



Whittington Primary School Phonics Parents Evening



**Rocket
Phonics**

Achieve phonics success with
Reading Planet Rocket Phonics



What is Systematic Synthetic Phonics (SSP)?

- 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) so that children can begin to build words from these sounds as early as possible.

Achieve phonics success for every
child



Why Rocket Phonics?



- It has **high expectations** of the children, with a **mastery approach** to ensure that all children are exposed to age related learning.
- It focuses on **2 sounds a week**, with both reading and writing focuses to enable better application and time for children to learn and embed.
- **Engaging reading books** to be shared at home, that are different to the Big Books shared in class, and the Target Practice books shared in guided reading.
- The Pupil Practice Booklets enable and encourage application every day for independence wherever possible.

Jargon Buster!

- **Pure Sounds** – pronouncing the sounds of letters and combinations of letters correctly, for example not saying 'muh' but 'mmmmm'. Avoid trying to say an 'uh' at the end of the sound.
- **Oral blending** – hearing a series of sounds and merging them together to say the word, for example an adult says 'b-u-s' and the child says 'bus'.
- **Blending** – children see a word, say those individual sounds in the word and then merges those sounds together to hear the whole words like c-a-t makes 'cat'. This is vital for reading.
- **Segmenting** – the opposite to blending. Children break up the word into its component sounds. This is vital for spelling and writing words.
- **Digraph** – two letters that make one phoneme, for example oo, oa, ee
- **Trigraph** – three letters that make one phoneme, for example ear, igh, air
- **Split digraph** – perhaps you know this as the 'magic e'? It is when a vowel digraph ending with 'e' has been split and a consonant has been placed in the middle. It still makes the sound despite a letter in the middle. There are five split digraphs to learn
 - i_e like in time
 - a_e like in cake
 - o_e like in rope
 - e_e like in theme
 - u_e like in cube

Your child will have already learnt in Reception...

Rocket Phonics Sounds Mat 1					
s  sun	a  apple	t  tap	i  insect	p  pan	
n  net	m  mouse	d  dog	g  goat	o  octopus	c  cat
k  kite	ck  duck	e  elephant	u  umbrella	r  rabbit	h  hat
b  bat	f  frog	ff  cliff	l  ladder	ll  shell	ss  dress
j  jug	v  van	w  web	x  fox	y  yellow	z  zebra

Rocket Phonics Sounds Mat 2					
zz  fizzy	qu  queen	ch  chick	sh  sheep	th  thumb	feather 
ng  ring	ai  train	ee  bee	igh  light	oa  boat	oo  book  moon
ar  car	or  fork	ur  purse	ow  owl	oi  coin	ear  ear
air  chair	ure  manure	er  hammer	wh  wheel	ph  dolphin	ay  crayon
a-e  cake	a  acorn	e-e  scene	ie  shield	ea  peach	

In year 1 your child will learn...

 **Rocket
Phonics**
Sounds Mat
3

	i child 	i-e time 	ie pie 	y spy  happy 	o-e rope 
ow snow 	oe toe 	o piano 	ey key 	u unicorn  push 	u-e cube  flute 
ue statue  blue 	ew news  screw 	er herbs 	ir bird 	ou cloud  soup  shoulder 	oy toy 
au astronaut 	aw strawberry 	oul should 	a father 	al palm  ball 	ear ear  earth  bear 
or world 	eer deer 	ere here  there 	are square 	our four  colour 	ore snore 



 Rocket Phonics Sounds Mat 4	oor  door	augh  daughter	ce  celery	ci  city	cy  cycle
ge  germ	gi  giraffe	gy  gymnast	ea  bread	se  cheese  house	ce  fence
ch  chef  school	dge  bridge	ge  package	o  mother 	le  bottle	ed mixed   drilled
mb  comb	kn  knot	gn  sign	wr  writing	tch  hatching	s si ge treasure  television  collage 
ture  picture	y  pyramid	sc  scissors	st  whistle	(w)a (qu)a watch  squash 	ti ci ssi station  musician  percussion 

What does Rocket Phonics look like in school?

