

Rocket Phonics



- What is Rocket Phonics?
- Why Rocket Phonics?
- What does a Rocket Phonics lesson look like?
- Reading scheme information.
- How to support your child at home.

Why change scheme?



- Letters and Sounds – just not enough!
- A scheme which provides staff with all the tools necessary to teach high quality phonics lessons.
- Inclusion – whole class approach.
- Continuity, fidelity and consistency.

What is Rocket Phonics and why this scheme?

- A **fully resourced, systematic synthetic phonics programme.**
- Rocket Phonics directly links to reading scheme.
- Emphasis on both blending for reading, segmenting for writing and a clear progression of skills.
- Resources are high quality.
- Develops core literacy skills.
- Develops independence.
- Interactive, engaging and fun!

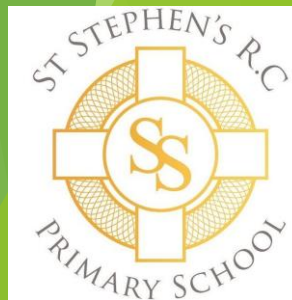
A programme which allows our children to ‘keep up’, rather than ‘catch up’.

Expectations for the end of KSI – word reading



Word reading

- read accurately by blending the sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words quickly and accurately, without overt sounding and blending, when they've been frequently encountered
- read aloud books at their level, sounding out unfamiliar words accurately, automatically, without undue hesitation
- re-read these books to build up their fluency and confidence in word reading



So, what does a Rocket Phonics lesson look like...



Week 4 Lesson 2

SEGMENTING PRACTICE
/oa/ as oe

SESSION AIMS

- To know that when we hear the sound /oa/, it is sometimes spelled with the letters oe
- To practise segmenting words that include oe as /oa/
- To apply segmenting to words that include oe as /oa/ within sentences

RESOURCES

- Frieze
- Sounds Mats
- Flipchart or whiteboard
- Mini whiteboards (optional)
- Pupil Practice Booklet 4, page 15

REVISIT AND REVIEW

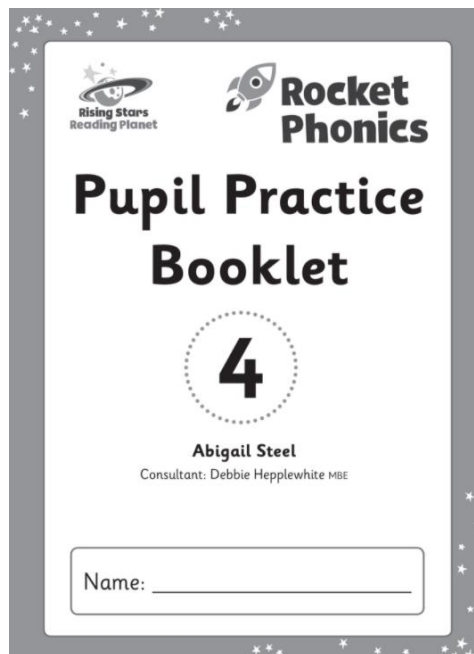
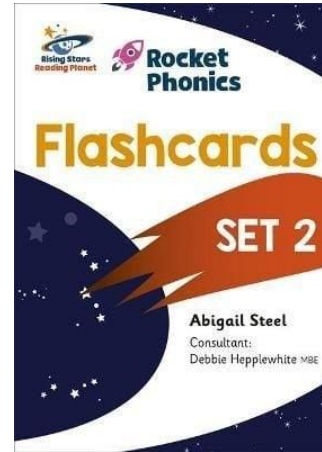
- Play a quick-fire grapheme recall game. Call out a selection of previously learned sounds for children to stand up and air write, or for children to write on mini whiteboards and hold up to show you.
- Tip: Some children may benefit from a visual prompt to help them recall the graphemes, such as the Frieze or a Sounds Mat.
- Tip: If you call out a sound that can be represented by more than one grapheme, give a context word to encourage children to make the correct choice, e.g. Show me /oa/ as in snow.

