

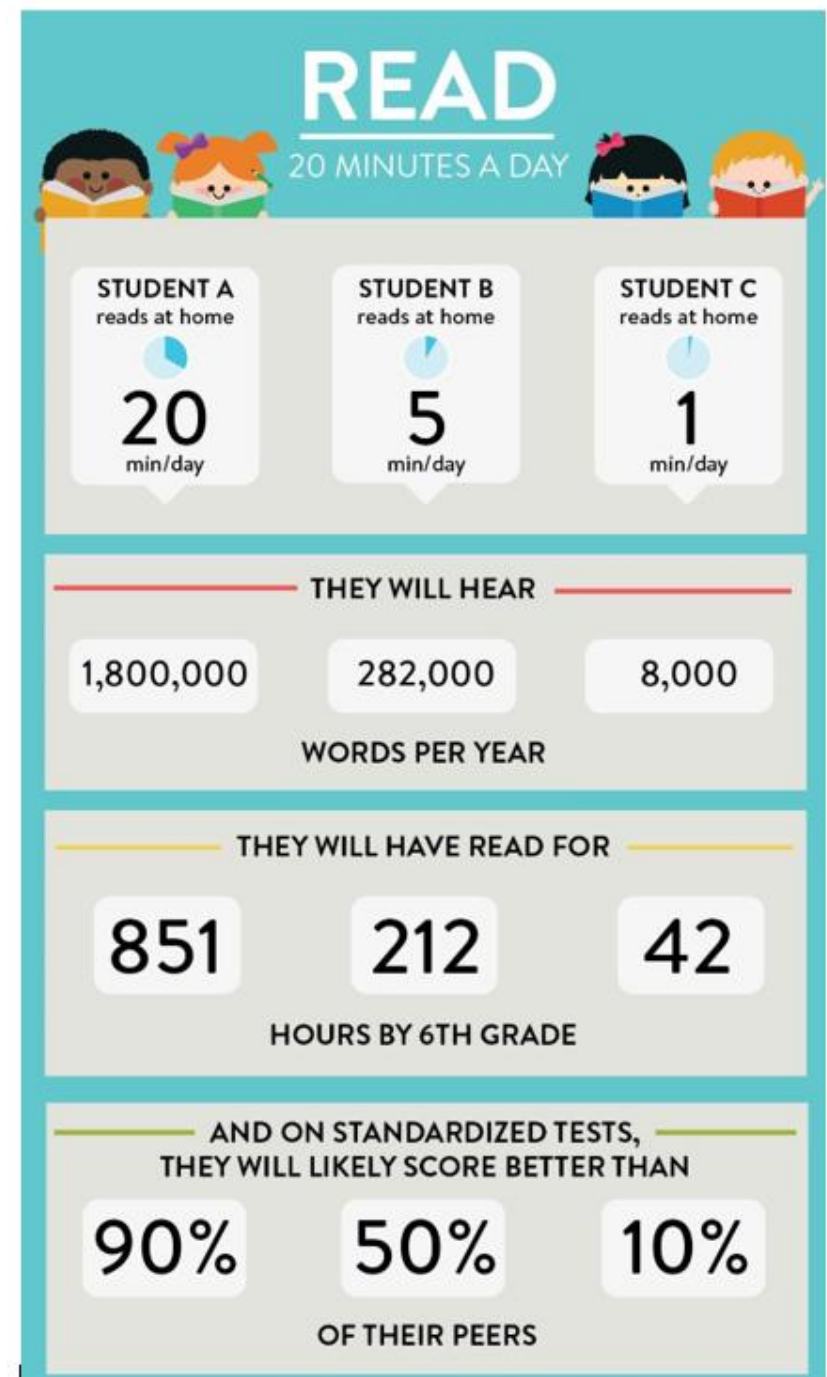
PHONICS AND
READING
INFORMATION
EVENING



Thank you for your attendance. Being here today or reading this presentation at home indicates that you share our passion for reading and recognise the life-changing impact that being a fluent and critical reader has on our children.



WHY READING MATTERS



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.

Phonics supports children to hear, identify and link the sounds that letters make (phonemes) to what the letters look like when written down (graphemes). This helps children to recognise and read words, using knowledge of the sounds to read new or unfamiliar words.

