Success for All
Phonics

Programme Guide

for School Leaders and Teachers

Contents

1. Introduction

FFT's *Success for All Phonics* programme is a complete Systematic Synthetic Phonics (SSP) programme validated by the DfE. *Success for All Phonics* provides 68 fully decodable reading books (Shared Readers), daily phonics and reading lesson plans, assessment tools, picture cards, mnemonics for letter formation and all other teaching resources needed to support the effective teaching of phonics from EYFS to the end of Year 1.

The programme is designed for daily use from the beginning of Reception, enabling children to make a smooth transition from Reception to Key Stage 1. The daily lesson plans cover all the main Grapheme–Phoneme Correspondences (GPCs) and Common Exception Words (CEWs) to provide children with the phonic knowledge and skills required for success in the Year 1 Phonics Screening Check.

Success for All Phonics can also be used effectively to teach children who are new to English or learning phonics for the first time and is fully aligned with FFT's reading tutoring programme (Tutoring with the Lightning Squad), which can be used by schools to provide catch-up support for children where necessary.

The programme has been used effectively by schools in England to teach phonics for over 15 years. This revised edition broadly follows the developmental progression first established in Letters and Sounds 2007. A school which has previously used Letters and Sounds as their core phonics programme will find it easy to adopt the *Success for All Phonics* programme, approach and resources. This revised edition is fully aligned to the revised Early Years Foundation Stage curriculum and National Curriculum programmes of study for reading in Key Stage 1.

In addition to the materials outlined above, *Success for All Phonics* also provides schools and teachers with a comprehensive training programme – available both in-person and online – to ensure that they get the most out of the programme and maximise the benefit to their children.

This Programme Guide is designed to give a comprehensive overview of the programme and is **not** intended to replace the initial training in which a school should fully participate before starting *Success for All Phonics.*

2. Programme Summary

Success for All Phonics aligns with FFT's core principles and wider mission to support schools and teachers in maximising the effectiveness of securely building their children's literacy. The programme is underpinned by a set of seven core principles designed to support all teachers and children.

Core principles

1. Systematic Progression

   - Introducing phonics and its application to early reading in a carefully sequenced and progressive way: moving from developing phonological awareness through rhyme, to introducing Grapheme–Phoneme Correspondences (GPCs) in order, through a six-phased progression.
   - Practising the skills of blending and segmenting as new GPCs are introduced and reinforcing them throughout the programme.
   - Developing an increasing bank of accessible words, including Common Exception Words (CEWs).
   - Building confident readers through the consistent, systematic and daily teaching of the *Success for All Phonics* programme with accompanying Shared Readers. Our aim is for children to become fluent, confident readers by the end of Key Stage 1.

2. Regular Assessment

   - Providing frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children's progress is closely monitored.
   - Providing an opportunity for the early identification of children who may be at risk of falling behind.
   - Supporting schools that wish to structure their learning by ability groups to ensure that children are taught at the most appropriate level for them.

3. Early Intervention

   - Ensuring that the lowest attaining 20 per cent of children also make progress and reach age-related expectations is fundamental to FFT's mission to secure success for all children.
   - Providing dedicated time for review and consolidation of skills to ensure children needing extra support do not fall behind.
   - Providing Tutoring with the Lightning Squad to support catch-up and additional teaching to those children whose reading skills are below age-related expectations. The tutoring programme has an integrated assessment tool so that skills gaps are automatically identified and addressed.

4. Multisensory Approach

- Providing pacey and active lessons that balance short inputs of direct teaching with immediate whole-class response and engagement.

    o Providing multisensory lessons that engage all children in a variety of activities designed to support learning in fun and memorable ways. Activities include: saying the Alphabet Chant with actions; responding to questions either chorally or with their Talk Partner; and/or actively reading with their partner; and writing in the air or on their partner's back.
    o Linking pictures and mnemonics to support the learning of each GPC and helping children to remember it.

5. Co-operative Learning

- Underpinning daily lessons with Co-operative Learning techniques in which learning skills are developed by teachers explicitly modelling behaviour for learning.
- Using positive feedback to help children to understand when they meet expectations and for motivation.
- Encouraging children to work together in supportive peer partnerships (and teams in Year 1).

6. Application of Skills

- By providing texts – Shared Readers – which are carefully aligned to progression in phonics skills, children are motivated to apply their new learning in a meaningful way.
- Developing a separate, but linked, approach to the teaching of reading comprehension during the shared reading lessons.

7. Reduced Workload and Collegiate Approach

- Providing comprehensive lesson planning and resources, as well as training and ongoing support, we make teachers' lives easier and reduce lesson preparation time, benefitting everybody in the school community.
- The shared school-wide approach engenders a focus on outcomes for children and a collaborative team effort across all staff in the school, rather than individual accountability.

3. Scope and Sequence

The Scope and Sequence document (located in the online Phonics Portal) gives a detailed week-by-week account of the programme from the start of Reception to the end of Year 1. This strategic overview identifies the six phases through which children will normally progress, demonstrating how the phonics teaching sequence is linked to the introduction of GPCs in the Shared Readers and the gradual introduction of Common Exception Words.

Progression is built in throughout the programme with an increase in the level of challenge in the skills taught at each phase:

Phase 1 (EYFS)	Focuses on developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting. Six weeks of additional planning is available for Phase 1.
Phase 2 (Reception Term 1)	Children learn short sound GPCs and use these to read CVC words. A limited number of Common Exception Words (CEWs) are introduced in the context of the Shared Readers, and children practise writing new and previously learnt GPCs in upper- and lower-case letters.
Phase 3 (Reception Terms 2–3)	Children learn long vowel digraphs and read CCVC and CVCC words. Children are introduced to two-syllable words. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced.
Phase 4 (Reception Term 3)	Focuses on reviewing and consolidating all Reception-level content in preparation for Year 1. Decoding skills are applied to more challenging word structures.
Phase 5 (Year 1 Terms 1–3)	Teaches remaining long vowels, including split digraphs. Children learn to read nonsense words along with CCVCC, CCCVC and CCCVCC words. All Key Stage 1 CEWs are taught and reviewed, and children learn the spelling and grammar conventions from the Year 1 NC.
Phase 6 (Year 1 Term 3)	Focuses on reviewing and consolidating all Year 1-level content.

4. Pedagogy

Co-operative Learning

Success for All Phonics is based on an evidence-based pedagogy that is designed to support children's social and emotional development, enabling them to enjoy school, focus on learning and be academically successful. Learning skills are developed by teachers explicitly modelling behaviour for learning. Positive feedback helps children to understand when they meet expectations and promotes an environment where the children are motivated and engaged.

Co-operative Learning is an essential component of the *Success for All Phonics* programme. Working with other children ensures that everyone in the class, not just those children who are actively called upon, has the opportunity to participate in the lessons by answering questions and discussing ideas and concepts. When Co-operative Learning is working well, the classroom is buzzing during partner and team activities as the children work together to become better readers and (in Year 1) Super Teams. The children are focused and engaged in helping one another to work out how to say words, to understand what they are reading, to read fluently and to write accurately.

In Reception, the children work in partnerships, engaging in Partner Talk and generally extending their own thinking about decoding and comprehension. They do this by co-creating a safe and supportive environment in which to practise their burgeoning skills around working out new words and their meanings, reading fluently and understanding what they read. By Year 1, this partnership is extended to children working in teams of 4–5 children (although the children will still continue to work with a partner).

It is recommended that the teacher creates the teams and partnerships (do not allow the children to self-select). Balance partnerships and teams, considering the children's reading fluency, behaviour and personalities when choosing partners and team members. Disperse any children with attendance challenges among different teams. The teacher will announce the partnerships and teams during the start-up lesson at the beginning of the school year or term. At times, it may be necessary to make new teams if the dynamic of your classroom changes or requires it.

Co-operative Learning Standards

The Co-operative Learning standards are five behaviours for learning that children should be encouraged to display throughout the lesson. They are introduced one at a time at the start of the year through explicit teacher modelling and feedback. Effective use of the Co-operative Learning standards greatly aids classroom management and motivates children to become more engaged, interdependent members of the classroom.
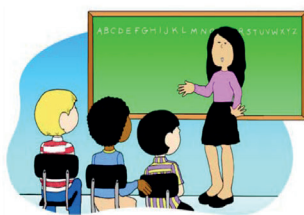
Practise Active Listening

Explain Your Ideas and Tell Why

Everyone Participates

Help and Encourage Others

Complete Tasks

Co-operative Learning Standards

Practise Active Listening

Everyone Participates

Explain Your Ideas and Tell Why

Help and Encourage Others

Complete Tasks

Practise Active Listening

The children learn how to listen carefully to the teacher and their teammates. They must concentrate on what is being said.

Help and Encourage Others

Every child in the team must succeed for the team to succeed, so the children must learn how to help one another learn.

Everyone Participates

Active children think more and learn more, so teammates must learn to help everyone participate.

Explain Your Ideas and Tell Why

The children learn more when they try to express their thinking aloud. This expression requires that they organise their thoughts, which helps them discover what they don't really know well enough to explain. This is particularly true for children with less-developed language skills. Teachers should help develop this skill through frequent use of sentence stems to begin sentences.

Complete Tasks

Teammates learn to help one another to use time efficiently. The standards for expected levels of completed work is clear and explicit.

