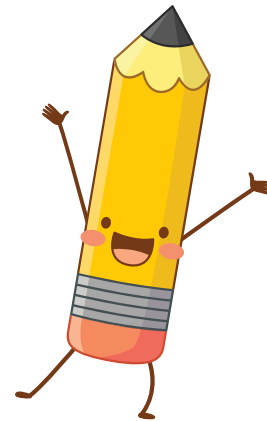
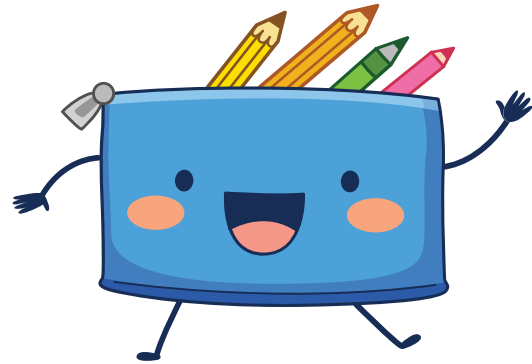


Phonics Meeting

October 2022



What is phonics?

Phonics is a way of teaching children to read and write quickly and skilfully.

Children learn:

- The sound that each single letter makes;
- The sounds that different combinations of letters make - such as 'sh' or 'oo' or 'air'
- To blend these sounds together from left to right to make a word.
- To segment a word into separate sounds in order to write a word.

Children can then use all of this knowledge when faced with new words they want to read or write.



'Pure' sounds



- When saying sounds, we need to make sure they are 'pure' sounds – be careful not to add "uh" at the end of a letter sound.

e.g.

- s or suh?
- m or muh?
- t or tuh?

Blending – sticking sounds together to make a word



- Phase 1
 - Orally– we hear separate sounds then ‘stick’ them together to say a word e.g. h a t = hat
- Reception and Key Stage 1
 - Reading – looking at the word written down, we ask the children to...

Look at the
letters,
Make the sounds
Blend the sounds
together.

Segmenting – splitting words into separate sounds



- Phase 1
 - Orally – we separate the sounds we hear in a word e.g. sun = s u n
- Set 1 and Set 2
 - Writing – when we want to write a word we ask the children to segment the word and write the correct letter (grapheme) for each sound they hear.

Say the word,
segment the
word

Say the word,
segment the
word, write
the word



Rocket phonics

Rocket Phonics is a Systematic Synthetic Phonics programme that supports your child to learn all the skills needed to successfully read, write and spell. It is part of the Reading Planet scheme.






























Within the programme, there are lots of beautifully created and engaging resources such as flashcards, sound mats, and online, interactive Big Books and quizzes to develop learning further. There is also a fully matched series of decodable reading books from a variety of genres, which will be used in class as well as sent home for home reading. These books can also be accessed on the online platform to read as eBooks.

Phonics in Preschool

1. General sound discrimination - environmental sounds
2. General sound discrimination - instrumental sounds
3. General sound discrimination - body percussion
4. Rhythm and rhyme - songs and nursery rhymes, rhyming words real and nonsense words cat, mat, hat, lat, gat. Mrs Pridmore, Lidmore, Midmore, Tidmore
5. Alliteration...six super silly singing sliding sausages Mummy munching Maltesers
Cook a crazy cake - coffee, caterpillar, cars, carrots and a coat!
6. Voice sounds
7. Oral blending and segmenting

Progression of sounds Reception

 **Rocket
Phonics**
Sounds Mat
1

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

Progression of sounds Reception

 **Rocket
Phonics**
Sounds Mat
2

zz fizzy 	qu queen 	ch chick 	sh sheep 	th thumb  feather 
ng ring 	ai train 	ee bee 	igh light 	oa boat  oo book  moon 
ar car 	or fork 	ur purse 	ow owl 	oi coin  ear 
air chair 	ure manure 	er hammer 	wh wheel 	ph dolphin  ay crayon 
a-e cake 	a acorn 	e-e scene 	ie shield 	ea peach  



Progression of sounds Year 1

 **Rocket Phonics**
Sounds Mat
3

	i child 	i-e time 	ie pie 	y spy  happy 	o-e rope 
ow snow 	oe toe 	o piano 	ey key 	u unicorn  push 	u-e cube  flute 
ue statue  blue 	ew news  screw 	er herbs 	ir bird 	ou cloud  soup  shoulder 	oy toy 
au astronaut 	aw strawberry 	oul should 	a father 	al palm  ball 	ear ear  earth  bear 
or world 	eer deer 	ere here  there 	are square 	our four  colour 	ore snore 













