

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

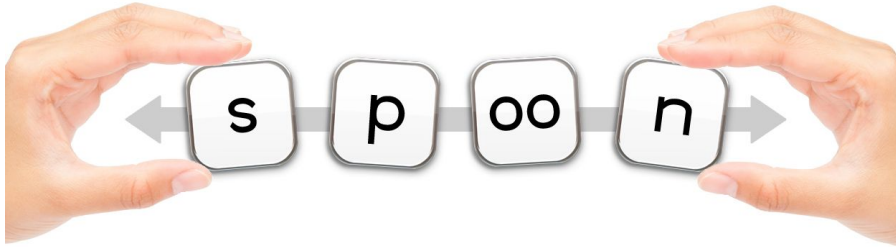
Practises s, a, t, p, i, n, m, d

tap	Sam	dip
Pip	sit	nap
and	sip	

Phonics skills

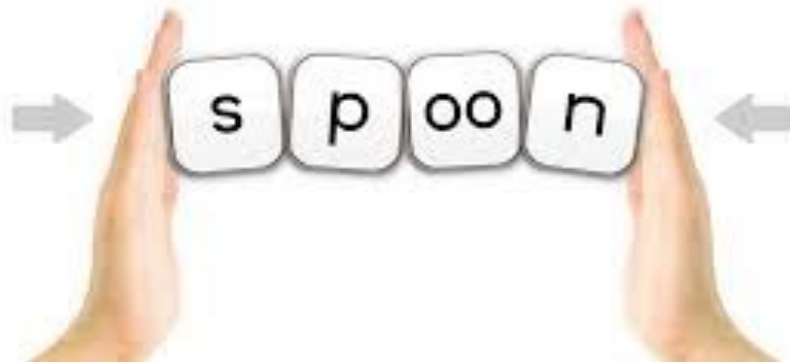
Spelling and writing:

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?

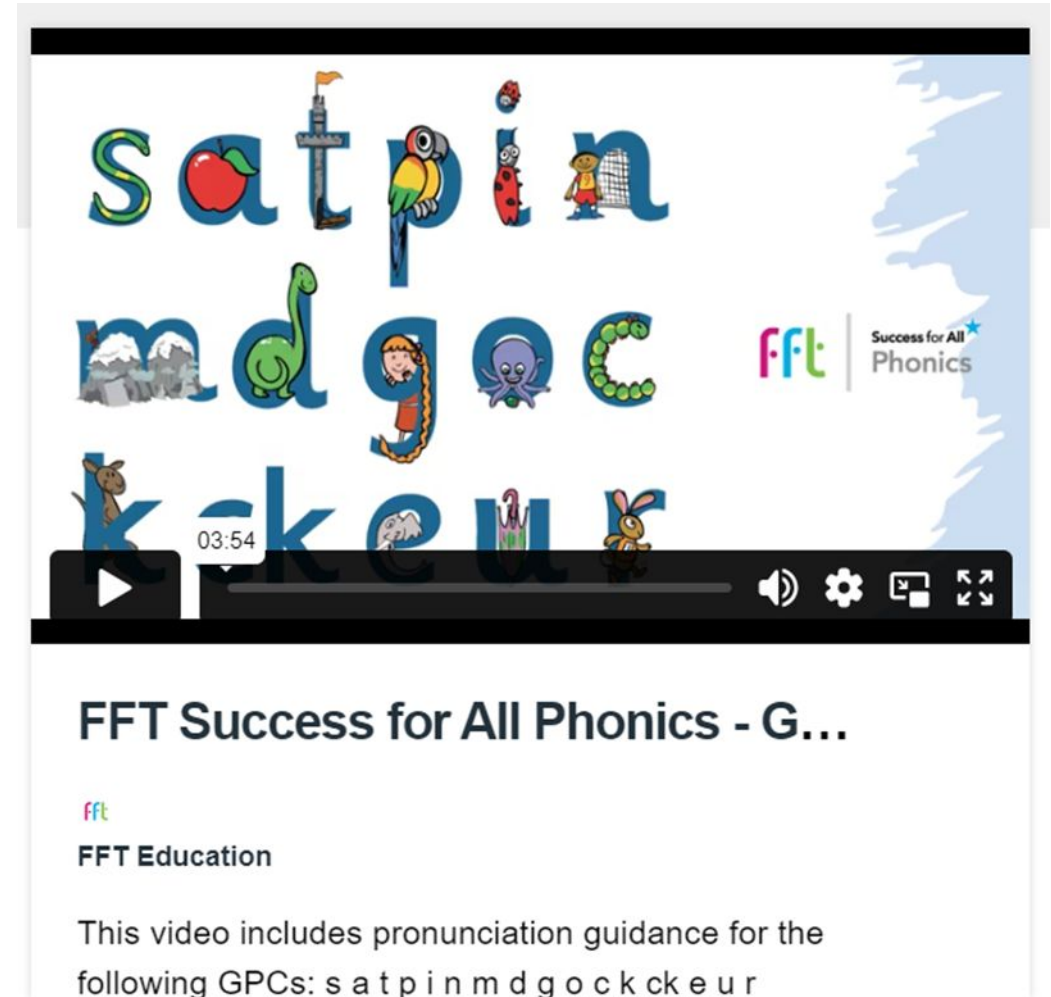
A **grapheme** is the
way we write a
phoneme.