Team Celebration Points

The children can earn Co-operative Learning points by exhibiting behaviours in accordance with the Co-operative Learning Standards or by meeting a specific goal set by the teacher during a given lesson. For example, a partnership might earn points because they have worked well together to practise reading words, sentences or parts of a text. Or a partnership might be rewarded because they supported each other with aspects that they found tricky. This points system is entirely optional, as you may already have a reward system in place that works for your school.

The children can keep track of points earned at their tables by placing plastic counters in a cup, moving a clothes peg or paperclip along a number line, recording tally points, and so on. Children in Year 1 can also record their points on a pre-made SfA scoresheet. At the end of the week, the teacher will add up all the points gathered at the children's tables and announce the number of points earned by each team before leading the class in a celebration cheer for each team.

Classroom Management

Choral Response

At your signal, all children respond with either a one-word or a short phrase answer.

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.

Tell-Your-Partner

A lower-order thinking question that allows children to turn to their partner and explain their thinking.

Think-Pair-Share

A higher-order thinking question that the children think about individually before turning to their partner and sharing their ideas.

Rather than having only one child in the classroom actively involved when called upon by the teacher to answer, ALL children are actively involved in thinking and then in responding to the question by talking with their partners via Tell-Your-Partner or Think-Pair-Share. Sometimes you may want to ask a child what his or her partner answered, to reinforce the importance of actively listening to one's partner.

Random Reporter

A random means of taking feedback from the class. Popular options include numbered heads or lollipop sticks with the children's names printed on them, and Interactive Whiteboard software that can randomly select a child's name from the class register. The teacher should use Random Reporter as much as possible to maximise engagement in the classroom

Team Huddle

Team Huddles provide an opportunity for partnerships within the same team to huddle together and share ideas as a team.

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.

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-Alouds

The teacher models their own thought processes aloud so children understand how to organise their ideas, find and use supporting evidence, and structure their answer in a complete sentence.

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.

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).

Sentence Stems

When the teacher gives a question for children to discuss in their partnerships, they provide a sentence stem with which children can begin their answer. This encourages children to develop their oral language skills as they will answer questions in full sentences, which in time will transfer to their writing.

5. Synthetic Phonics – Background Knowledge

Synthetic Phonics is an integrated approach to word reading that explicitly teaches the correspondences between individual letters or groups of letters and their related sounds (graphemes and phonemes), as well as the skill of blending the individual sounds together to read whole words. This skill can then be inverted so that words can be broken down (segmented) into their component sounds in order to spell them. Much evidence has been collated in recent years to show that teaching children to read words using Synthetic Phonics has a positive effect on children's long-term ability to read and comprehend text (especially for those younger children who might otherwise have been identified as being in danger of falling behind).

Although it is true that many English words are not entirely phonically regular, the fact remains that around 50 per cent of words are completely decodable if the reader has the necessary toolkit of GPCs (and of the remaining words, the majority have only one sound, usually a vowel-sound, that is not regular). This means that if we teach children to read words using a synthetic phonics approach, we are equipping them to read, at first try, at least half of all words in the English language and to have a good chance of working out the tricky GPC in most of the remaining words.

A phoneme is defined as the smallest unit of sound into which a spoken word can be broken down. For example, in the word 'cat' there are three phonemes /c/ … /a/ … /t/. In this example, each phoneme is represented by a grapheme comprised of one letter. The word 'cheese', in contrast, also comprises three phonemes /ch/ … /ee/ … /z/, but in this instance, the graphemes that represent the phonemes each have two letters: 'ch', 'ee', 'se'. Graphemes can be comprised of either one, two or three (very occasionally four) letters and there will always be the same number of graphemes in a word as there are phonemes.

In a synthetic phonics programme such as *Success for All Phonics*, children are first taught the most common GPCs in the English language so that they can quickly begin to apply this knowledge to read whole words (blending), and soon after, to spell them (encoding). Over the course of the programme, they will be introduced to a number of alternative ways of representing the same phonemes, including some of the less-common GPCs. There are many more graphemes than there are phonemes as there are multiple ways of representing most phonemes as shown in the table below.

GPCs Presented in *Success for All Phonics* Programme

/s/	/a/	/t/	/p/	/i/	/n/	/m/	/d/	/g/	/o/
sat ki**ss** hor**se** thi**s**tle **c**ircus for**ce** **sc**ene	**s**at	**t**ip kick**ed**	**p**in	p**i**n cr**y**stal	**n**ut do**ne** **gn**at **kn**ife	**m**at co**me** la**mb**	**d**og buzz**ed**	**g**ot	g**o**t w**a**tch

/c/	/e/	/u/	/r/	/h/	/b/	/f/	/l/	/j/	/v/
cat **k**id so**ck** s**ch**ool che**que**	p**e**g h**ea**d	m**u**g s**o**n y**ou**ng	**r**ed **wr**ong	**h**ot	**b**in	**f**an cu**ff** **ph**one	**l**eg do**ll** litt**le** mod**el** met**al** penc**il**	**j**am **g**iant chan**ge** ba**dge**	**v**et ha**ve**

/w/	/x/	/y/	/z/	/qu/	/ch/	/sh/	/th/	/ng/	/zh/
web **wh**en	fo**x**	**y**am	**z**ip fi**zz** free**ze** chee**se** ha**s**	**qu**een	**ch**op wi**tch** pi**c**ture	**sh**op **ch**ef lo**ti**on pre**ci**ous pa**ssi**on	mo**th**	thi**ng**	trea**s**ure vi**si**on
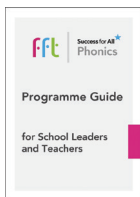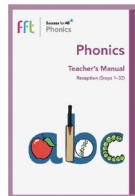
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r**ai**n s**ay** b**a**ke th**ey** v**ei**n **eigh**t p**a**per	gr**ee**n dr**ea**m h**e** compl**e**te ch**ie**f happ**y** k**ey**	m**igh**t p**ie**s k**i**nd b**i**ke fl**y**	b**oa**t g**o**ld j**o**ke sh**ou**lder sn**ow** t**oe**	z**oo** bl**ue** gr**ew** fl**u**te fr**ui**t s**ou**p	d**ue** n**ew** c**u**te **u**nicorn	c**oo**k p**u**t sh**ou**ld	c**ar**	b**or**n m**ore** l**aw**n P**au**l b**a**ll t**a**lk d**oor** p**our** w**ar**	b**ur**n jump**er** b**ir**d **ear**n w**or**k

/ow/	/oi/	/ear/	/air/	/ure/	/ire/				
c**ow** cl**ou**d	b**oi**l b**oy**	y**ear** p**eer** sinc**ere**	h**air** c**are** w**ear** wh**ere**	c**ure**	f**ire**				

Glossary of Phonics Terms

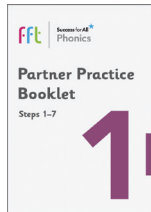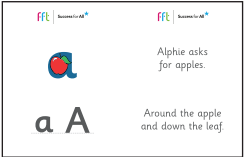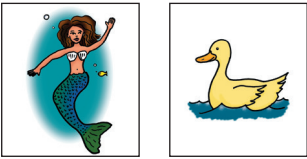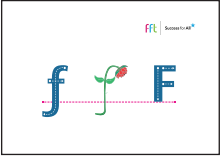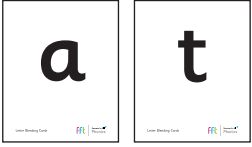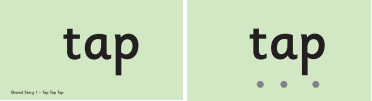| Term	Definition	Example
Phoneme	The smallest unit of sound in a spoken word. You cannot see a phoneme; you can only hear it.	The sound /d/ at the beginning of the word 'dog'.
Grapheme	The written representation of a phoneme. A grapheme can comprise either one, two or three (and *very* occasionally four) letters.	The grapheme 'ck' represents the /k/ sound at the end of the word 'chick'.
Digraph	A digraph is a grapheme that comprises two letters.	The word 'queen' has two digraphs – 'qu' and 'ee'.
Split Digraph	A split digraph is a digraph that is split by a consonant, usually a long vowel sound.	In the word 'some' the sound /u/ is represented by the 'o' **and** the 'e' even though they are separated by the grapheme 'm'. We would refer to this as the split digraph 'o-e'.
Vowel Digraph	A vowel digraph is a grapheme with two letters that represent a vowel sound (either short or long).	The digraph 'ea' represents the /e/ sound in the word 'head'. The digraph 'ue' represents the /oo/ sound in the word 'blue'.
Trigraph	A trigraph is a grapheme that comprises three letters.	The trigraph 'tch' represents the /ch/ sound in the word 'pitch'.
Vowel Trigraph	A vowel trigraph is a grapheme with three letters that represent a vowel sound (either short or long).	The trigraph 'oul' represents the /oo/ sound in the word 'could'.
Grapheme–Phoneme Correspondence (GPC)	The relationship of the phoneme and the grapheme that represents it and vice versa.	To see the grapheme 'sh' and know the sound that it will make. Or, to hear the sound /sh/ and know how to write the grapheme.
Blending	To say the sounds in individual words sufficiently quickly that they synthesise to make a word.	To hear the separate sounds /sh/ … /ee/ … /p/ and to 'glue them together' to say the word 'sheep'.
Segmenting	The opposite skill to blending. It involves being able to break a word into component phonemes.	To hear the word 'fish' and say the phonemes /f/ /i/ /sh/.
Decoding	To look at the individual graphemes that comprise a word, from left to right, and link with the corresponding phonemes.	To see the written word 'dog' and then say the phonemes /d/ /o/ /g/.
Encoding	To represent the phonemes in an individual word with the appropriate graphemes (spelling and writing).	To hear the spoken word 'cat', say /k/ /a/ /t/, and write appropriate graphemes to spell the word.

