

Rocket phonics
Buttsbury Primary School
Wednesday 17th September



Agenda

- What is phonics?
- Terminology
- What does a lesson look like?
- Expectations
- Testing

Phonics

What is phonics?

- Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.
- Understanding phonics will also help children know which letters to use when they are writing words.
- Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch* (school).
- Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".

Terminology

Phoneme- the smallest unit of sound within a word- there are 44 phonemes in the English language.

Grapheme- Is a letter or group of letters that represent a phoneme.

For example, the letter 'y' can make the igh phoneme- spy, the 'ee' phoneme- happy and the 'i' phoneme- pyramid.

We use this terminology with the children.

Pure sounds

Watch video



What is Rocket phonics?

Reading Planet Rocket Phonics is a DfE validated story-based Systematic Synthetic Phonics programme for KS1.

It is based on the progression of Letters and Sounds (2007) and provides a complete package of print and digital resources to teach reading and writing.

Rocket Phonics has been written by educational consultant and phonics expert, Abigail Steel. Using feedback from primary schools, they've developed a rigorous programme that combines beautiful and engaging stories with in-depth phonics knowledge and skills.

What does a lesson look like?

- The week is split into two blending days, two segmenting days and a tricky words day. The blending days focus on reading and the segmenting days focus on spelling. **Please note that Rocket phonics doesn't use actions for sounds.**

A blending day...

1. Revisit and review- Flashcards of previously taught letter sounds.
2. Teach- A new letter sound is introduced using a flashcard. We then use a Big Book story to introduce the letter sound in context and to discuss vocabulary.
3. Practice and application- Each child has a Pupil Practice Booklet to help them to practise their blending skills.

Blending skills

Oral blending (without print) saying the sounds slowly and the children blend them together THE SOUNDS ARE....

Modelled blending- the adult points beneath each grapheme whilst saying the sounds.

Then they swipe underneath from left to right.

Supported blending- Adult points at each grapheme whilst the children say the sounds.
The adult then swipes beneath the word whilst the children say the whole word.

Adult- pointing

Children- blending

Independent blending



A segmenting day...

1. Revisit and review- Quick fire grapheme recall- air writing graphemes, for example or using small white boards.
2. Teach- Orally segmenting words, model segmenting, model letter formation.
3. Pupil practice and application- Children use their Pupil Practice Booklets to practise their segmenting skills.



Segmenting skills



- Modelled oral segmenting

The adult says the whole spoken word and then says the sounds from the beginning. Counting the sounds on the thumb and fingers of the left hand. THE WORD IS...

- Oral segmenting

The adult says the whole spoken word and the children respond by saying the individual sounds.

- Modelled segmenting with spelling-

The adult...

Says the whole spoken word

Models the process of counting sounds

Counts how many sounds have been identified

Writes the number of long dashes

Then writes the corresponding letters or letter groups on the sound dashes

Independent segmenting

Tricky word day

- The children practise reading and spelling tricky words.

Reading books

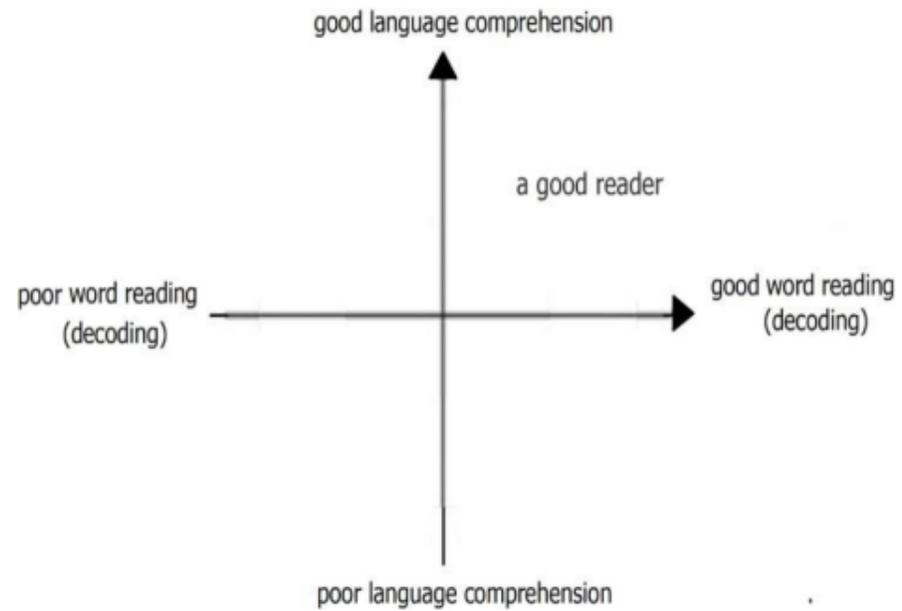
Children have a phonics book and a fun book.

