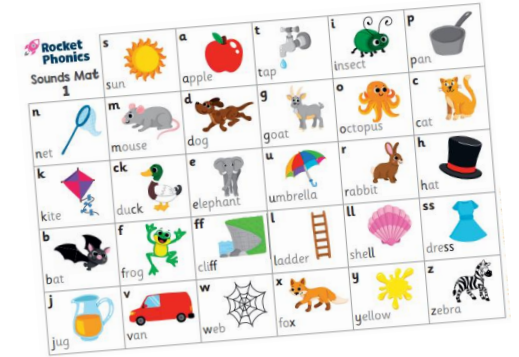


PHONICS & EARLY READING

What is phonics?



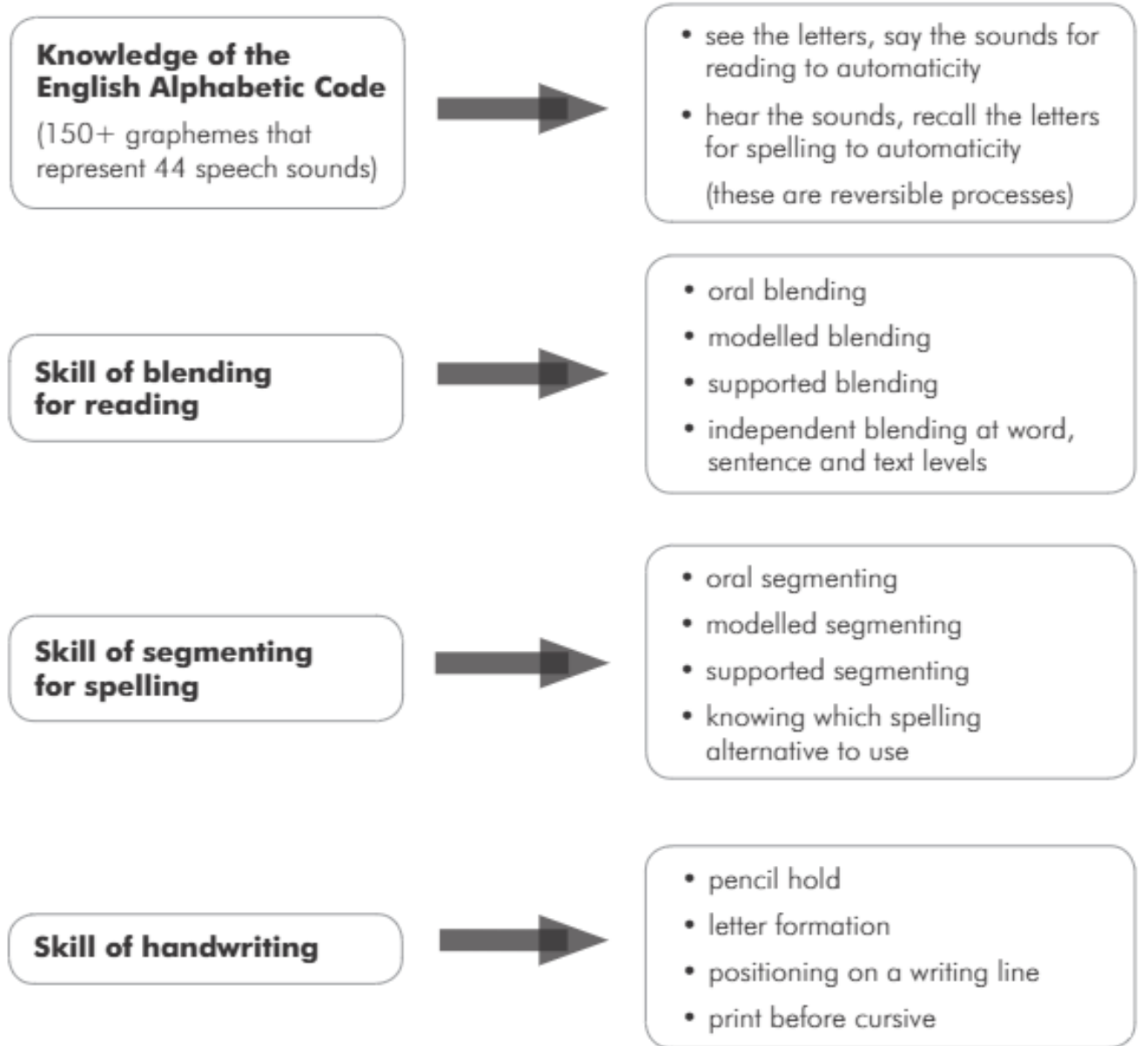
- **Systematic Synthetic Phonics** is a way of teaching children to read, write and spell.
- The sounds that children learn are taught in a specific, systematic order (not alphabetically).
- Phonics supports children to hear, identify and link the sounds that letters make (phonemes) to what the letters look like when written down (graphemes).