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.



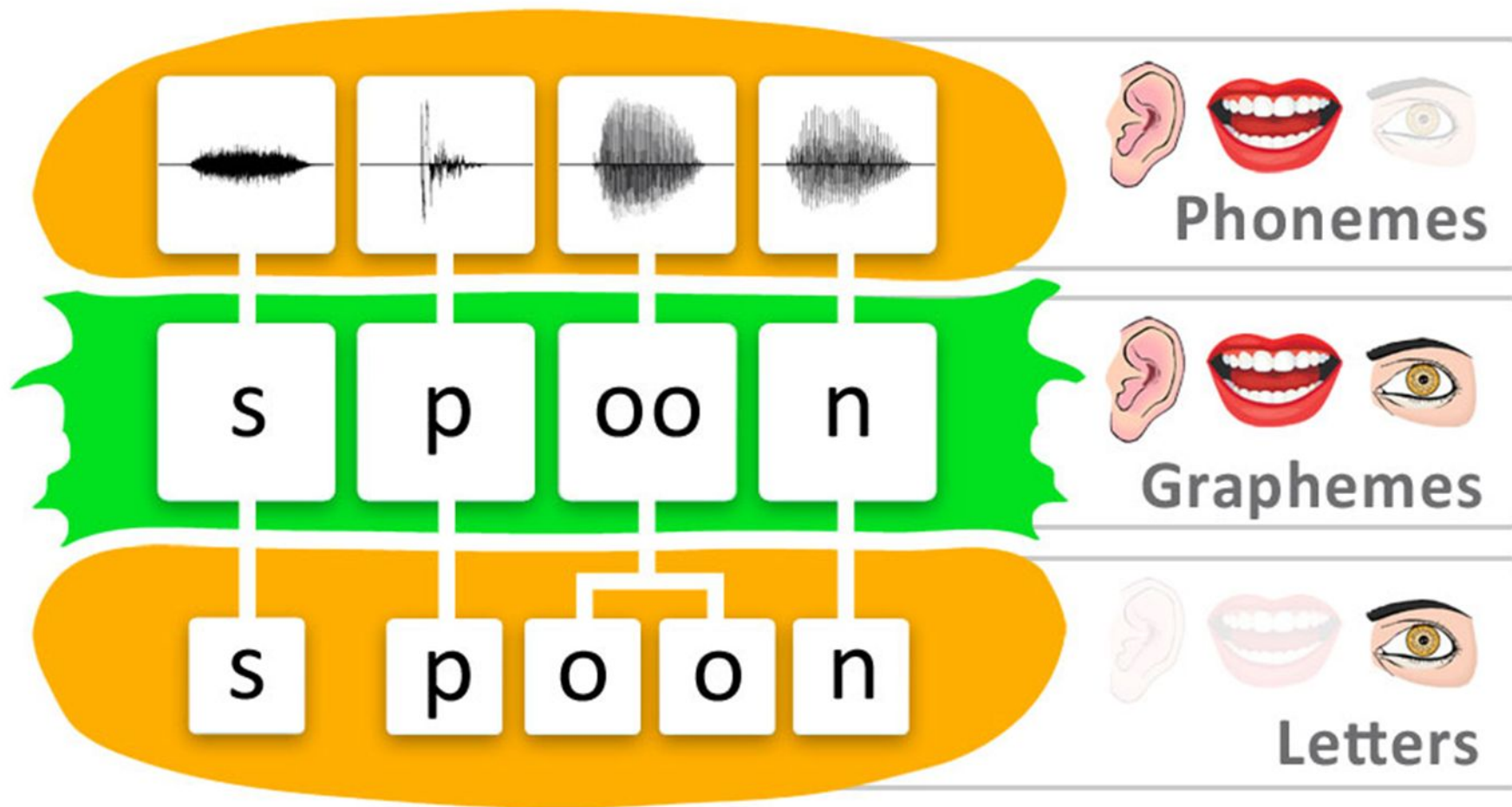
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FFT Success for All Phonics - G...




