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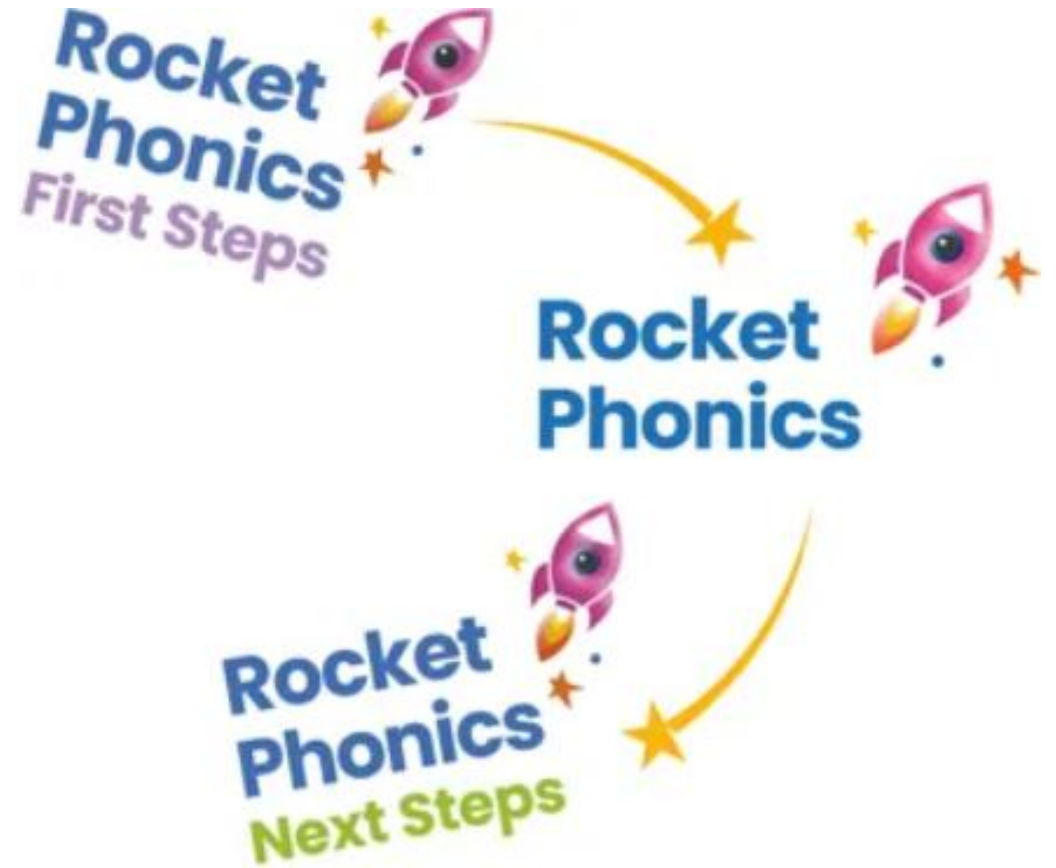
What is Rocket Phonics?



Rocket Phonics is a **Systematic Synthetic Phonics (SSP)** programme that supports children in developing all the skills they need to successfully read, write and spell. It forms part of the **Boost Reading scheme**.

The programme offers a wide range of beautifully designed and engaging resources, such as flashcards, sound mats, interactive Big Books, and online quizzes, all of which help to reinforce and extend learning.

A fully matched series of **decodable reading books**, covering a variety of genres, is also provided. These books are used in class and sent home, giving children the chance to practise and apply their phonics skills in different contexts.



In Rocket Phonics lessons, your child will:

- Learn to recognise, say, read, write, and spell all **44 sounds** of the English language.
- Revisit and consolidate sounds they have already learned.
- Be introduced to new sounds in a clear and structured way.
- Take part in a variety of activities that practise and apply their **reading, writing, and spelling skills**.

A typical teaching week

How do we teach the code with Rocket Phonics?