TEACH

- Orally segment words that contain oe as /oa/, using sound fingers to scaffold. Call out the word slowly and count the individual sounds on your left hand from thumb and across fingers. Words to segment: loe, foe, doe.
- Model segmenting using dashes as a written scaffold. Orally segment words containing oe as /oa/, count the sounds, then draw the corresponding number of dashes in a line on your flipchart or whiteboard. Show how to write the letter-sound correspondences on the

Pupil Practice Booklet content and answers

1. Revisit and review	Call out the sounds at random and observe as children point to the matching letters (wh, sh, ay, em, ec, oi, oo, in)
2. Segmenting practice	goat, toe, doe
3. Find and write	tomatoes, potatoes, heroes
4. Apply	(dictation) 1) A doe sat under the tree. 2) I lost my toe.



English - Phonics - Sound Mats

Rocket Phonics Sounds Mat 3		i	i-e	ie	y	o-e			
child		time		pie		happy		rope	
ow		oe		o		ey		u	
snow		toe		piano		key		push	
ue		ew		er		ir		ou	
statue		news		herbs		bird		cloud	
blue		screw		oul		a		shoulder	
astronaut		aw		should		father		toy	
or		deer		ere		are		al	
world		deer		here		square		ball	
				there		colour		ear	
								earth	
								bear	
								ore	
								snore	

Daily lesson breakdown:

Revise and Revisit



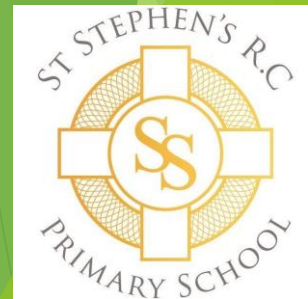
Teach



Practise



Apply



Revisit and Revise

oa 

Flashcard 39

soap

Flashcard 39

oo 

Flashcard 40

look
spoon

Flashcard 40

Rising Stars Reading Planet Rocket Phonics

Flashcards

SET 1

Abigail Steel
Consultant:
Debbie Hepplewhite MBE

Rising Stars Reading Planet Rocket Phonics

Flashcards

SET 2

Abigail Steel
Consultant:
Debbie Hepplewhite MBE

Common Exception Words

he
she

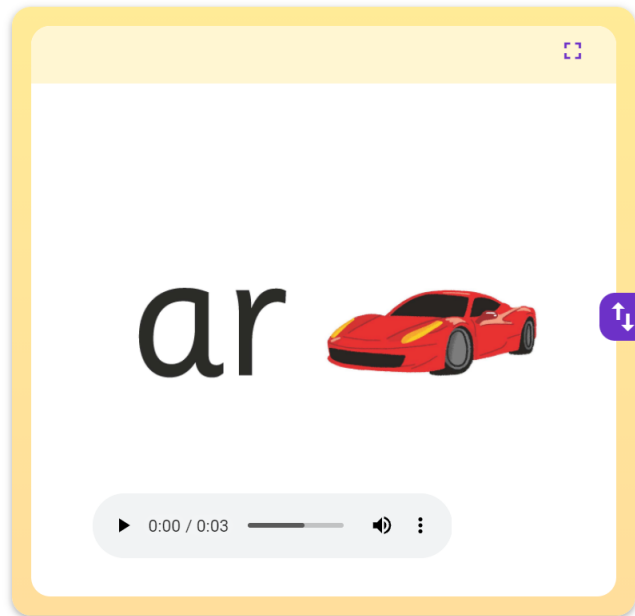
0:00 / 0:03

be

0:00 / 0:01

my

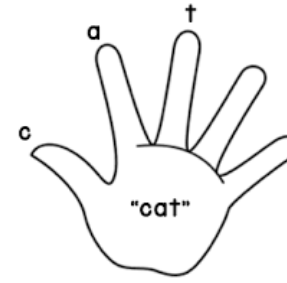
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Do you know any words which contain
the ar grapheme?

