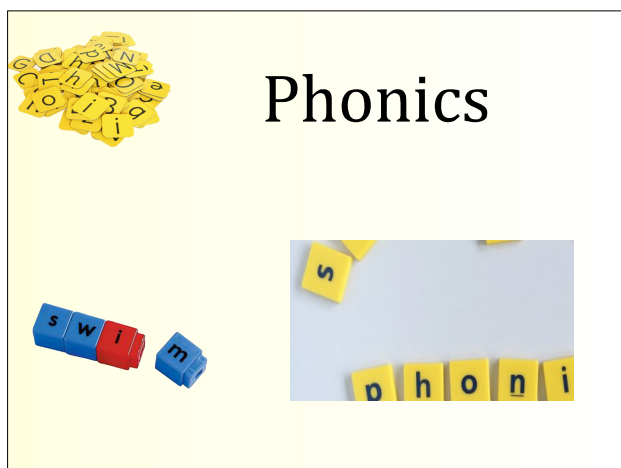




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Rocket Phonics



Systematic Synthetic Phonics (SSP)

see
sound
read

It is an approach which teaches children to recognise letters (graphemes) and their associated sounds (phonemes). It is also known as alphabetic phonics and involves breaking the word down into the smallest units of sound.

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Phonics Vocabulary

- Phoneme- Sound
- Grapheme- How it is written down (letter shape)
- Digraph- Two letters that make one sound (ai ee ie oa oo)
- Trigraph- Three letters that make one sound (igh ear air ure)

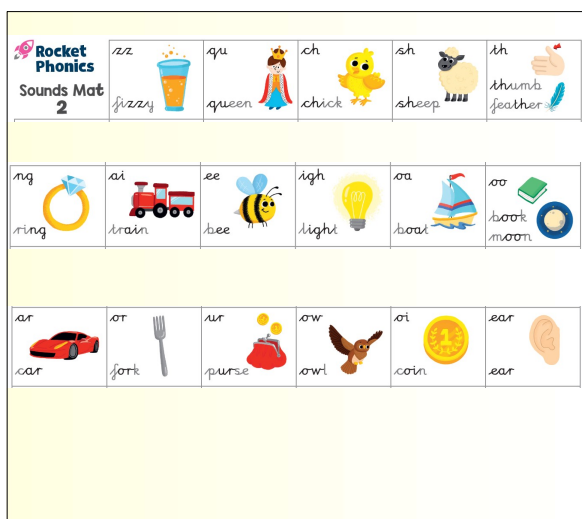
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	s sun	a apple	t tap	i insect	p pan
n net	m mouse	d dog	g goat	o octopus	c cat
k kite	ck duck	e elephant	u umbrella	r rabbit	h hat

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b bat	f frog	ff cliff	l ladder	ll shell	ss dress
j jug	r van	rr web	x fox	y yellow	z zebra

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Do not add 'u' to sounds

fuat
fat

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Do not add 'u' to sounds

puig
pig

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Do not add 'u' to sounds

nuap
nap

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Initial and final sounds

ct

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Initial and final sounds

cat

Initial Medial Final

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Reading

A child will begin to read by breaking up words into the sounds they see-**segmenting**.

They will then **blend** the sounds together to read the word.

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Reading

shop

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Reading

chip

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Reading

jump

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Reading

sing

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Reading

quack

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Reading

float

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Reading

stamp

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Reading

windmill

Longer words- split them up

wind/mill

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Reading

lunchbox

Longer words- split them up

lunch/box

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Segmenting and Blending

- Georgie's Gym/ Simon Says
- Sounds in the environment
- How many sounds are there in my word?
- Eye spy



Reinforce initial sounds

t t t table

c c c cup

ssssss sandwich

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Breaking up the word into the sounds you hear.