Monday: new letter-sound with a blending focus

Tuesday: repeat letter-sound with a segmenting focus

Wednesday: new letter-sound with a blending focus

Thursday: repeat letter-sound with a segmenting focus

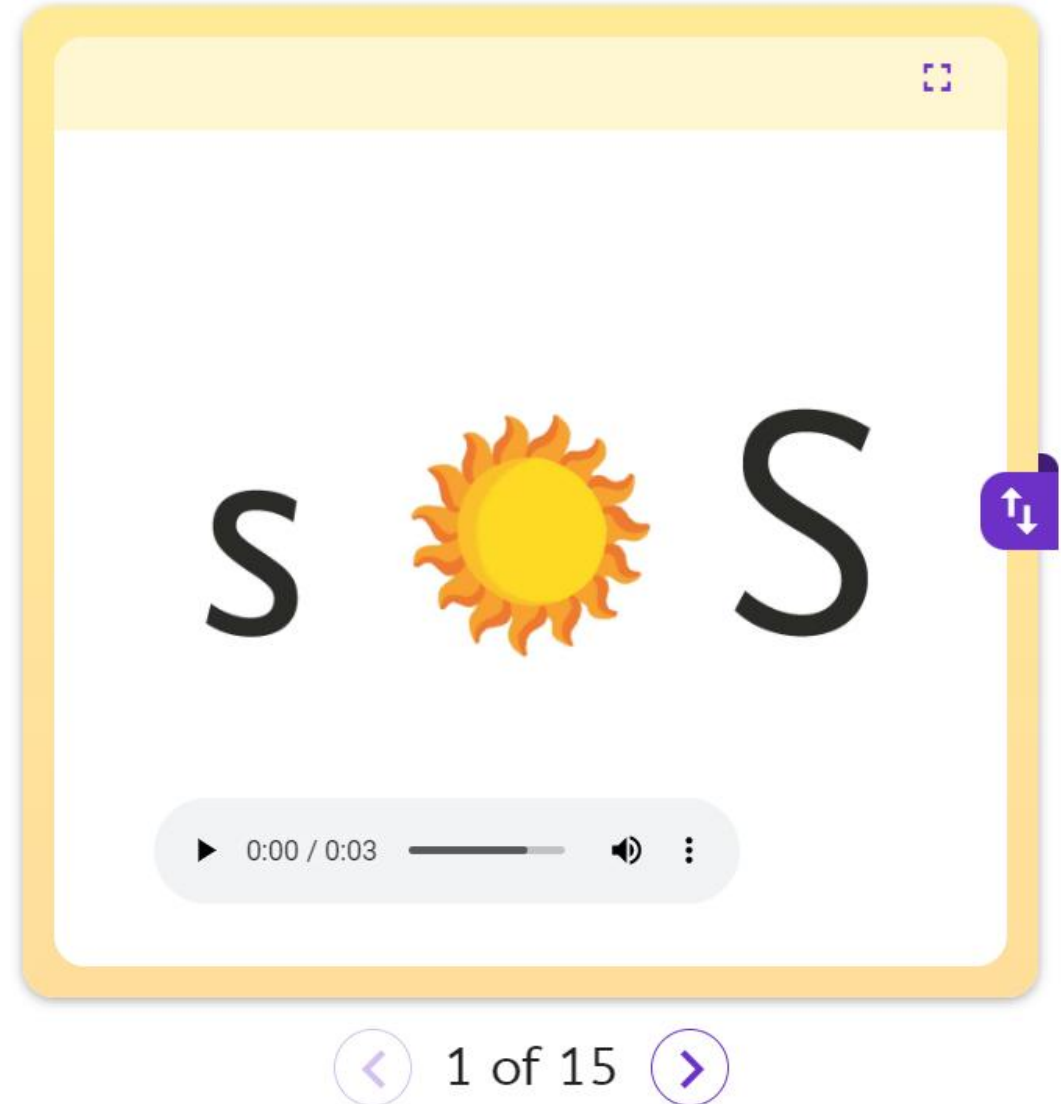
Friday: Common exception words (CEWs/tricky words), consolidation, assessment, enrichment

- 130 letter-sounds in total
- Taught at a pace of 2 per week
- Batched per 6 weeks e.g. up to 12 per half term
- Clear focus on code for reading and code for spelling

New sounds are introduced
using interactive flashcards



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Monday: Introduce a new letter sound with a blending focus.

Pupils then see and hear the new sound, in this case 'S, through the Big Book.

The sound is used frequently within the text.



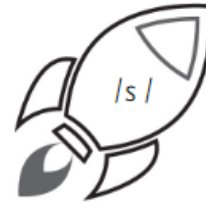
Pupils join in, saying the new sound when they encounter it in the peach lozenge.

Phonics Booklet



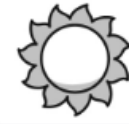
Children then work in smaller groups to complete a page from their phonics booklets.

Initially, the activity is guided and completed together, but as their confidence grows, they begin to work more independently.



s

S



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

s

S



s

S



s

S

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

Sam sits on a mat.

How many did you spot?

3. Pre-blending practice: Match the letters to the pictures.

S

S

S



4. Colour the items that begin with **s**.



Tuesday: Repeat letter sound with a segmenting focus.