Monday - introduce new letter sound - blending

Tuesday - formation of letter and spelling - segmenting

Wednesday - repeat cycle with new letter sound

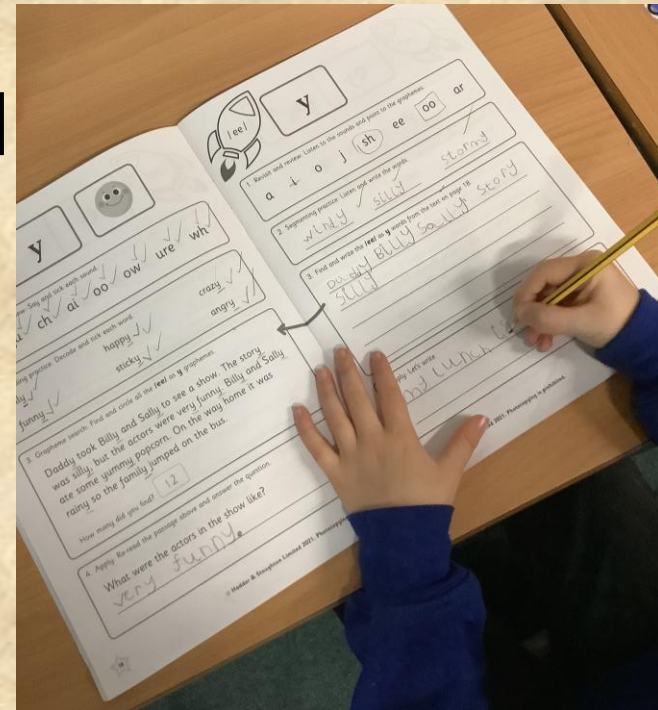
Thursday - repeat cycle with formation of letter and spelling

Friday - common exception words (Tricky words).

Blending

- Monday and Wednesdays we introduce a new sound and work on blending.
- This is the process of using phonics for reading. Children identify and blend the individual sounds together to hear and say the whole word.

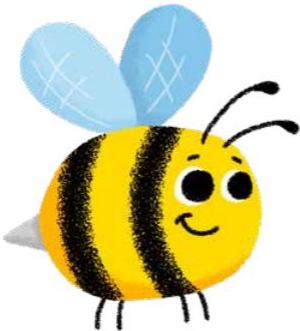
e.g. m-oo-n -> moon



In reception the sound cards looked like this...

s  S

sat

ee 

sweet

In year 1 the sound cards look like this...

y

yellow
spy
happy

o—e

rope

ow

owl
snow

Mr and Mrs Sprout ran into the kitchen to find Lily, who was just taking a steaming apple pie out of the oven.

"Look Lily, you could win this prize!" Mrs Sprout said excitedly.



"A grand pie-making contest!" Lily read aloud, her heart beginning to beat faster.

Then her face suddenly fell. "But it says here no sweet pies and no spices," she said with dismay. "All the pies I make are sweet and spicy!"



The next day, Lily tried making a savoury pie. She fried some onions, then added some dried herbs and slices of soft cheese made from their cow's milk.



Lily cut into the hot pie. To her surprise, the cheese bubbled and slid out of the sides.



"Oh no!" Lily cried. She took a bite. *Yuck!* It tasted horrible.



ie



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

j ar ur oi air er ph a-e

2. Blending practice: Decode and tick each word.

pie

lied

fried

tie

tried

denied

3. Grapheme search: Find and circle all the /igh/ as **ie** graphemes.

Alex's nan made a plum pie. Alex tried the pie.
Nan asked Alex if he liked the plum pie.
"It is a good pie," replied Alex. But he had lied.
Alex did not like the pie!

