




Success for All 
Phonics



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Welcome to our Phonics and Early Reading Workshop

We want to share with you:

- An overview of the Success for All Phonics and what is included for Reception and Year One
- An overview of the spelling and reading programme for Year Two
- Ways you can help your child at home

- **Success for All Phonics** is a proven systematic synthetic phonics teaching programme.
- It meets all the requirements of the National Curriculum and the EYFS framework and has been validated by the DfE.

Why does my child's school need to use a programme for phonics and early reading?

- From September 2022, schools had to implement either a commercially produced validated programme or create a programme of their own that meets all the DfE criteria.
 - We use Success for All Phonics
 - It has a daily reading lesson as well as a daily phonics lesson.
 - There a specific programme for Year 2 called Spelling with the Jungle Club and Route to Reading.
 - There is a flexible 'catch up' programme to support children who need additional help to read and this can be used up to Year 6 called Tutoring with the Lightning Squad.

Did you
know?

The English Language has:

- 26 letters
- 44 sounds (phonemes)
- Over 100 ways to spell those sounds

It is one of the most complex languages to learn to read and spell.

What is phonics?

- ‘Synthetic Phonics’ is simply a way in which we break words down into the smallest sounds.
- So, the sounds in the word ‘cat’ are /c/ /a/ /t/.
- Every day your child will have about a 25-minute phonics lesson where they will be taught all the skills they need to use phonics to decode words for reading, and to break words down for spelling.

What is included with Success for All Phonics?

- Success for All Phonics is a complete literacy programme that supports your child to learn all the skills needed to successfully read, write and spell.

Resources

Resources Overview

More titles coming!



Teaching Resources	Classroom Resources	Pupil Resources	Other Resources
<p>Programme Guide for School Leaders and Teachers</p>	<p>Alphabet Cards Wall Set</p>	<p>68 fully decodable Shared Readers</p>	<p>Reading Assessment Programme</p>
<p>Phonics Teacher's Manual</p>	<p>Picture Sound Cards Wall Set</p>	<p>Partner Practice Booklets</p>	
<p>Shared Reader Teacher's Manual</p>	<p>Letter Formation Cards</p>	<p>Picture Sound Mats</p>	<p>Tutoring with the Lightning Squad</p>
	<p>Green and Red Word Cards</p>	<p>Alphabet Letter Strips</p>	

What will be taught in
each year group?

Reception

Year One

Year Two

What happens in daily lessons for Reception and Year One?

What happens in daily lessons?

Each day:

- revisit phonemes and graphemes
- consolidate learning before new content is introduced
- orally blend
- segment
- read words and then sentences

Also:

- learn the alphabet
- how to write letters in upper and lower case
- write simple words and then sentences


Reading:

- daily opportunities to apply their learning into reading
- discussing the text to develop their comprehension skills











Step 1

Reception – Term 1


Remember to begin each lesson with the Alphabet Chant 

Weekly Phonics Lesson Plan

	Review Previously Learnt GPCs (5 minutes)			Teach › Practise › Apply New GPCs (15 minutes)					
	Hear Phonemes	Read GPCs	Stretch and Read	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Write New Grapheme
Day 1	i n m d	s a t p i n m d	sit pip tap dim did mad	The girl is glad.  /g/	Look what my mouth is doing when I say /g/. My mouth is open and I'm making the sound right back in my throat. If I put my fingers on my throat I can feel the sound.	t-a-p s-a-g d-i-g g-a-s	g-a-p p-i-g n-a-g t-a-g	gap gas dig	Left around the girl, down her plait and curl. 
Day 2	n m d g	a t p i n m d g	did sag sip sat tip gas	The octopus observes olives.  /o/	Look what my mouth is doing when I say /o/. My mouth is open and my chin drops down slightly.	t-o-p d-i-g p-a-t g-o-t	n-o-d t-i-p g-o-t s-a-d	pot nod mop	From the top of the head and all the way round the octopus. 
Day 3	m d g o	t p i n m d g o	map pat dog did got ant	The curly caterpillar crawls.  /k/	Look what my mouth is doing when I say /c/. I'm making the sound right at the back of my mouth and if I put my hand in front of my mouth, I can feel air coming out.	c-a-t c-a-p c-o-t d-o-g	c-a-n c-o-g m-a-d g-a-p	can cop cat	Curl around the caterpillar. 
Day 4	d g o c	p i n m d g o c	can mad sit pin cot and	The kangaroo keeps kicking.  /k/	This is not a new sound; it is the same sound as 'c', just a different way of writing it.	k-i-d k-i-p d-o-t g-a-s	k-i-t k-i-n s-a-t d-i-d	kid kip kit	From head to toe, arm up, kick out. 
Day 5	g o c k	i n m d g o c k	kid got can cot mop kit	Review all GPCs presented this week that the children need more practice with.		c-o-g c-a-t g-a-p k-i-t	c-a-n g-o-t d-o-g k-i-p	Review any GPCs and words that the children need more practice with this week (and read PPB1 Day 4 for speed and fluency).	Practise writing all graphemes presented this week, both upper- and lower-case, that need review.