Pupils practise the sound they were introduced to in the previous lesson, segmenting for spelling and using the sound in their own writing.

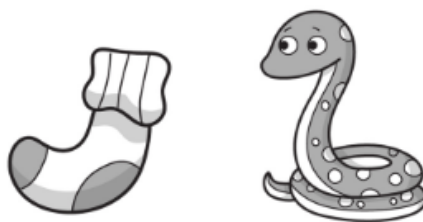
1. Revisit and review: Listen to the sounds and point to the letters and pictures.



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

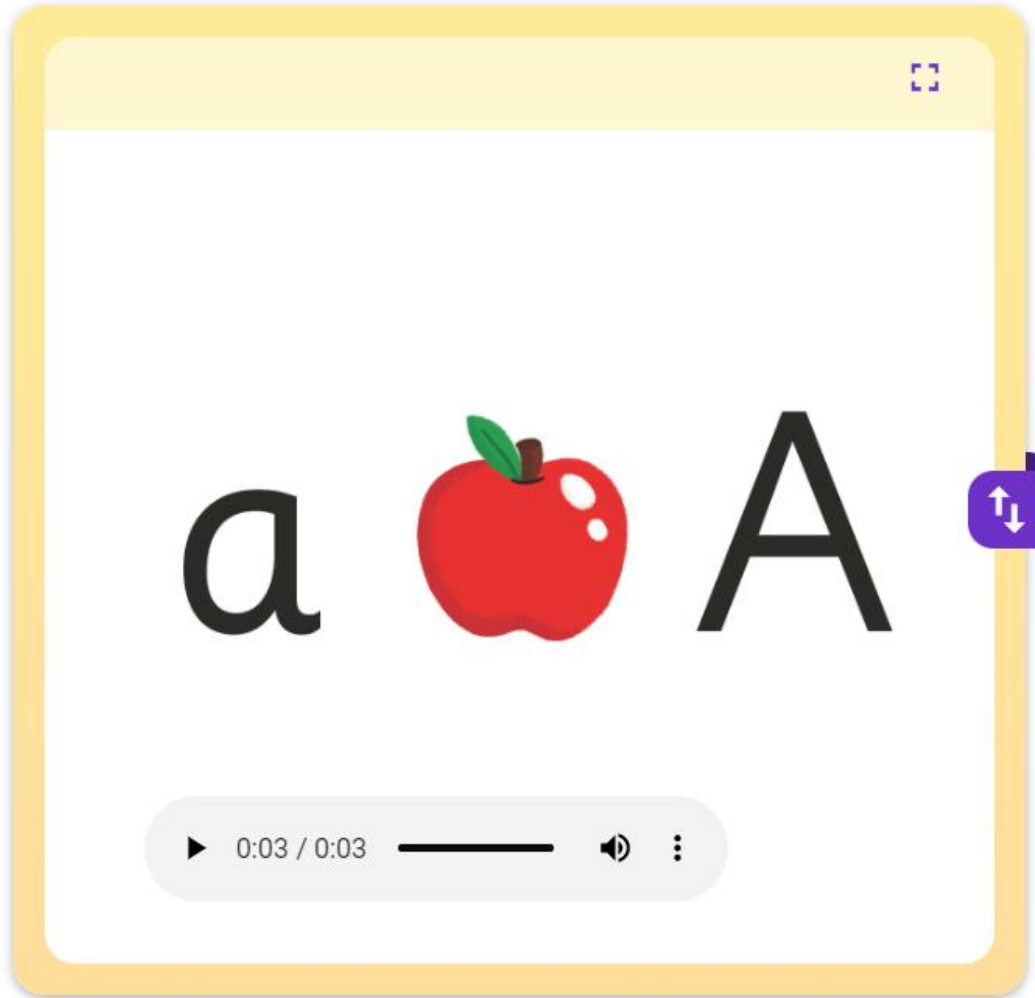


3. Pre-segmenting practice: Say the word and write s.



4. Apply: Let's write.

Accurate letter formation is taught for both upper and lower case letters. Additional handwriting opportunities are provided at other points in the week.



◀ 2 of 15 ▶

New sounds are introduced
using interactive flashcards



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Wednesday: Introduce a new letter sound with a blending focus.

Pupils are introduced then see and hear the second sound, of the week through the Big Book.

The sound is used frequently within the text.



Pupils join in, saying the new sound when they encounter it in the peach lozenge.

Elvis took Lenny back to the farmyard where the holiday themed party had started! All the animals had fun playing games, eating and dancing.

