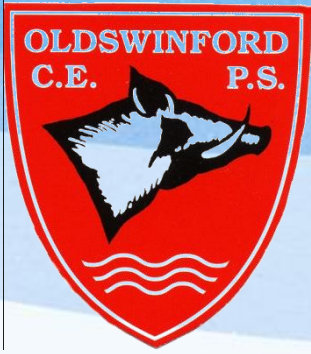




Welcome to our Phonics presentation



'Believe, Achieve and shine brighter together'



Rocket Phonics

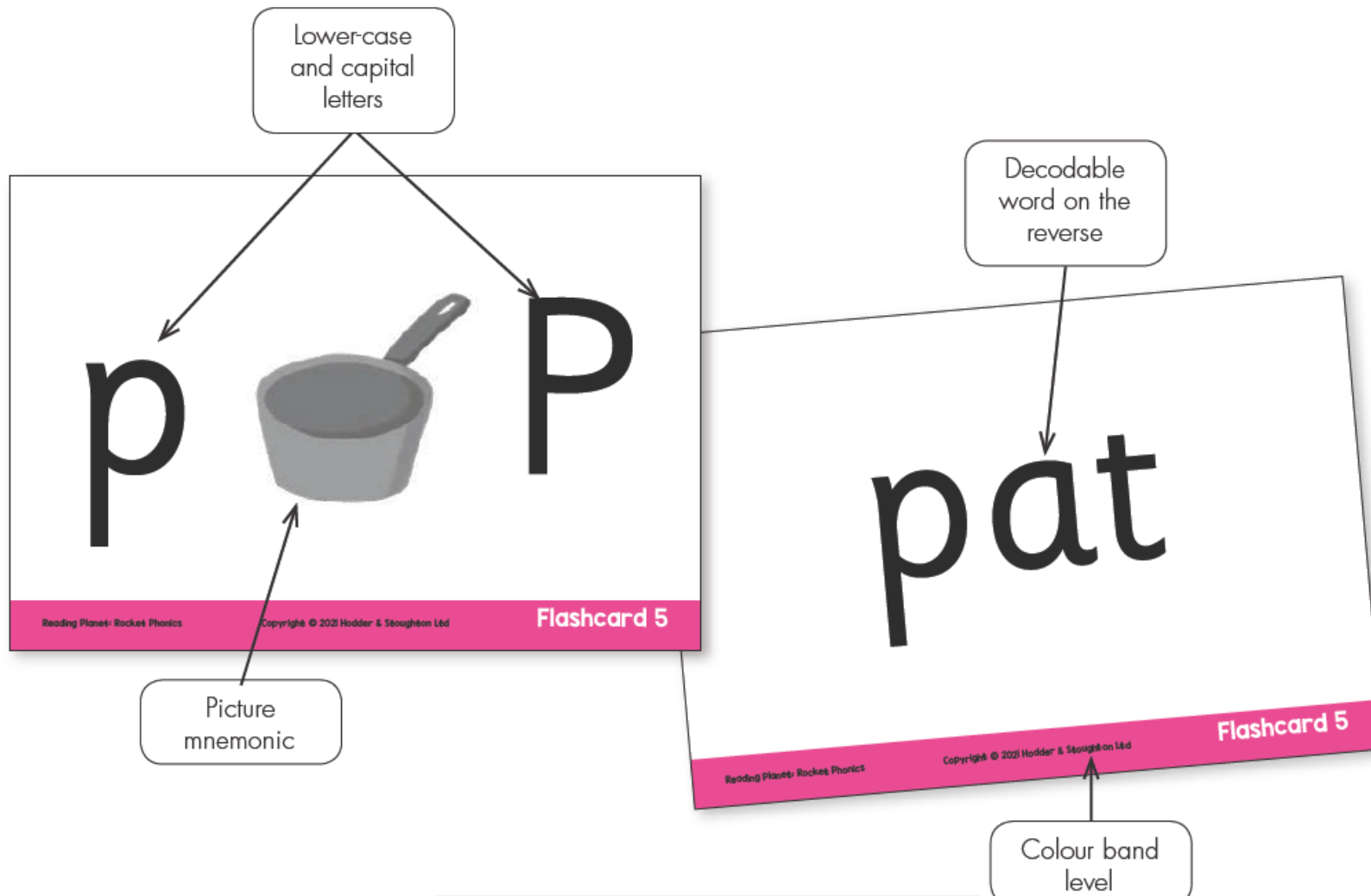
What has my child been taught?

s	a	t	p	i	n
m	d	g	o	c	k
ck	e	u	r	h	b
f	ff	l	ll	ss	i
v	w	x	y	z	zz

I	no	go	into	to	the
he	she	we	me	be	my
was	her	they	all	are	you

30 sounds & 18 tricky words!

We learn 2 new sounds a week



We start each lesson going through all of the sounds that we have previously learnt and then will look at the new sound we are learning, we look at the lowercase, uppercase, think about words that include the sound and then read the decodable word on the reverse.

