

## **Rising Stars' Rocket Phonics**

### **Our ethos: Fidelity to 'Keep up' not 'catch up'**

## **Nursery Phonics**

In Nursery, we use Early Years Staffroom Phonics Phase 1 Program to cover the seven aspects of Phonics Phase 1.

The planning and evaluation of learning in this program also focuses on the prime areas of learning in the Foundation Stage; Physical Development, Communication and Language, and Personal, Social and Emotional Development.

This approach ensures that children have appropriate access to Phase 1 Phonics learning in order to lay a secure foundation for future learning. This allows a coherent transition to the school's complete systematic synthetic phonics program in Reception. Children assessed as mastering Phonics Phase 1 will be exposed to graphemes for blending and segmenting from Seabridge Style Phonics Pink Phase.

## **Reception – Rocket Phonics**

Reception children receive whole-class, taught Phonics on a daily basis. The purpose of this is to develop their knowledge and understanding of the relationship between written symbols and sounds through core phonics provision (additional phonics provision enrichment activities may be planned as appropriate).

A consistent sequence of four-part lessons using Rocket Phonics to embed the skills of hearing, identifying and using patterns of sounds (phonemes) to read written language. It is evidence informed, coherent and cumulative and consistent with the DfE approved schemes.

The children are systematically taught the relationships between two sounds per week and the graphemes that represent them. In this way emphasis is placed on the skills of decoding and blending in relation to reading and also segmenting for writing.

Pupil practice booklets are used daily to enable children to practise and apply skills at letter-sound, word, sentence and text levels.

In addition, the children are taught common exception words in order to identify and read and also spell for writing. Children in Reception will be taught phonics of Pink, Red and Yellow phases, and each phase is equally aligned to reading literature within the corresponding coloured band.

Assessments are built into the sequence of learning, ensuring that pupils are retaining their learning whilst providing opportunities to develop automaticity and accuracy.

As well as access to adult support and small group direction during phonics lessons, children not secure in the daily teaching will have additional daily catch up sessions.

## **Year 1 – Rocket Phonics**

Year 1 continue the four part lesson sequence and assessment points of Rocket Phonics to continue their journey through Blue, Green and Orange phases; each phase is equally aligned to reading literature within the corresponding coloured band.

These Phonics lessons prepare Year 1 children for the Phonics Screening. The sequence of lessons introduce two phonemes per week to blend and segment, and common exception words taken from the Phase are taught also. Children will complete a pupil booklet page daily, enabling them to practise and apply blending and segmenting skills at letter-sound, word, sentence and text levels.

Consolidation points are built into the sequence to both enable the children to embed their learning and to facilitate access to reading books aligned to the Phonics Phase. Additionally Reception Phonics learning is revisited, and some

children will access additional adult support and small group direction during phonics lessons, as well as daily catch up sessions, to support their learning.

Assessments are built into the sequence of learning, ensuring that pupils are retaining their learning whilst providing opportunities to develop automaticity and accuracy.

### **Year 2 - Rocket Phonics Next Steps**

Rocket Phonics Next Steps is the continuation of Rocket Phonics and focuses on the following elements of the Systematic Synthetic Phonics Teaching Principles:

- Knowledge of the complex part alphabetic code
- Independent blending at word, sentence and text levels
- Knowing which spelling alternative to use
- Cursive handwriting

Rocket Phonics Next Steps revisits letter-sound correspondences, and introduces new spelling content such as suffixes, using a layered approach. This means that a piece of learning is investigated and built upon over several days. (appendix 4)

Each phase is equally aligned to reading literature within the corresponding coloured band and assessments are built into the sequence of learning, ensuring that pupils are retaining their learning whilst providing opportunities to develop automaticity and accuracy.

### **Year 3 - Rocket Phonics Next Steps (Continuation for transition in Autumn 1)**

Our pupils will receive this additional support in whole class setting whilst being supported with their phonemic awareness throughout the KS2 spelling programme, Spelling Shed, and where necessary through small group interventions revisiting the Rocket Phonics booklets.. This approach ensures the gaps are reduced quickly allowing for the child to grow in confidence when reading whilst developing crucial spelling patterns. Half termly assessments are carried out to ensure the programme is directly addressing the child's needs.

