

Available from
Spring 2022



Success for All 
Phonics



Introducing Success for All Phonics



DFE Validated

A proven systematic synthetic
phonics teaching programme

www.fft.org.uk/phonics



“Success for All has provided us with a structured, systematic approach that has enabled all teachers to teach reading effectively, including the key skills of decoding and comprehension.”

Head Teacher Badsley Primary School, Rotherham

Welcome to Success for All Phonics

Backed by
20 years' evidence-
based research
and practice

FFT's new *Success for All Phonics* is a proven systematic synthetic phonics teaching programme for Reception to Year 1. It meets all the requirements of the National Curriculum and the EYFS framework and has been validated by the DfE.

It's simple to teach

The programme is based on the Letters and Sounds progression and provides all your teachers with a complete print and digital package for whole-class phonics teaching.

Brilliant daily lesson plans support easy teaching and effective progression through a clear structure of six phases which include reading, writing and spelling.

Getting started is straightforward

Experienced Success for All implementation partners will deliver the initial training and ongoing support to teachers and schools to ensure effective implementation and best practice. The training is delivered online or face to face.

Pupils make great progress through real engagement

Our unique Co-operative Learning pedagogy ensures that all your children are fully engaged and interact for the whole lesson. Pioneered by the Success for All foundation, the teaching method is proven to have a dramatic effect on children's progress and attainment that is positive and long-lasting.



Rigorous assessment is built in

Regular assessment of children's reading skills is built into Success for All Phonics. The feedback from all the assessments is used to monitor progress, inform teaching and support any necessary catch-up support or intervention strategies.

From summer 2022 a new online assessment tool will be available, designed to be used every six weeks to track every child's progress easily and quickly.

New Online assessment tool from the experts at FFT



It's easy to record progress

Our online tracking tool records all the results of the children so you can see immediately how they are getting on and where extra input is required.



"Our data has shown rapid and sustained progression."
Unity Partnership

No child is left behind

With our effective programme, every child achieves success. But for peace of mind, our reading tutoring programme, *Tutoring with the Lightning Squad*, is fully aligned with *Success for All Phonics*, to provide additional reading catch-up support where needed. What's more this can be used for all your children from Year 1-5

National Tutoring Programme approved

An effective teaching sequence

Aligned to Letters and Sounds

	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, e, u, r, h, b, f, ff, l, ll, ss, j, v, q, x, y, z CVC words Words with -s ending	1 to 8	the, l, a, he, she, is, to, go, of, we, are, you	
Reception Term 2 & 3	Phase 3/4	zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (zoo), oo (book), ar, or, ur, ow (cow), oi, ear, air, ure, er CCVC, CVCC, CCVCC, CCCVC, CCCVCC -ore / -se / -ve ending -es -ing -ed -er Words of two syllables, double-consonant words with endings, phonetically decodable contraction words	9 to 20	be, me, his, no, so, has, do, my, by, ask*, our, says, they, said, was, were, put, like, there, here, where, what, when, out, little, come, some, push, pull, full, one, once, your, love, house, friend, today, school	
			21 to 32		
Year 1 Term 1 & 2	Phase 4/5	ay (day), ou (shout), ie (tie), ea (each), oy (boy), ir (girl), ue (blue), aw (jaw), ew (chew) a-e (make), e-e (these), i-e (hike), o-e (rope), u-e (flute), au (Paul), -y (happy), -y (fly) soft c (cent), soft g (giant) Common Phase 5 alternative spellings such as: o (go), ie (shield), ow (snow), wh (when), al (wall) Nonsense words Prefix: un- Suffix: -est / -ly Contractions: don't, can't, hasn't	Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -y to words of one syllable ending in a single consonant letter after a single vowel letter	33 to 44	oh, their, people, class,* climb, pass,* door, floor, poor, past,* after,* because, sure, again, hour, two, Christmas, who, Mr, Mrs, water, many, any, could, would, should, through, thought, different, work, money, great, fast,* last,* break, path,* bath*
			45 to 56		
Year 1 Term 3	Phase 5/6	ire (fire), are (share), tch (fetch), oe (toe), ph (photo) Further alternative spellings such as: kn (know), gn (gnat), a (was), or (word)	57 to 68	beautiful, whole, move, father, grass,* plant,* people, eye, busy, half, sugar, parents, prove, improve	

*These words may be Tricky Words according to regional accent

As easy as ABC

The teaching is designed to be simple with full support at every step of the way. There is no need to group by ability but the programme is flexible enough to do whole-class teaching or ability groups. All your children will learn to read quickly, through the phases outlined above.

