



Success for All  
Phonics



Parents/Carers  
Guide to  
**Success for All  
Phonics**

[www.fft.org.uk/phonics](http://www.fft.org.uk/phonics)



DFE Validated



Success for All  
Phonics

# Success for All Phonics

A proven systematic synthetic  
phonics teaching programme,  
validated in July 2021 by  
the Department for Education

# Welcome to FFT Success for All Phonics

## We want to share with you:

- The thought processes behind the programme
- An overview of Success for All Phonics and what's included
- Ways to help your child at home and in their school



# About FFT

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

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

*Success for All* and *FFT* are not-for-profit organisations with 20 years' experience in supporting schools with literacy and improving educational outcomes.

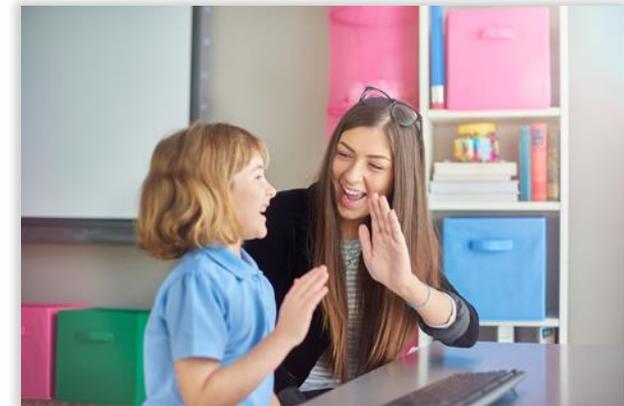
Our literacy programmes have been proven to be effective in a wide range of schools.



FFT is non-profit organisation which helps schools to improve education outcomes for pupils

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

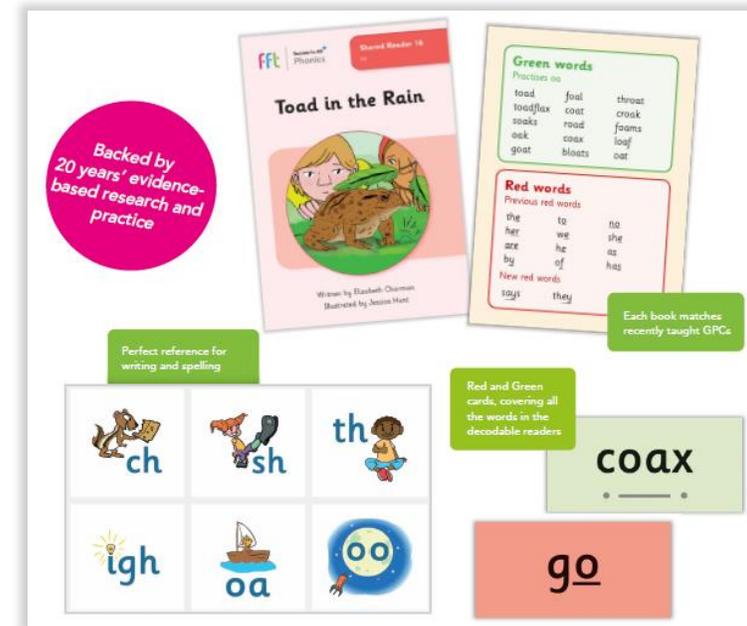
- Schools have been using a range of programmes that teach phonics for over a decade, backed up by years of research to help children to read well as soon as possible.
- In winter 2020, the Department for Education decided it was important to have a new list of programmes they had checked that met a list of stringent criteria to be 'validated' systematic, synthetic phonics programmes, or SSP for short.
- Like other programmes, FFT Success for All Phonics was validated by the DfE and, after looking at all programmes available, our school have selected this as our chosen programme as we feel it's best for your child/ren.



# 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**. It is part of a wide range of literacy programmes that come from FFT.

FFT is a charity who have created an engaging, proven programme that children enjoy and do well with. There are lots of beautifully created and engaging resources such as flashcards, sound mats, and other resources to support children's learning. There is also a specially written set of 68 decodable reading books that include a variety of genres, which will be used in class and sent home in either hard copies or digital books.