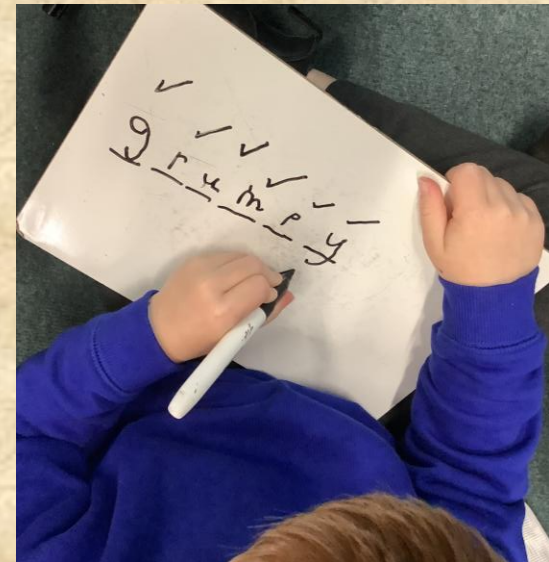
How many did you find?

4. Apply: Re-read the passage above and answer the question.

What was inside the pie?

Segmenting

- Tuesdays and Thursdays we focus on segmenting using the sound taught the day before. We use our mini whiteboard and pen on these days!
- This is the process of using our 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.

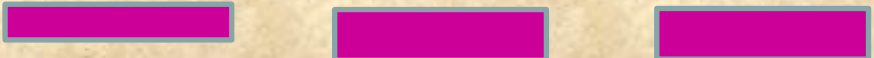


Phonic/Sound Fingers and segmenting

b **ir** **d**



sn **o** **w**



**ie**

1. Revisit and review: Listen to the sounds and point to the graphemes.

ea e-e a-e wh ure ear ow or

2. Segmenting practice: Listen and write the words.

3. Find and write the /igh/ as **ie** words from the text on page 6.

4. Apply: Let's write.

3. Grapheme search: Find and circle all the /igh/ as **ie** graphemes.

Alex's nan made a plum pie. Alex tried the pie.
Nan asked Alex if he liked the plum pie.
"It is a good pie," replied Alex. But he had lied.
Alex did not like the pie!

How many did you find?

Common Exception Words

Year 1

Also known as
'tricky' words



some one said

1. Revisit and review: Say and tick each word.

come do so were

2. Practise: Copy each word three times.

some _____
one _____
said _____

3. Apply: Read and match to the pictures.

Some children can ride a bike.

I can find one trainer but not the second.

My mum said, "Put a coat on."



4. Apply: Let's write.



come do so

1. Revisit and review: Say and tick each word.

were when have there

2. Practise: Copy each word three times.

come _____
do _____
so _____

3. Apply: Read and match to the pictures.

Come and play on the swings.

Do you like beans on toast?

Skipping has made me feel so hot.



4. Apply: Let's write.

Books

In school

Big Books:
Whole class,
Introduces a new
sound displayed
on our IWB



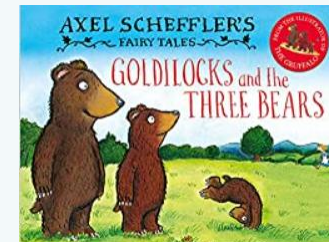
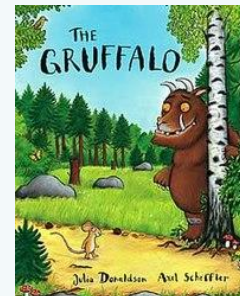
Target Practice Books:
Guided reading-
Paired or
Independent
reading, focusing
on the sounds
learnt in
class.

