Whittington Primary School Phonics Parents Evening



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.



Why Rocket Phonics?



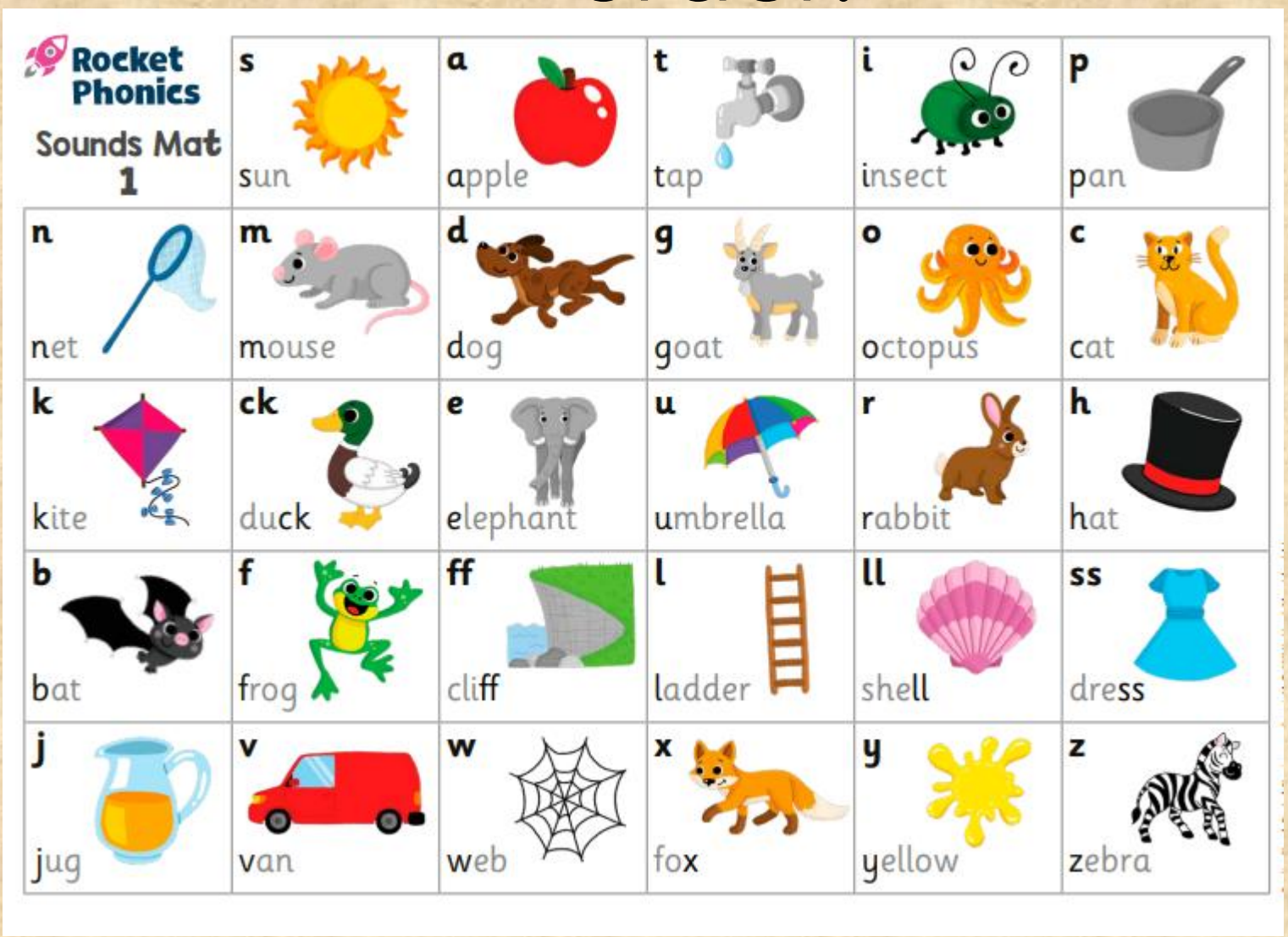
- It has **high expectations** of the children, with a **mastery approach** to ensure that all children are exposed to age related learning.
- It focuses on **2 sounds a week**, with both reading and writing focuses to enable better application and time for children to learn and embed.
- **Engaging reading 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

  a_e like in cake

Letter sounds are learnt in an order.

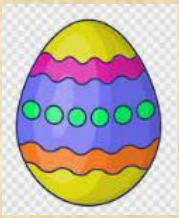




Rocket Phonics

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	



Why an order?

- Once **s a t i p n** are learnt the children can begin to blend to read words

sat, pin, sit, sip, pit, pat, tin, tip

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

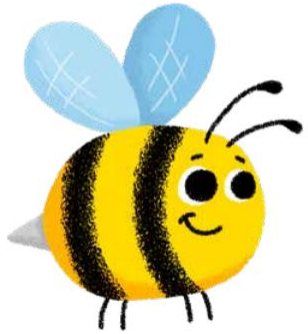
Friday - common exception words (Tricky words).