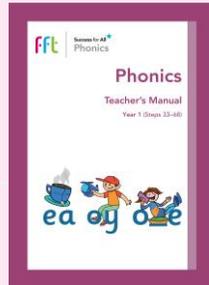
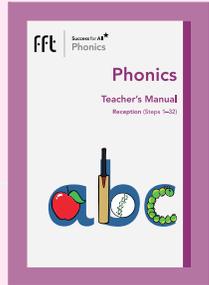
# Resources Overview

## Teaching Resources

Programme Guide for School Leaders and Teachers



Phonics Teacher's Manual



Shared Reader Teacher's Manual



## Classroom Resources

Alphabet Cards Wall Set



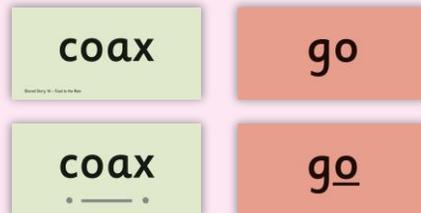
Picture Sound Cards Wall Set



Letter Formation Cards



Green and Red Word Cards



## Pupil Resources

68 fully decodable Shared Readers



Partner Practice Booklets



Picture Sound Mats

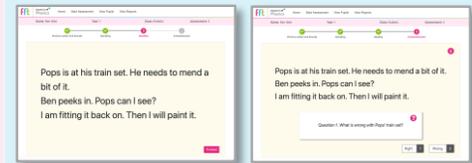


Alphabet Letter Strips



## Other Resources

Reading Assessment Programme



Tutoring with the Lightning Squad



# What will my child do in their daily lessons?

- Each day your child will spend time **revisiting phonemes and graphemes** to ensure they consolidate their learning before new content is introduced through teacher led activities designed to help them **orally blend, segment ,read words and then sentences.**
- They will also learn the **alphabet and how to write letters in upper and lower case** before beginning to **write simple words and then sentences.**
- Additionally, they will have daily opportunities to apply their learning into **reading** beautifully written books in a Shared Reader lesson whilst also **discussing the text to develop their comprehension skills.**



| Year                | Phase     | Teaching focus and GPC progression   | Decodable Shared Readers | Common Exception Words (CEWs)  |
|---------------------|-----------|--|--------------------------|--|
| Nursery & Reception | Phase 1   | Phonological awareness and rhyming   | n/a                      | n/a  |
| Reception Term 1    | Phase 2/3 | s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, q, x, y, z<br>CVC words      Words with -s ending  | 1 to 8                   | the, I, he, she, is, to, go, of, as, we, are, you, into  |
| Reception Term 2    | Phase 3   | zz, qu, ch, sh, th, ng, ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car)<br>Blend CVC words (including with –s and -ing endings), double-consonant words with endings, limited CCVC and CVCC words. Two-syllable words.  | 9 to 20                  | be, me, his, no, so, has, do, her, my, by, ask*, our, says, they, said, was, were, put, all, like, there   |
| Reception Term 3    | Phase 3/4 | or (corn), ur (purple), ow (cow), oi (boil), ear (clear), air (hair), ure (pure), er (batter)<br>Common Phase 3/4 alternative spellings such as: or, ore; s, se; z, ze, se; v, ve<br>Blend CVC words (including with -es and -ed endings)<br>CCVC, CVCC, CCVCC, CCCVC, CCCVCC words.<br>Nouns and adjectives with -er ending.  | 21 to 32                 | here, where, today, what, when, come, some, push, pull, friend, school, out, once, once, your, love, house, full, little   |
| Year 1 Term 1       | Phase 5   | ay (play), ou (cloud), ie (dried), ea (cream), oy (boy), ir (girl), ue (blue), aw (jaw), ew (new)<br>Common Phase 5 alternative spellings: ai, a; l, le; el; al, il; s, st; ee, e; igh, i; w, wh; oa, o; or, au<br>Words with prefix un-<br>Nonsense words<br>Nouns and adjectives with -est ending  | 33 to 44                 | again, oh, their, last*, poor, money, thought, should, class*, Mr, Mrs, work, great, break, pass*, fast*, climb, people, after, path*, any, many, who, could, because, water, past*, bath*, hour, two, door, different, Christmas, floor, would, through |
| Year 1 Term 2       | Phase 5   | a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute), -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem)<br>Common Phase 5 alternative spellings: ai, ey, ei, eigh; ee, ey; ie; or, a, al, oor, our; oa, ou; oo, ui, ou; yoo, u; oo, u, oul; r, wr; s, sc, ce; e, ea<br>Endings on split digraph and -y words<br>Words with suffix -ly  | 45 to 56                 | beautiful, plant*, every, whole, only, move, father, grass*, eye, busy, pretty, half, parents, everybody, sugar, prove, improve  |
| Year 1 Term 3       | Phase 5/6 | ire (fire), are (care), tch (watch), oe (toe), ph (phone)<br>Common Phase 5/6 alternative spellings: ear, eer, ere; er, ear; air, ear, ere; aw, ar; u, o; m, me; n, ne; sh, ch, ti, ci, ssi; oo, ou, u, ou; n, gn, kn; m, mb; c, que; zh, s, si<br>Words with suffix -ful, -less, -ness, -ment<br>Less common GPCs to be covered and Shared Readers contain all GPCs taught to date.<br>Spelling consolidation      Homophones      Words ending in -tion / -cious | 57 to 68                 |  |