FFT Education

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

Phonics terminology



Digraphs, split digraphs and trigraphs

 a_e	 ee	 i_e	 oe	 oo				
 ay	 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	 ci	 dge	 ire	 tch	 ph

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



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



Scope and sequence

Year	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Nursery & Reception	Phase 1	Phonological awareness and rhyming	n/a	n/a
Reception Term 1	Phase 2/3	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, q, x, y, z CVC words Words with -s ending	1 to 8	the, I, he, she, is, to, go, of, as, we, are, you, into
Reception Term 2	Phase 3	zz, qu, ch, sh, th, ng, ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car) Blend CVC words (including with -s and -ing endings), double-consonant words with endings, limited CCVC and CVCC words. Two-syllable words.	9 to 20	be, me, his, no, so, has, do, her, my, by, ask*, our, says, they, said, was, were, put, all, like, there
Reception Term 3	Phase 3/4	or (corn), ur (purple), ow (cow), oi (boil), ear (clear), air (hair), ure (pure), er (batter) Common Phase 3/4 alternative spellings such as: or, ore; s, se; z, ze, se; v, ve Blend CVC words (including with -es and -ed endings) CCVC, CVCC, CCVCC, CCCVC, CCCVCC words. Nouns and adjectives with -er ending.	21 to 32	here, where, today, what, when, come, some, push, pull, friend, school, out, once, once, your, love, house, full, little

Step 1

















Reception – Term 1

Remember to begin each lesson with the Alphabet Chant 

Weekly Phonics Lesson Plan

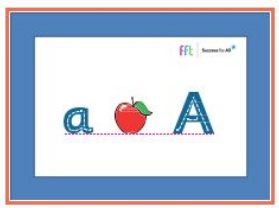


Success for All
Phonics

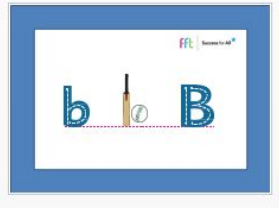
	Review Previously Learnt GPCs (5 minutes)			Teach › Practise › Apply New GPCs (15 minutes)					
	Hear Phonemes	Read GPCs	Stretch and Read	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Write New Grapheme
Day 1	i n m d	s a t p i n m d	sit pip tap dim did mad	The girl is glad.  /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 sag sip sat tip 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 pat dog did got 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 mad sit pin cot 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 got can cot mop 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.