Appendix

1a - Reception Scope and Sequence to -----

Week	Phoneme/grapheme correspondences	Common exception word focus
1	/s/ as in sun, /a/ as in apple	
2	/t/ as in tap, /i/ as in insect	
3	/p/ as in pan, /n/ as in net	
4	/m/ as in mouse, /d/ as in dog	I, the
5	/g/ as in goat, /o/ as in octopus	go, to
6	/k/ as in cat, /k/ as in kite	no, into
7	/k/ as in duck, /e/ as in elephant	the
8	/u/ as in umbrella, /r/ as in rabbit	to
9	/h/ as in hat, /b/ as in bat	I
10	/f/ as in frog and cliff, /l/ as in ladder	go
11	/l/ as in shell, /s/ as in dress	no
12	Double letters, two syllable words	into
13	/j/ as in jug, /v/ as in van	he, she
14	/w/ as in web, /k+s/ as in fox	we, me
15	/y/ as in yellow, /z/ as in zebra and fizzy	be, was
16	/z/ as in bugs, /k+w/ as in queen	my, you
17	Consolidate j, v, w, x	her, they
18	Consolidate y, z, zz, s, qu	all, are
19	/ch/ as in chick, /sh/ as in sheep	he, she
20	/th/ as in thumb and feather, /n+g/ as in ring	we, me
21	/ai/ as in train, /ee/ as in bee	be, was
22	/igh/ as in light, /oa/ as in boat	my, you
23	short /oo/ as in book, long /oo/ as in moon	her, they
24	Consolidate ch, sh, th, ng, ai, ee, igh, oa, oo, oo	all, are
25	/ar/ as in car, /or/ as in fork	some, one, said
26	/ur/ as in purse, /ou/ as in owl	come, do, so
27	/oi/ as in coin, /eer/ as in ear	were, when
28	/air/ as in chair, /y+oor/ as in manure	have, there
29	Schwa /uh/ as in hammer, consolidate ar, or, ur, ow	out, like
30	Consolidate oi, ear, air, ure, er, ar, or, ur	little, what
31	/w/ as in wheel, /f/ as in dolphin	some, one, said
32	/oi/ as in crayon and cake	come, do, so
33	/ai/ as in acorn, /ee/ as in scene	were, when
34	/ee/ as in shield and peach	have, there
35	Consolidate wh, ph, ay, a-e	out, like
36	Consolidate a, e-e, ie, ea	little, what