The table in the barn was covered with rice and beans for dinner, and a treat of cookies, peaches and cream for dessert.

“This is a feast!” squeaked Fern.

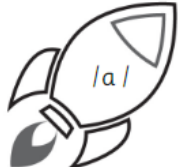
Most importantly, the young animals had started to realise that they didn’t really want to explore the world until they were older.

Including Lenny.

Lenny had learned that he had everything he needed at the farmyard. He had his family, his friends, plenty of food and lots of fun!



Pupils practise the sound they were introduced to in the previous lesson, segmenting for spelling and using the sound in their own writing.



a

A



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

a A s  S a  A

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

An ant sat on a tap.

How many did you spot?

3. Pre-blending practice: Match the letters to the pictures.

a
a
a





4. Colour the items that begin with **a**.





a

A

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

s  a S  a  A

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

a  a _____ a _____
A  A _____ A _____

3. Pre-segmenting practice: Say the word and write **a**.




4. Apply: Let's write.

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Friday: Flexible learning day.



This is a flexible day where the current needs of the children can be met in a variety of different ways, such as:

- Teaching and practising ‘tricky’ words
- Opportunities to use prior learning in games and puzzles
- Chance for teachers to revisit prior learning with target groups

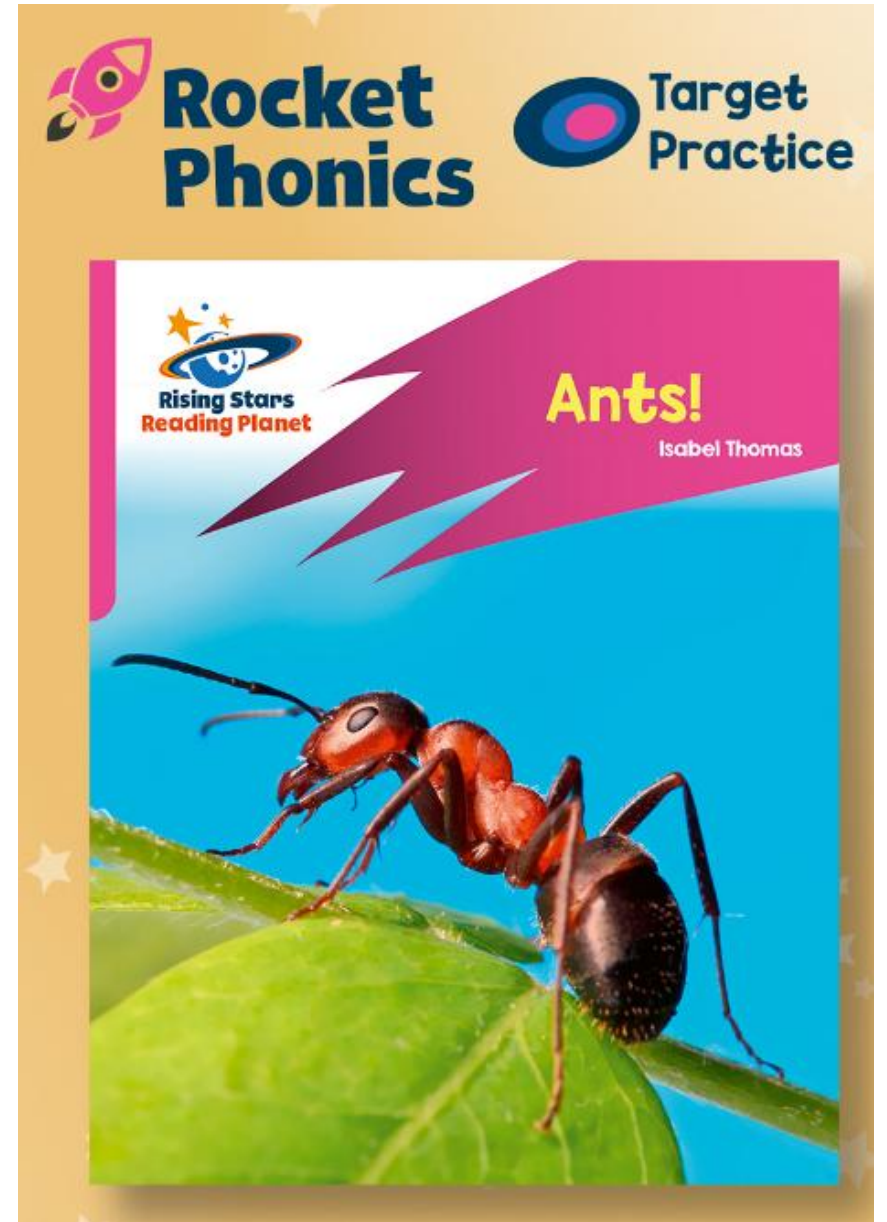
READING BOOKS



The Phonics Sound Phases

We teach sounds in groups called phases, and each phase can take a few weeks to complete. Your child won't be given a reading book to take home until all the sounds in that phase have been taught and practised at school. This means they'll be fully ready to read the book on their own.