Reception

Phonics

	Review Previously Learnt GPCs (10 minutes)			Teach › Practise › Apply New GPCs (15 minutes)						
	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Spelling Practice	Write Words and Sentences	
Day 1	ow oi ear air ure er	sure nurses acorn* unclear** oh avoid again	pair › fair › chair › hair › high › hear › dear › near	May I play?  /ai/	p-ay t-r-ay s-w-ay t-er-m	c-l-ay p-r-ay s-t-r-ay p-er-ch	sway sprays Sunday	ray train paint paper apron Sunday	dear stay pure plays summer hay jumper prayed	
Day 2	ow oi ear air ure er	perch noise shower their cured paper* unfair** last***	peel › heel › howl › how › now › cow › car › scar	Review the Key Card for the new GPC.	h-ay p-l-ay s-t-ay sh-ow-er	S-u-n-d-ay s-w-ay-ed d-ay-s t-ow-er	away saying strayed	trail acorn days afraid paper stayed	Come and play with my train set today.	
Day 3	ow oi ear air ure er	apron* mixture unzip** cleared darker burnt	start › tart › toot › loot › look › took › tool › stool	Review the Key Card for the new GPC.	p-r-ay-s p-ure ch-air a-w-ay	c-l-ay n-oi-se s-p-ear s-p-r-ay-s	stayed swaying Thursday	mail basic clay stray railing bacon	We can sit on the bench and paint the clay pots.	
Day 4	ow oi ear air ure er ay	Children read the words for Day 1 in their PPB for speed and fluency.	down › town › turn › burn › been › born › barn › bark	Review any GPCs presented this week that the children need more practice with.	Practise Say it Fast to orally rehearse any words that the children need more practice with this week.	Practise Break it Down to orally rehearse any words that the children need more practice with this week.	Review any words that the children need more practice with this week (including CEWs).	ray paper tail away faint basic	I am afraid you must go away now.	
Day 5	ow oi ear air ure er ay	Children read the words for Day 2 in their PPB for speed and fluency.	pool › fool › foal › coal › coat › cart › carve › curve	Review any GPCs presented this week that the children need more practice with.	Practise Say it Fast to orally rehearse any words that the children need more practice with this week.	Practise Break it Down to orally rehearse any words that the children need more practice with this week.	Review any words that the children need more practice with this week (including CEWs).	hay vain sailed saying bacon apron	Max and Sam will stay with us on Sunday.	

* Teaching Point: Explain that 'a' is another way of spelling the /ai/ sound.