Alphabet chant


1



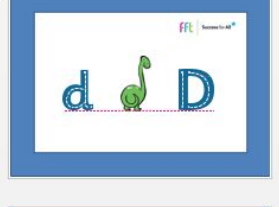
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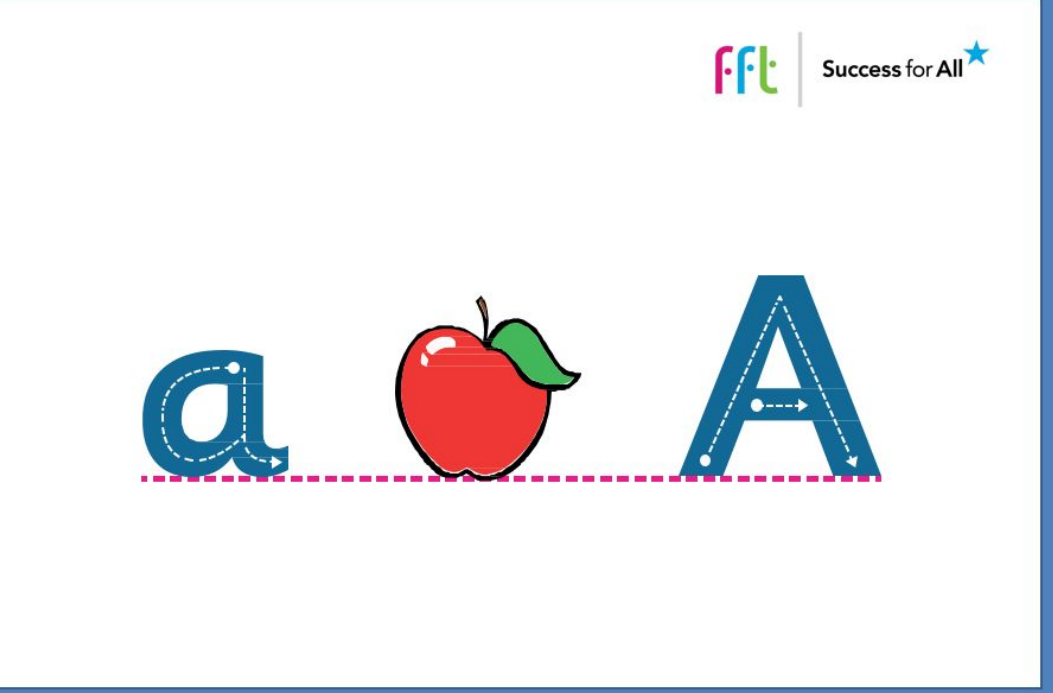
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5



15141312111098765432101234567891011



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	<div>Explore (2m)</div> <div>Preview<ul style="list-style-type: none">How does the world look different when it's raining?Who or what enjoys the rain?</div> <div>Predict<ul style="list-style-type: none">What do you think Pip and Hafsa will do in the rain?</div> <div>Record and retain predictions to revisit at the end of the lesson.</div>	<div>Word Time (5m)</div> <div>Model Stretching and Reading with Green Words. If required, briefly explore new vocabulary such as 'dims', 'toadflax', 'hints', 'foams' and 'coax'.</div> <div>Select a Green Word with more than one syllable (e.g. 'toadflax') and model the Finger Detective strategy.</div> <div>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.</div> <div>Partners practise Green Words and Red Words together.</div>	<div>Choral Read (10m)</div> <div>Model Fast Blending the words in the first sentence and use Stretch and Read where necessary in the rest of the story.</div> <div>Review using Finger Detective for two-syllable words.</div>	<div>Discussion Time (3m)</div> <div>Prediction Review<ul style="list-style-type: none">Did Pip and Hafsa do what you thought they would? Why/Why not?</div> <div>Use Think-Alouds to encourage children to elaborate and extend their answers.</div>
	<div>Remember (2m)</div> <div>Review<ul style="list-style-type: none">When did Pip and Hafsa sit under the oak tree?When did Pip and Hafsa feed the toad?</div> <div>Use Sentence Stem to support children to answer in full sentences.</div>	<div>Word Time (5m)</div> <div>Review Green Words using Stretch and Read and Finger Detective where appropriate.</div> <div>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.</div> <div>Partners practise Green Words and Red Words together.</div>	<div>Partner Read (10m)</div> <div>Children Partner Read.</div> <div>If necessary, use these questions to support comprehension.<ul style="list-style-type: none">How do the different animals react to the rain?Did the toad like to eat the same things as Pip and Hafsa?</div> <div>Review using Finger Detective for two-syllable words.</div>	<div>Discussion Time (3m)</div> <div>Summarise<ul style="list-style-type: none">Who else was under the tree?What happened when the girls tried to share their food with the toad?</div> <div>Use Think-Alouds to encourage children to elaborate and extend their answers.</div>