6. Materials

Teacher Resources

Programme Guide for Leaders and Teachers	This manual provides in-depth guidance on the set-up and ongoing leadership of the programme. It also explains how to teach Phonics and Shared Reader lessons.	
Phonics Manual	The Phonics Manual includes detailed teaching notes, weekly lesson plans and guidance on Assessment for Learning. Phonics lesson plans (including built-in time for review and consolidation) are included for every week of Reception and Year 1.	
Shared Reader Manuals	The Shared Reader Manuals provide complete five-day lesson plans for all 68 phonically decodable reading books.	

Pupil Resources

Shared Readers	68 phonically decodable reading books covering fiction, non-fiction and a variety of genres. Each weekly reader comes with pre-selected vocabulary (Green/Red Words) and comprehension questions.	
Partner Practice Booklets	Partner Practice Booklets are a resource for children to practise their newly acquired phonics skills with their partner. There is also plenty of practical application of previous knowledge so that there is no pressure to remember everything on the first presentation.	
Alphabet Letter Strips	Alphabet Letter Strips are designed to support emerging writers with letter formation and spelling. They can be pasted to the top of children's tables for easy reference.	
Picture Sound Mats	The Picture Sound Mats are a table-top resource showing the long-vowel graphemes and corresponding illustrations. They are the perfect reference for writing and spelling as children become more independent writers.	

Classroom Resources

Alphabet Card Wall Set	The Alphabet Card Wall Set shows both lower- and upper-case letters with associated pictures. It is a fun and interactive display for the children to reference during a variety of activities.	
Picture Sound Cards *digital only*	The Picture Sound Cards are a digital resource of images that reference the target phoneme during Steps 1–10.	
Picture Sound Card Wall Set	The Picture Sound Card Wall Set cards show a mnemonic image for each GPC along with an associated phrase.	
Letter Formation Cards	The Letter Formation Cards show children the proper formation of all 26 letters in both lower- and upper-case.	
Letter Blending Deck	The Letter Blending Deck is a series of letter cards (with common digraphs) to assist with the initial teaching of word blending.	
Green/Red Word Cards	A deck of cards containing all the Green (phonically decodable) and Red (phonically irregular or 'tricky') words from the 68 Shared Readers. The set for each weekly reader is designed to be displayed in the classroom throughout the week to support the teaching of vocabulary.	

7. Roles and Responsibilities

The Role of the Headteacher and Senior Leaders

The Headteacher's main role is to ensure that the stage is set to support the changes involved in the implementation of *Success for All Phonics*, to monitor and celebrate progress, and to keep motivation and energy high. It is essential that the Headteacher ensures that:

1. Phonics, early reading and wider/home reading are prioritised in the school and high expectations for pupil achievement are set and maintained
2. All school staff are fully supported and equipped to teach the programme effectively from the beginning of Reception
3. The appropriate timetabling of sessions, consistency of practice and strong routines are all in place
4. A Phonics Lead is identified who, with support from the Headteacher and Senior Leaders, will be responsible for implementing the programme and its day-to-day management. Ideally, the Phonics Lead should be a senior member of staff with a strong background in phonics and knowledge of the Early Years Foundation Stage and Key Stage 1. It is of vital importance that the person leading the programme is given time to undertake the role, support staff training and become knowledgeable about the programme so that they can acknowledge and celebrate progress.

To provide specific feedback and recognition, it is important for the Headteacher to spend dedicated time in classrooms. The Headteacher and Leadership Team should also work closely with any agencies/stakeholders to ensure that children attend school, read outside of school and support the school's policy and practice.

The Role of the Phonics Lead

Together with the Headteacher, those leading the programme should:

1. Clarify the roles and responsibilities of the Phonics Lead.
2. Support the Leadership Team to ensure the initial implementation and development of the programme are a school priority.
3. Develop a school policy or statement that outlines the school approach to phonics and early reading and other relevant aspects of the curriculum.
4. Support the development of a team of teachers and adults to ensure that they have the skills, knowledge and experience to teach phonics and early reading/writing skills effectively, which might involve the following activities:

   • organising initial and ongoing training
   • auditing provision: for example, staff knowledge, materials and celebrating achievements
   • visiting classrooms on a regular basis both to monitor and support staff
   • supporting the leadership team to engage, inform and develop parental involvement
   • actioning support or development activities to address areas of development identified in audits.

5. Organise and maintain resources so that all staff have the tools required to implement the programme effectively.
6. Manage the assessment process to quickly identify pupils who need support to catch up.
7. Use assessment data to monitor, evaluate pupil progress and plan interventions, tuition or catch-up.
8. Ensure that the Phonics Lead is fully knowledgeable about all aspects of the programme. Therefore, the Lead should set aside time to develop their own practice, knowledge, skills, etc.
9. Communicate with the Phonics Support team at FFT both in the start-up phase and on an ongoing basis as required.

Please note these are not exhaustive lists and other actions can be identified by schools as required.

8. Getting Started

It is essential that the whole school understands the process of implementing *Success for All Phonics*. Leadership and management of the programme by a key person is therefore pivotal in maximising the impact of the programme. Please see the section on Roles and Responsibilities for details of the staff who should lead and manage the programme. Here are some tips to help ensure the programme gets off to a strong start.

Resources

Once you have received all the materials, you will need to organise them so that they are easily accessible to all staff. This will enable colleagues to get off to a positive start. Resources are best placed centrally, close to the team who regularly use them and should be audited regularly to ensure that everything is consistently in place to deliver the programme effectively. Some tips for organising the resources are provided in the table below:

Material	Tips	Completed?
Manuals	Place manuals not currently in use in labelled boxes (e.g. magazine files).	
Wall Cards	Adults leading the teaching should have the appropriate set. Cards should be added to displays one by one as each GPC is taught.	
Letter Formation Cards	As above.	
Desk materials for pupils	These are for pupils to use at any time of the day. Use them to support your pupils as required in other lessons or activities too.	
Shared Readers	You will have been provided with either 15 or 30 of each Shared Reader – we suggest they are labelled and stored in a sequential order. You will need 68 – one for each level.	
Green and Red Words	Each Shared Reader has an accompanying set of Green and Red Words. These should be labelled and stored alongside the books.	
Digital resources	Check that all relevant staff can access these at all times; they will need 'log on' details for the Phonics Portal.	
Other resources	You will also need your own general classroom materials such as pocket charts, display boards, lollipop sticks and so on.	

Other Adults

Other adults are also a resource. Consider the range of staff available to teach the programme and how best they can be used strategically to maximise impact.

Schedule of Training

Before beginning the programme implementation, the Phonics Lead will need to have attended six training sessions, the Headteacher and Senior Leaders one session, and the Teachers and Teaching Assistants four sessions. Full details of these are included in your Welcome Pack.

Also, there is a schedule of follow-on training, addressing the topics of Tutoring, Assessment and Impact, once the programme is being implemented.

The Phonics Lead should keep a record of all the training each member of staff has attended and ensure that this is regularly updated.

For maximum impact we recommend the following plan.

Before training

Before starting, ensure that you have registered for all the necessary sessions listed on the schedule. Sessions are available either online (check the Phonics Portal for dates and times of training), or in-person at your school or other venue. Staff should attend the live sessions provided by FFT rather than being cascaded by one or two individuals from the school. This will ensure a consistent, thorough understanding of the programme for all staff who will all be able to ask questions and receive appropriate answers. This will improve practice and outcomes for children. We run regular sessions so schools can access training when needed.

Ensure that you have the relevant training handouts for the sessions, so staff can take notes and have a record of the details of each training session. The electronic version of these will be provided in advance.

During training

Our training sessions are interactive to enable you and your staff to ask questions. It is helpful for you to think about issues specific to your school context in advance as this will enable you to ask appropriate questions and acquire the information you need for a positive start.

After initial training

Once you and your staff have attended all the training sessions you are ready to start! The timing of implementation can be decided by your school, for example at the beginning of a new term or academic year. Advice will be provided during our training and support sessions to help you decide on an implementation schedule. Once you have started the programme it is essential that the Leadership Team and the Phonics Lead continue to support, monitor and evaluate the impact of the programme. Please refer to the guidance on Roles and Responsibilities and other sections or documentation to support you with this aspect.

Classroom Organisation

Staff should collate the materials they need before each lesson as this will ensure that lessons are effective, pacey and engaging. Please see the section on Roles and Responsibilities in this document and the sections on Materials and lesson structures (Phonics and Shared Readers) for further guidance and support.

Ongoing Training and Support

Please visit our website and sign up for training sessions to further develop your practice, knowledge or skills. You can contact us at any time with questions, no matter how small they might seem! We are happy to help.

9. Phonics Lessons

To support both teachers and children, phonics lessons follow a consistent daily structure. This consistent approach enables lessons to be taught with pace as everybody understands the routine and what is expected.