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

s  S

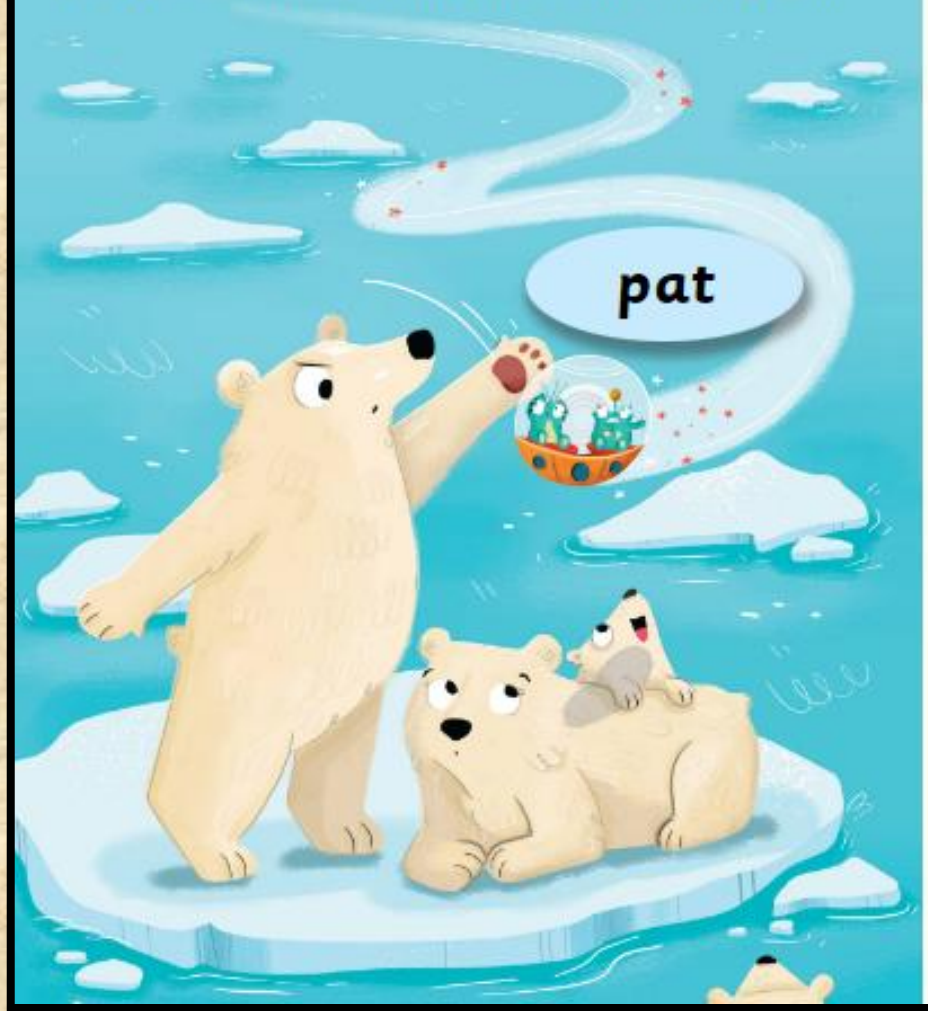
ee 

sat

sweet

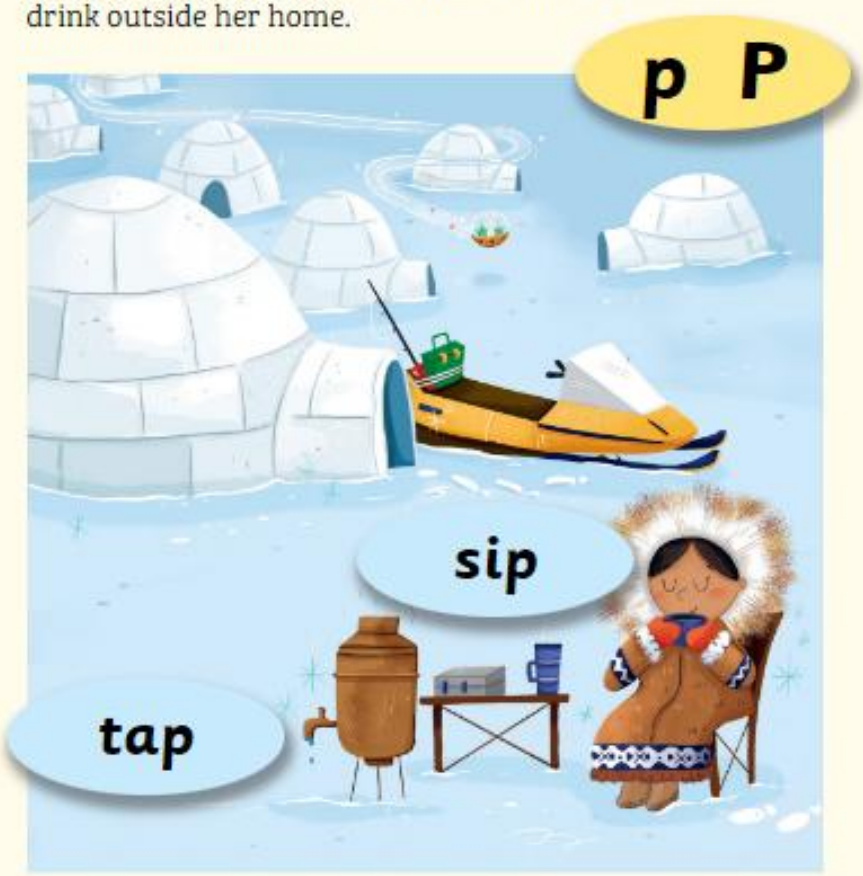
The little aliens blasted away at top speed ... and arrived in the North Pole!

