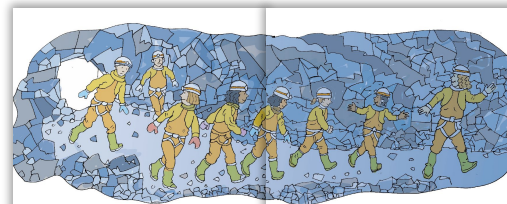
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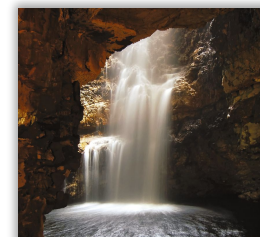


I spend a lot of my time underground. I explore for myself, but not only that. I take people down to visit caves, too.

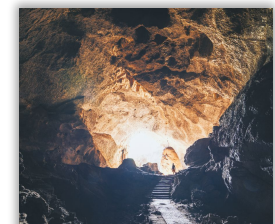


We went inside in a line, single file, down into the complete darkness.

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.



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



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

Red and Green words

The English language is very challenging because there are 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.

Inside the front cover there is also a list of 'Green Words', these are the words in the book that use the new GPCs.

The weekly shared reader book will be shared with you and your child will also bring home a colour banded book, this book is a read together book. It will be closely matched to your child's phonic knowledge but may contain some unknown GPCs.

Green words

Practises u-e, ui, ou, u

dunes	prune	group
amuse	swimsuit	cucumber
minute	bruises	students
miniscule	wound	music

Red words

Previous red words

cl <u>im</u> b	w <u>ou</u> ld	diff <u>er</u> ent
gr <u>ass</u> *	th <u>ei</u> r	w <u>ho</u> le
c <u>ou</u> ld	p <u>oo</u> r	gr <u>ea</u> t
on <u>ly</u>	w <u>at</u> er	w <u>h</u> o

New red word

eye

*This word may be tricky depending on regional accent.

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.

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.

You might also like to show your child how you would read a passage, using punctuation to show where to stop and take a breath. Once they can read quite smoothly you could introduce some expression, reading more loudly or softly for example, if that fits the text.

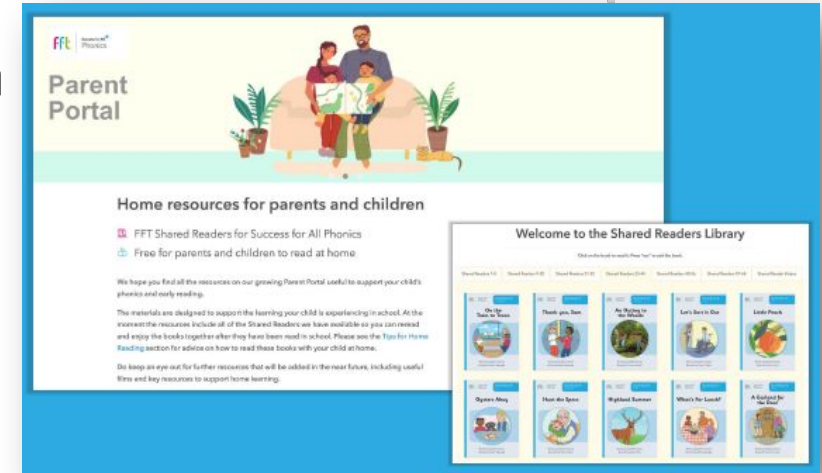
Remember, that your child will continue to need to stop and sound out new words throughout the FFT Success for All Phonics Programme and beyond. This is a life-long strategy we need them to use every time they read an unfamiliar word.

How can I help my child?

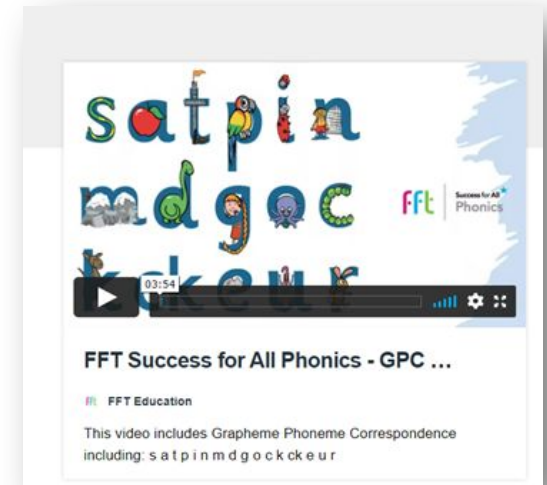


Success for All
Phonics

- Advice on how to support your child which you can read on our Parent Portal:
<https://parents.fft.org.uk/tips-for-home-reading/>
- Watch videos on the Parent Portal of how to pronounce the GPCs
- Use the alliterative phrases to support your child in practising the GPC
- Practise reading the Shared Readers at home
- Also share other exciting books for pleasure and allow them to hear others read.



Please note: Each school is deciding how best to use the portal for their pupils and parents.



Tips to help:

- Know that a **GPC is a grapheme phoneme correspondence**. That means a sound is matched to one or more written letters: /a/ /ai/ /ay/.
- Saying **pure sounds** is important
 - some sounds stretch e.g. m, n, r
 - some bounce e.g. b, p.
 - say them softly and say a word that begins with the sound to help.
 - try to avoid a big 'Uh' sound at the end
- 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.



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.
- Green and red words may be sent home as spellings.
- Reading for pleasure is always welcomed- hearing you read and listening to stories and rhymes is an important part of childhood learning.
- It is however important for children to master phonics as their primary decoding strategy so don't try to push your child on too quickly. Ask your child's class teacher if you are unsure.

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

<u>a</u> ny	<u>o</u> uld	<u>a</u> ny
<u>wh</u> o		

*This word may be tricky depending on regional accent.



Top Tips