Reading for success

Daily phonics lessons are 25 minutes, with reading lessons increasing gradually from 15 minutes to 30 minutes each day. Shared Decodable Readers are introduced from Phase 2-6, with the teaching of Grapheme-Phoneme Correspondences (GPCs) in phonics lessons matched to the associated shared story.

Getting the tricky bits right – first time

Common Exception Words (CEW), include GPCs that are an exception to what children have been taught. CEWs are explicitly taught in all phonics lessons and include all of the usual CEW from L&S 2007. These are also introduced systematically in Shared Readers, where they are explicitly taught as Red Words. Children are taught to decode the GPCs they have learnt and to recognise and remember the 'tricky' grapheme for reading and spelling.

Simple to teach

All your resources available online and in print (unless specified)

Success for All Phonics is a simple but effective programme, delivering great results fast. This chart shows print quantities included with the one form entry subscription.

Teaching resources	Classroom resources	Pupil resources	Other resources
<p>School Leader Programme Guide</p>  <p>x2</p>	<p>Alphabet cards wall set</p>  <p>x4</p>	<p>Partner practice booklet x 8 levels</p>  <p>Packs of 15 at each level</p>	<p>Online Assessment Tool</p> 
<p>Teacher Manual</p>  <p>x4</p>	<p>Set for Phase 1&2 <i>Digital only</i></p>  <p>Digital only</p> <p>x4</p>	<p>Picture sound cards wall set</p>  <p>Packs of 15 x3</p>	<p>Online Training</p>  <p>Face-to-face training available at additional cost</p>
<p>Phonics Lesson Plans</p>  <p>x2</p> <p>x2</p>	<p>Letter formation cards</p>  <p>x4</p>	<p>Alphabet letter strips</p>  <p>Packs of 15 x3</p>	<p>Tutoring with the Lightning Squad</p> 
<p>Reading Lesson Plans</p>  <p>x2</p> <p>x2</p>	<p>Green and red word cards</p>  <p>x1</p>	<p>68 fully decodable shared readers</p>  <p>Packs of 15 at each level</p>	<p>Tutoring with the Lightning Squad</p>  <p>National Tutoring Programme</p> <p>Approved by the National Tutoring Programme</p>

Comprehensive teaching handbooks

The handbooks include detailed teaching notes, lesson plans and guidance on assessment. Phonics lesson plans are included for Reception and Year 1 covering 68 steps to fluency with a total of 350 lessons.

Clear activities to take children step by step to success

Fast paced fun activities that help the children learn – ‘say it fast’, ‘break it down’, ‘stretch and read’, ‘model making’ and more!



Step 34 (v1.0) Lessons 34.1 to 34.5 Year 1 - Autumn Term

	Review Previously Learnt GPCs (10 minutes)			Teach → Practise → Apply with new GPCs (15 minutes)					
	Read GPCs	Stretch and Read	Quick Erase	Say it Fast	Break it Down	Present New GPC	Stretch and Read	Spelling Practice	Write Words and Sentences
Day 1 Lesson 34.1	(c)ow oi ear air ure er sure nurses winter Stella's uncle ch	avoid fair...chair hair...high...hear ...dear...near	pair...fair...chair hair...high...hear ...dear...near	the s-t-e-a-m sh-out s-w-ay	p-ou-n-d s-p-ie-s s-c-r-e-a-m s-t-r-ay	ay/ May I play? 'ay'	sway stays Sunday	pay tray day paid train paint	dear pure fair jumper stay plays hay prayed
Day 2 Lesson 34.2	(c)ow oi ear air ure er perch clears cured shower noise unfair wild	peel...heel...howl ...how...now... cow...car...scar	peel...heel...howl ...how...now... cow...car...scar	p-ie-s d-i-e-a-m l-o-u-d c-l-ay	d-r-ied s-p-f-out c-l-e-a-n s-w-ay-s	Review the Key Card for the new GPC	away saying strayed	days** maid clay afraid trail	Come and play with my train set today.
Day 3 Lesson 34.3	(c)ow oi ear air ure er freeze darker cleared unzip mixture burnt	start...tart...toot loot...look...look ...toot...stool	start...tart...toot loot...look...look ...toot...stool	p-t-ay-s m-ay p-l-ay-ed a-way	c-l-ay p-ay-s s-w-ay-ed s-t-ay-s	Review the Key Card for the new GPC	stayed swaying Thursday	way away prays mail rained raling	We can paint the clay pots on Sunday.
Day 4 Lesson 34.4	(c)ow oi ear air ure er ay Children read the words for Day One in their FFB for speed and fluency.	down...town... burn...burn...been ...born...bam... bark	down...town... burn...burn...been ...born...bam... bark	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 presented this week that the children need more practice with (including CEWs).		ray stays away tail nails faint	Go away and let me play.
Day 5 Review Lesson 34.5	(c)ow oi ear air ure er ay	pool...fool...foal... cool...coat...cart ...cave...curve	pool...fool...foal... cool...coat...cart ...cave...curve					hay trays slaying tail vain sailed	The twins stayed with us for the day.

