



Success for All 



Reception Reading Meeting

Cavendish Primary School

1st October 2025



Start of the day

Children need to be outside the gate by 8:40am - so they are ready to start their morning work by 8:45am.

Gates open at 8.35am and shut shortly after 8:40am.

End of the day

Gates open at 3:05pm and school finishes at 3:10pm.

We take children to the office at 3:20pm and the gate shuts.

Daily reading at home

Library time

Book corners

Daily reading
session

Individual
readers

Reading in
Reception

Daily phonics
session

Book talk

Story time

Opportunities to
share books in class

Phonics and Spelling

At Cavendish we use FFT's Success for All Phonics (SFA) which 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.



Nursery - First Steps to Phonics

Reception and Year 1 - Success For All Phonics

Year 2 - 4 Spelling with the Jungle Club (rolling out to Y5 and 6 in the next couple of years).

Year 2 - 6 phonics continues to **only** those children who are not secure in their phonics knowledge and application.

Technical Terms

Phoneme - 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/.

Grapheme - A phoneme written down is called a grapheme.

Digraph - if a grapheme has 2 letters to make 1 sound e.g. ai

Trigraph - if a grapheme has 3 letters to make 1 sound e.g. igh

Grapheme Phoneme Correspondance (GPC)- The relationship of the phoneme and the grapheme that represents it and vice versa.

Saying the pure sound is important - some sounds stretch e.g. m, n, r and some bounce e.g. t, c, 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. 

Your child will be learning GPC's each week and applying them in their reading and writing.

Your child will apply their skills with an SFA Shared Reader for that week. They will bring it home on Friday so that they can practise at home.

What will my child do in their daily lessons?

- Learn Grapheme–Phoneme Correspondences (GPCs) in a carefully sequenced and progressive way
- orally blend (c-a-t =cat), segment (cat = c-a-t) and read words and then sentences
- Learn the alphabet and how to write letters in upper and lower case before beginning to write simple words and then dictated sentences
- become familiar with Common Exception Words (CEWs) where phoneme rules don't always apply e.g. was
- apply their learning into reading books in a Shared Reader lesson
- discuss the text to develop their comprehension skills
- build confidence in reading

The Alphabet Chant

Lesson 1i – 4i	s a t p
Lesson 5i – 8i	i n m d
Step 1	g o c k
Step 2	ck e u r
Step 3	Consolidation
Step 4	h b f ff
Step 5	l ll ss
Step 6	j v w
Step 7	x y z
Step 8	Consolidation
Step 9	zz qu ch
Step 10	sh th ng
Step 11	Consolidation
Step 12	Consolidation
Step 13	ai
Step 14	ee
Step 15	igh
Step 16	oa
Step 17	oo
Step 18	oo
Step 19	ar
Step 20	Consolidation
Step 21	or (ore se)
Step 22	ur
Step 23	ow (ed)
Step 24	oi (se ze)
Step 25	ear
Step 26	Consolidation
Step 27	air
Step 28	ure (ve)
Step 29	er
Steps 30—32	Consolidation

Covered in
Reception

Step 34	ay (a)
Step 35	ou (le, el, st)
Step 36	ie (al, il)
Step 37	ea (e)
Step 38	oy (i)
Step 39	Consolidation
Step 40	ir (wh)
Step 41	ue (o)
Step 42	aw (au)
Step 43	ew
Step 44	Consolidation
Step 45	a-e (ey, ei, eigh)
Step 46	e-e (ie)
Step 47	i-e (a, al)
Step 48	o-e (ou)
Step 49	u-e (ui, ou, u)
Step 50	Consolidation
Step 51	-y (ey)
Step 52	y (u, oul)
Step 53	ow (wr, oor, our)
Step 54	c (sc, ce)
Step 55	g, ge, dge (ea)
Step 56	Consolidation
Step 57	ire (eer, ere, ear)
Step 58	are (ear, ere, ar, o, me, ne)
Step 59	tch (a, ch, y, or)
Step 60	oe (ch, ti, ci, ssi, ou)
Step 61	ph (gn, kn, mb, que, s, si)
Step 62	Consolidation
Step 63	Comparing long /a/ GPCs
Step 64	Comparing long /i/ GPCs
Step 65	Comparing long /o/ GPCs
Step 66	Comparing long /u/ GPCs
Step 67	Comparing /ur/ GPCs
Step 68	Comparing long /e/ GPCs