** Teaching Point: Introduce the 'un-' prefix.

*** Teaching Point: This may or may not be a Tricky Word according to regional accent.

Year One

Phonics

Key Phonic Terms

Phoneme	<p>The smallest unit of sound in a word is called a phoneme. If you say the word 'cat' slowly you can hear 3 phonemes or sounds: /c/ /a/ /t/.</p>
Grapheme	<p>A phoneme written down is called a grapheme.</p> <p>For example, the letter (grapheme) 'a' represents the sound (phoneme) /a/. The word 'cat' has three graphemes: the letters 'c' 'a' 't'.</p> <p>Some graphemes represent more than one phoneme. For example, 'oo' has two different phonemes (sounds) as in 'book' and 'zoo'.</p>
Digraph	<p>If a grapheme has 2 letters to make 1 sound, it is called a 'digraph'.</p> <p>For example: 'shut' has 3 phonemes or sounds: /sh/ /u/ t/.</p>
Split Digraph	<p>Split digraphs are digraphs where the grapheme is split up by a consonant.</p> <p>For example: 'bake' has 3 phonemes or sounds 'b 'a_e' 'k'. When your child writes the 'a_e' digraph, it is split because there is a 'k' between the 'a' and the 'e'.</p> <p>Some other split digraphs are: 'i_e', 'o_e', e-e and 'u_e'.</p>
Trigraph	<p>If a grapheme has 3 letters, it is called a trigraph.</p> <p>For example: 'light' has 3 phonemes or sounds /l/ /igh/ /t/. /igh/ is a trigraph.</p>

Key Phonic Terms

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 corresponding grapheme.

Blending (Say it fast)

Putting together the sounds in a word in order to read it,
e.g. 'f – r – o – g, frog'

Segmenting (Break it down)

Breaking a word into sounds in order to spell them,
e.g. 'frog, f – r – o – g''

How to say the phonemes correctly?

- Knowing how to say phonemes correctly can be a challenge. It is very important to use what is called a 'pure' sound.

x m-uh

✓ **m**_{mm}

- <https://vimeo.com/showcase/9340990>

Practise saying the phonemes with the pure sound. Avoid 'uh' at the end.

Let's have
a go...



We teach letter names using the **alphabet chant** in Reception.

Let's have
a go...

What are the phonemes in these words?

fox

hand

Blend these phonemes to read the words.

s-i-t

ch-a-t

p-ay

Can you segment the following words into their individual phonemes?

ship



bird

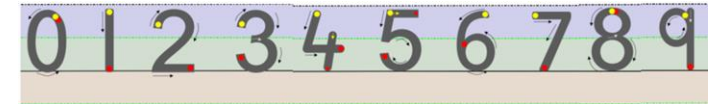
Phrases

- For each of the GPCs we teach children a short alliterative phrase to help them to remember it, **e.g. for 's' we have 'The snake slides and slithers.'**
- If your child is having difficulty in remembering a GPC, reminding them of the alliterative phrase might help.

Handwriting Reception

Reception












Children will be introduced to the letter formation of both lower case and uppercase letters (lower case takes priority). They will also be introduced to correct number formation. They are not expected to hold a pencil initially and we spend lots of time learning the letter shapes on a larger scale; in the air, with paint on easels, chalk on chalkboards, with fat pens on big paper before these skills are transferred to table tops and pencils. Once ready the children will learn the letter in letter families (letters that start the same way).



Please help your child form letters correctly right from the start as bad habits are hard for children to unpick.






Letter formation rhymes

Each lower case letter has a rhyme to help remember the formation.

	'Left around, right around, from head to tail.'		'Under the umbrella, up and down.'
	'Around the apple and down the leaf.'		'From head to tail then up and over along his ears.'
	'Down the tower, lift and cross.'		'From head to toe and over his back.'
	'From head to tail then right around the parrot.'		'Down the bat and around the ball.'
	'Down the insect, lift and dot.'		'Down the flower and across the leaves.'
	'From head to toe and over the net.'		'Down the long, long leg.'
	'From the man go down, climb one mountain then the other.'		'Down Jane's back, up to her toes. Jump to the ball.'
	'Around his back then head to toe.'		'Down one wing and up the other.'
	'Left around the girl, down her plait and curl.'		'Wiggle down, wiggle up, down and up.'
	'From the top of the head and all the way round the octopus.'		'Hand to toe this way, hand to toe that way.'
	'Curl around the caterpillar.'		'Down one string and way down the other.'
	'From head to toe, arm up, kick out.'		'Zig, zag, zig.'
	'Under his ear and around his trunk.'		'Right around the queen and way down her staff.'