* Teaching Point: introduce the 'un' prefix
** Spelling: Invite children to notice that although for most 'ay' words the spelling remains 'ay' because it is a root word, however 'pay' is an exception to this (paid).

Lesson plans provide daily teaching sessions in the six phonics skills

Weekly lesson plans in a single view

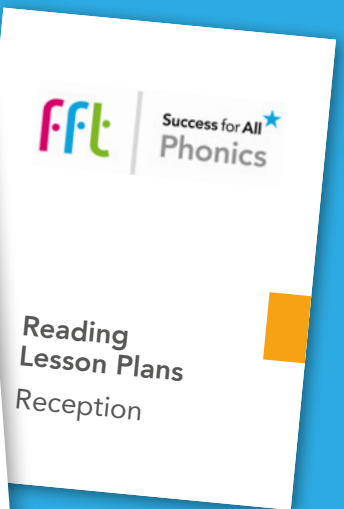
Letter formation /writing built in every day

The Reading handbooks include clear plans for every lesson.

Aims and objectives clearly outlined

Learning Objectives	Shared Reader 16: Toad in the Rain		Phase 3 - Step 16 (Phonics Lessons 16.1 – 16.5)		Age Related Equivalence – Reception Term 2		
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 5	Day 5
To blend the sounds that I know to read words accurately including /oa/. To discuss and clarify the meanings of words, linking new meanings to know vocabulary.	Ensure Daily Phonics (25 minutes) is taught from the Phonics Manual		To re-read a story fluently and with confidence. To show an understanding of the text.				
Preview • What do you know about toads? Predict • What do you think will happen to the children? Why? Record and retain predictions to revisit at the end of the lesson.	Model Explore (5m) Introduce the story Remember (5m) Recall the story • What is the title and who are the characters? • Can you name three animals that appear in the story? • What happens to the goat when it rains? Model Sentence Stems as required.	Partner Practice Review (5m) Analyse the story • What happens to the bees and the goat when it starts raining? • Why doesn't Toad eat the oat or the loaf? Use Think-Alouds to encourage children to elaborate and extend their answers.	Consolidate Echo Read (5m) Reading for Fluency Set a target with the children. E.g. to use a voice for a character. Choose a section from the Shared Reader to model the target skill. Children repeat after you chorally to practise reading fluently.	Assess Reading Olympics Celebration (10m) Children read in turn with their partners. Their goal is to read a section of the text (your choice) as accurately as possible using previously learnt reading strategies. Celebrate success together and recognise progress.			
Word Time (8m) Model stretching and reading with Green Words, and briefly explore new vocabulary. Review previous Red Words and teach new Red Words using Say-Spell-Say. Highlight tricky parts. Children take it in turns to practise new Red Words.	Word Time (7m) Review the Green Words using Stretch and Read. Review new Red Words using Say-Spell-Say. Children take it in turns to practise Red Words using Say-Spell-Say.	Word Time (7m) As appropriate review Green and Red Words: Encourage fast blending of Green Words and practise targeted Red Word using Say-Spell-Say. Lead partner practice of Green Words and Red Words.	Spelling Time (5m) 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.	Writing Time (10m) Use the Writing Time process* to model the following sentence: "The toad is wet." Partners check each other's work. Celebrate success together and recognise progress.			

* See Teacher Manual for more detail.