Teach

Segmenting focus



- Orally segment words containing ar grapheme. Car, park, farm, star.
- Use sound fingers to scaffold.
- Use dashes to write words containing m – mat / man.
- - - - -
- Reinforce letter formation – a - r.
- Children practise formation on whiteboards / air write.
- Model writing a sentence -.

Practise

Blending for reading

Lots of sound talk and counting graphemes

Sound fingers











Segmenting for writing

Sound talk and counting phonemes in each word

Sound dashes – to help segment the word

For example: dog d-o-g _____



 ar 	 ar
1. Trace and review. Say and tick each sound. ch sh th ng ai ee igh oa	1. Trace and review. Listen to the sounds and point to the letters. oo j w y qu ch th ai
2. Grapheme search. Find and circle all the ar letters. Mark was at the park until it got dark. How many did you spot? <input type="text"/>	2. Grapheme write. Copy the letters and say the sound as you write. ar <u>ar</u> ar _____ ar _____ ar <u>ar</u> ar _____ ar _____
3. Blending practice. Decide and match the words to the pictures. jar   card shark   car	3. Segmenting practice. Look and write the words.  ar sh ar  ar d t
4. Apply. Tick the sentence that matches the picture. This garden has an arch. <input type="checkbox"/> This garden has a shark. <input type="checkbox"/> 	4. Apply. Let's write a sentence. _____ _____

Elvis was a clever cat. He knew how to cross the road without being run over by cars.

Barp! Barp!



cars

ar

He liked to explore and visit different places. He enjoyed looking at holiday destinations in the travel agent's window. He went to see the art gallery on Barn Street, and to the park on Dart Corner.

4

When Elvis went to the art gallery, he looked through the big glass windows at all the paintings. His favourite artist was called Carla Harp, and she painted farm scenes.

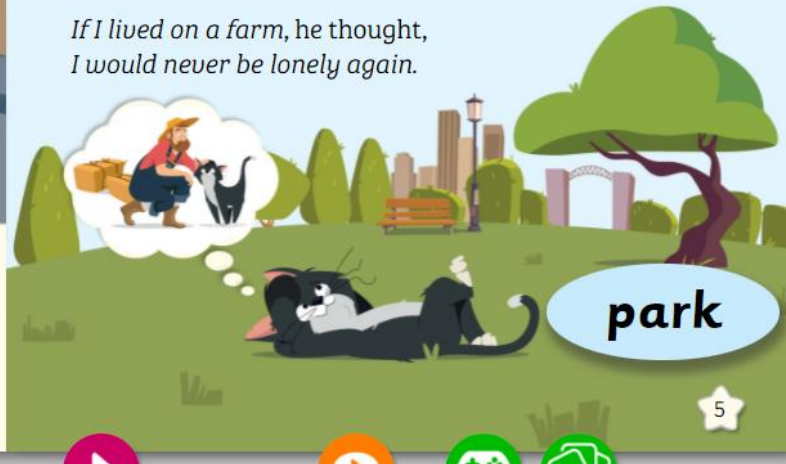


art

artist

When Elvis went to the park, he lay on the grass and dreamed about finding a new life far away from the city. Somewhere that looked like Carla's paintings.

*If I lived on a farm, he thought,
I would never be lonely again.*



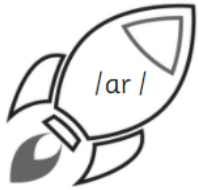
park

5

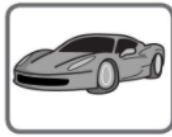
1. Read the words in the lozenges (bubbles)
2. Use sound talk
3. T reads the text and pupils identify words containing the ar grapheme

Use this opportunity to discuss any new/unfamiliar vocabulary

Apply – Pupil Practice Workbook



ar



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

ch sh th ng ai ee igh oa

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

Mark was at the park until it got dark.

How many did you spot?

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

jar



card

shark

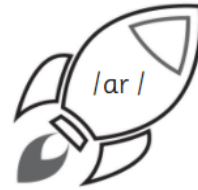


car

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

This garden has an arch.