Your child might stay on the same phase of books for a while, and that's okay! Repeating and practising helps the learning stick. While reading those books at home, your child will also be learning new sounds at school and practising them in class with special reader books.





Colour bands and sounds

Pink A

s – sssssun (keep teeth together and hiss)

sat, sit

a – a-a-a (open mouth wide as if to bite an apple)

as, at

t – (tick tongue behind the teeth)

tap, tan

i – i-i-i (make a sharp sound at the back of the throat)

it, is

p – (push lips together and let go saying 'p', avoid the 'uh' at the end, almost like a short outward breath)

pat, pin

n – nnnnet (keep tongue behind teeth)

nap, an

m – mmmmouse (keep lips pressed together hard)

mat, map

d* – (tap tongue behind teeth)

dip, and

g* – (make a soft sound in your throat)

gap, dig

o – o-o-o (push out lips; make an 'O' shape with your mouth)

got, pot

c – (make a sharp click at the back of your throat)

cat, can

k – (make a sharp click at the back of your throat)

kit, kid

Pink B

ck – (make a sharp click at the back of your throat)

pick, sock

e – e-e-e (release mouth slightly from an open position)

peg, met

u – u-u-u (make a short sound at the back of your throat)

up, sun

r – rrrrrabbit (say rrr as if you're growling)

rat, run

h – (say 'h' as you sharply breathe out with mouth open)

hop, hen

b* – (press lips together and say 'b', pushing lips out as you say it)

bat, big

f – fffffrog (keep teeth on bottom lip and force air out sharply)

fun, fit

ff – (keep teeth on bottom lip and force air out sharply)

off, huff

l – lllladder (keep pointed, curled tongue behind top teeth)

let, luck

ll – (keep pointed, curled tongue behind top teeth)

hill, tell

ss – (keep teeth together and hiss)

mess, fuss

◀ Listen to the pronunciation for every sound on the [Reading Planet Rocket Phonics YouTube playlist](#)



Red A

j – jujug (push lips forward, lips slightly open, pressing teeth together and force air out)

jam, jump

v – vvvvan (keep teeth on bottom lip and gently force air out)

van, velvet

w* – (keep lips tightly pursed and push air out softly)

went, wind

x – (say a sharp 'c' and add 's')

mix, next

y* – (keep edges of tongue against teeth)

yes, yuck

z & zz – zzzzebra (keep teeth together and make a buzzing sound)

zip, buzz

/z/ s – (keep teeth together and make a buzzing sound)

hens, bags

qu – (keep lips pursed as you say 'cw')

quick, squid

Red B

ch – (keep edges of tongue against teeth, push tongue to roof of mouth and purse lips, force short, sharp air out)

chop, bench

sh – shhhhheep (make the shhhhh noise as if you are telling someone to be quiet!)

ship, brush

th – thhhhumb (place tongue forward in front of top teeth and breathe out sharply)

bath, then

ng – rinnng (push tongue up to roof of mouth, make sound from the back of the throat)

song, bring

ai – chain, tail

ee – sheep, feel

igh – light, bright

oa – goat, coach

oo – spoon, boot

oo – book, good

"You will find these sounds difficult to pronounce without making a natural 'uh' sound at the end.



Reading Planet Rocket Phonics:
Pronunciation of phonics sounds

Yellow/ Phase 3-4



Reading Planet Rocket Phonics:
Pronunciation of phonics sounds Part 2

Blue/ Phase 4-5



Reading Planet Rocket Phonics:
Pronunciation of phonics sounds Part 1

Green/ Phase 5



Reading Planet Rocket Phonics:
Pronunciation of phonics sounds Part 2

Green/ Phase 5



Yellow

ar – smart, garden
or – thorn, sort
ur – fur, turn
ow – how, crowd
oi – point, coin
ear – fear, beard
air – hair, chair
ure – pure, secure
er – dinner, longer