The 25-minute lesson plan follows the same basic sequence each day:

- Review previously learnt GPCs (10 minutes).
- Teach, practise and apply the new GPC (15 minutes).

For introductory lessons (1i–5i) and Steps 1–4, there is less content, so projected lesson time is 15–20 minutes.

The following table provides a summary of the range of activities included in the phonics lessons. (Note that not all activities are undertaken at the same point in the programme.)

Review Previously Learnt GPCs	
Alphabet Chant **Steps 1–10**	Children say the sounds or names of the letters of the alphabet in order, using the chant which includes parts of the alliterative phrases associated with each GPC. The children need to be familiar with both sounds and names for the letters, so alternate the focus accordingly. Activity: • The teacher should point to the graphemes (GPC Wall Cards displayed as an Alphabet Frieze) in turn as the children say the chant. This builds a strong association between each grapheme and its associated sound or name. Initially, you will need to model the actions for the children to learn. The children should be standing so they can easily do the actions.
Hear Phonemes **Steps 1–10**	Children identify previously learnt phonemes at the beginnings of words. Images for the activity are available as part of the Picture Sound Cards *(digital resource)* or you may choose your own pictures and objects for the activity. Activity: • Show children a selection of images that begin with the initial phonemes specified in the lesson plan (you can also include phonemes that the children still find tricky). As you show each picture, use My-Turn-Your-Turn to tell the children what it is and stress the initial phoneme. The children then chorally repeat the initial phoneme they hear. Note: for a very few GPCs, such as 'ck' 'x' or 'ng', the phoneme will come at the end of the word.

	Review Previously Learnt GPCs
Read GPCs	Children read GPCs introduced in previous lessons. The ability to associate graphemes (letters, digraphs or letter groups) with their phonemes quickly and without thinking deeply is essential for ensuring that children learn to blend words easily and fluently. At the end of each lesson, you will display the GPC Card for that day's GPC. Activity: • Quickly point to the graphemes displayed and ask children to respond chorally with the appropriate phoneme. • Return to any GPCs which the children still find challenging and practise these until the children are more confident with them. • From Lesson 5i onwards, the children also read graphemes in their Partner Practice Booklets. Two children share a copy of the Partner Practice Booklet. Partner A puts their finger under the first grapheme to cue Partner B to say the phoneme. This is repeated for all the GPCs, then partners swap so they both have a chance to read all the GPCs several times each. This skill will need to be modelled before the partners will be confident enough to do it by themselves.
Stretch and Read	Children learn to blend phonemes associated with previously introduced graphemes to read words. When they can do this, they are equipped to read unknown regular words (and have a chance of working out many irregular words). When blending words with digraphs and trigraphs, the children have to remember to look at two or three letters but say only one phoneme. This becomes easier with regular practice of words containing the same GPC. Activity: • Model blending phonemes to read words by displaying each word to be read in turn. • Point to each grapheme separately as you read the phoneme (ensure that you make the 'pure' sound or you will not be able to blend). Do this several times, each time saying the phonemes a little closer together so that eventually you can hear a recognisable word. On the final repetition, sweep your hand underneath as you say the entire word. • At the beginning stages of the programme, use the Letter Blending Deck to separate the graphemes physically and show how you move them closer together as you say the phonemes. When you feel the children are ready, guide them to fast-blend the words for themselves. • Aspects of grammar, for example adding past tense endings to a word, are sometimes also introduced during this portion of the lesson.
Introduce CEW **Step 13 onwards**	Children need to be able to read a selection of Common Exception Words/Red Words in order to fully access a variety of texts. Activity: • Introduce the CEW(s)/Red Words for the lesson. Ask the children to help you identify the 'tricky grapheme' in the word. Support them to read the parts of the word that are decodable and to fill in the 'tricky' part of the word. Then spell the word out loud whilst you clap once for each letter before saying the whole word again (e.g. 'she' – 's' (clap), 'h' (clap), 'e' (clap) 'she').

Review Previously Learnt GPCs	
Read Words in Partner Practice Booklets	Children read words with familiar GPCs in their Partner Practice Booklet. Activity: • Two children share a copy of the Partner Practice Booklet. Partner A puts their finger under the first word to cue Partner B to sound out and blend, or simply read the word. This is repeated for all the words, then partners swap roles so they have a chance to read all the words in the first box several times each. Again, this skill will need to be modelled before the partners will be confident enough to do it by themselves.
Read Sentences in Partner Practice Booklets **Step 13 onwards**	Children read sentences containing decodable words and familiar CEWs, including the featured CEW(s)/Red Words for that lesson. Activity: • Two children share a copy of the Partner Practice Booklet and take turns as they support each other to read the sentences.
Quick Erase **Step 4 onwards**	Children practise building their reading speed. The ability to 'fast-blend' words results in reading that is fluent or nearly fluent. The expectation is that children should be able to read words without sounding out the phonemes and blending. This helps to develop an understanding that although sounding out is useful to decode unfamiliar words, their eventual aim should be to read words fluently. Activity: • Use the words provided in the lesson plan. Write the first word on the whiteboard and ask the children to say the word chorally. The next word on the list will require you to change *just one grapheme* – erase the grapheme and write the new one. Ask children to read the new word. Repeat the process until all the words have been read by the children. This should be a fun and fast-paced activity but beware of turning it into a spelling activity, as this is not the purpose, and doing so will seriously affect the pace of the lesson.

Teach › Practise › Apply New GPCs	
Present the New GPC	The aim is to build a strong association between the new grapheme and the phoneme. Children practise saying the phoneme in response to the grapheme. Activity: • Display the GPC Card for the new GPC and say the alliterative phrase or mnemonic that goes with it. Say the phrase several times, asking the children to repeat it after you. Then ask the children if they can identify the target phoneme in all those words and to tell their partner. • Model and explain what your mouth is doing as you make the new phoneme. Partners check that each is making the new phoneme correctly. • Point to the grapheme on the card as well as the image. • Celebrate any children's names that begin with this GPC. From Step 13 onwards (introduction to vowel digraphs): • Introduce the new GPC Card and say the mnemonic phrase that goes with it, e.g. /ay/ May I Play? • Children say the mnemonic /ay/ May I Play? together as you show them the card. • Point towards the grapheme and say 'a' 'y' (the letter names). • Children chorally respond, saying /ay/ May I Play? several times with you to consolidate.

	Teach › Practise › Apply New GPCs
Say it Fast	Children practise fast-blending phonemes to say a word. Activity: • Say the first word on the list, separating each phoneme, e.g. 'cat' becomes /c/ … /a/ … /t/ (be careful to make only the 'pure' sound). Using 'My-Turn-Your-Turn' cue the children to say the word (cat) chorally.
Break it Down	This is the opposite skill to Say it Fast: children learn to segment words into their separate phonemes in preparation for encoding. Both these activities teach children to listen for and identify separate phonemes in words (phonemic awareness). Both activities will need extensive teacher modelling and guidance before the children are ready to try this themselves. If at any time you feel that the children's mastery of the skill they are practising is not as secure as it should be, then revert to modelled or guided practice. Activity: • Say the first word on the list. Children then say the phonemes in the word very slowly as they count each phoneme on their fingers. (For example, you say 'dog', then the children say /d/ … /o/ … /g/ as they count three phonemes on their fingers. Discourage children from making an 'uh' sound at the end of the /d/ and /g/.)
Stretch and Read with the New Grapheme	Children blend words containing the new grapheme. Activity: • Model blending phonemes to read words by displaying each word to be read in turn. • Point to each grapheme separately as you read the phoneme (ensure you make the 'pure' sound or you will not be able to blend). Do this several times, each time saying the phonemes a little closer together so that eventually you can hear a recognisable word. On the final repetition, sweep your hand underneath as you say the entire word. • At the beginning stages of the programme, use the Letter Blending Deck to physically separate the graphemes and show how you move them closer together as you say the phonemes. When you feel the children are ready, guide them to fast-blend the words for themselves. Aspects of grammar, for example adding past tense endings to a word, are sometimes introduced during this portion of the lesson.
Read Words with New GPC in Partner Practice Booklets **Step 1 onwards**	Children read words with the new GPC. Activity: • Two children share a copy of the Partner Practice Booklet. Partner A puts their finger under the first word to cue Partner B to sound out and blend, or simply read the word. This is repeated for all the words, then partners swap roles so they have a chance to read all the words several times each. Again, this skill will need to be modelled before the partners will be confident enough to do it by themselves.