Progression of sounds Year 1



**Rocket
Phonics**

**Sounds Mat
4**



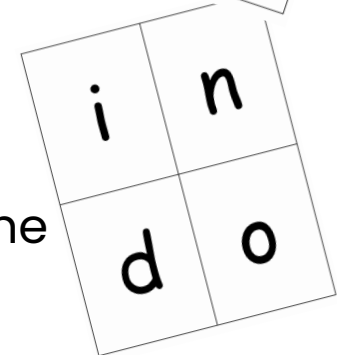
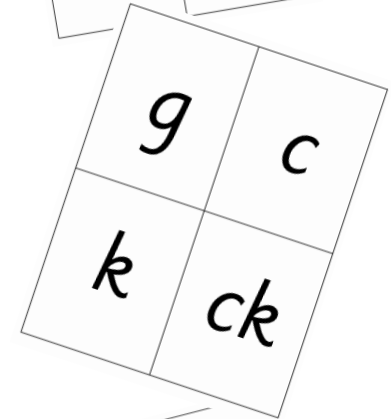
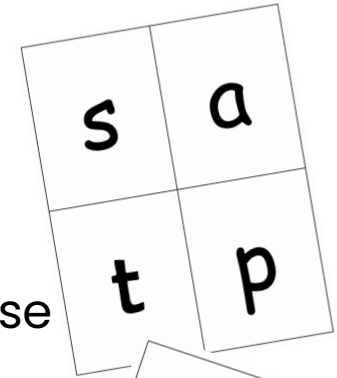
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<p>ge </p> <p>germ</p>	<p>gi </p> <p>giraffe</p>	<p>gy </p> <p>gymnast</p>	<p>ea </p> <p>bread</p>	<p>se </p> <p>cheese</p> <p>house </p>	<p>ce </p> <p>fence</p>
<p>ch </p> <p>chef</p> <p>school </p>	<p>dge </p> <p>bridge</p>	<p>ge </p> <p>package</p>	<p>o </p> <p>mother</p>	<p>le </p> <p>bottle</p>	<p>ed </p> <p>mixed </p> <p>drilled </p>
<p>mb </p> <p>comb</p>	<p>kn </p> <p>knot</p>	<p>gn </p> <p>sign</p>	<p>wr </p> <p>writing</p>	<p>tch </p> <p>hatching</p>	<p>s si ge </p> <p>treasure</p> <p>television </p> <p>collage </p>
<p>ture </p> <p>picture</p>	<p>y </p> <p>pyramid</p>	<p>sc </p> <p>scissors</p>	<p>st </p> <p>whistle</p>	<p>(w)a (qu)a </p> <p>watch</p> <p>squash </p>	<p>ti ci ssi </p> <p>station</p> <p>musician </p> <p>percussion </p>



Reception -

We introduce 2 letter sounds (phonemes) each week and use the rocket phonics structure of a lesson. We draw children's attention to

- Words that contain the new phoneme (letter sound)
- What the letter looks like (the grapheme)
- The sound (phoneme) that the letter makes
- Correctly writing the letter (the grapheme)
- How to blend sounds together to read words containing the phoneme
- How to segment to write words containing the phoneme



Year 1

We continue to introduce 2 letter sounds (phonemes) each week and use the rocket phonics structure of a lesson. We draw children's attention to

- Words that contain the new phoneme (letter sound)
- What the letter looks like (the grapheme)
- The sound (phoneme) that the letter makes
- Correctly writing the letter (the grapheme)
- How to blend sounds together to read words containing the phoneme
- How to segment to write words containing the phoneme.

In Year 1, we introduce children to digraphs (2 letter graphemes) and trigraphs (3 letter graphemes). They also learn alternative graphemes for already know phonemes. E.g. ee and ea.

Year 2

In Year 2 we recap the Set 2 sounds learnt in Year 1.

We then look at spelling patterns, prefixes and suffixes to support children with their writing.