A family of fluffy polar bears watched as they flew past. The biggest polar bear tried to pat them with its huge paw.



As they floated over the icy landscape, Nip and Nap saw a group of igloos in the snow. And, for the first time ... a person!

The person was called Nan and she was sipping a hot drink outside her home.



Nip and Nap watched as Nan filled her flask from a tap, grabbed her tin lunchbox, and put them in the back of her skidoo. She was about to go fishing for the afternoon.

Reception



p P



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

i t I a p P S T

2. Grapheme search: Find and circle all the **p** letters.

Pip has a pink pen.

How many did you spot? ☐

3. Blending practice: Decode and match the words to the pictures.

sip

tip

tap





4. Apply: Tick the sentence that matches the picture.

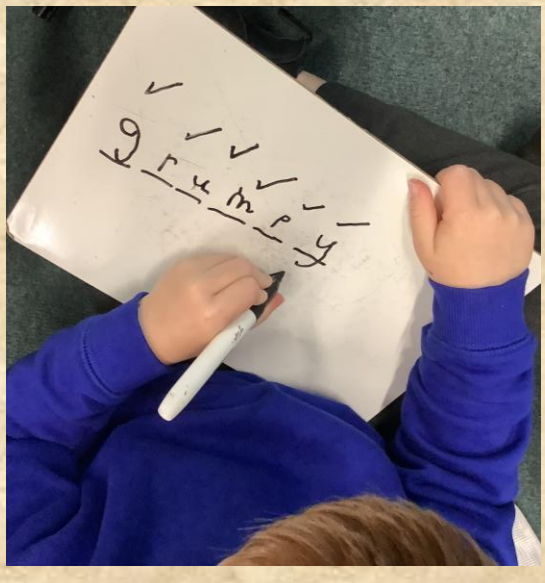
It is a pit.

It is a pip.



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.