r	ai	n	i	ng
f	i	sh	i	ng

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Word	Phonemes							
jump	j	u	m	p				
wish	w	i	sh					
stamp	s	t	a	m	p			
reaching	r	ea	ch	i	ng			
girls	g	ir	l	s				
fair	f	air						
hearing	h	ear	i	ng				
hoop	h	oo	p					
days	d	ay	s					
sea	s	ea						
lunchbox	l	u	n	ch	b	o	x	
sunny	s	u	nn	y				
claw	c	l	aw					
ladder	l	a	dd	er				
fly	f	l	y					
winking	w	i	n	k	i	ng		
rain	r	ai	n					
rainbow	r	ai	n	b	ow			
crayon	c	r	ay	o	n			
window	w	i	n	d	ow			
floating	f	l	oa	t	i	ng		
chimpanzee	ch	i	m	p	a	n	z	ee

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The grid contains the following illustrations:

- Top Row:**
 - Sid the Kid**: A girl in a green dress and a boy in a yellow shirt are in a field with a cow and a sheep.
 - Hot Dogs**: A boy in a blue shirt is running towards a hot dog stand.
 - MI**: A girl in a red dress is sitting on a bench.
- Bottom Row:**
 - The Flat**: A girl in a red dress is sitting on a bench.
 - Fun in the Park**: A boy in a blue shirt is running towards a hot dog stand.
 - MI**: A girl in a red dress is sitting on a bench.

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 Rocket Phonics Progression Chart Every Rocket Phonics book is fully-decodable and has been expertly aligned to Letters and Sounds.				
Book band/ reading phase label	Letters and sounds phase	Book title	NEW grapheme-phoneme correspondences	Common exception words
Pink: A (Level 1A)	Phase 2	 Cam and Tam		
		 Cat Kit		
		 Dig in the Pit		
		 Map It!		
		 No Gas!		
		 Not the Cat!		
		 On the Dot	s, a, t, p, i, n, m, d, g, o, c, k	go, l, into, no, the, to
		 Pip and the Map		
		 Sad Tig		
		 Sid the Kid		
 Sit and Sip				
 The Mat				

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Book	Pages Pencil	EMM phonics correspondence	Common core work	Phonics (1)	Big Book	Handwriting (1)	Handwriting (2)	Additional reading practice books	Number (1)	Number (2)
Preseeder										
Pre 1	2	/s/ as in snake /t/ as in tiger /p/ as in pig /g/ as in goat /m/ as in man	/d/ as in dog /n/ as in nose /k/ as in cat /l/ as in leg /a/ as in apple							
Pre 2	2	/c/ as in cat /o/ as in owl /e/ as in elephant /h/ as in hat /i/ as in ice	/d/ as in duck /f/ as in fish /b/ as in bear /v/ as in velvet /w/ as in wheel /u/ as in up /y/ as in yes	1, the, to, go, me						
Pre 3	2	Review of the phonics phonics correspondence from Pre 1 and Pre 2. Introduce new word structures, such as CVCVC.								
Pre 4	2	/j/ as in pig /k/ as in cat /x/ as in fox /z/ as in zoo /d/ as in dog	/g/ as in pig /n/ as in nose /o/ as in owl /e/ as in elephant /h/ as in hat /i/ as in ice							
Pre 5	2	/t/ as in tick /p/ as in pig /b/ as in bat /m/ as in man /g/ as in goat /n/ as in nose	/d/ as in duck /f/ as in fish /v/ as in velvet /w/ as in wheel /u/ as in up /y/ as in yes	the, she, me, we, you, my, you, her, they, all, one						
Pre 6	2	Review of the phonics phonics correspondence from Pre 4 and Pre 5 with slightly longer words.								
Pre 7	3-4	/t/ as in top /p/ as in pig /b/ as in bat /m/ as in man /g/ as in goat /n/ as in nose	/d/ as in duck /f/ as in fish /v/ as in velvet /w/ as in wheel /u/ as in up /y/ as in yes							
Pre 8	3-4	Review of the phonics phonics correspondence from Pre 7 and Pre 8 with slightly longer words.								
Pre 9	4-5	/t/ as in top /p/ as in pig /b/ as in bat /m/ as in man /g/ as in goat /n/ as in nose	/d/ as in duck /f/ as in fish /v/ as in velvet /w/ as in wheel /u/ as in up /y/ as in yes							