Rocket Phonics

- Rocket Phonics is a programme that supports your child to learn all the skills needed to successfully read, write and spell.
- The scheme is followed closely to ensure there is consistency and clear progression.
- Children are taught to recognise, identify, say and read all of the **44 sounds of the English language** along with writing and spelling them.

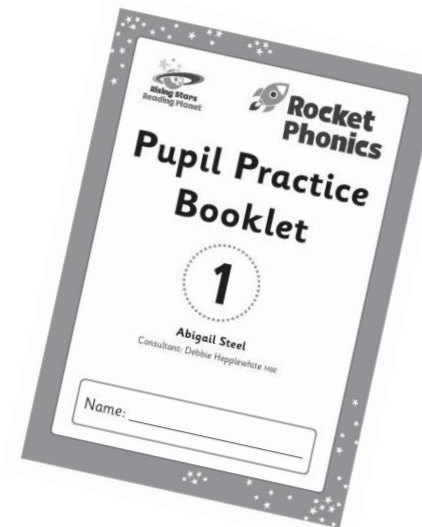
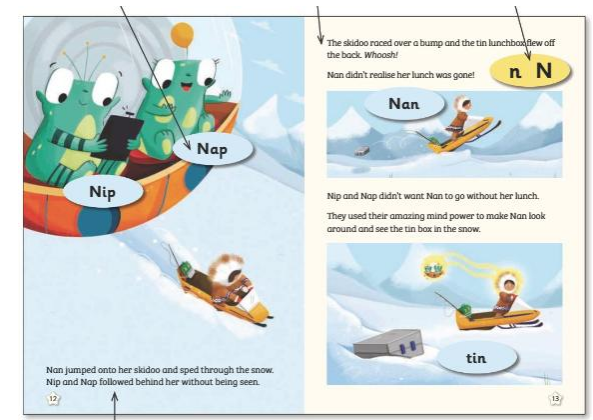
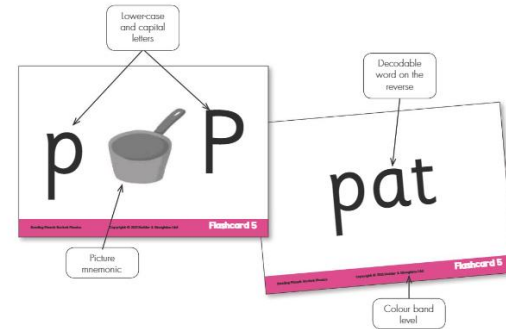


What do children need to know to be able to read and write?



Phonics Lessons

- Phonics is taught daily in EYFS and year 1 and four times a week in year 2.
- All phonics lessons follow the same structure:
 - 1) Revisit and review
 - 2) Teach
 - 3) Practise and apply



EYFS and Year 1

- Children learn one letter-sound correspondence over two days.
- The first day focuses on blending skills and the second day focuses on segmenting.