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

Phonic/Sound Fingers and segmenting

c a t

sh o p

Reception



p P

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

t s a i p I P A

2. Grapheme write: Copy the letters and say the sound as you write.

p p p p p p

P P P P P P

3. Segmenting practice: Look and write the words.



___ ___ ___

p t a



___ ___ ___

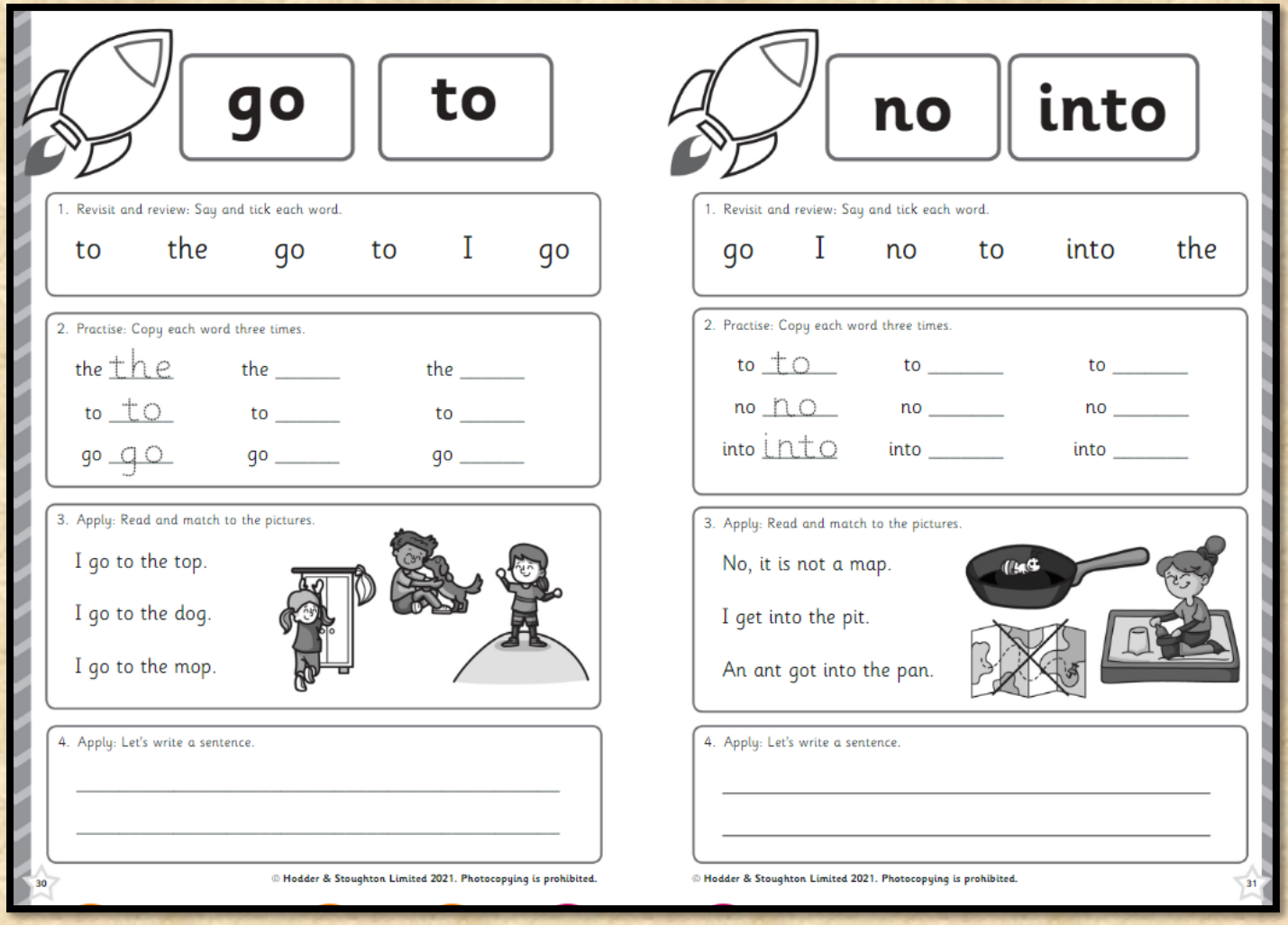
i p p

4. Apply: Let's write a sentence.

_____

_____

Common Exception Words



go to

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

to the go to I go

2. Practise: Copy each word three times.

the the the the

to to to to

go go go go

3. Apply: Read and match to the pictures.

I go to the top.

I go to the dog.

I go to the mop.

4. Apply: Let's write a sentence.

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no into

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

go I no to into the

2. Practise: Copy each word three times.

to to to to

no no no no

into into into into

3. Apply: Read and match to the pictures.

No, it is not a map.

I get into the pit.

An ant got into the pan.

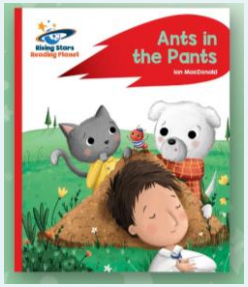
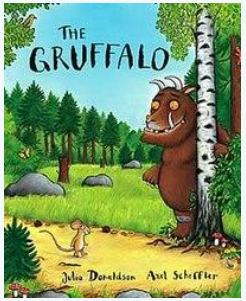
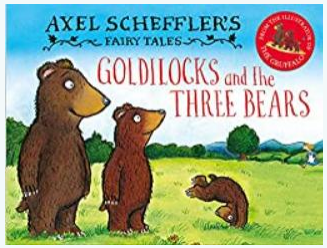
4. Apply: Let's write a sentence.

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Also known as 'tricky' words

Reception

Books

In school	At home
Big Books: Whole class, Introduces a new sound displayed on our IWB 	Rocket Phonics reading book matched to your child's ability 
Target Practice Books: Guided reading- Paired or Independent reading, focusing on the sounds learnt in class.	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



Pat is on a dot.

Pink A



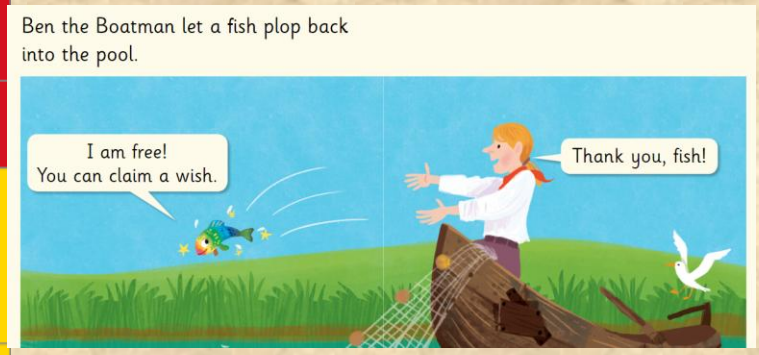
Duck fell into the mud.

Pink B



Zak grabs six sticks and his pen jug.

Red A

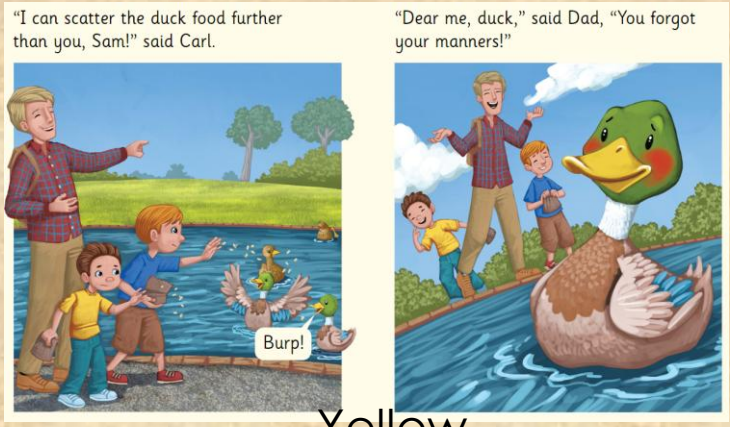


Ben the Boatman let a fish plop back into the pool.