Not all children develop their pencil grip at the same rate. We help all children develop their GROSS and FINE motor skills which are needed to hold a pencil. The aim of the Reception year is to hold a pencil using the TRIPOD GRIP.

Progression in Pencil Grip

<p>Stage 1 Palmar Supinate Grip</p> 	<p>Stage 2 Palmar or digital pronate grasp</p> 	<p>Stage 3 Four finger and thumb grip</p> 	<p>Stage 4 Static quadruped or tripod grip</p> 	<p>Stage 5 Mature/Dynamic tripod grip</p> <p>Right-Handed Left-Handed</p> 
<p>Hold the pencil/crayon in the fist (whole hand) like a dagger. They use whole arm movements from the shoulder to mark make. Due to this whole arm movement they prefer to work on a vertical surface.</p>	<p>Holds a crayon/pencil with the palm of the hand facing down towards the paper. The pencil/crayon is held by all the fingers and the thumb. The movement comes from the shoulder and elbow. Again due to the way the arms move a vertical surface is preferred.</p>	<p>Holding the crayon/pencil between the thumb and four fingers with the crayon/pencil in a nearly vertical upright position. Movement comes from the elbow and wrist.</p>	<p>Holding the pencil in very nearly the correct position however the web space is narrower than it would be if held in a mature tripod grip. This means the movement is coming from the wrist and large finger movements.</p>	<p>This is traditionally considered the most appropriate handwriting pencil grip for both left and right handed writers. Holding the pencil between the thumb and index finger with pencil supported on the middle finger. The ring and little fingers are gently curled inwards. This gives an open wide web space which means the movement comes from the fingers.</p>

Pencil thickness

At first children will use a thicker pencil to help with the tripod grip. Once confident they will use thinner pencils. You may want to invest in a thicker pencil at home too to start with.