	Teach › Practise › Apply New GPCs
Write the New Grapheme **Steps 1–10**	Children write the new grapheme. Activity: • Display the lower-case Letter Formation Card(s) and finger-trace the letter(s) as you recite the writing cue. Air-write the grapheme several times (remember to form the letter shape(s) backwards if you are facing the children so that they see the correct orientation) and invite the children to join in. • Children finger-write the grapheme several times on their partner's hand (or back or leg and so on). • Write the grapheme on the board using the cue phrase, then write it again several times, saying the bounced or stretched phoneme before children write the grapheme in their books. • Then model how to write the upper-case letter using the correct sequence of strokes and have children write in the air/on their hands several times before they write it in their books. • If necessary, children should also revisit writing any previously learnt graphemes that they still need to practise.
Stretch and Count **Steps 4–7**	Children identify the number of phonemes in a word in preparation for writing it. Activity: • Say a word that contains the new GPC for the lesson (e.g. 'hop'). • Children repeat the word. • Touch one finger at a time as you say each phoneme (e.g. /h/ … /o/ … /p/). Model looking at your own fingers as you do so and ask children to repeat the process with you. • Model writing the word on the board and ask children to guide you by saying the phonemes. • Eventually, the children will use this process to encode words for themselves (Stretch and Spell – see below). Allow them to try this as a guided practice as soon as you feel they are able.
Stretch and Spell **Steps 9–10**	Children encode words using the strategies they have been taught. Activity: • Children identify the number of phonemes in the new word and use their knowledge of GPCs to write the word. • Encourage the children to use the process explained above to work out how to write words independently.
Write Words **Step 13 onwards**	Children use strategies such as Stretch and Count and Stretch and Spell along with their existing knowledge of spelling conventions to help them write words. Activity: • Say the words in the lesson plans and ask children to spell them in their books.

	Teach › Practise › Apply New GPCs
Write Sentences **Step 21 onwards**	This activity provides children with the opportunity to use their developing phonic skills and knowledge of CEWs to write in sentences. Activity: • Read the sentence in full to the children, then read it again, more slowly, for them to write. • Write the sentence on the board for the children to check theirs against. • Children correct graphemes, words or rewrite parts of their sentences as necessary.
Spelling Practice **Step 34 onwards**	This activity allows children to compare variations on spelling the same phoneme so they can make informed choices about which spelling to use in words which sound the same. Activity: • Remind children they now know two (or more) ways of spelling the phoneme. • Draw a line down the centre of the board to make two (or more) columns. Label the columns with the graphemes they know about for representing this phoneme. • Read the words in the lesson plan aloud and encourage children to guide you as to which column to record the words in. • Discuss any patterns the children notice (e.g. 'words with the 'ay' grapheme have the sound at the end of the word, whereas words spelled 'ai' have another sound after the /ai/ sound.) • It is essential to encourage children to be thoughtful when completing this exercise so that they develop the skill of being able to scan their own spellings to see if a word 'looks right'. This also helps them make predictions about which spelling variations are more or less likely in a given word.
Review **Days 4–5**	Space is built into the end of each weekly schedule to revisit the content of the lessons presented in that week. This is designed to give the children an opportunity to read the words in their Partner Practice Books with greater confidence and fluency as well as to further apply their knowledge of decoding and encoding to different words. It is very important that you make a note of any parts of the lessons/specific words that the children find difficult on their first presentation so that you can revisit these during the review parts of subsequent lessons or during the Consolidation Weeks.

10. Shared Reader Lessons

68 decodable reading books available online and in print

It is important that children don't simply know their phonics but can apply that knowledge to the skill of reading itself. In the *Success for All Phonics* programme, children apply their developing phonic knowledge and skill by reading the Shared Readers. These are carefully aligned to the phonics lessons and allow children to practise reading the new and recently taught GPCs as well as the Common Exception Words to which they have been introduced.

Success for All Phonics offers 68 fully decodable reading books (Shared Readers) to support the effective teaching of phonics from Reception to the end of Year 1. Each Shared Reader is designed to be read over five days.

As well as these phonically decodable readers, which are specifically linked to the lesson plans, children at all phases on the *Success for All Phonics* programme should be read to on a daily basis. This is strongly promoted as part of the provision for Reception-aged children and included as part of the teaching schedule in Year 1.

Green words
Practises -ea

peach	stream	heat
east	beach	dreams
leaves	treat	sea
beats	reach	eats
leans	feast	

Red words
Previous red words

the	there	they
are	by	I
he	to	out
here	loves	

New red words

climb

In its tree looking east the little peach lies.
The sun climbs high in the morning skies.

2

Weekly Teaching Schedule: Reception

In Reception, the Shared Reader lessons are 15 minutes long in Term 1, increase to 20 minutes in Term 2, and 25 minutes in Term 3. In addition, the five-day schedule also provides opportunities to develop comprehension, fluent reading and to consolidate letter formation, spelling and sentence writing. (N.B. This does not replace your full English and writing curriculum.)

During their reading sessions, children are introduced to conventions for grammar and punctuation in order to learn how they have an impact on reading. Understanding these conventions also aids comprehension and children's ability, eventually, to write with meaning.

Due to the age of the children, Reception sessions are shorter than in Year 1. In both Reception and Year 1, it is assumed that other books and stories would be read to children by the class teachers, and that they would also write for purpose at other times of the day.

Example Shared Reader Timetable – Reception Term 1

Day 1	Day 2	Day 3	Day 4	Day 5
Explore (2m) Word Time (3m) Choral Read (8m) Discussion Time (2m)	Remember (2m) Word Time (3m) Partner Read (8m) Discussion Time (2m)	Review (2m) Word Time (3m) Partner Read (8m) Discussion Time (2m)	Echo Read (5m) Writing Time (5m) Partner Question Time (5m)	Reading Celebration (5m) Writing Time (5m) Reflection Time (5m)

Weekly Teaching Schedule: Year 1

The weekly five-day teaching schedule for Shared Readers continues in Year 1 with 30-minute lessons. As the Shared Readers get longer, the texts will be read over multiple days with clear guidelines for each day's reading allocation.

As in Reception lessons, the five-day schedule also provides opportunities to develop comprehension, fluent reading and to consolidate spelling and sentence-writing skills. Grammar conventions and punctuation skills also continue to be introduced in an appropriate progression.

Example Shared Reader Timetable – Year 1

Day 1	Day 2	Day 3	Day 4	Day 5
Explore (5m) Word Time (5m) Choral Read (15m) Discussion Time (5m)	Remember (5m) Word Time (5m) Partner Read (15m) Discussion Time (5m)	Review (5m) Word Time (5m) Partner Read (15m) Discussion Time (5m)	Echo Read (5m) Writing Time (10m) Partner Question Time (15m)	Reading Celebration (7m) Writing Time (15m) Reflection Time (8m)

Shared Weekly Teaching Sequence Detail

Day 1	Day 2	Day 3	Day 4	Day 5
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. **Word Time** Introduce the Red and Green Words for the story along with selected vocabulary. Partners practise Red/Green Words. **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. **Discussion Time** Review children's predictions and summarise the story by asking the provided questions.	**Remember** Remember the story with the class, including the title, characters, setting, etc., by asking the provided questions. **Word Time** Review the Red and Green Words for the story along with selected vocabulary. Partners practise Red/Green Words. **Partner Read** Children read the story, alternating pages with their partners. Teacher supports with comprehension questions and references to the weekly grammar focus. **Discussion Time** Review the story by asking the provided questions.	**Review** Review the story with the class, including characters, key plot points, problems and resolution, by asking the provided questions. **Word Time** Review the Red and Green Words for the story along with select vocabulary. Partners practise Red/Green Words. **Partner Read** Children read the story, alternating pages with their partners (swapping pages from yesterday). Teacher supports with comprehension questions and references to the weekly grammar focus. **Discussion Time** Review the story by asking the provided questions.	**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. **Spelling Time** Children practise letter formation (upper- and lower-case previously learnt GPCs), before progressing to spelling Green/Red Words from the current Shared Reader. **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.	**Reading Celebration** Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies. **Writing Time** The teacher models the Writing Time process using the sentence stem provided in the lesson plan. Children repeat this process and compose their own sentence orally before writing it in their books. The final stage of the process involves children checking their own work and then their partner's work. **Reflection Time** Revisit the learning objectives for the week with the children. Children discuss their achievements and next steps.

Key Areas of Development in Shared Reader Lessons

Vocabulary

The words in each Shared Reader are composed of GPCs that have either been introduced in previous weeks or have been taught in the current week and are aligned with the phonics lessons.

Green Words

Some of these decodable words are provided on green card and are termed Green Words. Before children read the Shared Reader, the teacher shows the children these words, asking them to read them chorally and providing support if they find the words challenging. Children then practise reading the Green Words with their partner.

Time is also allocated before the reading of the story to discuss higher-tier vocabulary words and to support children to explore the meanings of the words. This short activity enhances the children's ability to understand the story without diverting from the main focus of the reading lesson.

Red Words

Some words, sometimes termed 'tricky', or Common Exception Words (CEWs), include GPCs that are an exception to those the children have been taught and so are not entirely phonically decodable. These are introduced systematically in Shared Readers (starting in Shared Reader 4) where they are explicitly taught as Red Words.

The teacher introduces Red Words by modelling how to decode the phonically regular parts of the word and identify the 'tricky' grapheme (or punctuation convention, for example the apostrophe for contractions). For your convenience these have been underlined both in the phonics lessons and on the Red Word cards accompanying each Shared Reader.

The teacher then uses Say-Spell-Say to spell the entire word by clapping out each letter as they say the letter aloud. When writing Red Words, children use their phonic knowledge to write the decodable parts of the word, remembering the 'tricky' grapheme and writing it correctly.

All CEWs are presented as Red Words throughout the Shared Readers so that teachers have the opportunity for consolidation and can support children new to their school who have not been systematically taught these 'tricky' words.

Most Shared Readers will contain a small number of newly introduced CEWs directly linked to the Scope and Sequence document (see online Phonics Portal) that teachers should be explicitly teaching in line with the lesson plans. The number of Red Words in the Shared Readers will increase as children accumulate more words in their accessible reading bank.