I am free! You can claim a wish.

Thank you, fish!

Red B



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

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

Burp!

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.

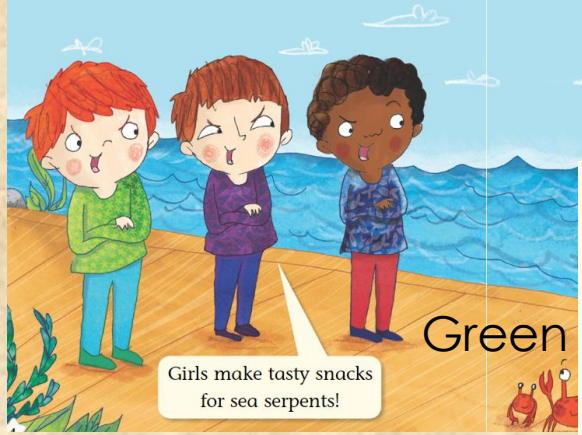
"Can we stay at home and play?" sighed Ted. "Shopping is boring."



Blue

"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!"



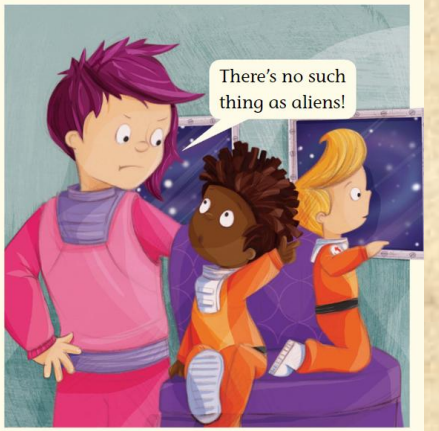
Green

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.



Orange

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



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 in Reception

- 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 Importance of Re-reading

1. Increased vocabulary

2. Developing awareness of phonemes

3. Comprehension skills

4. Confidence building and expression



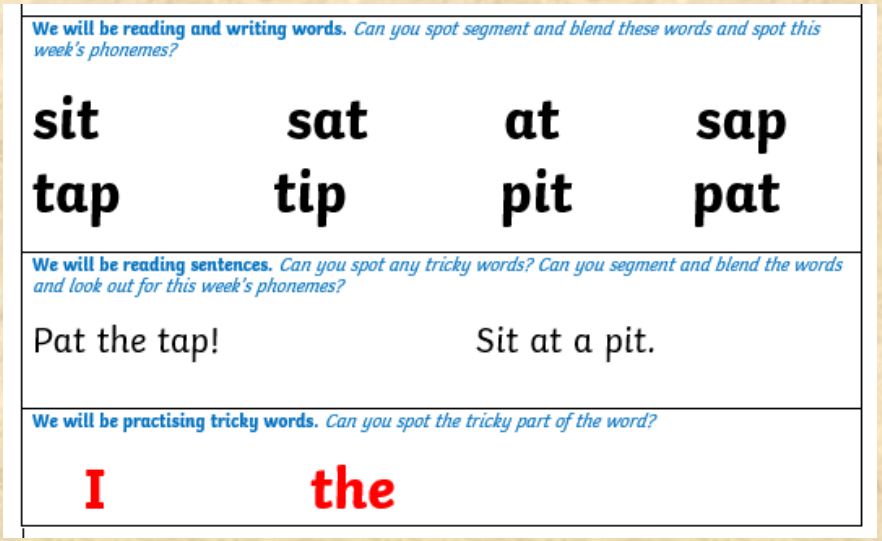
The Three 'P's'

- 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.



How can you help at home?

Have a look together at your home learning recap sheet



We will be reading and writing words. *Can you spot segment and blend these words and spot this week's phonemes?*