Tripod grip

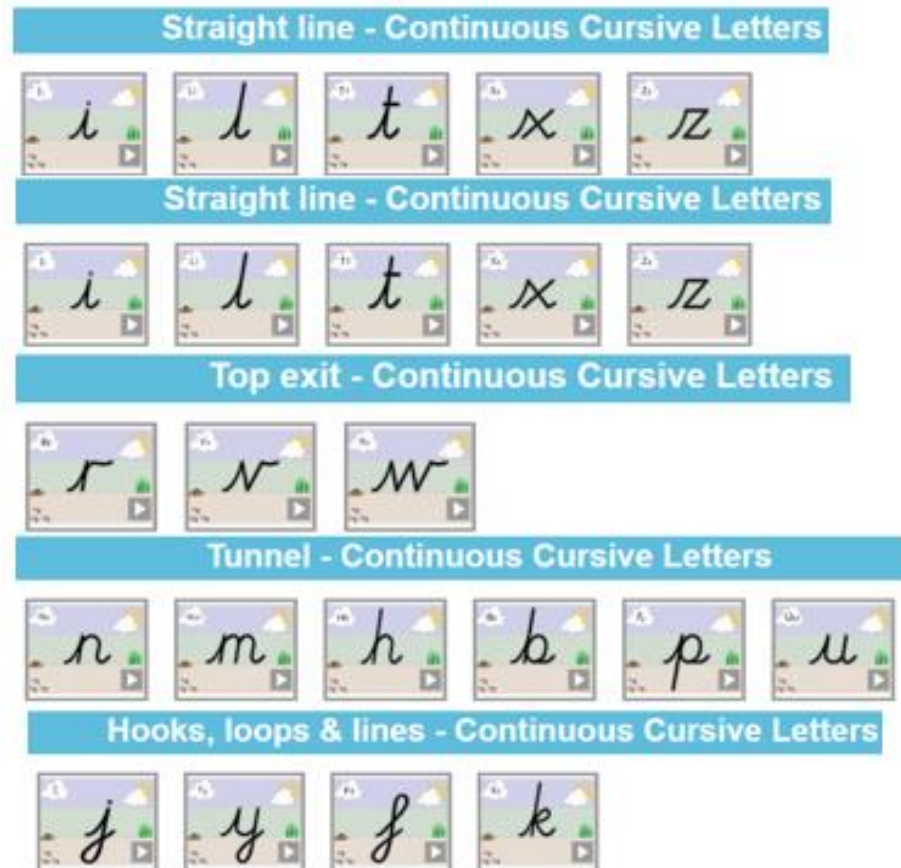
Handwriting

Year One

Year One

During the **Autumn** term children will revisit and consolidate all the formations from Reception. It is important these are all efficient and accurate before they can move on in their writing journey.

In the **Spring** and **Summer** term children will be introduced to the **continuous cursive font**.



They will now start each letter on the line using the mantra **pencil to line** so each letter will have an entry and exit join in preparation for joined up handwriting.

Handwriting Year Two

Continuous Cursive Letter - bottom joins



Continuous Cursive Letter - bottom to c shaped letter joins



Continuous Cursive Letter - bottom e letter joins



Continuous Cursive Letter - top e letter joins



Continuous Cursive Letter top letter joins



Year Two

During Year 2 children learn how to join up their handwriting. At first they will learn how to join 2 letters together and eventually they will join all letters as they write.

Please remember not every child's handwriting develops at the same rate and they may require more consolidation of previous steps before they move onwards in their writing journey.

Reception and Year One Shared Reading Lessons

- Children will take part in a daily shared reading lesson.
- The shared reading book will be fully decodable and is linked to the progression of GPCs (Grapheme Phoneme Correspondence) in their phonics lessons.
- Once a week children will also read their home reading book to a member of staff in school.

Within the shared reader there are GREEN and RED words...

Green Words

- These are words that the children should be able to decode once they have been taught that GPC.

For example, s-i-t / w-ay

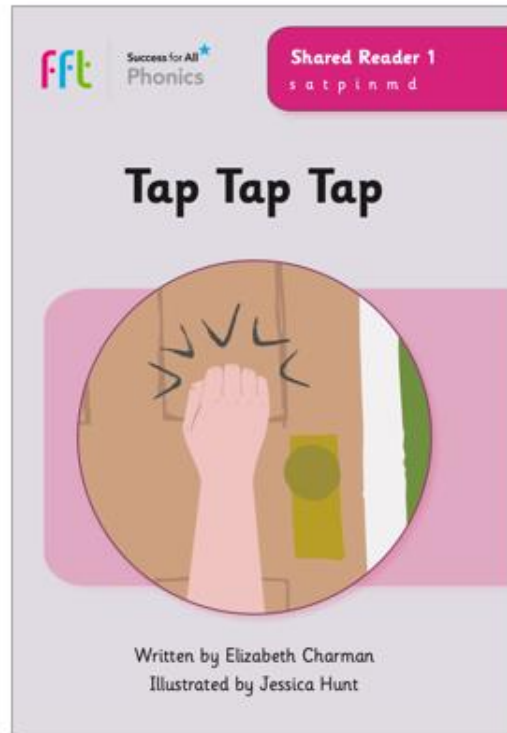
Red Words

- These are Common Exception Words ('tricky' words) that are not entirely phonetically decodable. These are introduced to the children throughout the programme.

For example, do / because

Reception

Shared Reader 1: Tap Tap Tap



Green words

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

tap	Sam	dip
Pip	sit	nap
and	sip	

Questions

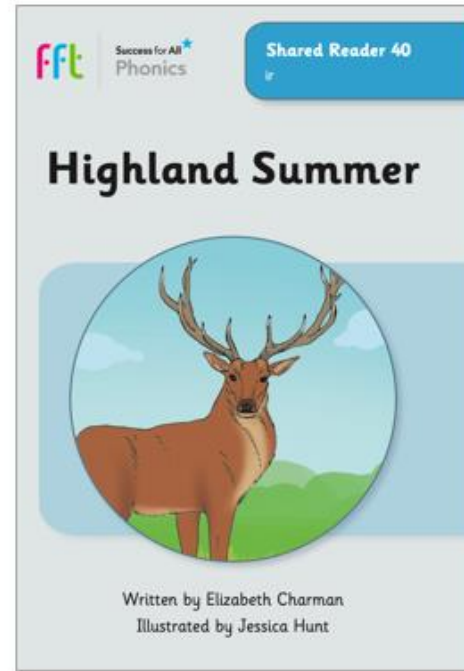
Can you answer these questions about the story?