Left-hand
pages focus
on blending
skills for
reading

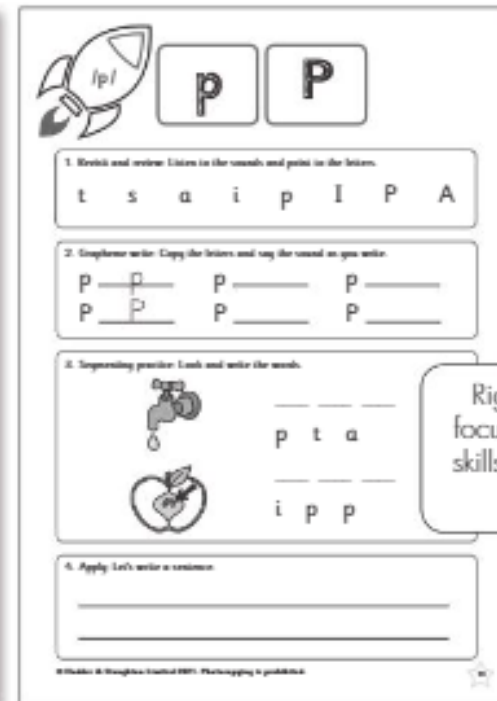


Worksheet for blending skills. At the top, there is a rocket icon with 'p' inside, followed by boxes containing 'p' and 'P', and a bowl icon. The worksheet is divided into four sections:

- 1. Review and review:** Say and tick each sound.
i t l a p P S T
- 2. Grapheme sounds:** Find and circle all the p letters.
Pip has a pink pen.
How many did you spot?
- 3. Blending practice:** Circle and match the words to the pictures.
tip tip tap

- 4. Apply:** Tick the sentence that matches the picture.
It is a pit.
It is a pip.


© Hodder &oughton Limited 2011. Photocopying is prohibited.



Worksheet for segmenting skills. At the top, there is a rocket icon with 'p' inside, followed by boxes containing 'p' and 'P', and a bowl icon. The worksheet is divided into four sections:

- 1. Review and review:** Listen to the sounds and point to the letters.
t s a i p l P A
- 2. Grapheme write:** Copy the letters and say the sound as you write.
P p P p P p
- 3. Segmenting practice:** Look and write the words.

p t a

i p p
- 4. Apply:** Let's write a sentence.

© Hodder &oughton Limited 2011. Photocopying is prohibited.

Right-hand
pages
focus on segmenting
skills for spelling and
writing

Year 2

- Children revisit letter-sound correspondences and are introduced to new spelling content.
- A piece of learning is investigated and built upon over several days.



1. Revisit and review. Say and tick each sound.

ay f wh bb aw are ey sc

2. Grapheme search. Underline all the graphemes that are code for the /æ/ sound.

One autumn morning, an author wanted to write a new book. He couldn't think of a story, so he went for a walk around the city of York. He decided he would use the things he saw to give him some new ideas.

The author paused when he saw some horses in a field. Then a hornet flew past him and he followed it to a new sports centre. The sports centre had a poster in the window showing a dinosaur and an astronaut.

"Now I have ideas for all kinds of stories!" he exclaimed.



How many did you find?

3. Apply. Re-read the passage above and answer the question.

Why did the author go for a walk?

4. Word banks. Find and write /æ/ words into the correct columns.

or	au

5. Sentence dictation. Listen and write the sentences.

6. Apply. Write your own sentences using /æ/ as or or au words.

7. Apply and extend in your notebook.

Write a list of story ideas. Use things that you see around you as well as ideas from your imagination. Can you think of six different ideas?

© Hadden & Stoughton Ltd 2022. Photocopying is prohibited.