- ✓ Scope and Sequence based on Letters and Sounds
- ✓ Common Exception Words are taught in phonics and shared reading lessons
- ✓ 68 steps: teach a step each week (on average)
- ✓ Regular Review and Consolidation every few steps in addition to half termly assessments
- ✓ Decodable Shared Reader linked to each step

# Step 1

## Reception – Term 1

Remember to begin each lesson with the Alphabet Chant 

Weekly Phonics Lesson Plan



Success for All  
Phonics

|                   | Review Previously Learnt GPCs<br>(5 minutes) |                    |                            | Teach › Practise › Apply New GPCs<br>(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<br>i n m d | sit pip tap<br>dim did mad | The girl is glad.<br> /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<br>s-a-g<br>d-i-g<br>g-a-s | g-a-p<br>p-i-g<br>n-a-g<br>t-a-g | gap<br>gas<br>dig  | Left around the girl, down her plait and curl.<br>              |  |
| Day 2             | n m d g                                      | a t p i<br>n m d g | did sag sip<br>sat tip gas | The octopus observes olives.<br> /o/  | Look what my mouth is doing when I say /o/. My mouth is open and my chin drops down slightly.   | t-o-p<br>d-i-g<br>p-a-t<br>g-o-t | n-o-d<br>t-i-p<br>g-o-t<br>s-a-d | pot<br>nod<br>mop  | From the top of the head and all the way round the octopus.<br> |  |
| Day 3             | m d g o                                      | t p i n<br>m d g o | map pat dog<br>did got ant | The curly caterpillar crawls.<br> /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<br>c-a-p<br>c-o-t<br>d-o-g | c-a-n<br>c-o-g<br>m-a-d<br>g-a-p | can<br>cop<br>cat  | Curl around the caterpillar.<br>                                |  |
| Day 4             | d g o c                                      | p i n m<br>d g o c | can mad sit<br>pin cot and | The kangaroo keeps kicking.<br> /k/ | This is not a new sound; it is the same sound as 'c', just a different way of writing it.   | k-i-d<br>k-i-p<br>d-o-t<br>g-a-s | k-i-t<br>k-i-n<br>s-a-t<br>d-i-d | kid<br>kip<br>kit  | From head to toe, arm up, kick out.<br>                       |  |
| Day 5<br>(Review) | g o c k                                      | i n m d<br>g o c k | kid got can<br>cot mop kit | Review all GPCs presented this week that the children need more practice with.   |   | c-o-g<br>c-a-t<br>g-a-p<br>k-i-t | c-a-n<br>g-o-t<br>d-o-g<br>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.  |  |