Writing

Enabling children to develop their writing skills is a fundamental part of any comprehensive phonics programme. Each Shared Reader weekly lesson plan includes a writing section, where children practise these skills.

Initially, correct formation of both lower-case and upper-case letters for previously learnt GPCs is taught and practised on Days 4 and 5. Starting in Reception Term 2, sentence writing is introduced with a focus on writing newly learnt GPCs and CEWs.

The teacher models the Writing Time process by using the sentence stem provided in the lesson plan to compose a sentence orally before using spelling strategies learnt during the daily phonics session (for example Stretch and Spell and Say-Spell-Say) to write the sentence on the board.

The children then repeat this process and compose their own sentence orally (repeating it several times) before telling their partner. They then write their sentence in writing books as evidence of progress. Finally, children check their own work and then their partner's work.

Tips for Writing Time

1. Children need to be given a clear model of all parts of the process and should be encouraged to use all their skills to write.
2. Teachers should erase their model sentence so that children don't copy from the board.
3. Some children might need scaffolds or supports to aid them. This is a good opportunity to use the wide range of display and support resources available with the programme.
4. We encourage you to celebrate class, group and individual achievements in writing progress.

Fluency

Fluent reading requires children to apply their phonic knowledge without overt sounding out, decoding accurately without undue hesitations or inappropriate pausing and taking account of helpful sentence punctuation. Although fluent reading requires more than phonic knowledge, for example how sentences which run beyond the end of a line of text should be read, children cannot read independently and fluently unless they can decode accurately. Helping children to use their phonic knowledge and skills so that they 'sound like a reader' is an important part of the *Success for All Phonics* programme.

The Shared Reader weekly lesson plans provide at least two opportunities for children to read for fluency, using techniques such as Echo Reading and Choral Reading as well as paired partner work for additional practice.

11. Assessment

Success for All Phonics provides a comprehensive set of phonics assessment materials to ensure that children, teachers and school leaders know exactly which phonics skills have been mastered at each stage. It is recommended that all children are assessed regularly using the assessments provided with *Success for All Phonics* so that teaching can be targeted to close any gaps in their phonics knowledge or skills.

Summative Assessments

Success for All Phonics provides schools with an online Reading Assessment Tool that tests children's knowledge of GPCs, word decoding, reading fluency and comprehension. Teachers can use the assessment tool every half term (6–8 weeks) to ensure that teachers and school leaders know exactly which phonics skills have been mastered by children at each phase. A separate guide is provided to support the use of the Reading Assessment Tool by schools.

The online assessment tool is easy for teachers or teaching assistants to administer and takes only 5–10 minutes per pupil. After each assessment, the programme provides clear feedback reports for teachers on each pupil so they can target their teaching to close any gaps in a child's phonic knowledge or skills.

The main features of the Reading Assessment Tool are as follows.

- There are 12 assessments which can be used in Reception and Year 1 (every half term).
- Assessments are administered by a teaching assistant or teacher working with each child and will take around 5 minutes to complete.
- The assessments cover four areas: knowledge of GPCs, word decoding, reading fluency and comprehension.
- Reports provide teachers with feedback on phonics knowledge and reading attainment for the cohort, class and individual pupils.
- The Reading Assessment Tool is linked to the school MIS and is easy to use (no manual input of pupil information).
- The tool also includes the DfE Phonics Screening test assessment (past papers), which can be used with Year 1 pupils as separate assessments.

Formative Assessments

Frequent formative assessment opportunities (with time in the teaching schedule to address any gaps) are built into *Success for All Phonics* in the form of Consolidation Weeks. These weeks are a vital part of the success of the programme as children will not always master a GPC the first time it is taught.

Formative assessment is also based on daily classroom work and observation, capturing children's responses to questions and their oral and written contributions, where these indicate their knowledge or use of a particular GPC. Similarly, children's interactions with books and other texts will give teachers a good indication of how well they are able to apply their phonics knowledge and skills to reading.

The table below identifies the points in the programme where formative assessment weeks are scheduled.

Reception – Term 1	
Consolidation 1	s a t p i n m d g o c k ck e u r
Consolidation 2	h b f ff l ll ss j v w x y z
Reception – Term 2	
Consolidation 3–4	zz qu ch sh th ng
Consolidation 5	ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car)
Reception – Term 3	
Consolidation 6	or (corn), ur (purple), ow (cow), oi (boil), ear (clear)
Consolidation 7	air (hair), ure (pure), er (term)
Consolidation 8–9	Review and consolidate all Reception level content
Year 1 – Term 1	
Consolidation 10	ay (play), ou (cloud), ie (dried), ea (cream), oy (boy)
Consolidation 11	ir (girl), ue (blue), aw (jaw), ew (new)
Year 1 – Term 2	
Consolidation 12	a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute)
Consolidation 13	-y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem)
Year 1 – Term 3	
Consolidation 14	ire (fire), are (care), tch (watch), oe (toe), ph (phone)
Consolidation 15–20	Review and consolidate all Year 1 content

If helpful, the summative assessments can be undertaken during these weeks also.

It is of vital importance that records (including records of teacher observations) are kept on individual children's progress – not only group records – so that the programme can be 'tweaked' towards filling in the gaps for all children, and especially for those who might otherwise be at risk of falling behind.

Lessons can be adjusted to revisit GPCs that children have not mastered by targeting them during the review section of the lesson, giving support with blending or making the sound, and so on. The important thing is that information about children's weaknesses is acted upon quickly to prevent gaps in knowledge from being allowed to form.

In addition, the Consolidation Weeks as detailed above should be treated as 'breathing spaces', during which all children can be brought up to speed with expected progress whilst they continue to read the Shared Readers that practise GPCs learnt to this point.

For more information on catching children up, please see the Tutoring/Catch-up section of this manual.

Advice on Grouping by Ability

Success for All Phonics is designed to be taught effectively in whole-class teaching settings with mixed-ability teaching groups. FFT expects most schools using our phonics programme to follow this approach.

Some larger schools or schools with additional teaching and classroom resources for Reception and Year 1 might choose to group children by ability level so that every child is working at the most appropriate level for them. This maximises progress because the level of challenge for each child is appropriate, neither too great nor too small, enabling them to progress successfully in developing their skills. Children's skills within a group will be similar, so it is easier for the teacher to ensure that any skills gaps are addressed than in a class where the range of abilities is wide.

To ensure that every child is in the most appropriate teaching group, it is essential that children are assessed and regrouped at least every half term (6–8 weeks) using the Reading Assessment Tool provided as part of *Success for All Phonics*. This also enables the Phonics Lead (the school lead for implementing and managing *Success for All Phonics*) to identify any children who are failing to make expected progress and to ensure that they receive support.

Reception children would not normally be grouped by ability until later in the academic year. When grouping children, staff will need to consider:

- number of children in the year group (larger schools might have more flexibility for grouping)
- children in Year 2 or Key Stage 2 requiring phonics support
- teaching resource and physical space available to teach children in smaller groups
- availability of tutoring resource for providing catch-up support for small groups of children using FFT's reading tutoring programme (pupils can be tutored in small groups of 2, 4 or 6 with a tutor for 30 minutes each day).

When forming groups, the Phonics Lead and teachers look at the number of GPCs that children have mastered based on the assessments from the Reading Assessment Tool and group them accordingly. As phonics skills align with Shared Readers, the starting points for each group will be clear. FFT provides extensive training and support for schools in performing the assessments and grouping children.

12. Tutoring and Catch-up

Ensuring that all children successfully master phonics skills and can apply them is essential if every child is to learn to read and write. The expectations detailed in the *Success for All Phonics* Scope and Sequence document (see online Phonics Portal) apply to 'expected' progress which most children will achieve or exceed.

In schools using *Success for All Phonics*, the regular assessment cycle facilitates the early identification of children whose phonics skills are weak. Through this early identification of weaknesses, teachers are able to adapt their phonics teaching to address these gaps ahead of the Phonics Screening Check. Some children may still struggle to achieve year group expectations due to a range of issues and challenges such as:

• their developmental stage
• SEND needs
• having English as an additional language (EAL)
• being a new arrival.

Regardless of the reason, learning to read and write is the key to successful learning in all areas of the curriculum and it is imperative that all children master phonics skills and achieve the expected standards.

Success for All Phonics is explicitly designed to support **all** children and engages a range of strategies to achieve this.

• It is a complete systematic synthetic phonics programme, with all resources provided. This includes Shared Readers for the application of phonics skills that are aligned to progression in phonics lessons.

• The *Success for All Phonics* programme includes several 'breathing spaces' in the form of Consolidation Weeks during the course of each term. These can be used to respond to the teacher's knowledge of children's mastery of phonics skills, identify children at risk of falling behind and provide any necessary catch-up within the teaching sequence. This may be incorporated within the daily lessons as consolidation of previously taught knowledge for the whole class, or taught separately in a short, focused intervention either as one-to-one sessions or with a group of pupils with a similar need.

• There are regular summative assessments built into the schedule for the purpose of monitoring children's progress and identifying any gaps in the children's knowledge. This, in addition to the teacher's own observations of children's understanding, informs adaptation of the teaching sequence to ensure that children's progress is brought up to speed where necessary. At the opposite end of the scale, this approach also provides a structure which allows accelerated progress to take place. For schools that have chosen to group by ability, these regular assessment points mean that children can be regrouped to allow them either to catch up with their peers or to move ahead of group expectations.