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	homophones	<ul style="list-style-type: none">• Deck 1 flashcards 1-21• IWB Big Book 7 Episode 1: A Secret Passageway, pages 18-19• Pupil Practice Booklet 7, pages 34-35	groan, grown, pear, pair, bare, bear, heard, herd	<ul style="list-style-type: none">• Support with common exception word: fruit.
Tuesday	homophones	<ul style="list-style-type: none">• Deck 1 flashcards 1-21• IWB Big Book 7 Episode 1: A Secret Passageway, pages 18-19• Pupil Practice Booklet 7, pages 36-37	weather, whether, fair, fare, sale, sail, pier, peer, wear, where	
Wednesday	near-homophones	<ul style="list-style-type: none">• Deck 1 flashcards 1-21• IWB Big Book 7 Episode 1: A Secret Passageway, pages 20-21• Pupil Practice Booklet 7, pages 38-39	quite, quiet, won, one, berry, bury	<ul style="list-style-type: none">• Opportunity to discuss: aloud (homophone - allowed).
Thursday	near-homophones	<ul style="list-style-type: none">• Deck 1 flashcards 1-21• IWB Big Book 7 Episode 1: A Secret Passageway, pages 20-21• Pupil Practice Booklet 7, pages 40-41	were, where, are, our, his, hiss	<ul style="list-style-type: none">• Opportunity to discuss: hear (homophone - here).
Friday	handwriting: the half-height, bowl v, w the odd ones x, z, e	<ul style="list-style-type: none">• Flipchart or whiteboard for modelling• Pupil Practice Booklet 7, pages 58-59, Handwriting 5	wind, webs, when, vans, vest, have, zoom, exam, eggs, foxes, boxes, puzzle I have a vest. The wind was wild. Foxes eat eggs. Puzzles are fun.	<ul style="list-style-type: none">• Turquoise band reading books for group guided or whole class reading:<ul style="list-style-type: none">◦ <i>Where the Spiders Creep</i> (Galaxy)◦ <i>The Poetry Problem</i> (Comet Street Kids)

Some ideas you can try...



Teach Your
Monster to Read



mood sounds



magnetic letters and
boards



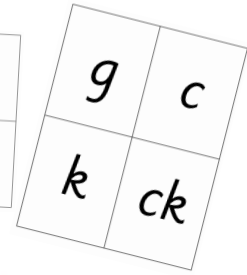
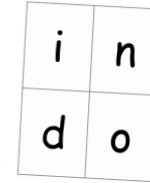
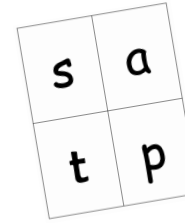
printing with foam
letters



writing on the floor with water



writing in shaving
foam, sand, jelly...



whiteboard,
apps and online
games



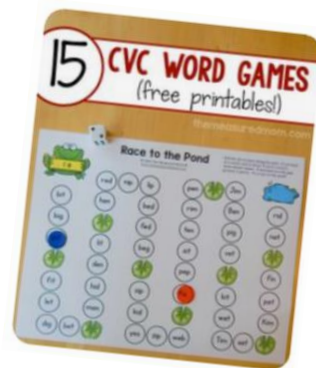
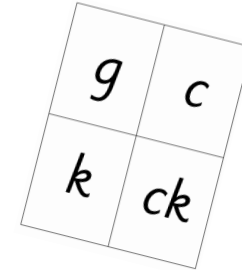
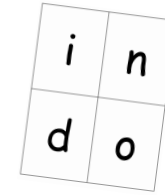
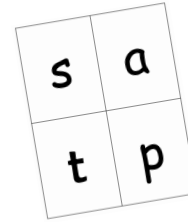
jigsaw puzzles