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Unit	Theme	Self-generated or teacher correspondence	Teacher-generated notes	Flashcards (1) (2) (3)	Big Book (1) (2) (3)	Full Picture Booklet (1) (2) (3)	Small Picture booklet (1) (2) (3)	Additional reading/picture books
Unit 1-2								
Blue	4-5	I light up in red I light up in blue I light up in yellow I light up in grey I don't see a light	I don't see a colour I don't see a shape I don't see in happy I don't see in happy I don't see in happy	some one, said, come, do, do, do, do, do, there, there, red, blue, there, there				
Green	5	I don't see a person I don't see a person I don't see in yellow I don't see in blue I don't see in blue I don't see in blue	I don't see in yellow I don't see in blue I don't see in blue I don't see in blue I don't see in blue I don't see in blue	I don't see in yellow I don't see in blue I don't see in blue I don't see in blue I don't see in blue I don't see in blue				

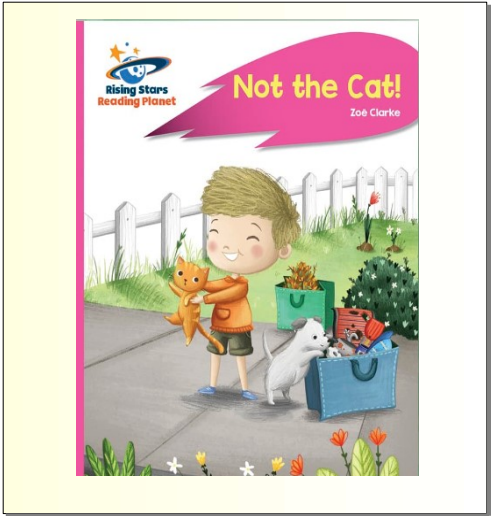
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NEW Rocket Phonics Next Steps for Year 2 (P3)		
Turquoise	/ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, eo, y, ey, e /igh/ igh, i, e, ie, y /aol/ oo, o-e, ow, oe, o	homophones and near-homophones suffixes
Turquoise/Purple	/wi/ w, wh /fi/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /air/ ar, a, al	possessive apostrophes suffixes
Purple	/or/ or, au, aw, al, o, or /air/ air, ore, ear, ough /ur/ ur, er, ir, ear, or /oul/ ou, ow /oi/ oi, oy	contractions suffixes
Gold	/eer/ ear, eer, ere /air/ air, ore, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge	homophones and near-homophones suffixes

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NEW Rocket Phonics Next Steps for Year 2 (P3)		
Gold/White	/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /l/ c, k, ck, ch /r/ r, rr, wr /i/ i, ll /ul/ ie, il, al, el	possessive apostrophes suffixes
White	/i/ i, y /ai/ a, (w)a (qu)a /e/ e, ea /sh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, si	contractions suffixes

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Reading Planet Notes

In this book

Your child will practise these key sounds:

S (ss in sun)	fl (ss in mat)
a (ss in ant)	m (ss in mat)
t (ss in tent)	g (ss in gat)
l (ss in lin)	o (ss in on)
p (ss in pat)	c (ss in cat)

Your child may need help with these words:

is go the

Ready-to-read activity

Practise saying and hearing different sounds with your child by playing 'I spy'. Take turns to find an object in the room and say the first sound in its name. You must guess the object by listening to the first sound.

Before reading

Before you begin, talk about the cover and the title. Ask your child: What do you think the story is about? Why do you think it's going to happen to the cat?

While reading

- ★ Encourage your child to re-read each whole sentence. This will help them to understand the meaning.
- ★ After reading page 2, ask your child how many objects they can spot in the garden that don't belong there.
- ★ If your child gets stuck, you can help them not to panic by being calm and positive, e.g. 'Don't worry, that's a tough word. Let's say it together.'

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. ➡

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Talk about the story
Ask your child these questions:

- 1 Who was tidying the garden?
- 2 Can you remember three things that the children put in the sack?
- 3 What was the boy going to do with the cat and dog?
- 4 How do you think the family felt about this?
- 5 Why should you help your family with chores?
- 6 What do you do at home to help out?