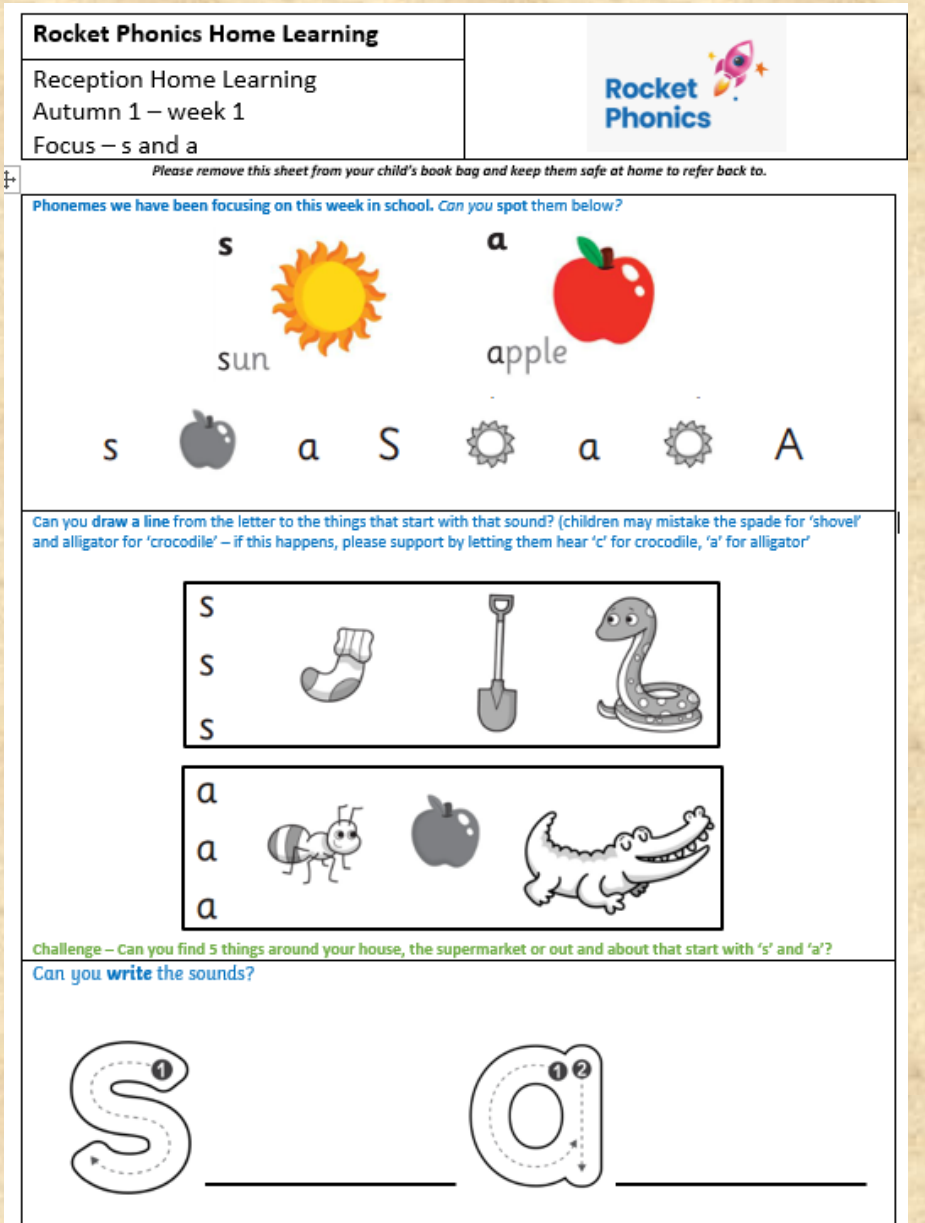
sit	**sat**	**at**	**sap**
tap	**tip**	**pit**	**pat**

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?*

Pat the tap! Sit at a pit.

We will be practising tricky words. *Can you spot the tricky part of the word?*

I **the**



Rocket Phonics Home Learning	Rocket Phonics
Reception Home Learning Autumn 1 – week 1 Focus – s and a	

Please remove this sheet from your child's book bag and keep them safe at home to refer back to.

Phonemes we have been focusing on this week in school. *Can you* **spot** them below?

s sun a apple

s a S a A

Can you **draw a line** from the letter to the things that start with that sound? (children may mistake the spade for 'shovel' and alligator for 'crocodile' – if this happens, please support by letting them hear 'c' for crocodile, 'a' for alligator'

s s s

a a a

Challenge – Can you find 5 things around your house, the supermarket or out and about that start with 's' and 'a'?

Can you **write** the sounds?