This garden has a shark.



ar

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

oo j w y qu ch th ai

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

ar ar ar _____ ar _____

ar ar ar _____ ar _____

3. Segmenting practice: Look and write the words.



ar sh ar

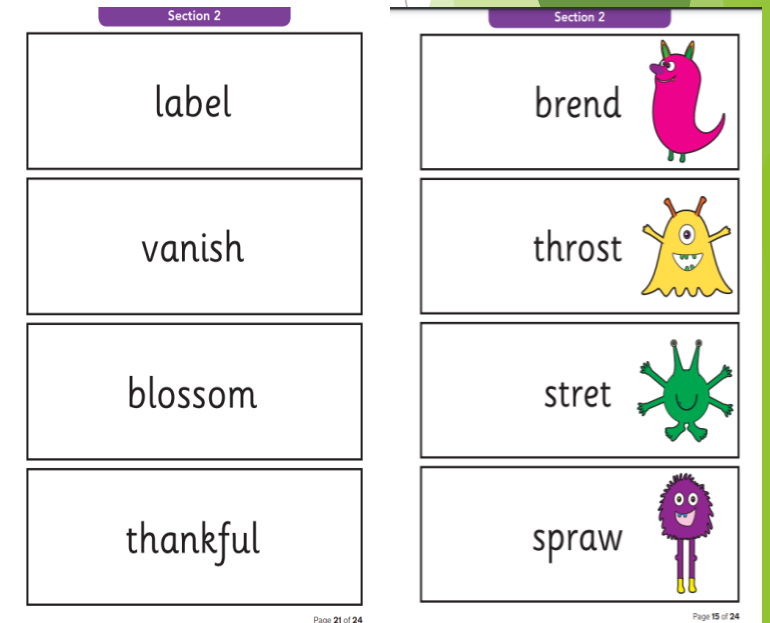
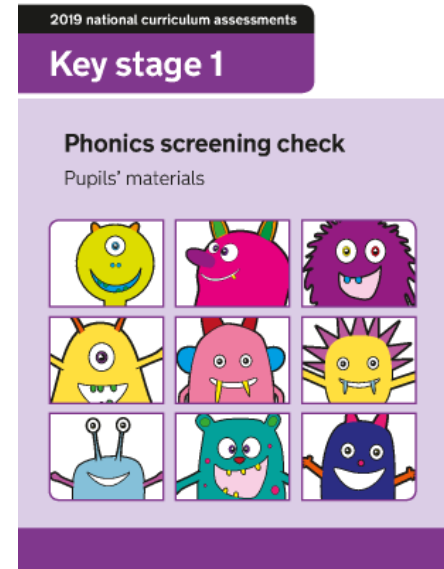


ar d t

4. Apply: Let's write a sentence.

Year 1 Phonics Screening Check

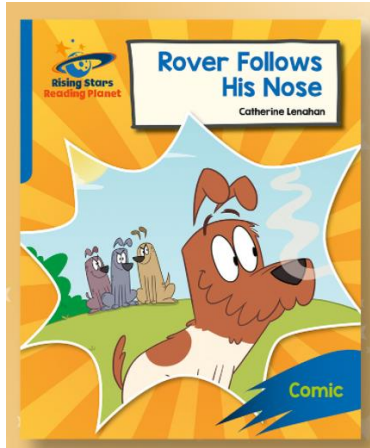
- 40 words – 20 decodable pseudo words and 20 decodable real words
- Administered in June 2022
- 1:1 with an adult
- Pass rate usually around 32/33
- Results communicated with families at the end of the summer term.



Reading scheme



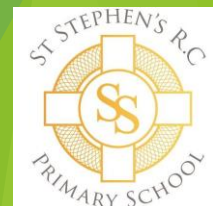
Target Practice Reader



Rocket Phonics Reader



Reading Planet Online



How to support your child at home



Reading at Home: A guide for parents

Date: September 2021

Where the: 'Word of God, and the service
and strength of St. Stephen, guides our
steps and leads us in learning.'