• All phonics lessons are fast-paced and multisensory, involving children saying the Alphabet Chant with actions, responding to all questions from the teacher, either chorally or to their Talk Partner, actively reading with their partner and completing writing tasks. This variety of activities effectively supports all learners and can be of particular benefit to those who may find it difficult to focus on a task for an extended period.

• Each GPC is taught using a picture and linked mnemonic to help children to remember the phoneme and the associated grapheme. This is a proven method to aid children's memory of each GPC.

- Co-operative Learning is designed to support children's social and emotional development, enabling them to focus on their learning, be academically successful, have positive learning experiences and enjoy school. Learning skills are developed by teachers explicitly modelling behaviours for learning. Regular and consistent positive feedback helps children to understand when they meet expectations and has a positive impact on their motivation. Children work together in supportive peer partnerships and teams.
- Some children may also require additional intervention. FFT's reading tutoring programme (Tutoring with the Lightning Squad) is used by schools to deliver catch-up support and additional teaching to those children whose reading skills are below age-related expectations. The tutoring programme has an integrated assessment tool, meaning that skills gaps are automatically identified and addressed, providing genuinely 'smart' learning.

Our programme has been carefully designed to help children progressively assimilate the building blocks of reading – every new block of teaching introduces new GPCs and reading skills whilst simultaneously revisiting knowledge and skills presented in previous lessons. Our lessons are engaging, pacey and involve the children so that they have a real motivation to learn. In addition to this, the pedagogy of the programme means that children can work together in supportive peer partnerships (from Reception) and teams (in Year 1), encouraging them also to take active responsibility for their own learning.

However, there will always be a small percentage of children who require further support even though your school is following all of our programme guidance. For these children we advise the following strategies which you can apply to help them get back on track.

Focused Interventions

We strongly advise that, on a daily basis, adults informally review what their children have achieved in the teaching segment and react to the needs of the children to ensure they are making daily progress. There may be children who would benefit from a short catch-up session at the end of a daily lesson or weekly sequence. These children should have additional phonics interventions outside the daily phonics lessons to address these gaps. No special materials or equipment are required: identify and teach to those gaps in focused intervention sessions using the resources already provided in the lesson plans. Continue to move on to the next lesson for the whole-class teaching session to ensure pace of delivery of the programme is met.

Tutoring with the Lightning Squad

FFT's online reading tutoring platform Tutoring with the Lightning Squad supports pupils if teachers wish to provide sustained targeted support via this platform. The reading and phonics activities and texts in the tutoring platform support the children to develop a wide range of skills. It is proven that children make accelerated progress with this programme. For more information on how to support pupils using this platform, please see the Tutoring with the Lightning Squad information, training and guidance provided for this resource.

N.B. Before using the Tutoring with the Lightning Squad platform, it is essential that those using the programme first complete the full training on this. They will also need to ensure they are set up and ready to use the platform. Schools may have details on this if they have previously used the platform. If not, please contact the programme support team via email or telephone for further assistance.

Phonics with Older Children

Success for All Phonics is suitable for older children with weak phonics skills, and EAL or New Arrival children who may be working below age-related expectations. An initial assessment would determine where in the programme they are best placed with ongoing assessments enabling such children to make significantly accelerated progress to move towards expected levels. In many cases progress can be further accelerated by using Tutoring with the Lightning Squad as a catch-up programme.

A sequence for working with older children

First, undertake initial assessments to identify the child's current phase of phonics development using the Reading Assessment Tool.

On the basis of this assessment, assign the child to a class or group working at an appropriate phonics level.

Observe the child closely in the first few days with this group in order to identify whether the placement is appropriate. In particular, notice how the child works during the review lessons and use informal teacher assessment to gauge their grasp and recall of the GPCs that they are being taught. Where progress is significantly more or less than that of the class or group, consider reallocating the child to another teaching class or group. Maintain close attention to their progress against the regular summative assessment tasks.

Teaching of comprehension is not as sequential as the teaching of phonics, so the older child may be able to access reading lessons not focused on decoding or fluency using age-appropriate texts. However, it is essential that these older children who struggle with decoding and cannot yet read independently are given regular opportunities to read to an adult as well as being read to. Emphasis needs to be given to developing their reading fluency. Pre-teaching, careful grouping and sensitive whole-class teaching will also help these children gain access to an appropriate text in order to develop their understanding skills. Their progress in developing comprehension needs to be as carefully monitored as their progress in phonics and decoding.

13. Home and Wider Reading

We all know that children make better progress if they regularly read at home, so your school will need to have a system of home reading that aligns with the texts children are reading in class.

For example, after a Shared Reader has been mastered in class, the book (printed copies or the digital version for viewing electronically) can be sent home for additional reading practice. This can be managed so that either the whole class reads the same Home Reader simultaneously (for example the Reader from the previous week's class-reading), or individual children take home previously read books that focus on GPCs that they still find tricky.

Also, as *Success for All Phonics* follows a Letters and Sounds sequence for the introduction of new GPCs, it is possible that schools have other published reading schemes that broadly match with the *Success for All Phonics* sequence and can be used as additional home reading resources.

We advise that you consider the following guidance, review your provision and make any adjustments required:

	Actions
1. Your school has a practical, successful system that supports home reading.	
2. Parents and carers understand the system, and actively support it. Any parents who are new to the school are introduced to these systems.	
3. Your parents/carers understand the basics of Systematic Synthetic Phonics, have an awareness of the key terminology, and have access to relevant resources you wish to provide to support reading at home.	
4. Shared Readers or other decodable books that match the sequence you are teaching are available for children to read outside school.	
5. Your home reading resources are well organised, accessible and audited regularly.	
6. Books that can be taken home for parents to read to their children are provided to support wider reading skills.	
7. A system is in place to encourage children to read at home, record texts they have read and acknowledge and celebrate their participation.	
8. You regularly review your home reading routines and make adjustments as required.	

Wider Reading

In addition to the Shared Reader lesson, it is recommended that you also read and reread high-quality, age-appropriate narrative and non-fiction texts with the children that are more challenging than texts they can access for themselves. By listening to an adult reading fluently and participating in a guided discussion of the content, children become familiar with the text. This enables them to develop skills in retelling stories and retrieving information. More complex comprehension skills such as inferring meanings can also be developed.

Whilst this reading lesson also gives opportunities to reinforce the knowledge introduced in recent phonics lessons and revise recognition of words, including Common Exception Words, it is important that the fluency and comprehension objectives are taught with as much rigour and attention to detail as the phonics objectives. We strongly suggest you review your provision and practice in this aspect. Please do seek support from the FFT team on any aspect of wider reading.

Appendix 1: Effective Practice

Schools implementing *Success for All Phonics* are likely to have audited their current practice and resources. They may have identified areas where provision can be improved or made more consistent.

Introducing any new initiative in a school can be challenging. Once a school decides to implement *Success for All Phonics*, the FFT team will start working with the school to ensure that the process is as straightforward as possible.

All schools implementing *Success for All Phonics* are provided with a structured programme of initial training for teachers, teaching assistants and school leaders as well as an ongoing programme of support. The training and support are critical to ensuring that *Success for All Phonics* is implemented in an effective and sustainable way which will improve literacy outcomes for all children.

Introducing and Embedding *Success for All Phonics*

Whilst training and support will ease the transition to a new phonics scheme, Senior Leaders will want to be confident that changes are being implemented appropriately and having a positive impact on children's learning. It may be useful to think of the transition to *Success for All Phonics* as a three-part process of *Implementing, Embedding* and *Consolidating* which may continue over several months, although classroom practice may be influenced much more quickly.

There are several key tasks at each of the stages for school leaders to audit themselves against. Senior Leaders and governors/trustees will want to be confident that *Success for All Phonics* is maintaining high standards and strong outcomes in early reading, for example by including a review of children's progress in phonics as part of the termly or half-termly progress meetings and ensuring regular updates and reports to governors.

As well as collecting and reviewing data on outcomes, these prompts may be useful to help leaders gain a rounded overview of the success of the *Success for All Phonics* programme.

	Completed	Action Required
Implementing *Success for All Phonics*		
1. Audit current practice and provision		
2. Audit staff knowledge and practice		
3. Ensure phonics is part of your school development plans		
4. Update school policies		
5. Organise resources		
6. Attend all training		
7. Involve stakeholders, including parents		
8. Ensure home reading and wider reading set-up		
9. Determine starting points for your teaching groups		
10. Ensure all adults have the materials they require to teach, and the learning environment is set up		
11. Ensure set-up of Tutoring with Lightning Squad		
12. Schedule your summative assessment windows		

	Completed	Action Required
Embedding Practice		
1. Regularly review classroom practice		
2. Coach and support staff who need support		
3. Schedule sharing practice opportunities		
4. Review assessment data and plan appropriate interventions/catch up support		
Consolidating the Approach		
1. Maintain good practice – continue to coach and support staff		
2. Review data on children's attainment from the Reading Assessment Tool, other in-school assessments, Year 1 phonics screening check and KS1 SATs		
3. Maintain an overview of progress of children in KS2 who did not achieve or who only just achieved the Year 1 screening check mark		
4. Collect staff and pupil views on the teaching of phonics and comprehension at EYFS and KS1		
5. Assessment in practice – is assessment valid and consistently applied?		
6. Use information from assessment to group children and review practice		
7. Identify lead practitioners to support newly appointed staff in the teaching of phonics		

Please see the Getting Started section for guidance on preparing to start and checklists. Also read our sample policy and Ofsted Support Documents.