Decodable words containing the focus letter-sound appear in blue lozenges that can be clicked to hear the pronunciation

Story text for the teacher to read aloud, or play the audio version (with sound effects)

Target letter-sounds appear in yellow lozenges that can be clicked to play the pronunciation



The skidoo raced over a bump and the tin lunchbox flew off the back. *Whoosh!*

Nan didn't realise her lunch was gone!

n N



Nip and Nap didn't want Nan to go without her lunch.

They used their amazing mind power to make Nan look around and see the tin box in the snow.



Story text contains words with the target letter-sound to support phonemic awareness

You can use the tools provided in the programme to zoom into illustrations, frame items, add sticky notes, etc.

Click on the Flashcard and Games buttons to launch the resources

Left-hand
pages focus
on blending
skills for
reading



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.



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

3. Segmenting practice: Look and write the words.



p t a

i p p

4. Apply: Let's write a sentence.

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

The Pupil Practice Booklets enable children to practise and apply blending and segmenting skills at letter-sound, word, sentence and text levels. Children also practise formation and word writing on whiteboards. We do the letters physically first and then on paper. Please see the handout that we sent out last week for the rhymes we use to form the letters



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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Common exception words

go

no

into

Flashcard 59

Flashcard 60

We learn new common exception words (sometimes called tricky words) each week on a Friday. These are words that are can not be sounded out and need to be learnt in their head. These are the ones on the word card that start with CEW.

Reading books



The *Rocket Phonics* range of reading books are the ideal complement to the programme as additional decodable reading practice books. These books are fully aligned to the programme and can be used as soon as all of the letter-sounds in a particular colour band have been taught.

Letter-sounds taught	<i>Rocket Phonics</i> colour band	Teaching week (at the end of which the colour band becomes decodable)
s a t i p n m d g o c k	Pink A	Week 6
ck e u r h b f ff l ll ss	Pink B	Week 11
j v w x y z zz qu	Red A	Week 16
ch sh th ng ai ee igh oa oo	Red B	Week 23
ar or ur ow oi ear air ure er	Yellow	Week 29

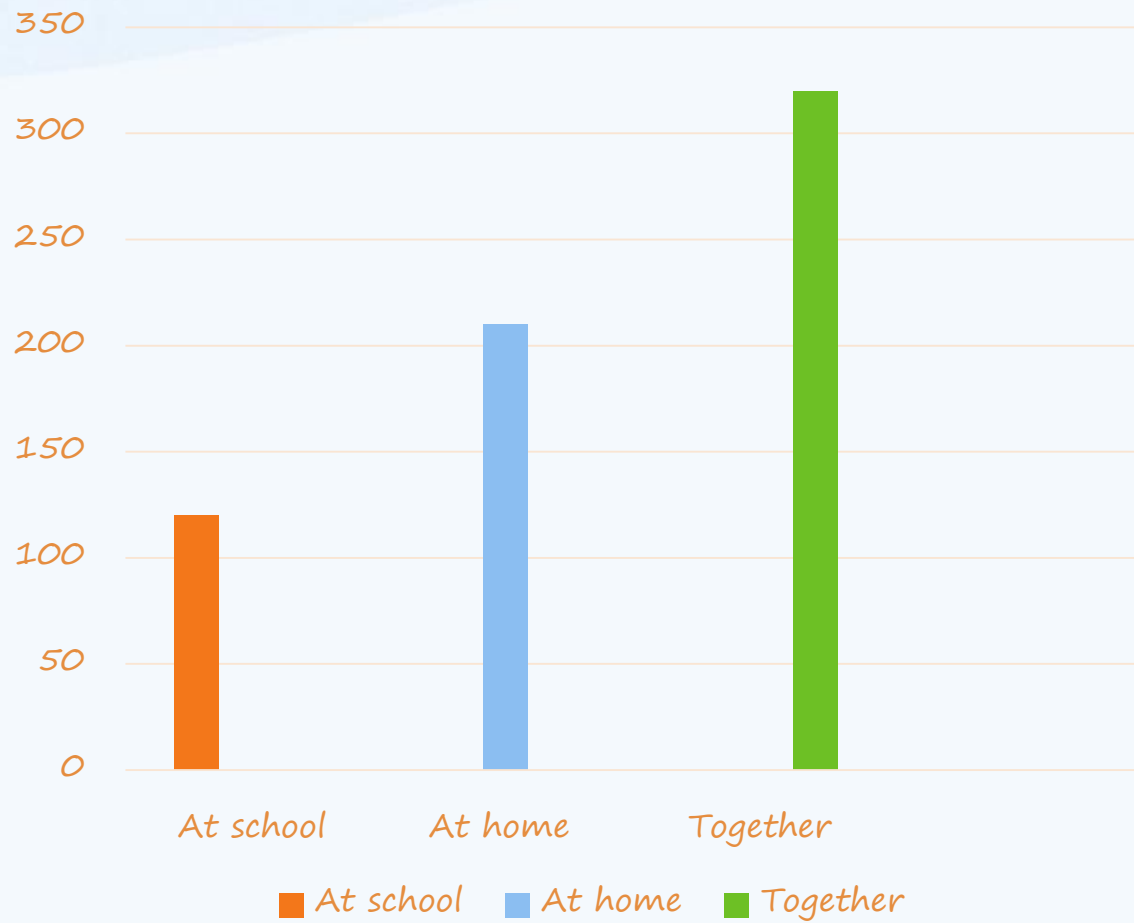
As you can see the children need to be taught all the sounds on the left before they can access the books as this will be when they are fully decodable to the children so please trust us, we will move your child up when they are ready and when they have been taught all of the sounds needed for that level. If your child is reading it fluently that is a good thing as fluency is what we are aiming for. This also applies with the red word cards, once the children have been taught a set of sounds they will get the corresponding sticker on their red word card