|       | Review Previously Learnt GPCs<br>(10 minutes) |  |  | Teach › Practise › Apply New GPCs<br>(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 | ear air<br>ure er<br>ay ou                    | listen vulture<br>freezer Saturday<br>counter metal*<br><b>Mr</b> <b>can't</b><br><b>work</b> <b>class**</b> | cloud › loud ›<br>laid › paid ›<br>pain › paint ›<br>point › joint | Tie your tie.<br><br><b>ie</b> /igh/ | p-ie<br>l-ie-s<br>d-r-ie-d<br>f-ou-n-d   | d-ie<br>l-ou-d<br>s-p-ie-s<br>f-r-ie-d   | pie<br>spies<br>supplies   | sigh<br>lie<br>high<br>dies<br>tied<br>right              | sure pie<br>pound cried<br>staying tries<br>dinner fries     |
| Day 2 | ear air<br>ure er<br>ay ou                    | cured bumper<br>sprayed shouting<br>hospital* April*<br><b>Mrs</b>   | clay › play ›<br>lay › lure ›<br>lair › chair ›<br>hair › hear     | Review the Key Card for the new GPC.  | t-ie-s<br>d-ie-d<br>t-r-ie-s<br>p-ou-n-d   | p-ie<br>s-p-ie-d<br>c-r-ie-s<br>m-ou-th  | dried<br>tries<br>fried  | might<br>light<br>spies<br>cries<br>pie<br>dried          | 'I'm frightened of the thunder and lightning,' she cried.    |
| Day 3 | ear air<br>ure er<br>ay ou                    | avoid stern<br>swaying mountain<br>fossil* sandal*   | barn › burn ›<br>been › beep ›<br>seep › steep ›<br>stoop › stool  | Review the Key Card for the new GPC.  | t-r-ie-s<br>s-t-air<br>d-r-ie-s<br>s-ou-n-d  | t-ie-d<br>f-r-ie-s<br>t-r-ou-t<br>s-p-r-ay   | fries<br>cried<br>applies  | died<br>light<br>flight<br>lies<br>frighten<br>fried      | Let's lie on the sand and look at the bright moon and stars. |
| Day 4 | ear air<br>ure er<br>ay ou ie                 | Children read the words for Day 1 in their PPB for speed and fluency.  | clear › clay ›<br>lay › lie ›<br>lied › died ›<br>dried › dries    | 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). | fright<br>dried<br>fries<br>slight<br>supplies<br>tight   | Tie your boots up tight so you do not trip.                  |
| Day 5 | ear air<br>ure er<br>ay ou ie                 | Children read the words for Day 2 in their PPB for speed and fluency.  | year › dear ›<br>shear › shore ›<br>tore › store ›<br>star › start | 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). | night<br>dries<br>cried<br>bright<br>applied<br>lightning | Can you get fries and apple pie?                             |

\* Teaching Point: Explain that 'al' and 'il' are other ways of spelling the /l/ sound.

\*\* This may or may not be a Tricky Word according to regional accent.

**Learning Objectives:**

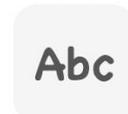
**Reading:** Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** Spell words by identifying sounds in them and representing the sounds with a letter or letters.