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.

Active Listening

Active listening means the children giving their full concentration to whoever is speaking. They should signal with their eyes and body language that they are fully giving the speaker their attention. The signal for Active Listening is for the teacher to cup one hand around their ear.

Alphabet Chant

The Alphabet Chant is an interactive rhyme for the children to learn the names and sounds of the letters of the alphabet along with accompanying actions. The teacher points to the letters on the Alphabet Frieze as the children say the chant.

Break it Down (Segmenting)

The teacher says a word ('fish') and the children orally segment it into composite phonemes (/f/ … /i/ … /sh/).

Choral Response

All the children give a one-word or short-phrase answer simultaneously on cue from the teacher.

Consolidation Week

A week where no new phonics content is introduced. These weeks are designed to provide 'breathing spaces' in the schedule so that any weaknesses in the children's understanding of previously introduced GPCs can be addressed before they become a problem. Revisit the content for the lessons that address the 'tricky' GPCs to provide material for these catch-up lessons. All Consolidation weeks have new Shared Readers to read with the children so that they can still practise all GPCs learnt to this point with a new story.

Co-operative Learning

Co-operative Learning is **how** we teach the programme content. We give children ownership of their learning by working in partnerships (from Reception) and teams (from Year 1), where they explain their own thinking about reading skills and support their partners and teammates also to succeed. This is a proven method for keeping children engaged and motivated to learn. A *Success for All Phonics* classroom has a lively 'buzz' to it as children read and answer all

questions with their partners and the teacher manages new learning and feedback at an upbeat pace that encourages active engagement.

Co-operative Learning Points

Points are given out to partnerships and teams for exemplifying good learning behaviour (see below, Co-operative Learning Standards) and are recorded on charts on the children's tables. The teacher tells the children exactly which behaviour is being rewarded so that this acts as a positive reinforcement. At the end of each week, the children's scores are shared and celebrated with Cheers.

Co-operative Learning Standards

In order to encourage children to take ownership of their learning, they need to know **exactly** what good learning behaviour looks like. To this end, we have five Co-operative Learning Standards: Practise Active Listening; Help and Encourage Others; Everyone Participates; Explain Your Ideas and Tell Why; Complete Tasks. These standards need to be modelled explicitly to the children on an ongoing basis, and partnerships and teams are rewarded with Co-operative Learning Points and Cheers as a reinforcement when the teacher or other adult observes children exemplifying the standards.

Decoding

Looking at the individual graphemes that comprise a word from left to right and linking them with the corresponding phonemes.

Encoding

Representing the phonemes in a word with the appropriate graphemes (spelling and writing).

Formative Assessment

Formative assessment is based on informal and daily observation of what the children can and cannot do at any point (also called Assessment for Learning). The information provided by these observations is what informs the content of the next part of the teaching schedule. If there are common weaknesses in mastery of GPCs, then these GPCs should be revisited in the Review part of subsequent lessons until they are confidently embedded. If individual children or small groups of children struggle with particular GPCs, they should receive targeted intervention outside the daily phonics sessions to address the gaps in learning. For Formative Assessment to be effective, it is important to have an overview of individual children's mastery as well as a group record of mastery.

GPC Cards

The GPC Cards are used to introduce each new GPC. The cards feature both a picture and a mnemonic which help the children link the grapheme to the phoneme that is being presented. A letter formation phrase is also included.

Green Words

These are completely decodable words that the children will read in the Shared Reader that week – they comprise only GPCs which the children have already been taught. Green Word Cards are provided as a printed resource for display in the classroom to support the reading of each Shared Reader.

Letter Formation Cards

These cards show the correct sequence of strokes for forming both lower- and upper-case letters. The cards also have a mnemonic phrase to remind the children how to write the lower-case letters.

My-Turn-Your-Turn

The teacher presents, for example, a new word to the children by pointing to their own chest as they say, 'My turn'. They then point to the children and say, 'Your turn', to cue them to repeat it.

Nonsense Words

These are words that are phonically decodable but are not Standard English words. These words are included in the Partner Practice Booklets from Step 34 (beginning Year 1) to check that the children can apply their phonics knowledge to the decoding of words without relying on word recognition.

Partner Practice Booklet

The Partner Practice Booklets provide material for the children to practise reading previously learnt GPCs and words comprised of these GPCs with their partners. From Step 13, the children are challenged to read a sentence which also contains a newly presented Common Exception Word. The children then apply their skills of decoding words containing the new GPC presented in that lesson/block of lessons to a new selection of words.

Partner Talk

Instead of the teacher calling on one child to provide the answer to a question, **all** questions are discussed with a Talk Partner. This way, all children are involved in thinking about the answer to any question.

Phonics Portal

This is your online gateway to information about training and aspects of the programme, as well as being a repository for additional supporting resources.

Quick Erase

This is a fun and fast-paced activity where the teacher writes a decodable word on the board and invites the children to read it aloud. The teacher then changes just one grapheme at a time to make new words as the children read these words aloud.

Random Reporter

The teacher invites one child to feed back on what their partnership or team has discussed by drawing a lollipop stick from a pot of lollipop sticks which are each inscribed with one child's name. This is a good technique for maximum engagement as the selection of which child will be called upon is completely random, so everyone needs to be prepared to answer at all times.

Red Words

These are words which are not completely decodable – either because they contain a GPC which has not yet been introduced, or because they contain a 'tricky' GPC that does not follow the general rules. They are also known as Common Exception Words (CEWs). Children should be encouraged to work out the decodable parts (if any) of Red Words before being supported with the 'tricky' GPC. Help the children to remember the spelling of these words using Say-Spell-Say (see below). Red Word Cards are provided as a printed resource for display in the classroom to support the reading of each Shared Reader.

Say it Fast (Word Blending)

The teacher says the individual phonemes in a word (/c/ … /a/ … /t/) and challenges the children to 'say it fast' so that they say the word 'cat'.

Say-Spell-Say

The teacher promotes the embedding of 'tricky' word spelling by supporting the children to say the word, clap once for each letter in the word as they say them aloud, and then say the word again.

Sentence Stem

The children are encouraged to give answers to questions in complete sentences by being provided with a sentence-starter to scaffold the content of their answer. For example, to support the answering of the question 'Why did Huff and Puff run away from Dad?', the Sentence Stem 'Huff and Puff ran away from Dad because…' could be given.

Shared Reader

The Shared Readers are a series of 68 accompanying reading books which provide the children with an opportunity to apply their developing phonics skills.

Stretch and Read

The teacher encourages the children to decode unfamiliar words at the earliest stages by using the Letter Blending Deck (electronic resource) to physically separate the graphemes in a word and gradually move the graphemes closer together as the children say the relevant phonemes until they are saying the phonemes quickly enough to make a recognisable word. As the children say the word, the teacher sweeps their hand underneath the written word from left to right. As soon as they are able, children should be encouraged to 'fast-blend' words without this additional support.

Stretch and Spell

This is a strategy for early word spelling where the children are encouraged first to count the number of phonemes in a word by putting up one finger to represent each phoneme (Stretch and Count), and then to represent each of those phonemes with an appropriate grapheme (encoding). As soon as they are able, the children can drop the counting aspect of the process.

Summative Assessment

Summative Assessment evaluates a child's learning at the end of a period of learning by comparing it against a benchmark or standard of where children should be by this point. Unlike Formative Assessment which informs teaching in the moment, Summative Assessment is a benchmark record which records children's progress at a given point for the purposes of data collection and analysis.

Team Huddle

A Team Huddle gives partnerships a chance to confer on answers to questions already discussed within a partnership.

Teams

Children are placed in learning teams of 4–5 children from Year 1. In teams, children extend their partner discussions and accountability to join with another partnership (or triad).

Tell-Your-Partner

Tell-Your-Partner is a simple way of making sure the children are on track with the lesson by asking them to tell their partner something which does not require higher-order cognitive processing. For example, they could repeat something that the teacher had just told them.

Think-Aloud

The teacher models aloud their own thinking about the reading process in order to give the children information about how proficient readers think.

Think-Pair-Share

Think-Pair-Share is a higher-order process than Tell-Your-Partner (see above) as in this strategy, thinking time is required before articulating an answer to a question with a partner. Questions that would be appropriate for Think-Pair-Share would be responses to questions that require some level of inference or processing of information in order to formulate an answer.

Think Time

A reminder to children to think about their answer before articulating to their partner (see above). The teacher puts their finger to their temple to remind the children to stop and think.

Thumbs Up

A simple signal that the children can give to show the teacher that they have finished the current task and are ready to move on. This is a useful tool for keeping the lessons moving at an upbeat pace.

Tutoring with the Lightning Squad

Tutoring with the Lightning Squad is FFT's online tutoring and catch-up programme which assesses individual children's gaps in knowledge and provides tailored content to meet those needs.

Zero Noise

The teacher raises a hand in the air to signal to the children that they should stop talking and pay attention. The children also raise their hands in the air to show that they are quiet and ready to listen. It is very important that once the teacher's hand is raised, they do not start talking to remind other children to pay attention!