1b

Year 1 Scope and Sequence. From above - - - to below - - -

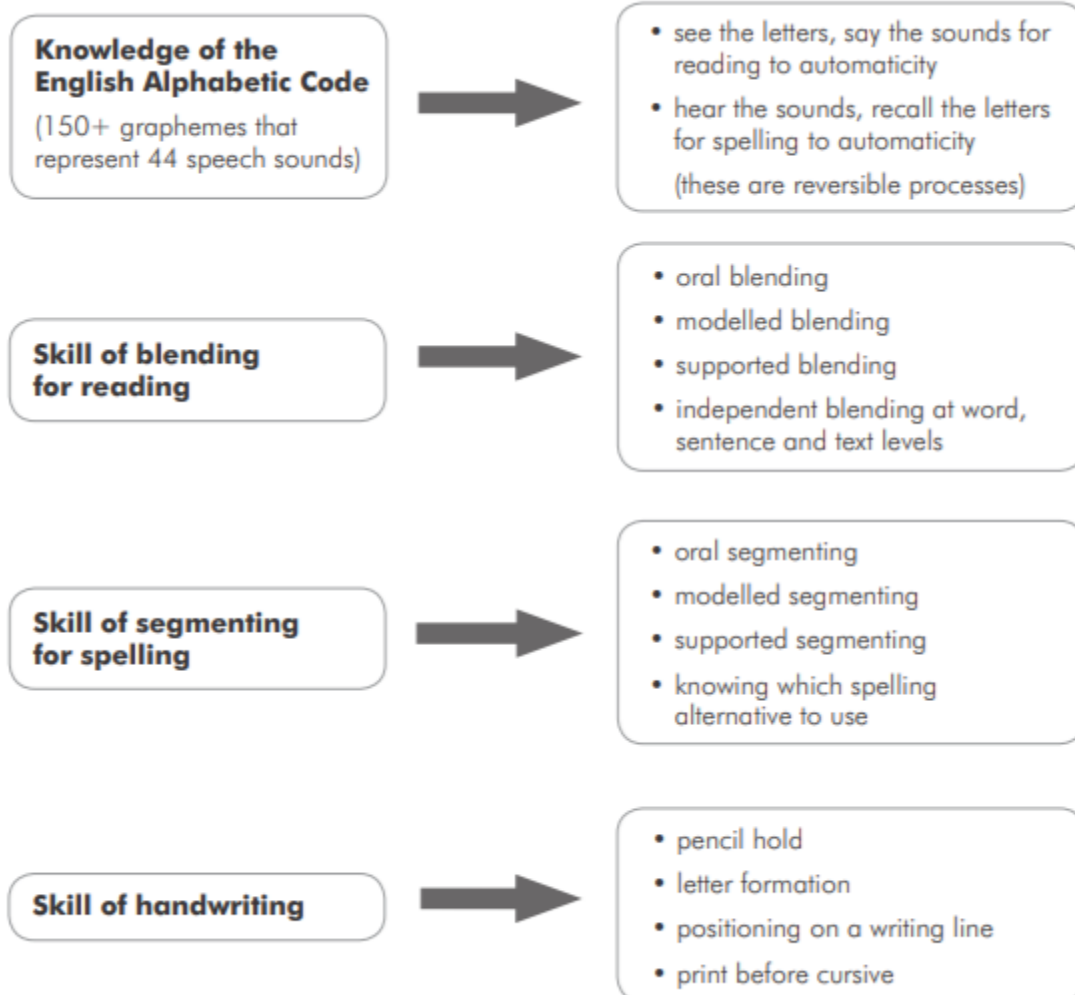
Week	Phoneme/grapheme correspondences	Common exception word practice
1	/igh/ as in <b>child</b> and <b>time</b>	some, one, said
2	/igh/ as in <b>pie</b> and <b>spy</b>	come, do, so
3	/oa/ as in <b>rope</b> and <b>snow</b>	were, when
4	/oa/ as in <b>toe</b> and <b>piano</b>	have, there
5	/ee/ as in <b>happy</b> and <b>key</b>	out, like
6	Consolidate <b>i, i-e, ie, y, o-e, ow, oe, o, y, ey</b>	little, what
7	/y+oo/ as in <b>unicorn</b> , short /oo/ as in <b>push</b>	oh, their
8	/y+oo/as in <b>cube</b> , long /oo/ as in <b>flute</b>	people
9	/y+oo/ as in <b>statue</b> , long /oo/ as in <b>blue</b>	Mr, Mrs
10	/y+oo/ as in <b>news</b> , long /oo/ as in <b>screw</b>	looked, called
11	/ur/ as in <b>herbs</b> and <b>bird</b>	asked, could
12	/ou/ as in <b>cloud</b> , /oi/ as in <b>toy</b>	water, where
13	/or/ as in <b>astronaut</b> and <b>strawberry</b>	who, again
14	/oa/ as in <b>shoulder</b> , long /oo/ as in <b>soup</b> , short /oo/ as in <b>should</b> , /ar/ as in <b>father</b> and <b>palm</b>	thought, through
15	/ur/ as in <b>pearl</b> and <b>world</b> , /eer/ as in <b>deer</b> and <b>here</b>	many, laughed
16	/air/ as in <b>square</b> , <b>bear</b> and <b>there</b> , /or/ as in <b>ball</b>	because, any
17	/or/ as in <b>four</b> and <b>core</b>	eyes, friends
18	/or/ as in <b>door</b> and <b>daughter</b>	once, please
19	/s/ as in <b>celery</b> , /j/ as in <b>giraffe</b>	oh, their
20	/e/ as in <b>bread</b> , /s/ as in <b>house</b>	people
21	/s/ as in <b>fence</b> , /k/ as in <b>school</b>	Mr, Mrs
22	/sh/ as in <b>chef</b> , /j/ as in <b>bridge</b>	looked, called
23	/j/ as in <b>package</b> , /uh/ as in <b>mother</b>	asked, could
24	Consolidate <b>c, g, ea, se, ce, ch, ch, dge, ge, o</b>	water, where
25	/u/ as in <b>bottle</b> , /t/ and /d/ as in <b>mixed</b> and <b>drilled</b>	oh, their
26	/m/ as in <b>comb</b> , /n/ as in <b>knot</b>	people
27	/n/ as in <b>sign</b> , /r/ as in <b>writing</b>	Mr, Mrs
28	/ch/ as in <b>hatching</b> , /zh/ as in <b>treasure</b> , <b>television</b> , <b>collage</b>	looked, called
29	Consolidate <b>le, ed, mb, kn</b>	asked, could
30	Consolidate <b>gn, wr, tch, s, si, ge</b>	water, where
31	/ch+u/ as in <b>picture</b> , /i/ as in <b>pyramid</b>	who, again
32	/s/ as in <b>scissors</b> and <b>whistle</b>	thought, through
33	/o/ as in <b>watch</b> , /sh/ as in <b>station</b>	many, laughed
34	/sh/ as in <b>musician</b> and <b>percussion</b>	because, any
35	Consolidate <b>ture, y, sc, st</b>	eyes, friends
36	Consolidate (w) <b>a, ti, ci, ssi</b>	once, please

