

Further information about the self-assessment process

The DfES has published criteria to help schools and early years settings judge how well teaching programmes meet the characteristics of high quality phonic work as defined in the Review of Early Reading.

Below you will find the self- assessment form completed by Success for All-Uk regarding the FastTrack Phonics programme.

Part 1- This 'snapshot' assessment provides information about what the programme offers and demonstrates how the programme fares overall against the criteria.

Part 2 – This presents further detailed information about how FastTrack Phonics meets each of the criteria.

Assuring high quality phonic work - Self-assessment form

The self-assessment below provides a snapshot of how this programme meets the core criteria for a high quality phonics programme.

FastTrack Phonics Success for All-UK

Please tick as appropriate

This programme should:	Fully meet	Not meet
present high quality systematic phonic work, as defined by the Independent review of teaching of early reading and now encapsulated in the Primary Framework, as the prime approach to decoding print	X	
enable children to start learning phonic knowledge and skills systematically by the age of five with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one	X	
be designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme phoneme correspondences	X	
enable children's progress to be assessed	X	
use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure	X	

essential phonic knowledge and skills		
demonstrate that phonemes should be blended, in order, from left to right, 'all through the word' for reading	X	
demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words	X	
ensure children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular	X	
ensure that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules	X	
ensure that, as early as possible, children have opportunities to read texts (and spell words) that are within the reach of their phonic knowledge and skills even though every single word in the text may not be entirely decodable by the children unaided	X	

Please explain how your programme meets the core criteria above:

Success for All is a researched-based programme that provides two discrete phonics programmes: one specifically tailored to the needs of Foundation Stage children and the other, Fast-Track Phonics, designed primarily for Key Stage One children but also as a Wave 2 or 3 intervention programme for children who are struggling in Key Stage Two.

Both programmes are fun, fast-paced and systematic, building children's skills in letter-sound correspondence and word-level blending and segmenting. Colourful mnemonic picture cards, Alphie the puppet, rhymes, chants and games bring the lessons alive and make the experience both enjoyable and effective for children.

Beginning with an introduction to phonemic awareness and basic decoding skills, the children are led into a synthetic approach to reading, which they then apply to a set of phonetically regular stories. Both programmes consist of fully planned daily twenty-minute lessons that introduce all 44 phonemes beginning with single letter sounds and moving onto complex vowel phonemes. Both initial and ongoing assessments are integrated into the programme.

Success for All is unique in that it applies the use of co-operative learning strategies and techniques to the teaching of literacy including phonics. The

lessons are planned to ensure that children articulate their knowledge and understanding to their partner to reinforce the learning that is taking place.

Please provide a brief explanation of what your programme provides, e.g. resources

- Four levelled Teaching Manuals that provide detailed daily twenty-minute lesson plans
- Colourful mnemonic alphabet frieze
- Sets of colourful grapheme/picture cards for all 44 phonemes
- Alphie – the friendly glove puppet
- Letter blending decks
- Partner-practice booklets
- (Optional) sets of 22 phonetically regular stories (Foundation Stage) and 37 phonetically regular stories (Key Stage One)
- Training (mandatory) and follow-up support (optional)

Contact details

Only contact/ further information details can be added to this box.

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Assuring high quality phonic work – Detailed self-assessment form

This self assessment form gives schools and settings detailed information about FastTrack Phonics set against each core criterion.

**Name of programme: FastTrack Phonics
Success for All-UK**

The programme should:

- present high quality systematic phonic work, as defined by the Independent review of teaching of early reading and now encapsulated in the Primary Framework, as the prime approach to decoding print

The programme is systematic and time-limited in that it provides daily twenty-minute lesson plans that build and extend on previous knowledge. Training in phonemic awareness is provided for all staff (teaching and non-teaching, whether or not they will be delivering the programme) to ensure continuity across the whole curriculum. Attention is focussed on children's speaking and listening skills through continuous partner practice and partner talk with the expectation that phonics knowledge is applied to reading and writing through the blending and segmenting of words.