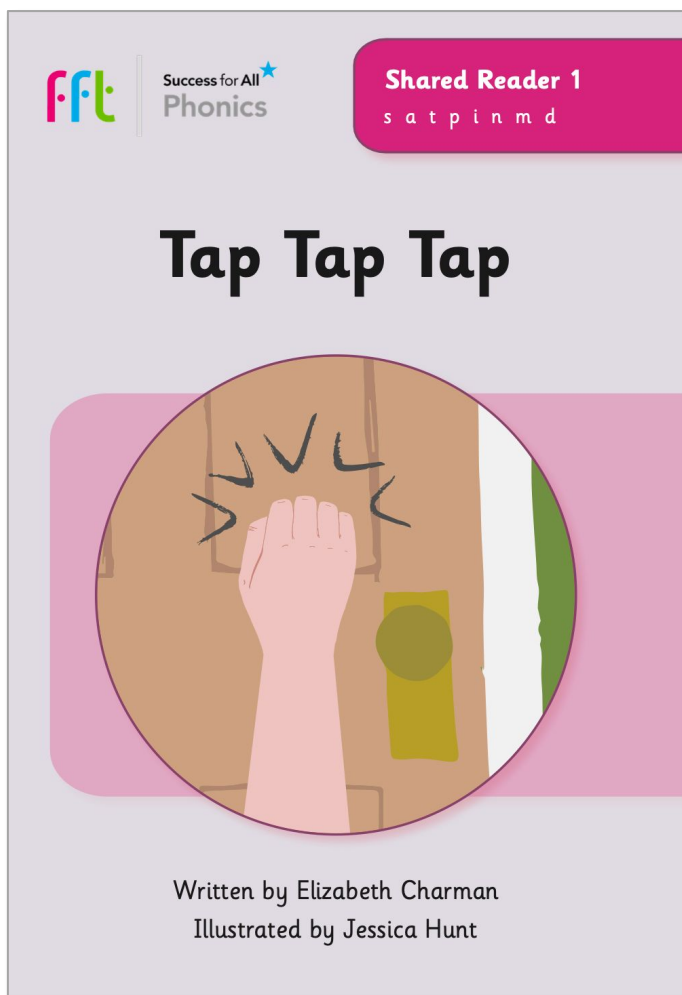
Shared Reader

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 1: Tap Tap Tap



Green words

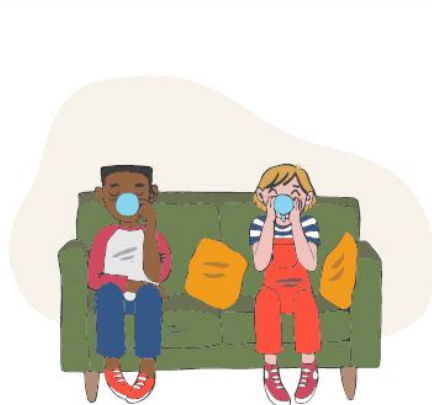
Practises s, a, t, p, i, n, m, d

tap	Sam	dip
Pip	sit	nap
and	sip	

Questions

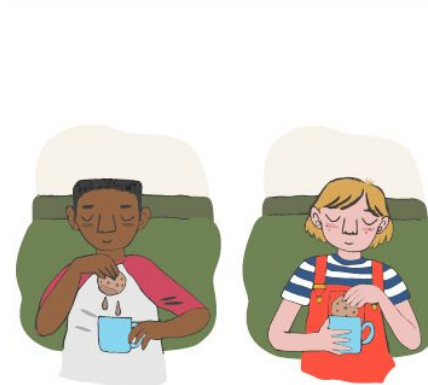
Can you answer these questions about the story?

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



Pip and Sam sip.

4



Pip and Sam dip.