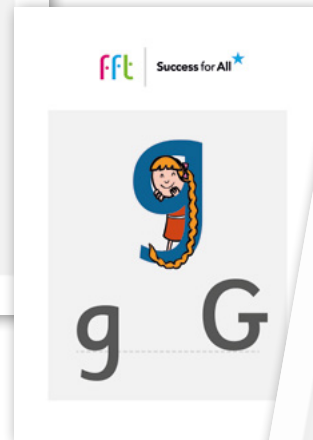
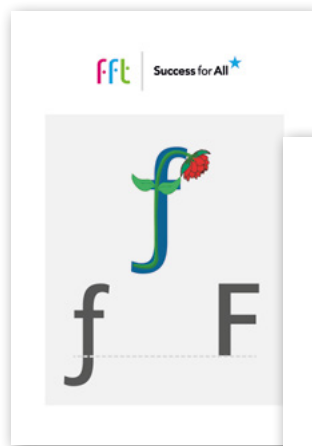


Links to assessment every step of the way

Classroom resources

All the classroom teaching resources are available online and in print to help teachers get every child reading fast.

Useful for the early stages, with picture mnemonics



Alphabet wall cards show upper and lower case letters

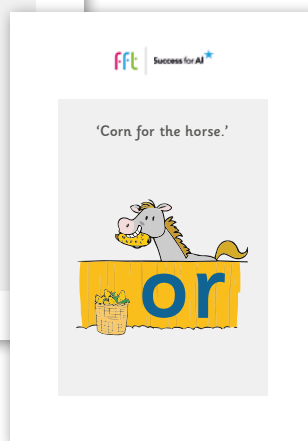
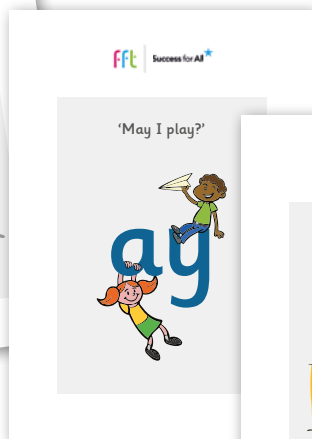
Alphabet wall cards



Use as a classroom display to support children with letter formation



Picture sound cards

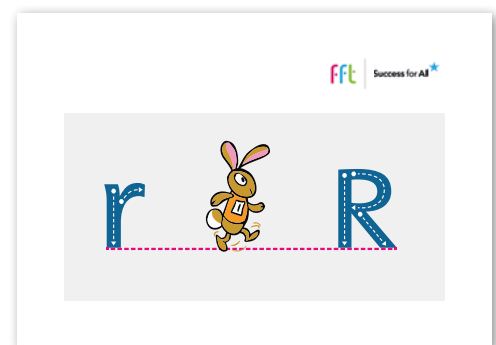


Red and Green cards, covering all the words in the decodable readers

wet

says

Green and red word cards



Letter formation cards



Engaging pupil resources

Success for all Phonics includes dedicated pupil resources for every classroom.



“The children in our Reception class are showing the best writing we have ever seen. The children look forward to their lessons and productivity is high.”

Head Teacher
Houldsworth Valley Primary
Academy, Newmarket.

Partner practice booklets

Children practice their reading skills in every phonics lesson, using partner practice booklets that provide one page of reading material for each lesson.

Embedding pupils progression of knowledge and skills from the start

Lesson 34 /ay/ Day One		
more	cheese	unwell
chair	pure	standing
hears	purse	summer
"That was kind to pick me flowers," said Mum.		
way	play	prayed
day	stays	paying
Say	clay	away
Lesson 34 /ay/ Day Two		
hair	near	unpick
term	point	before
sure	brown	picture
I didn't mind Jaz looking at my book but she needed to ask me.		
hay	tray	swayed
may	stayed	playing
pays	rays	Sunday

Lesson 34 /ay/ Day Three (Review)		
pair	joint	unpack
hear	stairs	longer
Be kind to your sister and get her a chair.		
ray	clay	stray
way	bay	prayed
played	stays	away
smay	jay	zays
hay	tray	swaying

Daily reading practice



Covers both blending and segmenting

Supportive visual resources

Perfect reference for writing and spelling

Phonics Picture Sound Mats

Letter-sounds shown with corresponding illustration



Alphabet Letter Strips

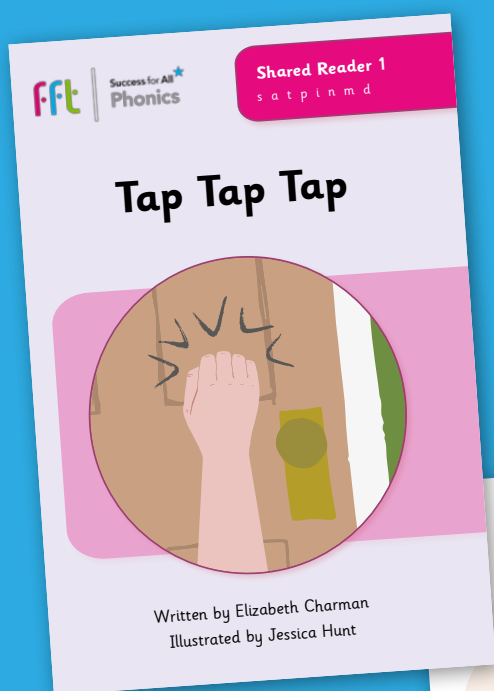
Supports pupils with spelling and letter formation

Decodable readers

The programme includes 68 fully-decodable readers, linked to the scope and sequence. These shared readers are used by children in the decodable reading sessions.