Initial training and scripted materials ensure fidelity to the programme as well as necessary pace and progression. Built-in ongoing assessment for both reading and writing provides the opportunity to identify children who, otherwise, may be at risk of falling behind and enable immediate intervention strategies (also provided) to be put into place.

- enable children to start learning phonic knowledge and skills systematically by the age of five with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one

Success for All believes absolutely in the efficacy of promoting phonemic-awareness at the Foundation Stage through a discrete Foundation Stage programme that teaches children to hear sounds and orally blend, then to segment as a seamless introduction to the main body of the programme at Key Stage One. Whether or not the Foundation Stage programme has been used, we would still expect all children to be skilled in the use of all 44 phonemes and to be confident in their application to unfamiliar words by the end of Key Stage One. In addition to this, they would also have acquired a large bank of phonetically irregular words to recognise by sight.

- be designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme phoneme correspondences

Detailed and discrete daily twenty-minute lessons plans in four volumes:

- Foundation Phonics: emphasis on hearing sounds, oral blending and segmenting. Teaches 33 sounds(26 letters of alphabet + sh, ng, ck, th, ch, ee and ea)
- FastTrack Phonics Vol 1: teaches first 31 sounds (26 letters of alphabet + th, ch, sh, ck and ng)
- FastTrack Phonics Vol 2: teaches long vowel graphemes (27 lessons)
- FastTrack Phonics Vol 3: teaches four new graphemes and reinforces long vowel sounds, including conventions of spelling

- enable children's progress to be assessed

There is an initial assessment to determine individual children's starting points (ideally, children are grouped by ability) in FastTrack Phonics 1, individual assessments are built-in after every 10 new sounds with 15 optional review lessons for use with children who might otherwise be at risk of falling behind (ideally, these sessions will be one-to-one or small group).

In FastTrack Phonics 2 and 3, assessment is after every five new sounds with a template for optional review lessons. Throughout the programme, informal assessment is ongoing through the use of partner practice and checking activities.

- use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills

Typical activities include linking the picture mnemonic to an alliterative phrase and an alphabet chant with corresponding actions. There are also kinaesthetic writing cues linked to each mnemonic, which, together with Alphie the puppet, rhymes, chants and games all help to bring the lessons alive.

Two 'Animated Phonics' DVDs also reinforce the skills of blending and segmenting by hearing the pure sounds and introducing new games for their application.

- demonstrate that phonemes should be blended, in order, from left to right, 'all through the word' for reading

There are built-in activities for letter blending (Stretch and Read) in every lesson. Teachers use letter blending cards to model left to right word-level blending then partners practise reading words using phonemes they have already been taught to reinforce the same skills.

- demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words

All lessons begin with oral blending and segmenting (as introduced by Alphie the puppet) as this is proven to be a necessary preparation for word-level blending and segmenting. Children identify and count the constituent phonemes within words on their fingers and within time, record these as graphemes in order to spell words. The lessons explicitly state and intrinsically demonstrate that segmenting is the reverse of blending.

- ensure children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular

Success for All uses a system of categorising words as either 'green' or 'red'. Green words are a direct invitation to the children to decode them in the safe knowledge that they are phonetically regular and accessible to them; red words are either phonetically irregular or not accessible at this particular stage of the children's learning and the children are encouraged to learn them by sight.

- ensure that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules

'Red' words provide a bank of high-frequency phonetically irregular words, which include all the high frequency words in the NLS. These words are introduced over time in Foundation Stage and KS1 alongside the teaching of the 44 phonemes.

- ensure that, as early as possible, children have opportunities to read texts (and spell words) that are within the reach of their phonic knowledge and skills even though every single word in the text may not be entirely decodable by the children unaided

There are sets of 22 and 37 story books available for use by Foundation Stage and Key Stage One that are directly linked to the children's emerging phonetic knowledge and provide continuous new opportunities for them to apply their new skills. High frequency words are introduced and build up as red words in the 59 stories.

Once these stories have been mastered, children then apply their burgeoning reading skills to real books, emerging from their dependence on phonetically regulated stories.

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