At home

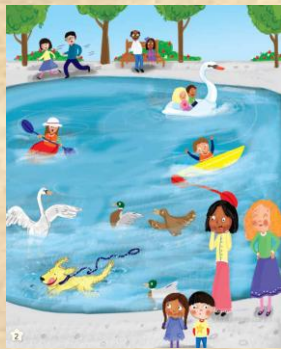
Rocket Phonics reading book
matched to your child's ability



Library book- read together for
pleasure



Lilac	0
Lilac Plus	0.5
Pink A	1A
Pink B	1B
Pink C	1C
Red A	2A
Red B	2B
Red C	2C
Yellow	3
Yellow Plus	3A



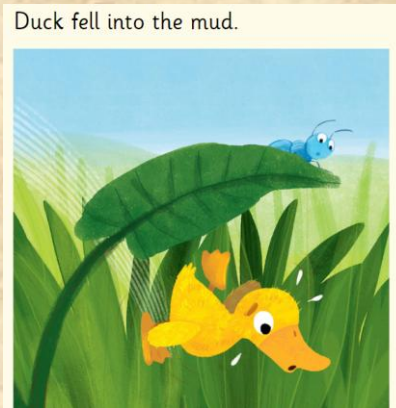
Lilac



Lilac Plus

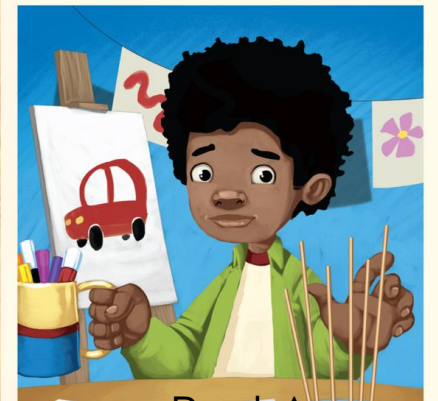


Pink A



Pink B

Zak grabs six sticks and his pen jug.



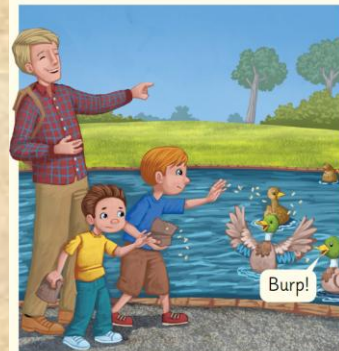
Red A

Ben the Boatman let a fish plop back into the pool.

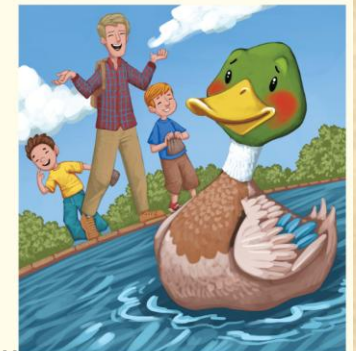


Red B

"I can scatter the duck food further than you, Sam!" said Carl.



"Dear me, duck," said Dad, "You forgot your manners!"



Yellow

Yellow	3
Yellow Plus	3A
Blue	4
Green	5
Orange	6



Bright Sun was born on land.
She had a coat of hot summer sunlight.

Silver River was a part of the land.
She had a cloak of cool wet rain.

Yellow

It was a rainy day. Ted hated rainy days.
"Let's go shopping," said Ted's dad.

"Can we stay at home and play?"
sighed Ted. "Shopping is boring."



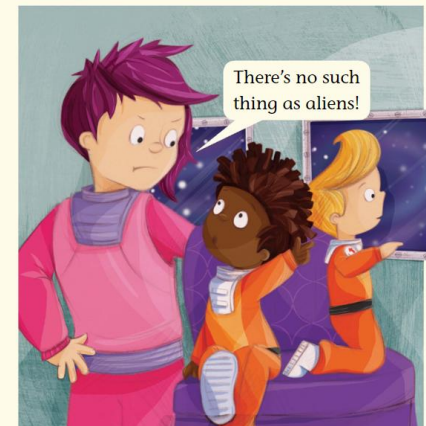
"Girls can't enter the contest," said Floyd.
"Why not?" asked Joy.
"Girls get scared," laughed Roy.
"Girls get seasick," sneered Troy.

Joy rolled her eyes. "Rubbish," she argued.
"This year, a girl is going to win!"

Green

Light Year 2 were excited. They were going
on a school trip to a space station. The children
jostled in their seats to look out of the shuttle.