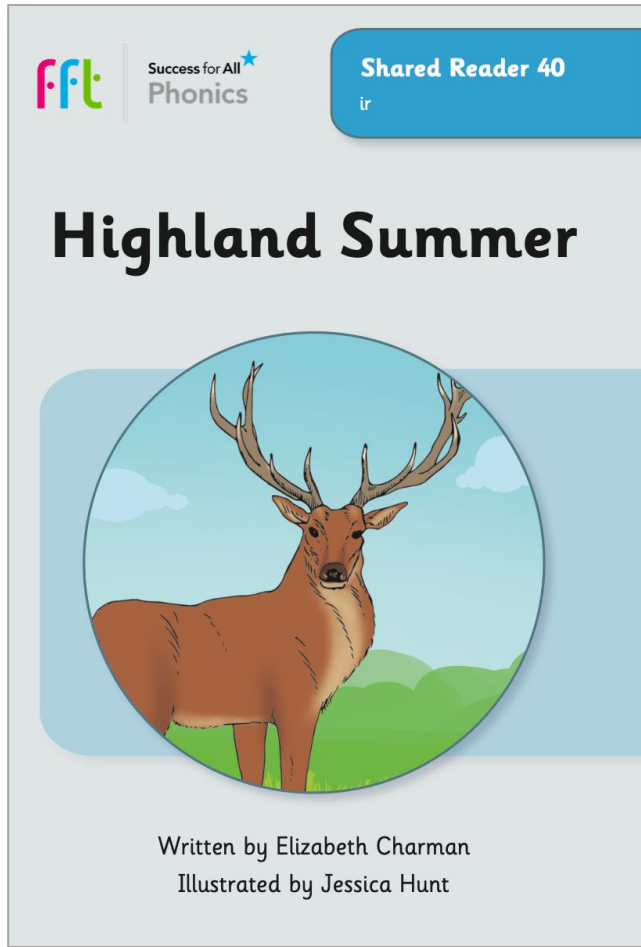
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Pip and Sam nap.

6

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?

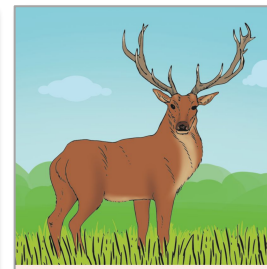
1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?



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!

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.

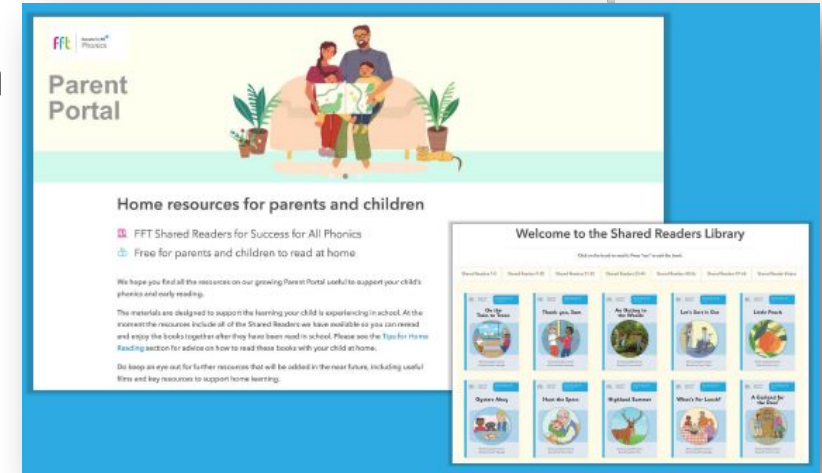
Remember, that your child will continue to need to stop and sound out new words throughout the FFT Success for All Phonics Programme and beyond. This is a life-long strategy we need them to use every time they read an unfamiliar word.

How can I help my child?

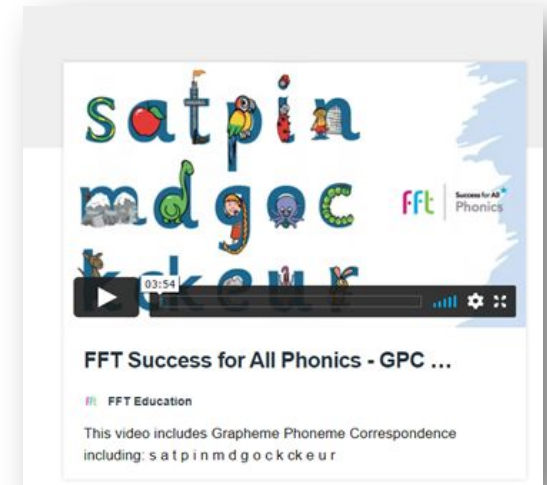


Success for All
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- Advice on how to support your child which you can read on our Parent Portal:
<https://parents.fft.org.uk/tips-for-home-reading/>
- Watch videos on the Parent Portal of how to pronounce the GPCs
- Use the alliterative phrases to support 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.