S a

The Sounds I know

s a t i p n

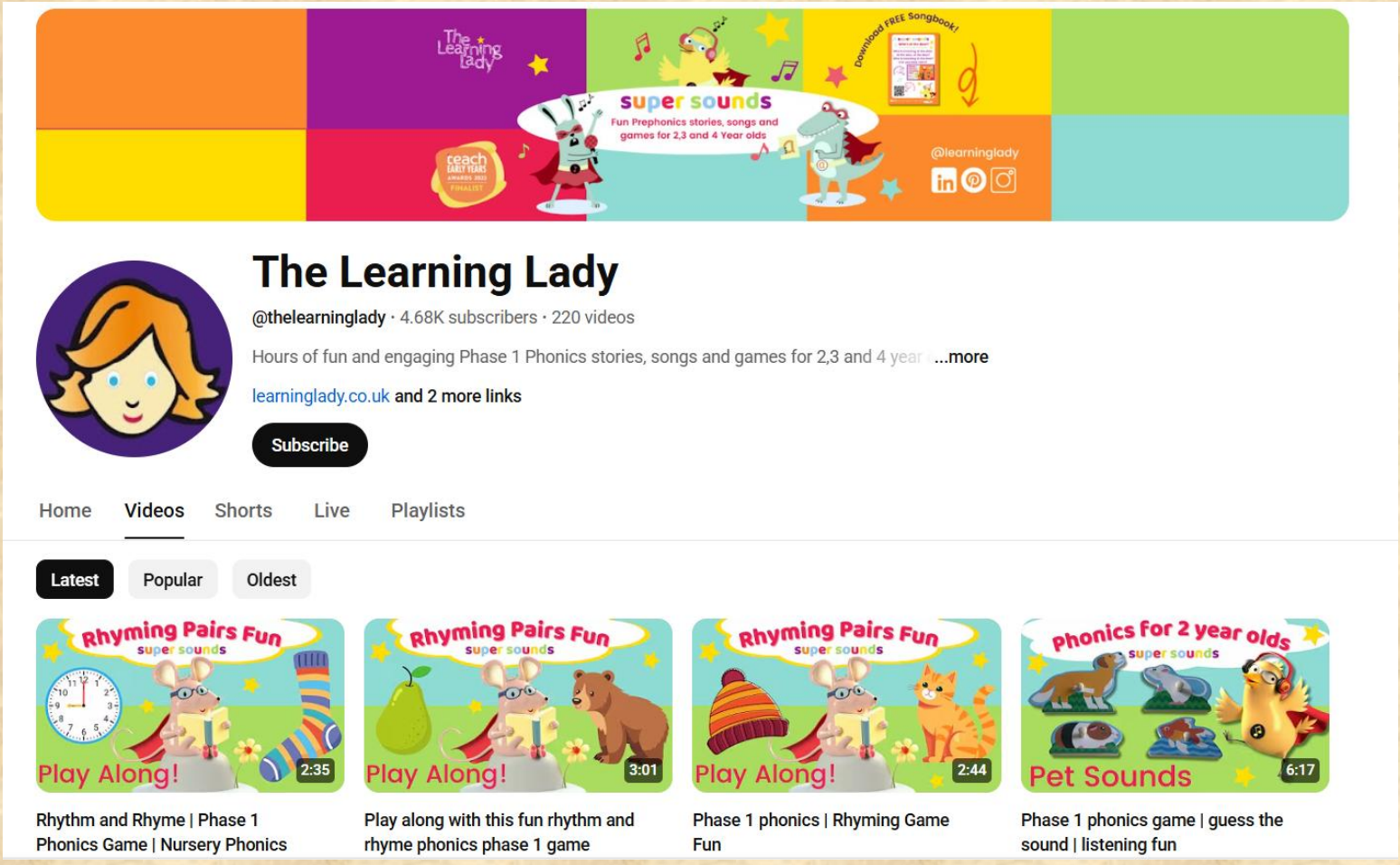
m d g o c k

Common exception words:

I the go to no into

Rocket Phonics

Other ways to help in Reception:



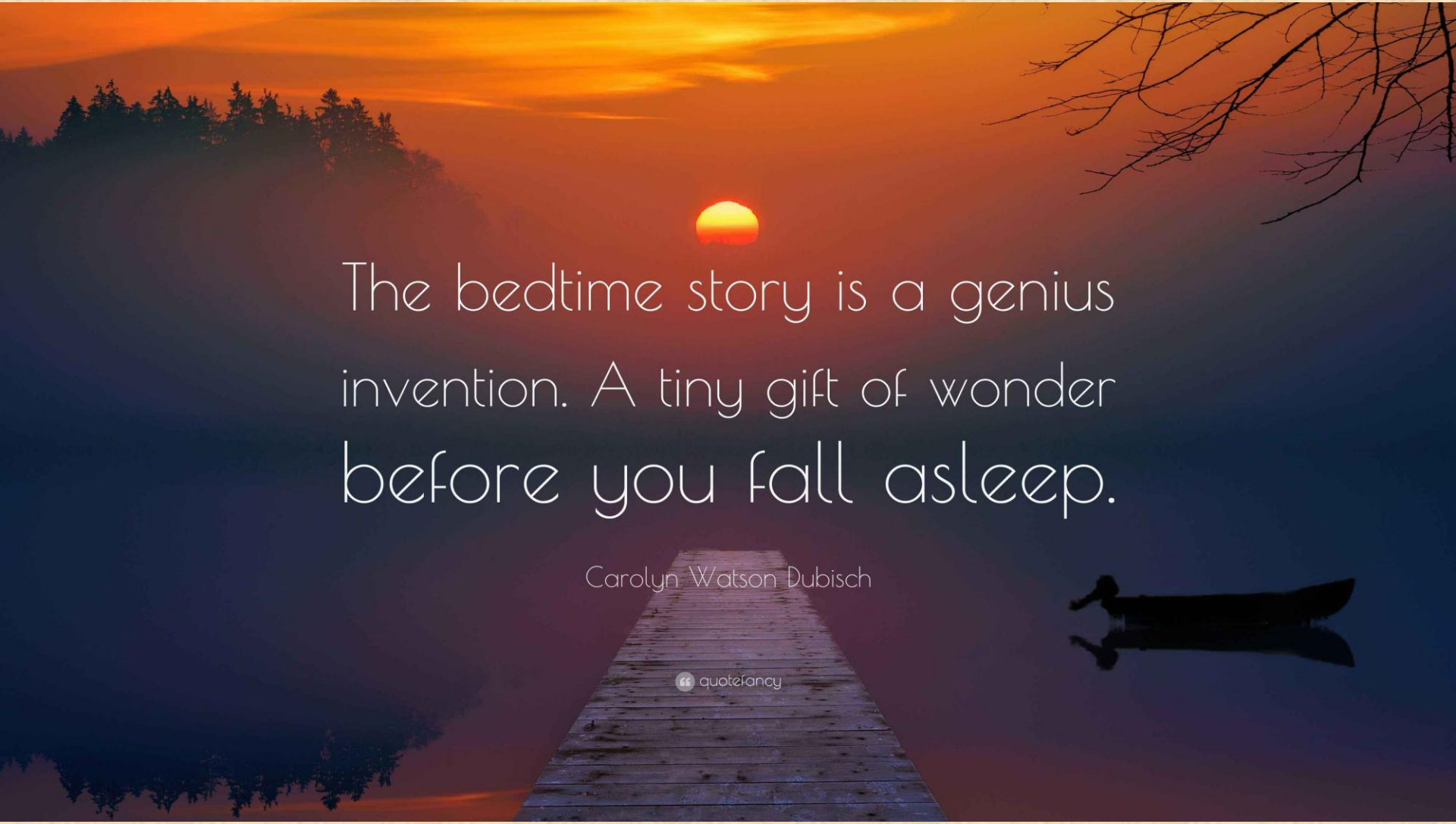
Rhythm and Rhyme | Phase 1 Phonics Game | Nursery Phonics