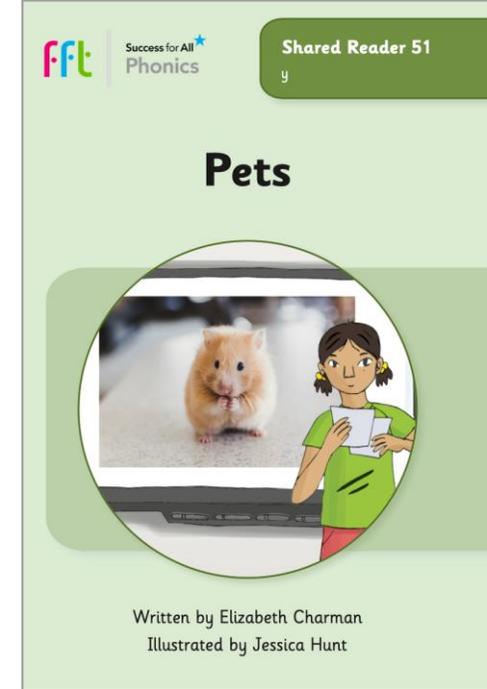
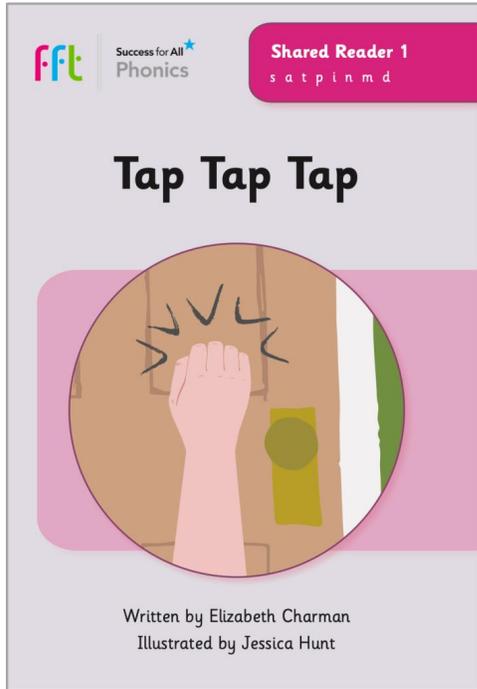
|       |  |   |  |   |
|-------|--|---|--|---|
| Day 1 | <p><b>Explore (2m)</b></p> <p><b>Preview</b></p> <ul style="list-style-type: none"> <li>How does the world look different when it's raining?</li> <li>Who or what enjoys the rain?</li> </ul> <p><b>Predict</b></p> <ul style="list-style-type: none"> <li>What do you think Pip and Hafsa will do in the rain?</li> </ul> <p>Record and retain predictions to revisit at the end of the lesson.</p>  | <p><b>Word Time (5m)</b></p> <p>Model Stretching and Reading with <b>Green Words</b>. If required, briefly explore new vocabulary such as 'dims', 'toadflax', 'hints', 'foams' and 'coax'.</p> <p>Select a <b>Green Word</b> with more than one syllable (e.g. 'toadflax') and model the Finger Detective strategy.</p> <p>Teach <b>Red Words</b> by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p>  | <p><b>Choral Read (10m)</b></p> <p>Model Fast Blending the words in the first sentence and use Stretch and Read where necessary in the rest of the story.</p> <p>Review using Finger Detective for two-syllable words.</p>    | <p><b>Discussion Time (3m)</b></p> <p><b>Prediction Review</b></p> <ul style="list-style-type: none"> <li>Did Pip and Hafsa do what you thought they would? Why/Why not?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>   |
|       | Day 2  | <p><b>Remember (2m)</b></p> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>When did Pip and Hafsa sit under the oak tree?</li> <li>When did Pip and Hafsa feed the toad?</li> </ul> <p>Use Sentence Stem to support children to answer in full sentences.</p>   | <p><b>Word Time (5m)</b></p> <p>Review <b>Green Words</b> using Stretch and Read and Finger Detective where appropriate.</p> <p>Review <b>Red Words</b> by revisiting how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p>  | <p><b>Partner Read (10m)</b></p> <p>Children Partner Read.</p> <p>If necessary, use these questions to support comprehension.</p> <ul style="list-style-type: none"> <li>How do the different animals react to the rain?</li> <li>Did the toad like to eat the same things as Pip and Hafsa?</li> </ul> <p>Review using Finger Detective for two-syllable words.</p>  |

