

Phonics

'Once you learn to read, you will be forever free.'

Frederick Douglass

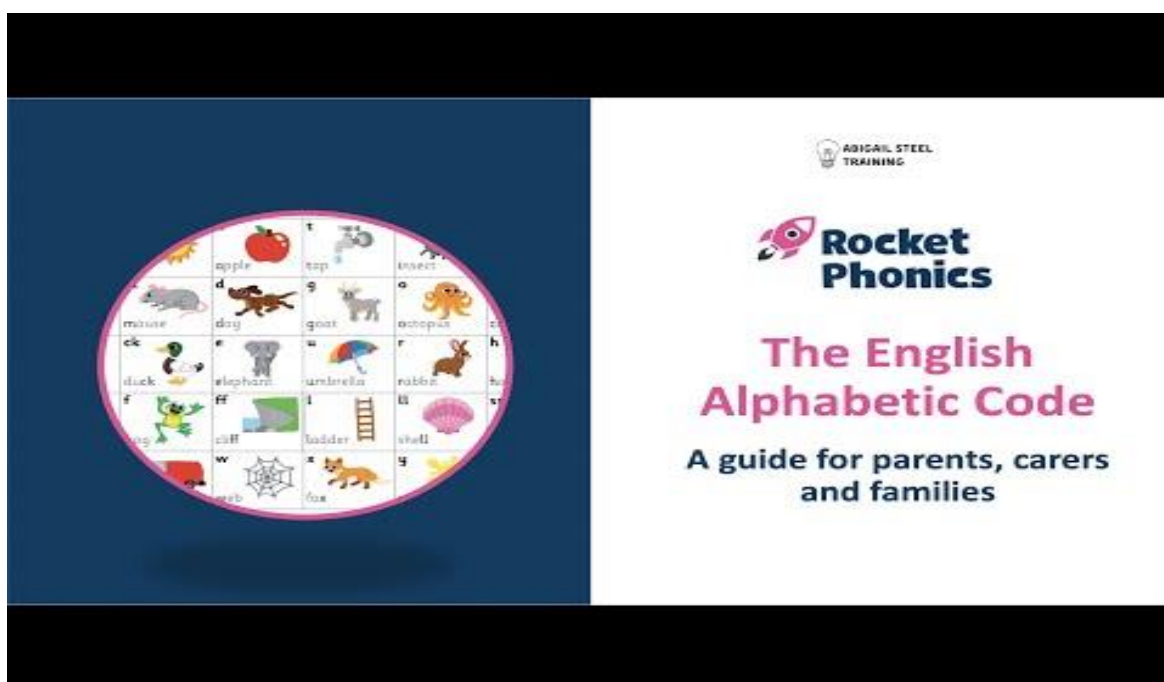
At Marcham we are passionate about ensuring all children become confident and enthusiastic readers and writers with a love of books. We believe that phonics provides the foundation of learning to create fluent readers and writers. Through daily systematic and high-quality phonics teaching, children learn to confidently blend and segment words to support their reading and spelling. The teaching of phonics is of high priority.

We follow the phonic scheme 'Rocket Phonics'. Rocket phonics is a Systematic Synthetic Phonics programme based on the progression of the original Letters and Sounds. It supports children to learn all the skills needed to successfully read, write and spell and it's available for Reception and year 1 with next steps for year 2 and those who need it further.

The daily structure of our sessions is based on a steady pace and progression of two letter-sounds per week with a whole class mastery style teaching to ensure no child is left behind. We deliver separate blending and segmenting sessions for in-depth practice of these vital skills and teach letter-sounds, explore vocabulary and develop comprehension using online Teaching Big Books. We believe in consistent daily practice of reading and writing to gradually build confidence. Our phonics scheme is part of the Reading Planet scheme and therefore all children have a wide access to reading books which are fully decodable depending on phonic stage they are learning; they access these at school and at home.

[Rocket Phonics | The English Alphabetic Code | A guide for parents, carers and families](#)

Below is a short video which explains what the English alphabetic code is and how we teach it through the Rocket Phonics SSP programme.



Rocket phonics parent guide:

[Rocket-Phonics-Parent-Guide.pdf \(risingstars-uk.com\)](#)

Our phonics curriculum:

Phonics Curriculum						
	Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
Reception	s a t i p n m d g o c k CVC words Environmental sounds Rhythm and rhyme Alliteration Voice sounds I the go to no into	ck e u r h b f ff l ll ss CVC words words with double letters two syllable words I the go to no into	j v w x y z zz qu words ending s /z/ (bags) he she we me be was my you her they all are	ch sh th ng ai ee igh oa oo oo he she we me be was my you her they all are	ar or ur ow oi ear air ure er someone said come do so were when have there out like little what	wh ph /ai/ ay a-e a /ee/ e-e ie ea some one said come do so were when have there out like little what
	Pink		Red		Yellow	Blue

Year 1	/igh/ i i-e ie y /oa/ o-e ow oe o /ee/ y ey some one said come do so were when have there out like little what	/y+oo/ u u-e ue ew long /oo/ u u-e ue ew /ur/ er ir ou oy oh their people Mr Mrs looked called asked could water where	/or/ au aw al our ore oor augh /oa/ ou long /oo/ ou /ar/ a al /ur/ ear or /eer/ eer ere /air/ are ear ere who again thought through many laughed because any eyes friends once please	/s/ c se ce /j/ g dge ge /e/ ea /uh/ o /k/ ch /sh/ ch oh their people Mr Mrs looked called asked could water where	le ed ed mb kn gn wr tch /zh/ s si ge oh their people Mr Mrs looked called asked could water where	/ch+u/ ture /i/ y /s/ sc st /o/ a /sh/ ti ci ssi who again thought through many laughed because any eyes friends once please
	Blue	Green	Orange			
Year 2	/ai/ ai, ay, a- e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o homophone s and near- homophone s suffixes	/w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al possessive apostroph es suffixes	/or/ or, au, aw, al, a, ar /or/ our, ore, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy contractio ns suffixes	/eer/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge homophon es and near- homophon es suffixes	/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll /ul/ le, il, al, el possessive apostroph es suffixes	/i/ i, y /o/ o, (w)a (qu)a /e/ e, ea /zh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, ssi contractions suffixes

	Turquoise	Purple	Gold	White
	Blue	Green	Orange	
KS2	Tailored to individual children’s needs.			

*Colours Blue, Green and Orange are shown against Year 2 to enable dual aspect teaching. In Year 2 we revisit the alphabetic code but with a heavier emphasis on spelling and age-appropriate content. We teach in a very similar order to the Year 1 pathway which means that the Year 2 teacher can teach whole class lessons using the age-appropriate colour banding for Y2 (turquoise, purple, gold and white) but learners who might still lack confidence, fluency or decoding accuracy can read Target Practice Readers at Blue, Green and Orange that tie in with the teaching content. This approach enables lower attaining learners an opportunity to keep up with Year 2 teaching whilst closing the gap before KS2. It also supports mixed aged group teaching.

[Reading Planet Online \(risingstars-uk.com\)](https://www.risingstars-uk.com)