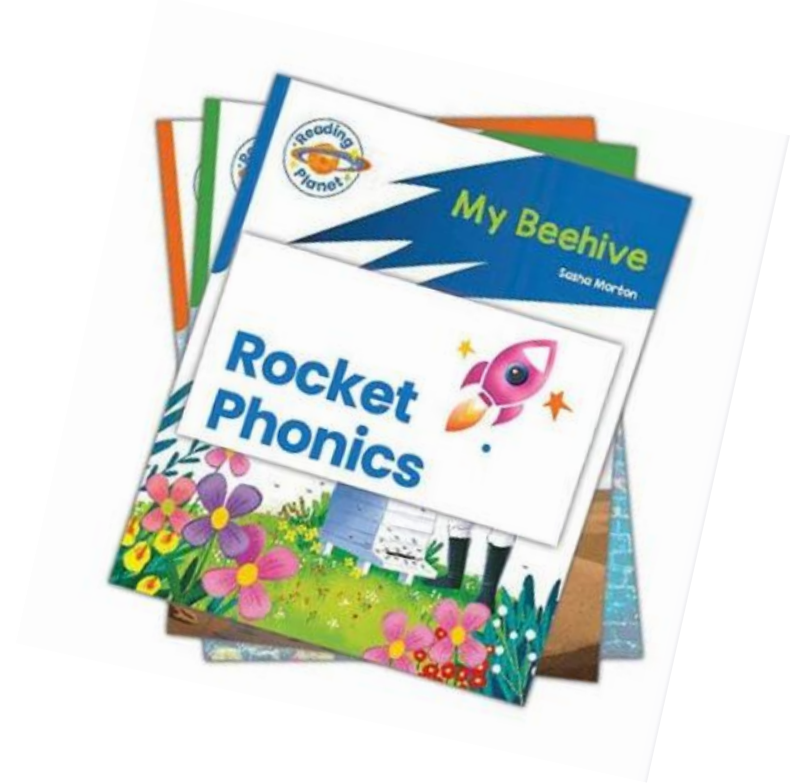
Guided Reading with Target Practice Readers

- Target Practice Readers directly support Phonics teaching.
- The books give children an opportunity to practise the sounds they have learned that week.



Individual Reading Books

- Children are allocated independent reading books to match their reading profile which means that they should be able to access the content with minimal adult support.
- Rocket Phonics (EYFS to year 1) guides children through pink to orange.
- Rocket Phonics Next Steps (year 2) guides children through turquoise to white.
- All children will use the 'expected' band in lessons but some children might have a lower or higher band as their independent book.



Pink A

s – sssssun (keep teeth together and hiss)

sat, sit

a – a-a-a (open mouth wide as if to bite an apple)

as, at

t – (tick tongue behind the teeth)

tap, tan

i – i-i-i (make a sharp sound at the back of the throat)

it, is

p – (push lips together and let go saying 'p', avoid the 'uh' at the end, almost like a short outward breath)

pat, pin

n – nnnnnet (keep tongue behind teeth)

nap, an

m – mmmmmouse (keep lips pressed together hard)

mat, map

d* – (tap tongue behind teeth)

dip, and

g* – (make a soft sound in your throat)

gap, dig

o – o-o-o (push out lips; make an 'O' shape with your mouth)

got, pot

c – (make a sharp click at the back of your throat)

cat, can

k – (make a sharp click at the back of your throat)

kit, kid

Pink B

ck – (make a sharp click at the back of your throat)

pick, sock

e – e-e-e (release mouth slightly from an open position)

peg, met

u – u-u-u (make a short sound at the back of your throat)

up, sun

r – rrrrrabbit (say rrr as if you're growling)

rat, run

h – (say 'h' as you sharply breathe out with mouth open)

hop, hen

b* – (press lips together and say 'b', pushing lips out as you say it)

bat, big

f – fffffrog (keep teeth on bottom lip and force air out sharply)

fun, fit

ff – (keep teeth on bottom lip and force air out sharply)

off, huff

l – llllladder (keep pointed, curled tongue behind top teeth)

let, luck

ll – (keep pointed, curled tongue behind top teeth)

hill, tell

ss – (keep teeth together and hiss)

mess, fuss

Red A

j – jjjjjug (push lips forward, lips slightly open, pressing teeth together and force air out)

jam, jump

v – vvvvvan (keep teeth on bottom lip and gently force air out)

van, velvet

w* – (keep lips tightly pursed and push air out softly)

went, wind

x – (say a sharp 'c' and add 's')

mix, next

y* – (keep edges of tongue against teeth)

yes, yuck

z & zz – zzzzzebra (keep teeth together and make a buzzing sound)

zip, buzz

/z/ s – (keep teeth together and make a buzzing sound)

hens, bags

qu – (keep lips pursed as you say 'cw')

quick, squid

Red B

ch – (keep edges of tongue against teeth, push tongue to roof of mouth and purse lips, force short, sharp air out)

chop, bench

sh – shhhhheep (make the shhhhh noise as if you are telling someone to be quiet!)