Reading incentives

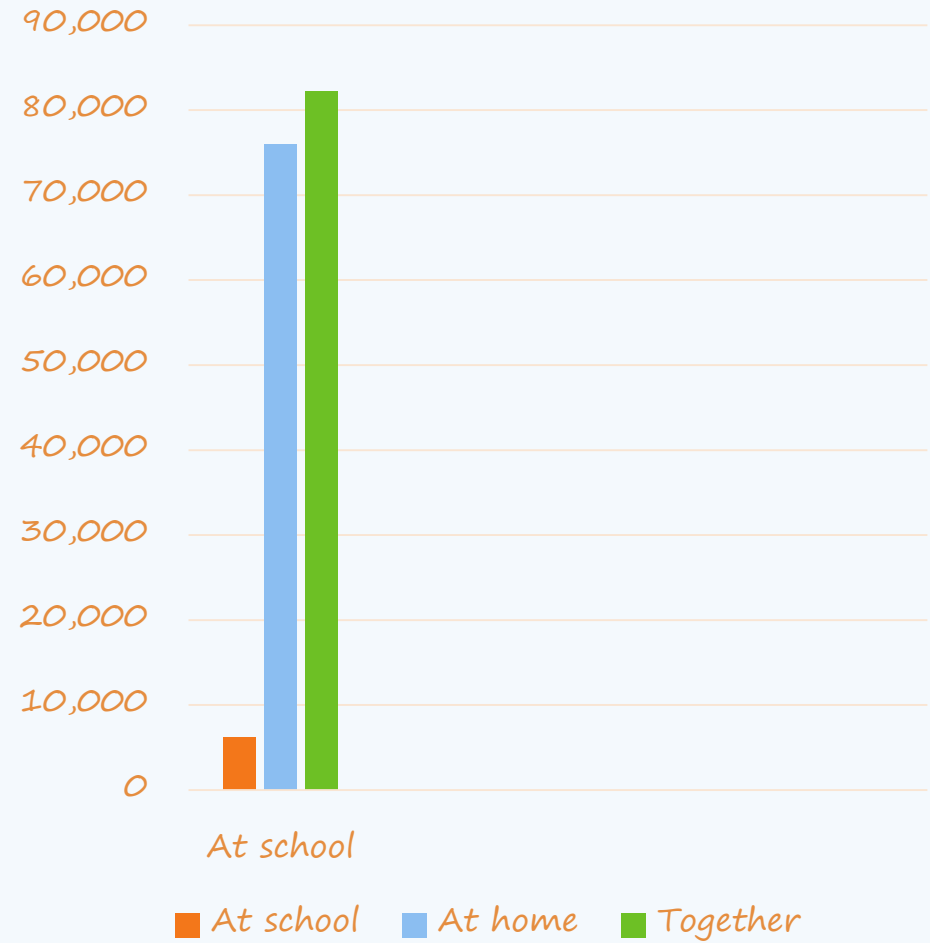
There are so many proven benefits to reading frequently with your child, not only does it help their phonics and reading ability but it helps build their comprehension skills and allows them to learn new vocabulary. We know not every child enjoys reading but even if you could do a page at a time, it makes a big difference. Often short bursts are when children flourish! If they read 5 times in a week they move to the moon or gold pot and get a certificate and are entered in the prize draw.



Reading



Reading



Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

Child A



Reads 20 minutes
per day

3,600 minutes
per school year

1,800,000 words
per school year



Scores in the
90th percentile

Child B



Reads 5 minutes
per day

900 minutes
per school year

282,000 words
per school year



Scores in the
50th percentile

Child C



Reads 1 minute
per day

180 minutes
per school year

8,000 words
per school year



Scores in the
10th percentile

Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.

Where next?

	ch (Chip)	sh (Ship)	th (that)	ng (ring)
ai (rain)	ee (bee)	igh (light)	oa (boat)	oo (look)
oo (moon)	ar (car)	or (fork)	ur (fur)	ow (cow)
oi (coin)	ear (near)	air (pair)	ure (cure)	er (hammer)

Digraphs!

These are two letters that make one sound e.g. qu in quick.

Trigraphs!

These are three letters that make one sound e.g. igh in light.

**Thank you for your continued
support with Phonics &
Reading.**

Questions- see us now...