Can your child retell the story using their own words?

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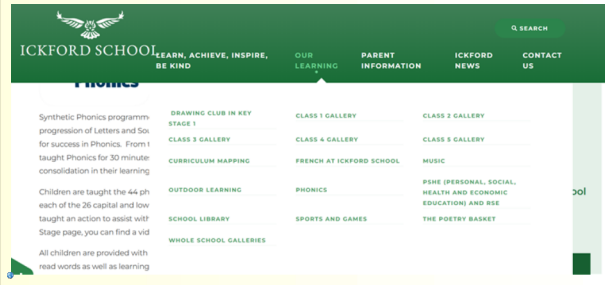
High Frequency and Common Exception Words

High Frequency Words: These are words which are most common in the English language.

Common Exception Words: These are words that are often tricky for your children to decode, as the language of them works differently to the normal spelling patterns and these words do not follow the common phonetic spelling rules children learn.

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Phonic resources are available on the website:



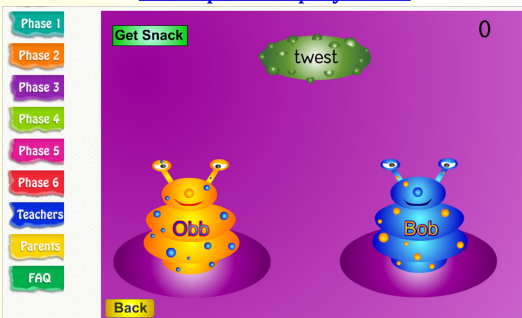
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Rocket Phonics provides Youtube video guides to pronunciation of the sounds:



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Interactive online Phonic games
www.phonicsplay.co.uk



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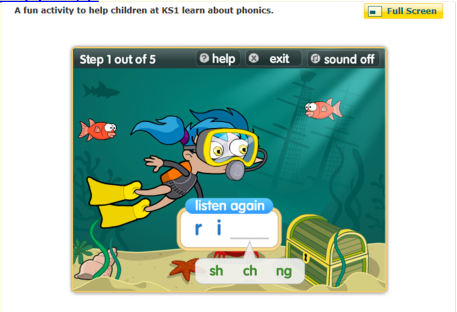
Interactive online Phonic games
http://www.ictgames.com/blendingBingo_LS.html



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Interactive online Phonic games

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>



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Interactive online Phonic games

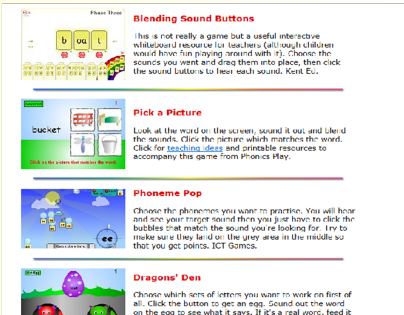
http://www.pearsonschoolsandfecolleges.co.uk/demos/aaPrimary/Literacy/Phonics_Microsite_August2011/ElectronicActivity/index.html



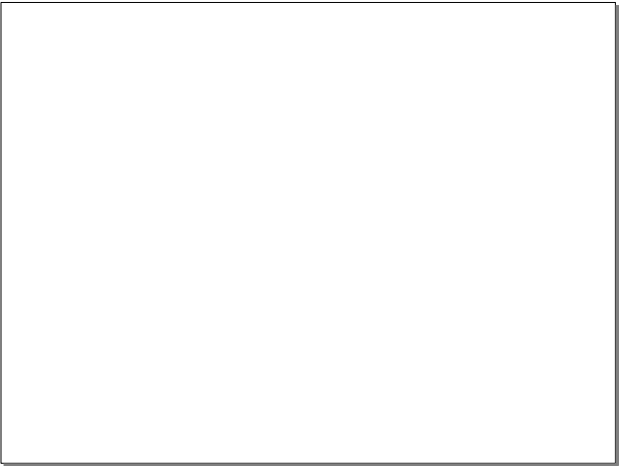
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Interactive online Phonic games

www.letters-and-sounds.com



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