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



Year One

Shared Reader 40: Highland Summer



Green words

Practises ir, wh

first	girl	twirls
thirst	birthday	which
bird	Kirstin	when
chirps	skirt	whirl
birch	swirls	whirr
fir	firm	

Red words

Previous red word

after*

New red words

any	could	mgny
who		

*This word may be tricky depending on regional accent.

Can you answer these questions about the book?

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



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



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



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



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



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



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

Year One Phonics Check

In June, all year 1 children are expected to complete the year 1 phonics screening check.

The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words.

If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2.

Interventions

- We provide catch up programmes for children who struggle to keep up with the pace of the phonics programme.



Year Two Spelling with the Jungle Club



Spelling with the Jungle Club is a brand-new, online platform that provides teachers with fun and engaging daily spelling lessons. Digital, interactive sessions are designed to motivate pupils and allow teachers to track progress through Y2 National Curriculum objectives for Spelling.

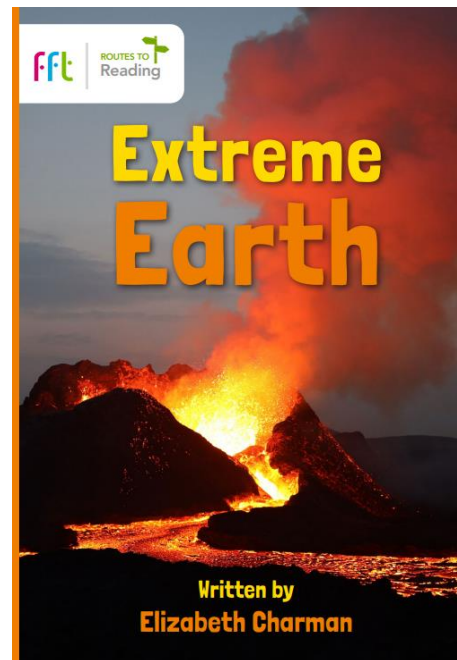
The sequence of the spelling lesson on days 1-3 is mapped out as: review, teach, practise, apply. This mirrors the Success for All phonics lesson so children will be familiar with how the lessons are structured. To fit the jungle theme, each of these lesson parts has a name which links it to one of the Jungle Club characters:

- Review: Remember with Ember Elephant
- Teach: Learn with Lamar Lemur
- Practise: Practise with Perry Panther
- Apply: Try It with Tico Toucan

On days 4 and 5, there is slight variation of this to ensure pupils have sufficient time to apply their new spelling skills, consolidate their learning and learn a special skill (contractions, homophones or singular possessive apostrophes).

<https://literacy.fft.org.uk/app/spelling/>

Year Two Routes to Reading



What is the COLDEST PLACE ON EARTH?

Follow the penguins to take you to the coldest place on Earth. It's Antarctica, in the **extreme** south. In parts of Antarctica, the air **temperatures** are the coldest on earth, at about -94°C .

(Water boils at 100°C . Our body temperature is 37°C . Water freezes into ice at 0°C . A very cold winter's day in the UK might be one or two degrees below freezing, so try to imagine -94°C !)



2



As well as being the coldest, Antarctica is also the driest and windiest **continent**. Deserts are places where very little rain or snow falls. So even though there is all that ice, Antarctica is a desert!

On average, Antarctica gets about 10 cm of snow a year, and no rain because it's too cold. It's so cold in Antarctica that **moisture** in the air immediately freezes. The moisture can form tiny ice crystals, so small that they float in the air. If the sun shines through them, they sparkle and glitter like millions of tiny, floating jewels. They're called diamond dust.