Shared Reader 16: Toad in the Rain

Reception – Term 2

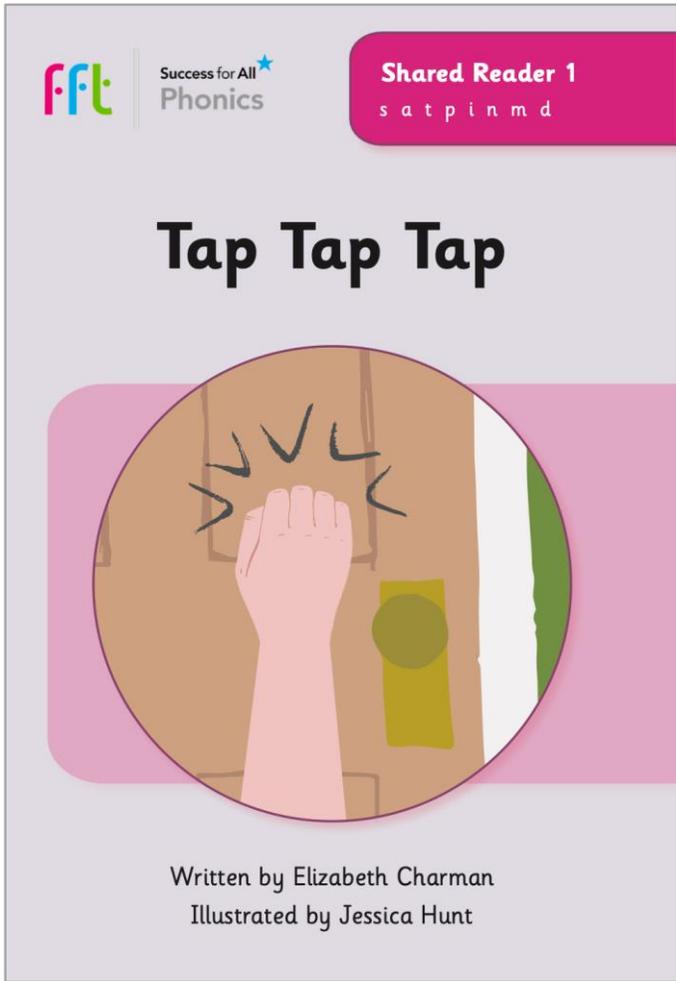
|              |  |  |  |  |
|--------------|--|--|--|--|
| <p>Day 3</p> | <p><b>Review (2m)</b></p> <ul style="list-style-type: none"> <li>• What is the weather like in this story?</li> <li>• Why is the weather important for what happens next?</li> <li>• What do Pip and Hafsa find out about toads?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>  | <p><b>Word Time (5m)</b></p> <p>As appropriate, review <b>Green Words</b> and <b>Red Words</b>.</p> <p>Encourage Fast Blending of <b>Green Words</b> and targeted <b>Red Word</b> practice using Say-Spell-Say where appropriate.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p>  | <p><b>Partner Read (10m)</b></p> <p>Children Partner Read the text, reading alternative pages to yesterday.</p> <p>Review using Finger Detective for two-syllable words.</p>    | <p><b>Discussion Time (3m)</b></p> <ul style="list-style-type: none"> <li>• Did you enjoy the story? Why/Why not?</li> <li>• Do you think going out in the rain could be fun? What would make a difference to whether it was fun or not?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>  |
| <p>Day 4</p> | <p><b>Echo Read (4m)</b></p> <p>Set a target with the children, e.g. <i>to read the description of the falling rain with expression.</i></p> <p>Choose a section from the Shared Reader to model the target skill. Children repeat after you chorally to practise reading fluently.</p>   | <p><b>Spelling Time (8m)</b></p> <p>Choose a selection of <b>Green</b> and <b>Red</b> words from the Shared Reader that require consolidation.</p> <p>Partners check each other's work as they write. Check for correct letter formation of upper and lower case.</p>   | <p><b>Partner Question Time (8m)</b></p> <p>Using the first question, model creating a sentence stem and show how to refer to the text to create a full answer with elaboration. For example:</p> <p>Q1. Yes, the goat is wet.</p> <p>Children then read and answer the remaining questions <i>orally</i> with their partners.</p> <p>Review answers together as a class.</p>   |  |
| <p>Day 5</p> | <p><b>Reading Celebration (5m)</b></p> <p>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. Celebrate success together and recognise progress.</p> <p>WCPM End of Term 2 Goal: 25</p>           | <p><b>Writing Time (10m)</b></p> <p>Use the Writing Time process to model the following sentence:</p> <p>The rain foams on the road.</p> <p>Children compose their own sentence orally about the rain before telling their partner and writing it down individually.</p>                                        | <p><b>Reflection Time (5m)</b></p> <p>Revisit the Learning Objectives for the week with the children. Children discuss their achievements and next steps.</p> <p>Ask children to apply 1–2 new vocabulary words by orally composing a sentence.</p> <p>Note any aspects the children will need to consolidate next week:</p> <ul style="list-style-type: none"> <li>• GPCs, Red Words, reading word/comprehension</li> <li>• Fluency/expression, letter formation, sentence writing</li> </ul>  |  |

# 68 fully decodable Shared Readers



- 68 new decodable Shared Readers, published by FFT
- Shared Readers are linked to our scope and sequence and are used in class for the daily reading lessons (children share a book in pairs)

# Shared Reader 1: Tap Tap Tap



## Green words

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

|     |     |     |
|-----|-----|-----|
| tap | Sam | dip |
| Pip | sit | nap |
| and | sip |     |

## Questions

Can you answer these questions about the story?

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



Pip and Sam sip.

4



Pip and Sam dip.

5



Pip and Sam nap.

6

# Shared Reader 40: Highland Summer

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Phonics

Shared Reader 40  
ir

## Highland Summer



Written by Elizabeth Charman  
Illustrated by Jessica Hunt

### Green words

Practises ir, wh

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

### Red words

Previous red word

after\*

New red words

|             |               |              |
|-------------|---------------|--------------|
| <u>a</u> ny | <u>c</u> ould | <u>m</u> any |
| <u>w</u> ho |               |              |

\*This word may be tricky depending on regional accent.