1c

Year 2 Scope and Sequence. From above line - - - to below line - - -

Year 3 transition using the remaining weeks before accessing the Spelling Shed

Week	Phoneme/grapheme correspondence	Cursive handwriting focus
1	/ai/ ai, ay, a-e, a, eigh, ei, ea, ey	c, a, d, s, g, o
2	/ee/ ee, e-e, ie, ea, y, ey, e	qu, f, l, t, h
3	/igh/ igh, i, i-e, ie, y	b, k, r, n, m
4	/oa/ oa, o-e, ow, oe, o	p, i, j, u, y
5	homophones and near-homophones	v, w, x, z, e
6	suffixes	o, r, re, v, w, x
7	/w/ w, wh /t/ t, ff, ph	c, a, d, s, g, o
8	long /oo/ oo, u-e, ou, ue, ew	qu, f, l, t, h
9	/y+oo/ u, u-e, ue, ew	b, k, r, n, m
10	short /oo/ oo, u, oul /ar/ ar, a, al	p, i, j, u, y
11	possessive apostrophes	v, w, x, z, e
12	suffixes	o, r, re, v, w, x
13	/or/ or, au, aw, al, ar, a	c, a, d, s, g, o
14	/or/ our, ore, oor, augh	qu, f, l, t, h
15	/ur/ ur, er, ir, ear, or	b, k, r, n, m
16	/ou/ ou, ow /oi/ oi, oy	p, i, j, u, y
17	contractions	v, w, x, z, e
18	suffixes	o, r, re, v, w, x
19	/eer/ ear, eer, ere	c, a, d, s, g, o
20	/air/ air, are, ear, ere	qu, f, l, t, h
21	/s/ s, ss, c, se, ce, sc, st	b, k, r, n, m
22	/j/ j, g, dge, ge	p, i, j, u, y
23	homophones and near-homophones	v, w, x, z, e
24	suffixes	o, r, re, v, w, x
25	/t/ t, tt, ed /d/ d, dd, ed	c, a, d, s, g, o
26	/n/ n, nn, kn, gn /m/ m, mm, mb	qu, f, l, t, h
27	/k/ c, k, ck, ch /r/ r, rr, wr	b, k, r, n, m
28	/l/ l, ll /ul/ le, il, al, el	p, i, j, u, y
29	possessive apostrophes/suffixes	v, w, x, z, e
30	suffixes	o, r, re, v, w, x
31	/i/ i, y /o/ o, (w)a (qu)a	c, a, d, s, g, o
32	/e/ e, ea /zh/ s, si, ge	qu, f, l, t, h
33	/ch/ ch, tch /ch+u/ ture	b, k, r, n, m
34	/sh/ sh, ch, ti, ci, ssi	p, i, j, u, y
35	contractions/suffixes	v, w, x, z, e
36	suffixes	o, r, re, v, w, x