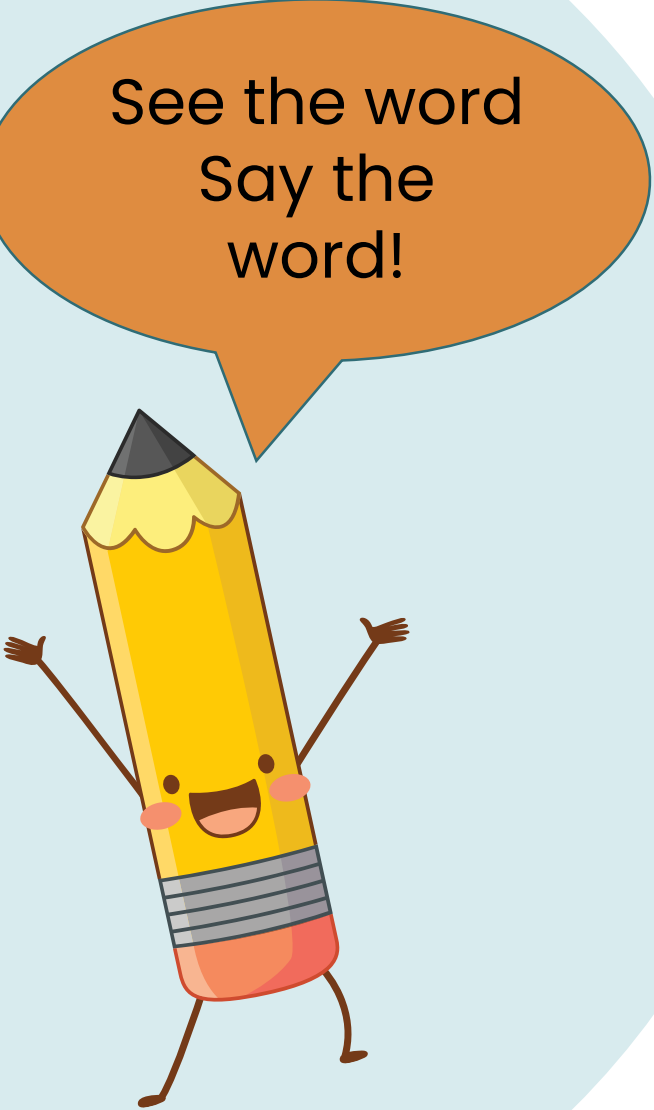


sound lotto

More ideas...

- Search Pinterest or Instagram for hundreds of phonics activities
- NB Please use lower case letters rather than capital letters at this point.





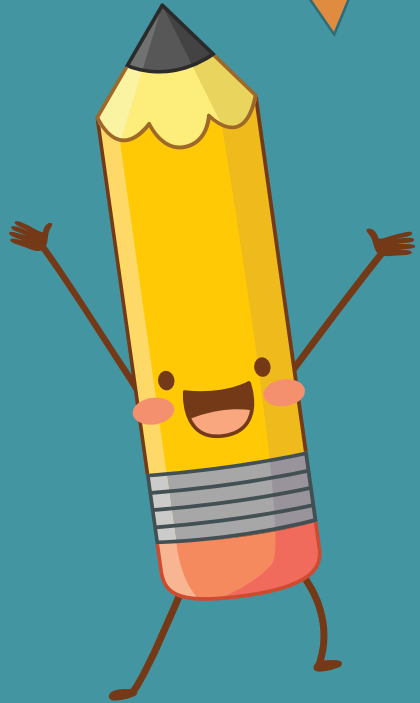
See the word
Say the
word!

Sight Words

- In addition to learning phonemes, and reading & writing words using phonemes, the children need to learn certain 'sight words'. We teach some words as 'sight words' because
 - Some words occur frequently in text, therefore it isn't efficient to blend phonemes to read all words.
 - You cannot decode (work out) how to read all words using phonics blending e.g. you can't say the sounds t h e and blend them together to say the word 'the'.
- We ask children to "See the word, say the word!"

Sight Words

See the word
Say the
word!



I
the
to
go
no
into

he
she
we
me
be
was
my
you
her
they
all
are

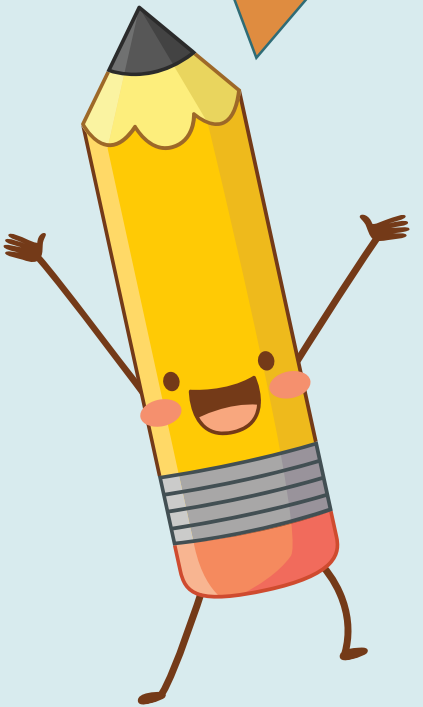
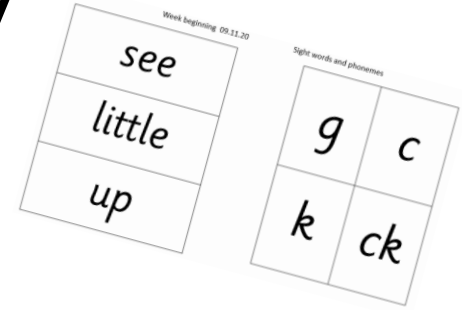
some
one
said
come
do
so
were
when
have
there
out
like
little
what

oh	again
their	thought
people	through
Mr	many
Mrs	laughed
looked	because
called	any
asked	eyes
could	friends
water	once
where	please
who	

Sight Word ideas to try

See the word
Say the
word!