We are a community where:
beauty and trust are treasured,
justice and tolerance are promoted
compassion and charity are encouraged
goodwill and loyalty are cherished
resilience and determination are needed
forgiveness and love are required



How to support at home:



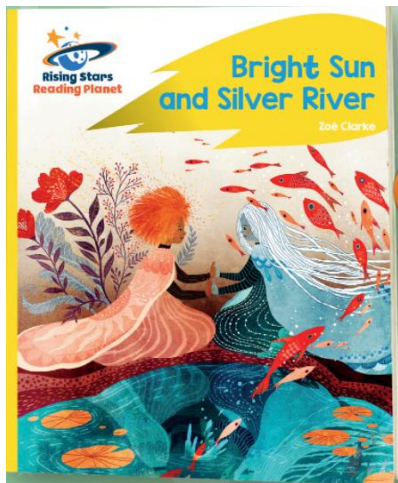
- Read with your child daily.
- Use sound talk/chunk words/play phonics games (see handout).
- Use picture clues.
- Talk about the things they have read.
- Ask questions.
- Talk about the new and interesting vocabulary – look it up on the Ipad/tablet/phone.
- Be a storyteller – make up a tale!
- Make it fun – use of finger puppets, story mapping, silly voices.
- No distractions – focus your time and energy on the book.

Home learning -YEAR 1

Reading Homework Book:

Worksheet linked to phonics book to be completed every week.

This homework will be sent home after the half term holiday.

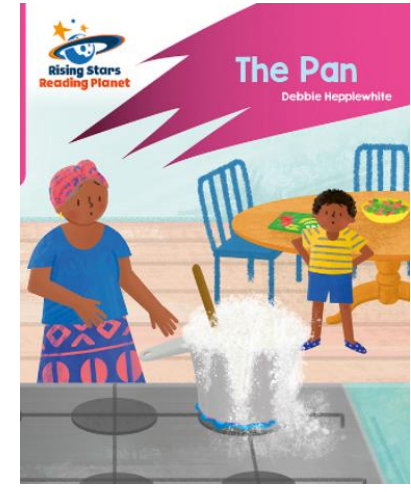


Bright Sun and Silver River
Name: _____ Date: _____

Find the words from the story in the wordsearch.

summer silver river fingers hotter better
part darted sharp sharks started far

a	i	h	h	o	t	t	e	r	f	
s	u	m	m	e	r	s	d	g	i	
i	j	q	b	p	v	t	a	o	n	
l	r	b	e	a	s	h	a	r	p	g
v	w	g	t	j	f	r	t	u	e	
e	k	c	t	k	i	t	e	a	r	
r	i	v	e	r	i	e	d	z	s	
b	p	a	r	t	m	d	y	n	f	
c	l	s	x	d	h	e	f	a	r	
s	h	a	r	k	s	d	m	t	e	



The Pan
Name: _____ Date: _____

Play the game in pairs.
Take turns to throw a dice and move to the right square.
Read the word or follow the instructions.
Who will reach the pan first?

START +2 Nan go
tips +2 tap back 2
into +2 back 2 the pan
+2 back 2 Pat
FINISH it tins to go

Spelling Homework

Spellings linked to phonics lessons and Year 1/2 Common Exception Words.

Test every Monday morning.

Handwriting – letter formation

Children in Year 1 enjoy daily handwriting sessions, practising the correct way to form each letter, as well as learning new joins.



PenPals Handwriting Scheme Parent Information

Date: September 2021

Where the: 'Word of God, and the service and strength of St. Stephen, guides our steps and leads us in learning.'