Can you answer these questions about the book?

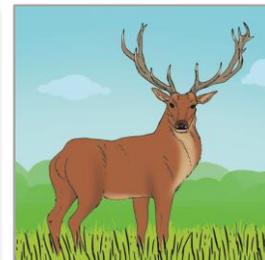
1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?



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



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



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



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



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



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

# How can I help my child?

FFT Success for All Phonics have created advice and resources to support. Find them on their Parents Portal: <https://parents.fft.org.uk/tips-for-home-reading/>

A complete set of Shared Readers is available along with recordings of the Readers being read out loud.

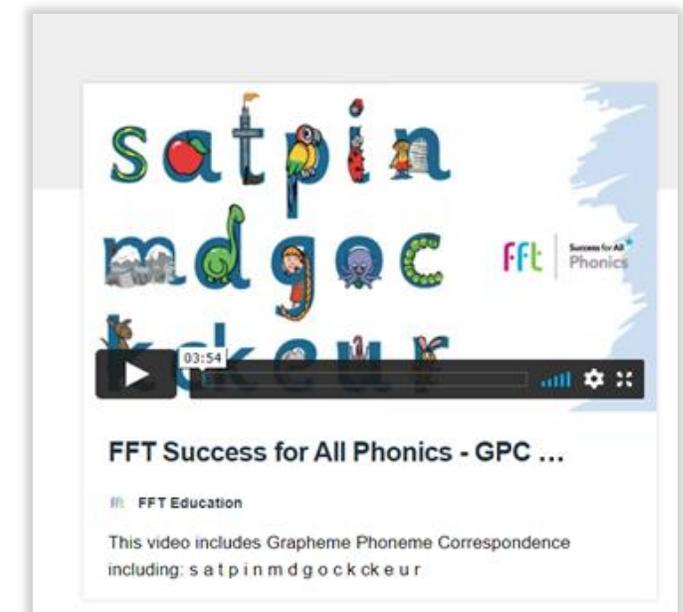
We also have a full set of videos that contain the proper pronunciation of all Grapheme Phoneme Correspondences (GPCs) taught in the programme.

Helping your child is straightforward. Research shows that it is really important to introduce children to several new words each day, just by talking and using them together.

Children also have a better chance of being a successful reader if they practice reading their decodable books and also share other exciting books for pleasure, hearing others read.



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



# Tips to help part 1:



- Know that a GPC is a 'grapheme phoneme correspondence'. That means a sound is matched to one or more written letters.
- Saying pure sounds is important – some sounds stretch e.g. /m/ /n/ /r/ and some bounce e.g. /b/ /p/. It is always best to say them softly and say a word that begins with the sound to help. (Try to avoid a big 'Uh' sound at the end as this will impact on your child's ability to blend and segment words when reading and spelling).
- Be aware that your child will be learning GPCs each week and applying them to reading and writing.
- Be aware that once the programme has got going your child will apply their skills with a Shared Reader for that week. It is most likely that your child will then bring this book home for consolidation and practice at the end of the week. They may also bring other books.

## Tips to help part 2:



- The term 'Shared Reader' refers to the shared book used in a particular week in lessons.
- Understand that it is important not to rush on with reading books that contain unknown GPCs as embedding and consolidating learning in a systematic and progressive way is important.
- Know that **Green Words** are decodable (you can use phonics to read them) and that **Red Words** are 'tricky words' which means they have parts that are not decodable and need to be memorised.
- Reading for pleasure is an important part of childhood learning and your child should hear you read and listening to stories and rhymes. 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.



Top Tips

# What schools say:

*“Our children enjoy the pace of these lessons and the high levels of engagement. In addition, SFA provide ongoing CPD for staff, meaning that we are constantly improving the quality of teaching and the outcomes of our children.”*

Jo Whiley - Co-Head Teacher  
East Wickham Primary  
Academy



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

Head Teacher Badsley Primary School, Rotherham

# If I have a question about my child, who should I contact?

If you have a question, please look at the information FFT Success for All Phonics provides to see if that will help you first. If you need further information, then contact your child's teacher as they will know your child the best and how the programme is running in your child's school.