ship, brush

th – thhhhumb (place tongue forward in front of top teeth and breathe out sharply)

bath, then

ng – rinnng (push tongue up to roof of mouth, make sound from the back of the throat)

song, bring

ai – chain, tail

ee – sheep, feel

igh – light, bright

oa – goat, coach

oo – spoon, boot

oo – book, good

Yellow

ar – smart, garden

or – thorn, sort

ur – fur, turn

ow – how, crowd

oi – point, coin

ear – fear, beard

air – hair, chair

ure – pure, secure

er – dinner, longer

Blue

wh – which, whisper

ph – dolphin, phonics

ay – play, crayon

a-e – make, shake

a – acorn, label

ea – peach, team

e-e – complete, these

ie – field, cookie

ie – pie, tried

i-e – shine, smile

y – sky, dry

i – find, remind

ow – snow, window

o-e – home, alone

oe – toe, tomatoes

o – go, both

ey – donkey, valley

y – happy, silly

Green

ue – clue, glue

u-e – flute, rule

u – push, put

ue – due, statue

u-e – cube, confused

u – unicorn, human

ew – chew, screw

ew – news, stew

ir – shirt, thirteen

er – herb, desert

ou – cloud, sound

oy – toy, enjoy

au – launch, author

aw – yawn, claw

ou – you, soup

ou – shoulder, mould

oul – could, should

ear – earth, search

or – world, worth

eer – cheer, career

are – care, square

ear – bear, wear

ere – there, everywhere

al – all, walk

our – four, your

ore – more, before

oor – door, floor

augh – caught, daughter

Orange

ci, cy, ce – city, cycle, parcel

gi, ge, gy – giant, gemstones, energy

se – house, grease

ce – prince, bounce

ea – head, feather

ch – school, chemist

ch – chef, machine

ge – cage, cottage

dge – bridge, fudge

o – brother, wonder

le – bottle, giggle

ed – yelled, roared

ed – mixed, stopped

mb – comb, thumb

kn – know, knuckle

gn – gnome, sign

wr – wrong, wrap

tch – catch, kitchen

s, si, ge – treasure, television, collage

ture – picture, creature

y – gym, pyramid

sc – scissors, scene

st – whistle, castle

(w)a – watch, want

ssi – mission, passion

ci – magician, special

ti – station, potion



Colour band	Features
Turquoise	Books include longer descriptions and include a wider range of punctuation and unusual vocabulary. Simple plots with a greater variety of sentence structures and lengths are used in fiction texts. Non-fiction texts contain longer, more formal sentences, though still with some repeated vocabulary.
Purple	Children may be able to pick up on simple themes. There are more opportunities for children to ask and answer questions about characters. Sentence structures become longer and more complex but are still straightforward to understand.
Gold	Books contain more challenging sentence structures, including new and unfamiliar words. The storyline may be more involved and reflect the feelings of the writer but still predominantly include a simple and defined beginning, middle and end.
White	Children may be surprised or have their expectations challenged during reading. There may be more than one point of view presented and information is suggested, encouraging children to infer. Short chapters and a wider range of texts are introduced. Non-fiction texts are placed in a broader context and include more detailed information. An increased amount of technical vocabulary may be included.

Assessment

- Continuous formative assessment:
 - Regular 1:1 reading
 - Observations in class
 - Targeted questioning
 - Marking
- Summative assessment:
 - Termly assessment points- assessment papers are used to assess children's reading
 - **Year 1 phonics screening check**

Section 2

brend	
throst	
stret	
spraw	

Page 15 of 24

Section 2

label
vanish
blossom
thankful

Page 21 of 24

Using Rocket Phonics books at home

- Listen to your child read as frequently as possible and record this in their reading diary.
- Three reads of each books:
 - Once for decoding
 - Once for fluency and expression
 - Once for comprehension

Do

- Give them a chance to sound out the word in their head.
- Encourage your child to sound the word out aloud.
- Ask them to read the word again if they read it wrong.
- Ask your child questions about what is happening in the story: predict, describe characters, explain the plot and order the events.
- Be patient – reading is a tricky skill; your child will get there in the end.
- Give lots of support, praise and encouragement to boost their confidence.