"Max is pressing his nose against the window,"
said Zachary. "I can't see!"
"I'm keeping watch for aliens," said Max.



Orange

How can you help at home?

Have a look
together at your
home learning
recap sheet.

Some children may
benefit from
recapping
Reception sounds.

Rocket Phonics Home Learning			
Year 1 Home Learning Autumn 1 – week 1 & 2 Focus – <u>i</u> , <u>i-e</u> , <u>ie</u> , <u>y</u>			
<i>Please remove this sheet from your child's book bag and keep them safe at home to refer back to.</i>			
Phonemes we will be focusing on this week in school. Can you have a go at writing them?			
i  child	i-e  time		
ie  pie	y  spy		
We will be reading and writing words. Can you spot segment and blend these words and spot this week's phonemes?			
mind pie	kind lied	time dry	like sky
We will be reading sentences. Can you spot any tricky words? Can you segment and blend the words and look out for this week's phonemes?			
Try some pie!		One child on a bike	
We will be practising tricky words. Can you spot the tricky part of the word?			
<u>some</u>	<u>one</u>	said	

The Sounds I know

i i-e ie y o-e ow

oe o y ey

Common exception words:



some one said come do so were when

How can you help at home?

Share their reading book together at home. Your child should be able to read their home reading book with a fair level of confidence- the trickier 'Target Practice' books we work on at school. Your child should be able to read their home reading book with fluency.

Ideally they should be reading the book at least 3 times and focusing on different areas.