We are a community where:
 beauty and trust are treasured,
 justice and tolerance are promoted
 compassion and charity are encouraged
 goodwill and loyalty are cherished
 resilience and determination are needed
 forgiveness and love are required

Long Ladder Family			
l	Start at the top, come all the way down and flick	L	Start at the top, come down and go across
i	Start at the top, come down and flick. Lift and dot	I	Start at the top, come down. Lift. Across at the top. Lift. Across at the bottom
t	Start at the top, come all the way down and curve. Lift and cross	T	Start at the top, come down. Lift. Across at the top
u	Start at the top, come down and curve. Go back up, comeback down and flick	U	Start at the top, come down. Curve back up
j	Start at the top, come all the way down and curve to the left. Lift on dot.	J	Start at the top, come down. Curve to the left. Across at the top
y	Start at the top, come all the way down and curve. Go back up, come all the way down and curve to the left.	Y	Slope down, slope back up. Lift. Come down from the point
One-armed Robot Family			
r	Start at the top, come down, bounce back up and over	R	Start at the top, come down. Lift. Back to the top. Go all the way round and slope
b	Start at the top, come all the way down, bounce half way back up and go all the way around	B	Start at the top, come down. Lift. Back to the top. Go all the way round and all the way round again
n	Start at the top, come down, bounce back up, go over, down and flick	N	Start at the top, come down. Lift. Back to the top. Slope and straight up
h	Start at the top, come all the way down, bounce half way back up, go over, down and flick	H	Start at the top, come down. Lift. Back to the top. Slope and straight up.
m	Start at the top, come down, bounce back up and over. Down, bounce back up and over. Down and flick.	M	Start at the top, come down. Lift. Back to the top. Slope down, slope up and straight down.
k or k	Start at the top, come all the way down, bounce half way back up. Loop. Slope and flick. Or Start at the top, come all the way down. Lift. Slope. Slope and flick	K	Start at the top, come down. Lift. Slope in, slope out.
p	Start at the top, come all the way down, bounce back up and go all the way around	P	Start at the top, come down. Lift. Back to the top. Go all the way round
Curly Caterpillar Family			
c	Make a curve	C	Make a curve
a	Make a curve, go up to the top, come back down and flick	A	Slope to the left. Lift back to the top. Slope. Lift. Across in the middle
d	Make a curve, go all the way up, come back down and flick	D	Start at the top, come down. Lift. Back to the top. Go all the way round to the bottom
o	Make a curve, go all the way around	O	Make a curve, go all the way round
s	Make a curve, slope, make a curve back again	S	Make a curve, slope, make a curve back again
g	Make a curve, go up to the top, come all the way down and cure to the left	G	Make a curve. Lift and go across
q	Make a curve, go up to the top, come all the way down and flick	Q	Make a curve, go all the way round. Lift and slope across
e	Start with a loop then make a curve	E	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle. Lift. Across at the bottom
f	Make a curve, come all the way down, curve to the left. Lift and cross	F	Start at the top, come down. Lift, back t the top. Across at the top. Lift. Across in the middle
Zig Zag Monster Family			
z	Go across, slope, go back across	Z	Go across, slope, go back across
v	Slope down, slope back up	V	Slope down, slope back up
w	Slope down, slope back up. Slope down again and slope back up	W	Slope down, slope back up. Slope down again and slope back up
x	Slope. Lift and slope across	X	Slope. Lift and slope across

Letter formation guide for home

Please see below for the correct formation of each letter in line with our PenPal handwriting scheme.



Upper case letter formation:



Reading Village

Our Reading Village is an amazing resource for you to visit with your child. Stay and enjoy reading together or simply borrow some books to read at home. It is open every day immediately after school until 3.45pm. Classes will visit on a rota basis beginning this term.



Book swap boxes

In the main school playground, there are several Book SwapBoxes. These are to be used by the children, where they can bring in a book they no longer wish to keep and swap it for another in the box. Take a look at the end of the day!

- Books must be in good condition.
- Boxes must be locked after use.
- One book in, one book out.



Gentle Reminders:

- **Phonics book** changed on a **Friday**.
- **Home reading book** changed on a **Tuesday**.
- Reading diary **must be returned daily** and signed to show that your child has read.
- **Spellings** goes out on a **Monday** and tested the following **Monday**.
- **Homework** goes out on a **Friday** to be returned the following **Tuesday**.