Don't

- Immediately correct them if they read a word incorrectly.
- Read the words for them.
- Ask your child to guess what the word might be.
- Ask your child to look at the pictures for clues to guess what the word might be.
- Ask your child to re-read the sentence and think what the word could be.

Pronunciation

DO:

Listen to your child – they know best!

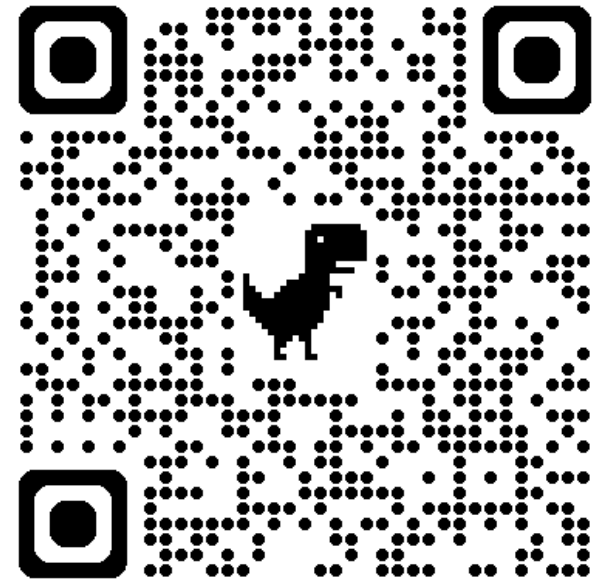
Make the shortest possible sound

Watch videos if unsure

DON'T:

Add an “uh” to the end (tuh, muh, buh etc)

Teach children letter names



Phonics terms

blending	The process of using phonics for reading. Children identify and blend the individual sounds together to hear and say the whole word.
cvc, ccvc, cvcc	These represent how words are structured. The 'c' = consonant and the 'v' = vowel. E.g. cat = cvc drip = ccvc milk = cvcc
common exception word (CEW)	Sometimes called a tricky word, these words have an unusual or tricky spelling, e.g. said, one, their. They are not spelt as they sound.
grapheme	A letter or group of letters representing one sound. A grapheme is what the sound looks like when written down; the letter shape.
phoneme	The sound that a letter or group of letters makes. This may also be referred to as a letter-sound.
segmenting	Using phonics skills to support spelling and writing. Children listen to the whole word and break it up into the letter-sounds. E.g. 'lunch' can be segmented as l-u-n-ch.
sound out	Encouraging children to say each individual sound in a word before saying the whole word aloud.

How else do we develop readers?

- Book based English curriculum
- Story time
- Time to independently explore books (quiet reading)
- The library and reading challenge
- Whole school events:
 - Drama competitions
 - World Book Day
 - Poetry Recital



 Phil & Jim's Reading Challenge
Year 1

Name: _____ Class: _____

Well done for taking part in the Reading Challenge!

There are 30 books in the Challenge, with many different genres and text types for you to enjoy.

You can read the books in any order and take as long as you like with each book.
All the books are available in the school library.

Awards:
When you have read 10 books, take your form to your class teacher to receive your badge!

BRONZE AWARD: for reading your first 10 books
SILVER AWARD: for reading another 10 books
GOLD AWARD: for reading the final 10 books

Ask your teacher or parent to initial each of the 10 books once you have read them.

	Title	Rating out of 10	Parent/teacher signature
1	Look Up by Nathan Bryon		
2	Curious George by Margaret Ray and H.A Rey		
3	Jenny Peckles Lays Eggs with Speckles by Rachael Emily		
4	Poems Out Loud		

How else can you support reading at home?

- Read to your child; this may sound obvious but showcasing your love of reading and giving your child the opportunity to listen to you read is just as valuable as them reading to you.
- Build reading into your child's daily routine
- Encourage reading a variety of materials: signs, timetables, instructions for games, magazines, poetry etc.
- Develop your child's love of reading