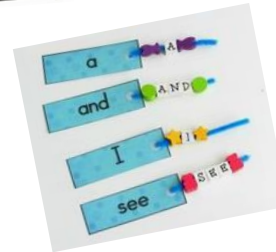
- Look out for the sight words on the phonics page on the website.
 - Feel free to cut them out, stick them around the house, play games with them, practise reading and writing them etc.
 - Look for videos online, search e.g. 'Tricky words' or 'tricky words song'



More Sight Word ideas to try

See the word
Say the word!

- Search Pinterest or Instagram for hundreds of sight word activities



Reading books



Look at the letters,
Make the sounds
Blend the sounds
together.

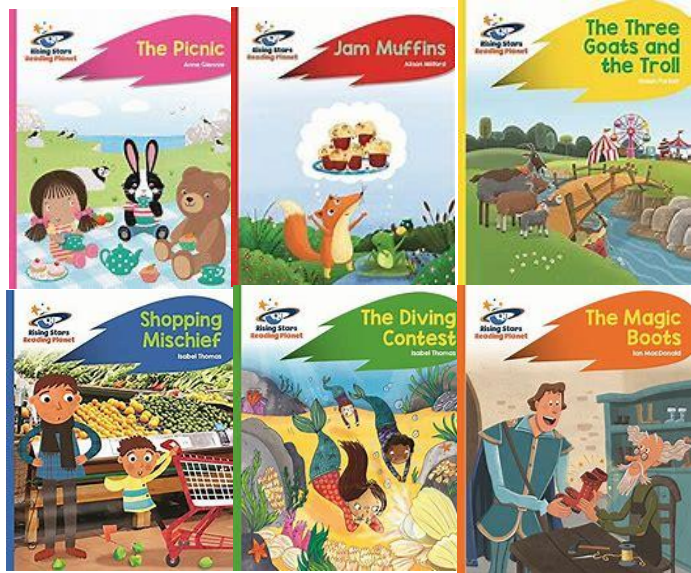
See the word
Say the
word!

- We use Rising Stars books in school
 - Some are predominantly phonics based
 - Some are sight word based
 - Some are a mixture of phonics and sight words
- Your child receives



- Pre-school – 1 choose book a week.
- Rainbows – 2 books each week, handed in on a Tuesday and handed out on a Wednesday
- Key Stage 1 – 2 books each week, changed on Tuesday and Friday.
- A book of their choosing from the book corner



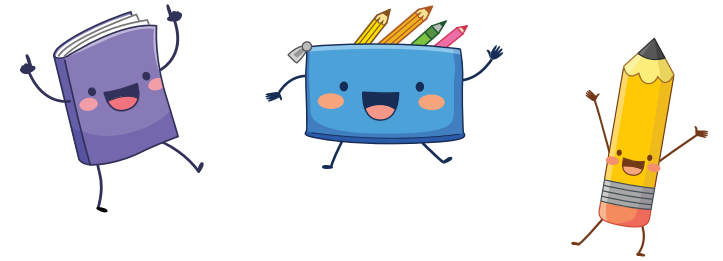


Reading books

- We don't want children just to learn to 'bark at the text' i.e. just read the words in front of them. So we check to see if they are understanding what they have read.
 - Ask your child questions about what they are reading/have read.
 - Can your child retell the story or facts that they have read?
 - Can your child find specific words in the text (maybe sight words, maybe phonetic words)?
 - Ask questions where the answer is directly in the text.
 - Ask questions where the child needs to make inferences, read between the lines, give opinions.
 - Ask your child to make predictions about what might have happened before or what might happen next?



And finally...



Enjoy the phonics journey together with your child!

If you need any further help or support please email

support@overdale-inf.leicester.sch.uk

We look forward to seeing you in our reading sessions!