Day1 – decoding

Day 2 – speed and accuracy

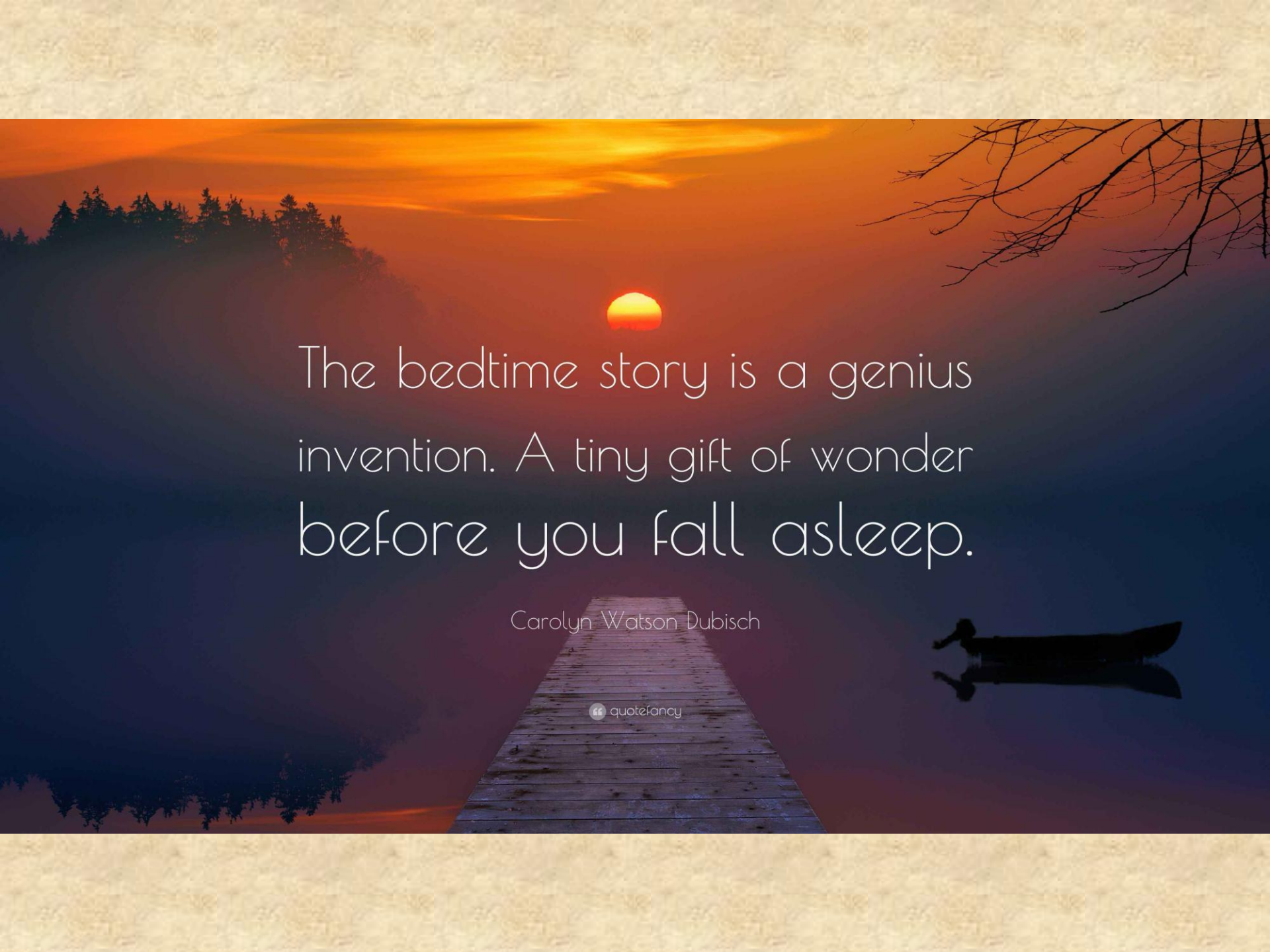
Day 3 – expression and comprehension



Other ways to help

- Focus on learning the sounds with the children.
- Ideally read everyday with your child. Weekends and holidays too! This may be their home reading book, library books or other books you have at home!
- Play games – find the letter/word on a page. How many can they find in a certain time? Play bingo with the sound mats
- Show your child print in their environment- what sounds can you see?
- I – spy type games
- Make it fun to write the sounds- in the bath, with jazzy pens etc!
- Play splat!





The bedtime story is a genius
invention. A tiny gift of wonder
before you fall asleep.

Carolyn Watson Dubisch

 quote fancy

The Importance of Re-reading

1. Increased vocabulary
2. Developing awareness of phonemes
3. Comprehension skills
4. Confidence building and expression



The Three 'P's'

- Pause – let your child try by themselves first. Be patient.
- Prompt – when your child hesitates over a new word try asking questions such as: What does it begin with? Can you spot any tricky sounds in this word? Then tell them the first sound or point out any tricky sounds. It is important to give them the opportunity to work it out for themselves but it is also important not to let them get stuck for too long so they don't get disheartened.
- Praise – when your child gets a word right give them lots of praise and encouragement.

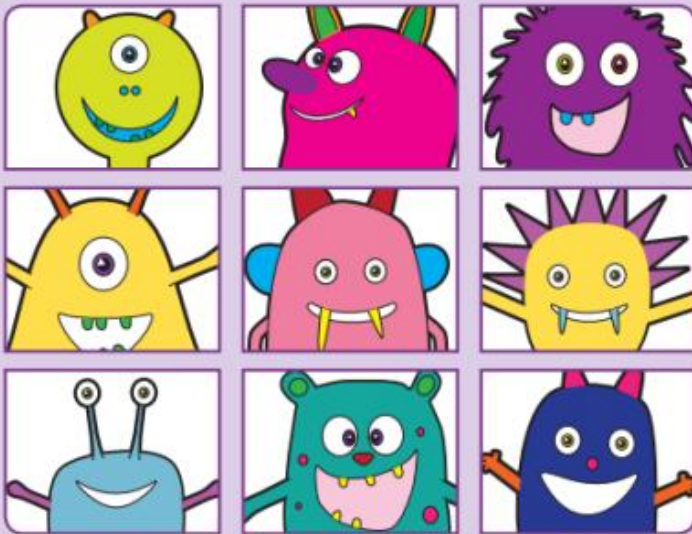


Year 1 Phonics Screening Check

Key stage 1

Phonics screening check

Pupils' materials



- Every Year 1 child in the country will be taking the phonics screening check in the same week in June.