Children need to read books that contain the sounds they know- they need to be reading fluently (this means not sounding out). This might mean that your child is on a different colour for their phonics book and their fun book.

Children need to be able to read their phonics book independently and can share their fun book with you.

Please don't worry about the book colours!! The most important thing is that the children can read by themselves.

Children need both good language comprehension and good word reading to become good readers.



Word reading and language comprehension require different sorts of teaching. When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics. However, when they can read most words 'at a glance' and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading as well as through their listening.

What is expected of your child?

- The Early Years Foundation Stage (EYFS) curriculum contains a specific reading goal as follows:
- “Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.”

Other aspects of reading that might be seen or taught within Reception may include:

- ★ hearing and saying the initial sound in words
- ★ segmenting the sounds in simple words and blending them together
- ★ beginning to read words and simple sentences
- ★ using vocabulary and forms of speech that are increasingly influenced by experience of books
- ★ enjoying an increasing range of books
- ★ knowing that information can be retrieved from books and computers.

What is expected of your child at Key Stage

1?

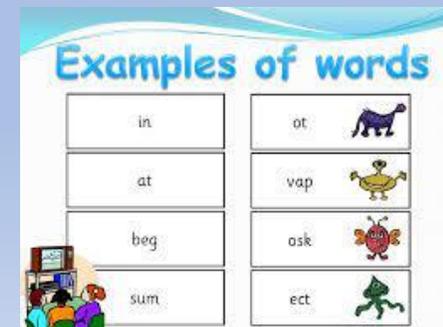
- The national curriculum for reading at Key Stages 1 and 2 (KS1 and KS2) focuses on two areas:
- **word reading** – both the working out of the pronunciation of unfamiliar printed words (decoding) and the recognition of familiar printed words
- **comprehension** – reading widely across both fiction and non-fiction to help children develop knowledge and understanding of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- The aim is that all children:
 - ★ read easily, fluently and with good understanding
 - ★ develop the habit of reading widely and often, for both pleasure and information
 - ★ acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language
 - ★ appreciate our rich and varied literary heritage.

How and when will your child be tested?

Phonics screening check

At the end of Year 1, your child will have a phonics screening check. This is designed to assess whether your child has learned to decode (read) words, but not to test understanding of the meanings of the words. Children will need to read a list of 40 words aloud to the teacher. Twenty will be real words, the rest pseudo words (artificial words) to ensure that children use their phonics skills instead of their memory when reading.

If your child does not reach the threshold to pass in Year One, they will receive additional phonics support and be tested again in Year Two.



National Tests

This year, the KS1 SATS are no longer statutory. The children will still be taking these tests as it provides us with a good indication of how the children are getting on and it helps to prepare them for the Junior School.

To finish....

- Read as often as possible with your child.
- Listen to them read and read to them.
- Read a wide variety of texts- fiction and non-fiction, posters, leaflets, newspapers, packets, signs etc.
- Encourage your child to use their phonics to decode unknown words.