Blue

wh – which, whisper
ph – dolphin, phonics
ay – play, crayon
a-e – make, shake
a – acorn, label
ea – peach, team
e-e – complete, these
ie – field, cookie
ie – pie, tried
i-e – shine, smile
y – sky, dry
i – find, remind
ow – snow, window
o-e – home, alone
oe – toe, tomatoes
o – go, both
ey – donkey, valley
y – happy, silly

Green

ue – clue, glue
u-e – flute, rule
u – push, put
ue – due, statue
u-e – cube, confused
u – unicorn, human
ew – chew, screw
ew – news, stew
ir – shirt, thirteen
er – herb, desert
ou – cloud, sound
oy – toy, enjoy
au – launch, author
aw – yawn, claw
ou – you, soup
ou – shoulder, mould
oul – could, should
ear – earth, search
or – world, worth
eer – cheer, career
are – care, square
ear – bear, wear
ere – there, everywhere
al – all, walk
our – four, your
ore – more, before
oor – door, floor
augh – caught, daughter

Orange

ci, cy, ce – city, cycle, parcel
gi, ge, gy – giant, gemstones, energy
se – house, grease
ce – prince, bounce
ea – head, feather
ch – school, chemist
ch – chef, machine
ge – cage, cottage
dge – bridge, fudge
o – brother, wonder
le – bottle, giggle
ed – yelled, roared
ed – mixed, stopped
mb – comb, thumb
kn – know, knuckle
gn – gnome, sign
wr – wrong, wrap
tch – catch, kitchen
s, si, ge – treasure, television, collage
ture – picture, creature
y – gym, pyramid
sc – scissors, scene
st – whistle, castle
(w)a – watch, want
ssi – mission, passion
ci – magician, special
ti – station, potion



Reading Planet Rocket Phonics:
Pronunciation of phonics sounds Part 1

Orange/ Phase 5-6



Reading Planet Rocket Phonics:
Pronunciation of phonics sounds Part 2

Orange/ Phase 5-6



Reading Planet Rocket Phonics:
Pronunciation of phonics sounds Part 3

Orange/ Phase 5-6

Cuddle up books

Teaching children to recognise sounds, to blend for Reading and to segment for Writing are essential in enabling them to become successful and independent learners. However, we recognise that fostering a life-long love of Reading requires many tools. At school, we share a rich and varied diet of texts with your children and we encourage you to do the same at home.

Find time regularly to cuddle up with a book and to make this a treasured time in your day. In addition to a Reading Planet text, your child will also bring a 'Cuddle Up' book home. They won't be able to read all of the words but do take time to read to them, to allow them to join in when they can and to talk together about the text. We will be providing a variety of question prompts on a bookmark to support you with this.



TOP TIPS FOR
SUPPORTING
READING AT
HOME



Do

- Give them a chance to sound out the word in their head.
- Encourage your child to sound the word out aloud.
- Ask them to read the word again if they read it wrong.
- Ask your child questions about what is happening in the story: predict, describe characters, explain the plot and order the events.
- Be patient – reading is a tricky skill; your child will get there in the end.
- Give lots of support, praise and encouragement to boost their confidence.

Don't

- Immediately correct them if they read a word incorrectly.
- Read the words for them.
- Ask your child to guess what the word might be.
- Ask your child to look at the pictures for clues to guess what the word might be.
- Ask your child to re-read the sentence and think what the word could be.

1. Read As Regularly As You Can At Home



Reading at home matters just as much as reading at school.
It gives children extra practice and surrounds them with rich language.

Read *with* your child, not just listen to them.

Many parents think home reading is only about hearing their child read aloud. While that's important, letting your child hear *you* read is just as valuable.

When you share your love of books and read aloud to them, you're showing that reading can be fun and exciting—not just schoolwork.

This helps spark their own love of reading.



2. Build Reading Into Your Child's Daily Routine



Make reading part of your child's daily routine.

It could be before bed, after dinner, or in the morning
whatever works best for your family.

Keep it positive.

Don't worry about how long your child reads. If they need a
break, that's okay! Reading takes a lot of effort, especially when
they're still learning.

Little by little.

Your child doesn't need to finish a whole book in one sitting.
Short, regular reading times help them build stamina and enjoy
books more.



3. Encourage A Range Of Reading Materials

Reading isn't just about books!

Your child can read anything—magazines, recipes, game instructions, and more.