Activity	Description	Children's response
Tap or clap to a beat	<p>Use words or sentences from the books or rhymes to tap a beat or rhythm, making it into a short chant. Can the children copy it?</p> <p>Also focus on differing rhythms such as 'strong, weak, strong, weak', in comparison to 'strong, strong, weak, weak'.</p> <p>Can the children produce different rhythms? Use a variety of instruments to enhance.</p>	<p>Children tap the beat along with you and then on their own.</p> <p>Play a few times and then ask a child to be the rhythm maker; swap roles.</p>
Copy or identify sounds	<p>Make a loud or quiet sound with a percussion instrument. Ask: <i>Is this a loud or a quiet sound?</i> Then, make an action (big or small) and ask what sort of sound (loud or quiet) the action will make.</p> <p>Check the children understand that hitting the instrument harder will produce a louder (bigger) sound, and hitting it softly will produce a quieter (smaller) sound. Can they copy, or produce, loud/quiet sounds?</p> <p>Repeat with other contrasts: Hard or soft sounds – stone for hard and feather for soft. High or low sounds – use an upwards arrow for high and downwards arrow for low.</p>	<p>Children can say <i>loud</i> or <i>quiet</i> or can indicate small or large with their hands.</p> <p>Children can copy, or produce, a loud/quiet sound.</p> <p>Play a few times and vary the contrast.</p> <p>Then ask a child to be the sound maker; swap roles.</p>
Say it the same way	<p>Ask children to copy a sound with the same tone, intonation or pattern e.g. <i>nee-nor</i> (of an ambulance), <i>cuckoo</i>, <i>ding-dong</i> (of a door bell), etc.</p> <p>Can they produce a word or phrase to be said in a specific way for another to copy?</p>	<p>Children repeat the sound in the same way using the same intonation.</p> <p>Play a few times and then ask a child to be the speaker; swap roles.</p>
Same or different?	<p>Ask: <i>Are these two sounds/rhythms the same or different?</i></p> <p><i>Listen</i> (don't look). <i>Is this sound (clap) the same as this sound (click fingers)?</i></p> <p><i>Listen. Is this rhythm the same as the next rhythm?</i> (Tap one rhythm and then the same or a different rhythm.)</p> <p>Can the children copy or produce the same or a different rhythm?</p>	<p>Children can say <i>same</i> or <i>different</i> or can do thumbs up for same and thumbs down for different.</p> <p>Play a few times and then ask a child to be the speaker or rhythm maker; swap roles.</p>
What does it sound like?	<p>Clap out a phrase or sentence from the book. Ask the children to listen and match the clap to the phrase. Can they produce a clapped rhythm for other children to copy?</p>	<p>Children can match the clapped rhythm to the phrase, then say their own phrase and clap the rhythm.</p>
Matching game	<p>Make a sound and get the children to point to the picture in the book that makes the sound or vice versa.</p>	<p>Children point to the picture.</p> <p>Play a few times and then ask a child to be the sound maker; swap roles.</p>