3

Our Year 2 reading programme, 'Routes to Reading', supports pupils on their reading journey. On their route, they will experience texts from a range of genres and text types. Each of the 15 texts in the Year 2 series has 10 session plans, set out as Maps. These Maps will guide the teacher and the pupils through the learning, with the aim to reach the end of each text journey with reading success - meeting the intended learning objectives and goals from the Year 2 National Curriculum for Reading.

Year Two Routes to Reading

Each set of Maps includes opportunities for pupils to use and refine comprehension strategies and use a bank of reading journal activities. The Maps have a ‘Teach and Read’ section followed by a chance to ‘Apply and Review’. The programme builds on pupils’ phonemic knowledge, decoding, fluency and comprehension skills from Year 1. Progression from decoding to increased fluency and comprehension will come from quality teaching, modelling, practise and application across the programme.

The Maps follow a similar structure but differ slightly according to the text.

Maps	Teach and Read	Apply and Review		
1	Build Background / Predict (10m)	Reading Journal Activity (15m)	Set Purpose / Wonderings	
2	Comprehension Strategies / Choral Read (10m)	Reading Journal Activity (15m)	Review (5m)	
3	Comprehension Strategies / Choral Read (10m)	Reading Journal Activity (15m)	Review (5m)	
4	Comprehension Strategies / Echo Read (10m)	Reading Journal Activity (15m)	Review (5m)	
5	Comprehension Strategies / Echo Read (10m)	Reading Journal Activity (15m)	Review (5m)	
6	Comprehension Strategies / Partner Read (10m)	Reading Journal Activity (15m)	Review (5m)	
7	Comprehension Strategies / Partner Read (10m)	Reading Journal Activity (15m)	Review (5m)	
8	Comprehension Strategies / Independent Reading (10m)	Reading Journal Activity (15m)	Review (5m)	
9	Independent Reading: Words Correct Per Minute (WCPM) (7m)	Reading Journal Activity Question Time (18m)	Review (5m)	
10	Comprehension Strategy Review / Book Review (20m)	Reading Celebration (10m)		

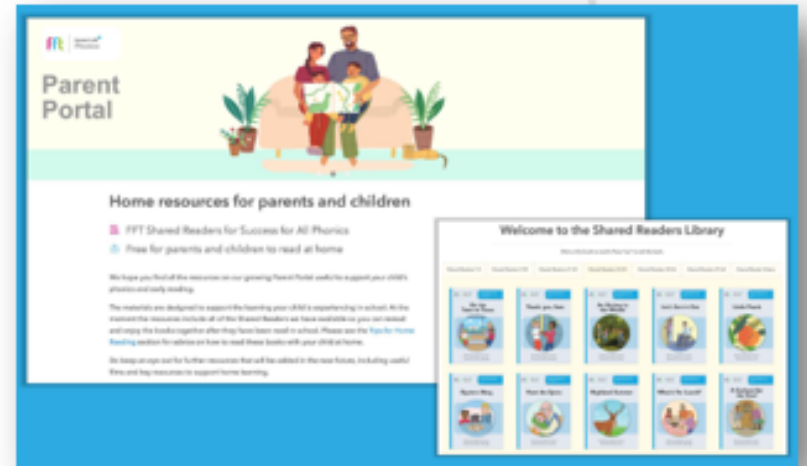
N.B Timings provided as a guide only



How can you
help at home?

How can I help my child?

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



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



Tips to help:

- Know that a **GPC is a grapheme phoneme correspondence**. That means a sound is matched to one or more written letters: /a/ /ai/ /ay/.
- Saying **pure sounds** is important
 - some sounds stretch e.g. m, n, r
 - some bounce e.g. b, p.
 - say them softly and say a word that begins with the sound to help.
 - try to avoid a big 'Uh' sound at the end
- Be aware that your child will be learning GPCs each week and applying them to reading and writing.
- The Shared Reader you practise at home with your child will include the focus GPC that they have just learnt that week.
- They will have also read that Shared Reader in class that week.