Covered in
Year 1

GPC	Phonics Phrase	Letter Formation Cue
/s/	'The snake slides and slithers.'	'Left around, right around, from head to tail.'
/a/	'Alphie asks for apples.'	'Around the apple and down the leaf.'
/t/	'Tap the tall tower.'	'Down the tower, lift and cross.'
/p/	'Peek at the proud parrot.'	'From head to tail then right around the parrot.'
/i/	'Imagine itchy insects.'	'Down the insect, lift and dot.'
/n/	'Ned is near the net.'	'From head to toe and over the net.'
/m/	'The man marches on mountains.'	'From the man go down, climb one mountain then the other.'
/d/	'Don't disturb the dinosaur.'	'Around his back then head to toe.'
/g/	'The girl is glad.'	'Left around the girl, down her plait and curl.'
/o/	'The octopus observes olives.'	'From the top of the head and all the way round the octopus.'
/c/	'The curly caterpillar crawls.'	'Curl around the caterpillar.'
/k/	'The kangaroo keeps kicking.'	'From head to toe, arm up, kick out.'
/ck/	'The chick pecks.'	'Curl around the caterpillar.'
		'From head to toe, arm up, kick out.'
/e/	'Every elephant enters.'	'Under his ear and around his trunk.'
/u/	'The upside-down umbrella is unusual.'	'Under the umbrella, up and down.'
/r/	'The rapid rabbit races.'	'From head to tail then up and over along his ears.'
/h/	'The happy horse hops.'	'From head to toe and over his back.'
/b/	'Bat before the ball.'	'Down the bat and around the ball.'
/f/	'The floppy flower falls.'	'Down the flower and across the leaves.'
/ff/	'Huff and puff.'	'Down the flower and across the leaves.'
/l/	'The long leg leaps.'	'Down the long, long leg.'
/ll/	'Bill is ill.'	'Down the long, long leg.'
/ss/	'Less mess, Jess.'	'Left around, right around, from head to tail.'
/j/	'Jane jumps for joy.'	'Down Jane's back, up to her toes. Jump to the ball.'
/v/	'The vulture veers over valleys.'	'Down one wing and up the other.'
/w/	'Watch the worm wiggle.'	'Wiggle down, wiggle up, down and up.'
/x/	'The excited fox exercises.'	'Hand to toe this way, hand to toe that way.'
/y/	'Yank the yellow yo-yo.'	'Down one string and way down the other.'
/z/	'Zip the zig-zag zip.'	'Zig, zag, zig.'
/zz/	'The fuzzy bee buzzes'	'Zig, zag, zig.'
/qu/	'The queen is quite quiet.'	'Right around the queen and way down her staff.'
		'Under the umbrella, up and down.'

Reception books

33 to complete over the year.

-1 each week

Year 1 books

35 to complete over the year

- 1 each week



Choral read



Partner read



Echo read



Independent read



Reading books at home

Book – Tap Tap Tap

Reading objective – Read words consistent with their phonic knowledge by sound-blending



This week's phonemes (sounds) – s a t p i n m d

- Once per week, day might change
- Please ensure your child brings their reading diary and books in every day
- They should bring home 2 books:
 1. SFA book (either the class reader or their SFA phonetically matched book - please prioritise this at home)
 2. sharing book
- We will stick a label in their reading diaries to highlight their SFA book and the objectives covered in class.
- Scan the QR code to access a digital version of their SFA reading book.

What do parents need to do?

- Read every day

Choral or partner read if necessary.

Few minutes daily, not 30 mins once a week

- Ask questions about what child has read.

Discuss the book, make links to child's own experiences.

- Make it fun. Make it part of the routine.

- Write in reading diary.



Please access the SFA Parent Portal for:

- videos for phoneme pronunciations
- phonic and writing phrases
- tips for home reading



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

Homework

Please leave a comment in the reading diary each time you read at home.

Each half term, a small project will be set - looking at a particular curriculum area. This is not mandatory, but your child will have their work displayed and receive a certificate for participation