Activity	Description	Children's response
One word or two?	<p>Children listen or look at picture cards. You say, <i>hairbrush</i> or <i>hair</i>, pause, then <i>brush</i>. Ask if they heard one word or two.</p> <p>Or ask them to look at a picture and say it first as one word, e.g. <i>hairbrush</i> and then as two, e.g. <i>hair, brush</i>.</p>	<p>Children can say one or two or could show cards indicating 1 or 2.</p> <p>Play a few times and then ask the child to be speaker; swap roles.</p>
Contrastive stress: does it sound right?	<p>Children listen to two pronunciations of the same word, e.g. <i>TRAIN-ers</i> vs <i>train-ERS</i> or <i>WELcome</i> vs <i>welCOME</i>.</p>	<p>Children can say both options aloud and say which sounds right. They can say one or two or could show cards indicating 1 or 2.</p> <p>Play a few times and then ask a child to be the speaker; swap roles.</p>
Contrastive intonation: statement or question?	<p>Ask children to look at a sentence that features contrastive stress, e.g. 'A gift for me? I love it!' Ask children: <i>Would you read it like this: A gift for me?</i> [with a rising intonation], or <i>like this: A gift for me?</i> [with flat intonation].</p> <p>Try to avoid examples that use question words or verbs (Is it.../Shall we...?) as these give clues which are not intonation related.</p>	<p>Children can say both options aloud and then say which sounds right. They can say one or two or could show cards indicating 1 or 2.</p> <p>Play a few times and then ask a child to be the speaker; swap roles.</p>
Short or dragged out sound?	<p>Ask children to listen to two pronunciations of the same word e.g. <i>crack</i> or <i>craaaaack</i>. Ask: <i>Which is the longest or dragged out sound?</i></p> <p>You may discuss when dragging out might be useful for effect, e.g.:</p> <ul style="list-style-type: none"> <li>• <i>the door crea-ee-ee-eaked open</i></li> <li>• <i>ro-o-o-o-aly po-a-a-o-ly e-e-e-ver so slo-a-a-a-owly</i></li> <li>• <i>roly poly ever so fast!</i></li> </ul>	<p>Children can say <i>short</i> or <i>draaaaaaged ou-ou-ou-out!</i> or indicate this with their hands close or far apart and moving apart.</p> <p>Play a few times and then ask a child to be the speaker; swap roles.</p>



## Weekly structure example

**Monday:** /ai/ ai, ay  
**Tuesday:** /ai/ a-e, a  
**Wednesday:** /ai/ eigh, ei  
**Thursday:** /ai/ ea, ey  
**Friday:** cursive handwriting

## Daily structure example

### Revisit and review

Use flashcards to revisit and review previously taught sounds.



### Teach

Use the IWB Big Book and a flipchart with lines for modelling to teach the learning focus



### Practise and apply

Children use their Pupil Practice Booklet lesson double-page activity structure:

1. Code level recall
2. Grapheme search and decoding at text level
3. Comprehension
4. Collating word banks for spelling
5. Sentence level dictation
6. Independent application at sentence level
7. Creative open-ended composition extension



### Apply


Use levelled colour banded reading books for shared, guided and/or individual reading.





<b>adjacent consonants</b>	Two (or three) consonant letters representing two (or three) sounds, e.g. tw, str, bl. (Also known as a consonant cluster or blend.)
<b>blending</b>	The process of using phonics for reading. Children identify and blend the phonemes in order to hear and say (discern) a whole word. (Also known as decoding or synthesising.)
<b>code</b>	The English Alphabetic Code is the correlation between the sounds of speech and the individual letters or groups of letters used to represent those sounds in print. A 'piece of code' refers to a letter-sound correspondence or grapheme-phoneme correspondence.
<b>common exception word (CEW)</b>	A high frequency word with an unusual letter-sound correspondence, e.g. one, their, because. These words are taught by decoding the familiar part and pointing out the unusual part.
<b>consonant digraph</b>	Two consonant letters which represent one sound.
<b>CVC, CCVC, CCVCC</b>	These represent the consonant and vowel sounds in word structures. For example, a CVC word = h-e-n, b-oa-t or ch-i-p.
<b>decoding</b>	See <b>blending</b>
<b>digraph</b>	Two letters which together represent one sound, e.g. ai, ea, mb. There are different types of digraph – vowel, consonant and split.
<b>encoding</b>	See <b>segmenting</b>
<b>grapheme</b>	A letter or group of letters representing one sound (phoneme).
<b>phoneme</b>	The smallest unit of sound in a word. Represented in print using slash marks, e.g. /a/.
<b>quadgraph</b>	Four letters which together represent one sound, e.g. eigh, ough.
<b>schwa</b>	An unstressed syllable. It is common for people to pronounce various graphemes as an /uh/ sound in natural speech.
<b>segmenting</b>	The process of using phonics for spelling and writing. Children listen to the whole word and break it down into constituent phonemes, choosing the corresponding grapheme to represent each phoneme. For example, 'lunch' can be segmented as l-u-n-ch. (Also known as encoding.)
<b>split digraph</b>	Two letters, which work as a pair to represent one sound, but are separated within the word, e.g. a–e in cake; o–e in note.
<b>synthesising</b>	See <b>blending</b>
<b>trigraph</b>	Three letters which together represent one sound, e.g. igh, eer.
<b>vowel digraph</b>	A digraph in which at least one of the letters is a vowel, e.g. ee, oi, or.