Play along with this fun rhythm and rhyme phonics phase 1 game

Phase 1 phonics | Rhyming Game Fun

Phase 1 phonics game | guess the sound | listening fun

[phonics | phase 1 phonics game | blending]


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

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.



Thank you!

- Help yourself to hand outs!



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

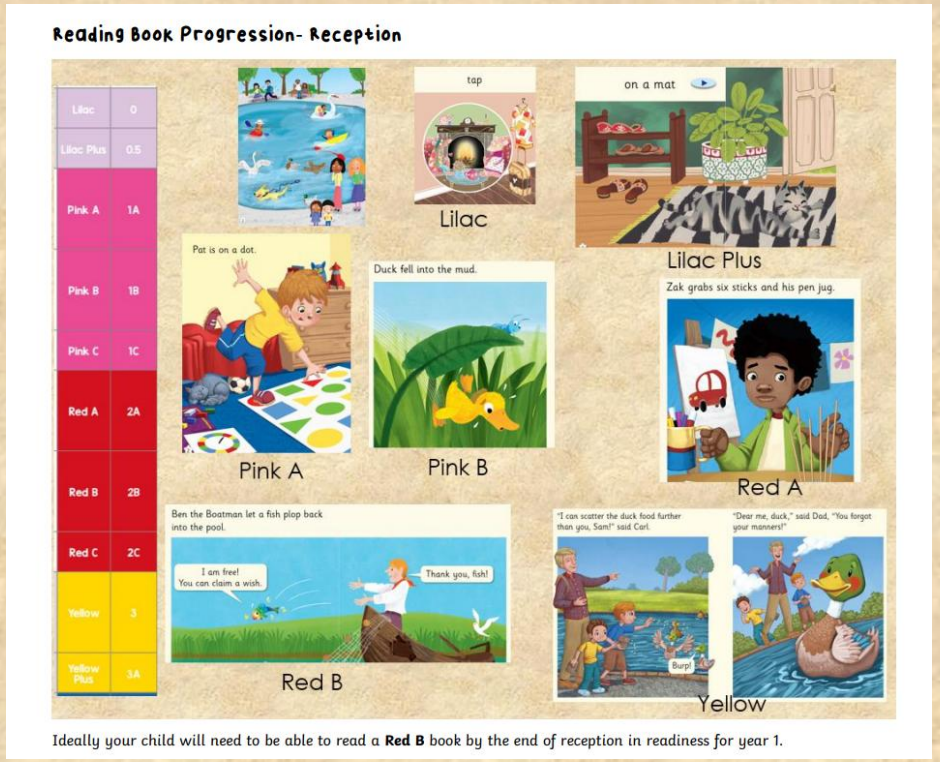
This is a great resource for children learning sounds right up to reading sentences. The computer version is free, but you can get the paid version on your tablet and ipad as well. The game takes children on a magical journey, meeting colourful characters along the way and collecting rewards. As they 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. There's different apps based on different sounds, as well as high frequency words.

Hairy Phonics 1 — Hairy Phonics 2 — Hairy Phonics 3

Hairy Letters — Hairy Words 1 — Hairy Words 2



Reading Book Progression- Reception

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

tap — Lilac

on a mat — Lilac Plus

Pat is on a dot. — Pink A

Duck fell into the mud. — Pink B

Zak grabs six sticks and his pen jug. — Red A

Ben the Boatman let a fish plop back into the pool. — I am free! You can claim a wish. — Thank you, fish! — Red B

"I can scatter the duck food further than you, Sam!" said Carl. — Burp! — "Dear me, duck," said Dad, "You forgot your manners!" — Yellow

Ideally your child will need to be able to read a **Red B** book by the end of reception in readiness for year 1.

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

e.Kendrick@whittington.staffs.sch.uk