All available digitally with your subscription



Each book matches recently taught GPCs

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

tap	Sam	dip
Pip	sit	nap
and	sip	

Green and red words highlighted



Can be used for whole class shared reading or for one-to-one sessions

Highland Summer



Written by Elizabeth Charman
Illustrated by Jessica Hunt

Cover a range of genres including fiction and non-fiction, diverse characters and new themes



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.

2



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.

3



In the next town along the Dee, a girl gets a kilt for her birthday. This is Kirstin.

Her kilt is a wool skirt which swirls and swings when she turns. She points her neat, light feet in exact patterns, so firm and quick it's a whirl!

10



After her holiday, the Queen travels back south to do her public jobs. In Balmoral the flowers still bloom. Birds whirr past looking for food. The birch and fir trees sigh in the wind. And a girl leaps and twirls. Leaps and twirls.

11

Comprehension questions at the end of each book

Questions

Can you answer these questions about the story?

1. Where does the Queen visit at the end of summer?
2. Which bird might you see hunting in the sky?
3. What does Kirstin do when she wears her kilt?

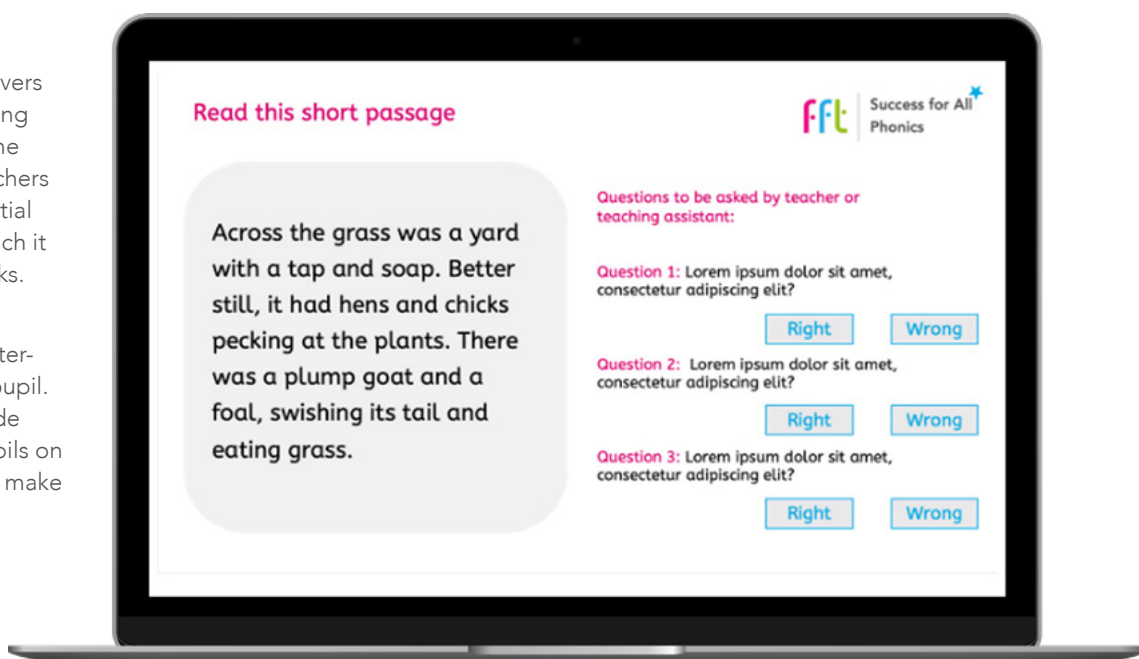
Assessment for progress



Day-to-day assessment is built into the programme and the feedback from these assessments can be used to monitor progress, inform teaching and support any necessary catch-up support or intervention strategies.