## Alphabetic code chart

The alphabetic code chart provided in *Rocket Phonics Next Steps* shows the focus sound in slash marks, followed by the different ways in which this sound can be represented in written text (ie the graphemes or 'code' for the sound). The pictures can be used by the children as a mnemonic system to help them to remember the letter-sound correspondences.

Alphabetic Code Chart							
sounds	graphemes or spelling alternatives that are code for the sounds						
/s/	s sun 	ss dress 	c celery 	se house 	ce fence 	sc scissors 	st whistle 
/a/	a apple 						
/t/	t tap 	tt kettle 	ed mixed 				
/i/	i insect 	y pyramid 					
/p/	p pan 						
/n/	n net 	nn kennel 	kn knot 	gn sign 			
/m/	m mouse 	mm hammer 	mb comb 				
/d/	d dog 	dd ladder 	ed drilled 				
/g/	g goat 						
/o/	o octopus 	(w)a watch 	(qu)a squash 				
/k/	c cat 	k kite 	ck duck 	ch school 			
/e/	e elephant 	ea bread 					
/u/	u umbrella 						
/r/	r rabbit 	rr carrot 	wr writing 				

/h/	h hat 						
/b/	b bat 						
/f/	f frog 	ff cliff 	ph dolphin 				
/l/	l ladder 	ll shell 	/ul/	le bottle 	il pencil 	al animal 	el camel 
/j/	i jug 	g giraffe 	dge bridge 	ge package 			
/v/	v van 	ve glove 					
/w/	w web 	wh wheel 					
/k+s/	x fox 						
/y/	y yellow 						
/z/	z zebra 	zz fizzy 					
/k+w/	qu queen 						
/ch/	ch chick 	tch hatching 		/ch+u/	ture picture 		
/sh/	sh sheep 	ch chef 	ti station 	ci musician 	ssi percussion 		
unvoiced /th/	th thumb 			voiced /th/	th feather 		
/ng/	ng ring 						
/ai/	ai train 	ay crayon 	a-e cake 	a acorn 			
	eigh eight 	ei reindeer 	ea break 	ey grey 			

/ee/	ee bee 	e-e scene 	ie shield 	ea peach 	y happy 	ey key 	e secret 
/igh/	igh light 	i child 	i-e time 	ie pie 	y spy 		
/oa/	oa boat 	o-e rope 	ow snow 	oe toe 	o piano 	ou shoulder 	
short /oo/	oo book 	u push 	oul should 				
long /oo/	oo moon 	u-e flute 	ou soup 	ue blue 	ew screw 		
/ar/	ar car 	a father 	al palm 				
/or/	or fork 	au astronaut 	aw strawberry 	ai ball 	our four 	ore snore 	oor door 
	augh daughter 	a water 	(w)ar wardrobe 	(qu)ar quarter 	oar oars 		
/ur/	ur purse 	er herbs 	ir bird 	ear earth 	or world 		
/ou/	ow owl 	ou cloud 					
/oi/	oi coin 	oy toy 					
/eer/	ear ear 	eer deer 	ere here 				
/air/	air chair 	are square 	ear bear 	ere there 			
/y+oo/	u unicorn 	u-e cube 	ue statue 	ew news 	/y+oor/ ure manure 		
/uh/	er hammer 	o mother 					
/zh/	s treasure 	si television 	ge colloge 				