- The aim of the check is to ensure that all children are able to read by the end of year two.

- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in year 2.

- The check is very similar to tasks the children already complete during phonics lessons.

- Children will be asked to 'sound out' a word and blend the sounds together.eg d-o-g - dog



- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.

THIS IS NOT A READING TEST



Finally

- ✓ It sounds a lot of work but it is done in stages and spread over a considerable period of time.
- ✓ Little and often is best.
- ✓ Plenty of practice and repetition.
- ✓ We have seen a really positive impact following the introduction of Rocket Phonics, the children's confidence is growing along with their blending and segmenting skills.



Thank you!

- Help yourself to hand outs!

Jargon Buster!

Pure Sounds – pronouncing the sounds of letters and combinations of letters correctly, for example not saying ‘muh’ but ‘mmmmmm’. Avoid trying to say an ‘uh’ at the end of the sound

Oral blending – hearing a series of sounds and merging them together to say the word, for example an adult says 'b-u-s' and the child says 'bus'.

Blending – children see a word, say those individual sounds in the word and then merges those sounds together to hear the whole words like c-a-t makes 'cat'. This is vital for reading.

Segmenting – the opposite to blending. Children break up the word into its component sounds. This is vital for spelling and writing words.

Phoneme – The smallest unit of sound. There are approximately 44 in the English language to learn.

Grapheme – the written form of a phoneme. They can be made up of different numbers of letters for example 1 letter – s, 2 letters – ai, 3 letters – igh.

Digraph – two letters that make one phoneme, for example oo, oa, ee.

Trigraph – three letters that make one phoneme, for example ear, igh, air

Split digraph – perhaps you know this as the 'magic e'? It is when a digraph (ie) has been split and a consonant has been placed in the middle. The 'ie' is still making the sound despite a letter in the middle. There are five split digraphs to learn

i_e like in time
a_e like in cake
o_e like in joke
e_e like in theme
u_e like in tube

Reading at Home Help



Rocket Phonics Here's a link to the sounds video if you need to listen back to how the sounds are pronounced:

Oxford Owl Reading At Home- This website is free to join, and allows you to read books online as well as on iPads/tablets.

Visit <https://home.oxfordowl.co.uk/reading/free-ebooks/> or scan:
Fill in your email and set up a password, and you'll have access

to over 250 free ebooks

Just click the 'find a book' tab at the top of the page, and search by the age of your child. You'll be able to read all the books with an orange 'e' in the corner of them. The website is also packed with tips for parents.



Teach your Monster to Read

This is a great resource for children learning sounds right up to reading sentences. The computer version is free, but you can get the paid version on your tablet and **ipad** as well. The game takes children on a magical journey, meeting **colorful** characters along the way and collecting rewards. As they progress, they rehearse a range of essential reading skills; matching letters to sounds, blending, segmenting, tricky words and reading full sentences. The website is www.teachyourmonstertoread.com

Nessy phonics apps

These award
winning apps are
available to
download on apple
and android.



Hairy Phonics 1

Hairy Phonics 2

Learn more phonics with the Hairy
Syllabicate vowel digraphs. Learn
phonemes (consonants) at, ay, ay, ay,
ay, ay, ay, ay. Again it's great!

Henry Phonics 3

The first Henry Phonics app will help you learn about e and magic W. Learn 5 phonemes: *er, or, ur, ir, ur*, *o, u, i, e, y*.

There's different
apps based on
different sounds, as
well as high
frequency words.



Hairy Letters

Hairy Words 1
Learn the first 100 high-frequency
Sight Words and help the Hairy
to safely. Ages 5-7 years.

Holy Words 2
Learn another 100 high-frequency
Tricky Words with 4 brand new books

I'll be available afterwards if you have any questions, or drop me an email:

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