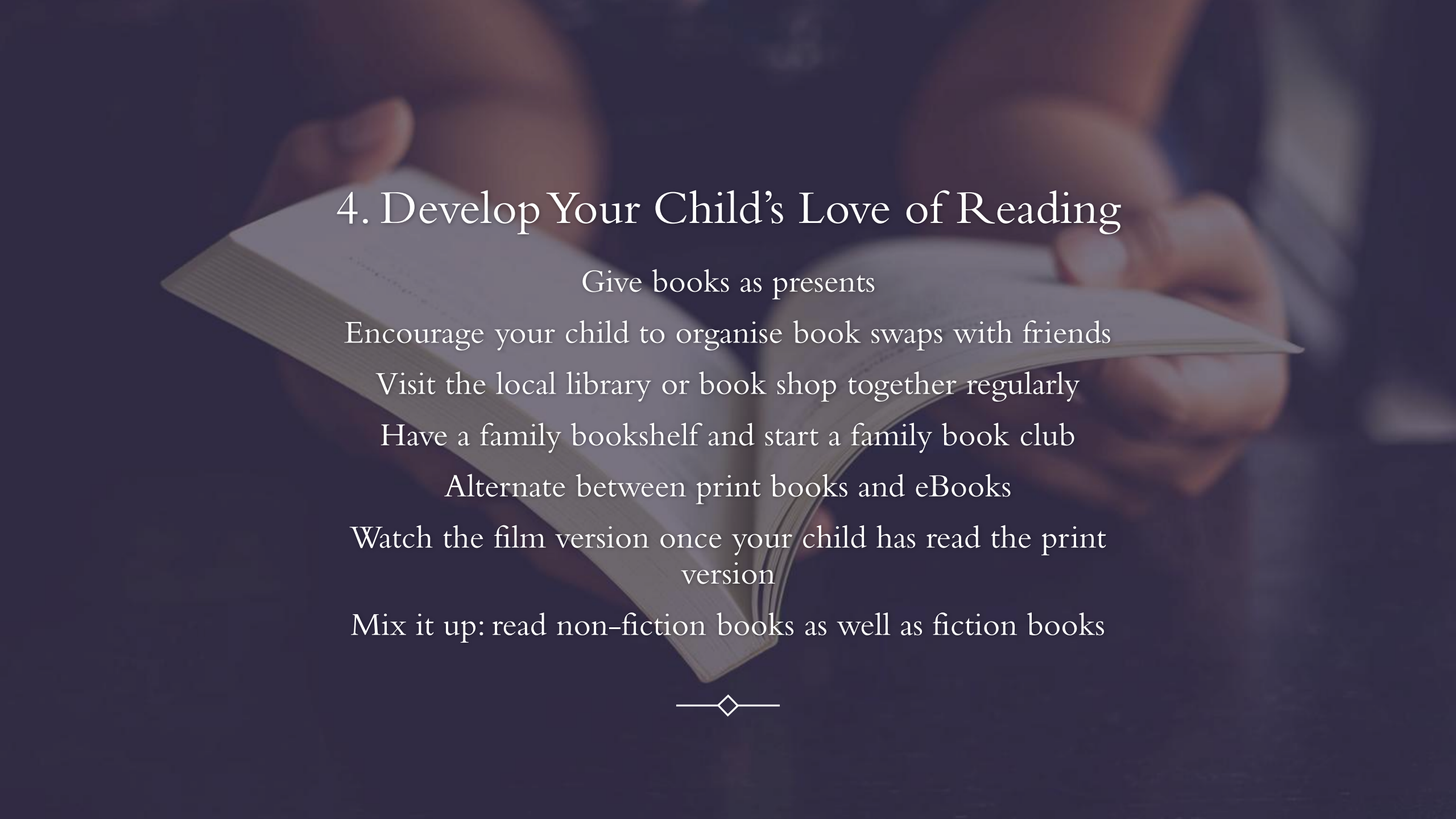
Look for reading everywhere.

When you're out, encourage your child to read signs, shop names, posters, or timetables.

Why it helps.

This shows them that reading is part of everyday life and helps them use their skills in real situations.





4. Develop Your Child's Love of Reading

Give books as presents

Encourage your child to organise book swaps with friends

Visit the local library or book shop together regularly

Have a family bookshelf and start a family book club

Alternate between print books and eBooks

Watch the film version once your child has read the print version

Mix it up: read non-fiction books as well as fiction books



Thank you

Thank you for attending.

If you do have any questions, please do ask.

This PowerPoint will be available on the school website for you to refer to at home and as your child continues to progress on their reading journey.