The programme comes with a new assessment tool which covers phonics skills, decoding, reading fluency, comprehension and the Year 1 phonics screening. Teachers can also use it to deliver an initial baseline assessment, after which it should be used every 6-8 weeks.

It will be easy for teachers or teaching assistants to administer taking only 5-10 minutes per pupil. Instant clear reports will provide feedback for teachers and pupils on reading skills and progress, to make it easy to plan next steps.



Class overview		Test 2: Reception (Spring 1)					
	Letters/sounds (GPCs)	Word decoding	Reading fluency (WCPM)	Reading accuracy	Comprehension	FFT Reading Score	FFT Reading Attainment
Class summary	89%	87%	26	87%	83%	104	
Sarah Smith	92%	93%	23	92%	100%	105	Expected
John Jones	74%	68%	16	72%	50%	91	Working towards
Adam Edwards	100%	100%	38	98%	100%	117	Greater depth

Tracking for success

Keep track of all your pupils with this easy to use tracking tool, identifying any children who are falling behind.

Free online training included



Impactful training

Training is delivered by highly-experienced implementation experts

We work closely with your Reception and KS1 teachers, and teaching assistants, to ensure that Success for All Phonics is implemented in an effective and sustainable way which will improve literacy outcomes for all your children.

School leaders' Welcome session	The Success for All Phonics Facilitator (Phonics lead) and Senior Leaders	All teachers and teaching assistants who will be teaching the programme	All teachers and teaching assistants who will be teaching the programme	The Success for All Phonics Facilitator (Phonics lead) and Senior Leaders
Session 1: Introduction and getting started (1/2 day)	Session 2: Implementing the programme and assessments (1/2 day)	Session 3: Overview of the programme and core pedagogy (1/2 day)	Session 5: Modelling of lesson content (1/2 day)	Session 6: Reviewing, and improving outcomes (1/2 day)
		Session 4: How to teach phonics and the programme (1/2 day)		

As part of your subscription, we provide a free structured online training programme for teachers, teaching assistants and school leaders. Bespoke online or face to face package for schools is available at additional cost.



Tutoring programme
included free
with the Success for All
Phonics subscription

Catch up tutoring

Success for All Phonics is designed to work with our brilliant reading tutoring programme, *Tutoring with the Lightning Squad* (for Year 1-5).

This can be used to support pupils who need catch-up support or additional practice to improve their reading skills throughout your school, and also for phonics.

This fun, partner-based daily tutoring programme, gives children the chance to work in small groups and provides all the tutoring content and reading activities fully linked to the Success for All Phonics programme. All the activities are delivered online.

Weekly assessments are built into the platform, to monitor children's progress. We also offer online training for in-school tutors for example teaching assistants, to help them make the best use of the resource.



National
Tutoring
Programme

Approved by the
National Tutoring
Programme

It's great value!

Only £950 for an annual subscription for a one form entry, and an additional one-off £750 for a complete set of 30 each of the 68 reading books.

Only
£950
for an annual
subscription*

Annual school subscription

- Online access to all teaching resources including shared readers
- Core set of printed teaching resources
- Online assessment tool
- Reading tutoring programme for catch-up support
- Online training (6 x 3 hour sessions) and support

Annual school subscription

Half form entry	£600
1 form entry	£950
2 form entry	£1,250
3 form entry	£1,450

Shared readers

- Online copies: provided with the school subscription
- Schools can purchase printed copies from FFT in packs of 15 or 30

Printed copies: 68 decodable Shared Readers

15 printed copies of each book	£400
30 printed copies of each book	£750

Training and support

- Online training in shared sessions with other schools is provided as part of the school subscription
- Schools can purchase optional in-school bespoke training sessions (for your school only) from FFT

Optional: training for your school only

	Online	Face-to-face
Half day (3 hours)	£250	£400
Full day (6 hours)	£450	£600

Find out more or order now: www.fft.org.uk/phonics

* for one form entry



Success for All 
Phonics



“Expectations of the children have risen and the high-quality teaching and reading that the children are exposed to has all resulted in children who are more confident learners and are achieving great results at their individual levels”

Head Teacher
South Lodge Primary School,
Invergordon

About us

Our mission is to give all children a solid, full start to literacy and learning to read.

We believe that success in life is built on a solid foundation of learning. A first critical step is to learn how to read.

Success for All and FFT are not-for-profit organisations with 20 years' experience in supporting schools with literacy and improving educational outcomes. Our literacy programmes have been proven to be effective in a wide range of schools, including those schools with a high proportion of disadvantaged children.

www.fft.org.uk/phonics