Tips to help:

- Understand that it is important not to rush on with reading books that contain unknown GPCs
- We are embedding and consolidating learning in a systematic and progressive way
- Know that **Green** words are decodable (you can use phonics to read them)
- **Red** words are tricky words which means they have parts that are not decodable and need to be memorised.
- Green and red words may be sent home as spellings.
- Reading for pleasure is always welcomed- hearing you read and listening to stories and rhymes is an important part of childhood learning.
- It is however important for children to master phonics as their primary decoding strategy so don't try to push your child on too quickly. Ask your child's class teacher if you are unsure.

Green words

Practises ir, wh

first	girl	twirls
thirst	birthday	which
bird	Kirstin	when
chirps	skirt	whirl
birch	swirls	whirr
fir	firm	

Red words

Previous red word

after*

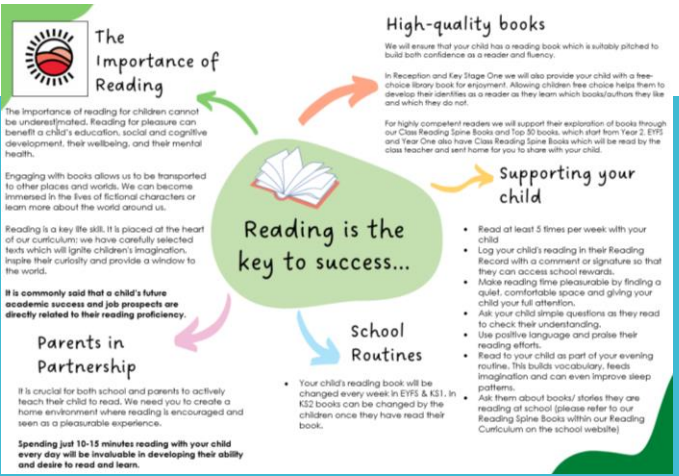
New red words

any	could	many
who		

*This word may be tricky depending on regional accent.



Top Tips



Home Readers Reception and Year One

- Every child will have a weekly SfA shared reading book that they will have read in school so they will be very familiar with the text. Children learn through repetition so having the support to read it at home is crucial to learning to read successfully.
- In Year One every child will also have a weekly Home Reading Book.
- **Rewards** – children who read 5 times or more at home a week will receive 2 house points. Please sign your child's reading record book so we know they have read at home. Your child's book will be changed weekly.

Home Readers Year Two

- To begin with in year 2 they will bring home a phonically de-codeable book.
- Once your child is a fluent reader and knows all the GPCs, they will read books with a wide range of words, not just phonically de-codeable words.
- At this point, they will bring home either a fluency builder book or one of our class spine books/top 50 readers.
- **Rewards** – children who read 5 times or more at home a week will receive 2 house points. Please sign your child's reading record book so we know they have read at home. Your child's book will be changed once a week.

Fluency

- As your child progresses with their reading they should begin to read with fluency. Fluency is where the reader can read each word smoothly and accurately, perhaps even with some expression. At first, your child may need to sound out almost every word. Don't worry, this is normal. As words are read over and over again, they will come to recognise and say them without needing to sound them out. This is the beginning of fluency.

Homework k (Spelling)

Reception

- Weekly homework. Sent home on a Friday.
- GPCs we have worked on that week with the alliterative phrases
- Words to practise reading (GREEN words). Write if able.
- Letter formation sheets. Initially encourage your child to write with their finger in the air, in sand, using large pens then pencils when ready.
- Common Exception Words to read (RED words)
- Weekly library book to enjoy with an adult

Year One

- Spellings using the GPCs they have worked on that week (verbally or written) – GREEN words.
- Common Exception Words – RED words.
- Weekly library book to enjoy with an adult

Year Two

- Spellings using the GPCs they have worked on that week (verbally and written) – GREEN words.
- Common Exception Words – RED words.
- Weekly library book to enjoy with an adult

Parent Portal

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

Things you will find useful:

- Parent Carer Guide
- Alliterative phrases and letter formation cues
- Key phonic terms

Thank you

We are here to answer any questions you may have.

Please feel free to look at the resources.



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Inspiring and Challenging Our Children