

Rising Stars' Rocket Phonics enriched by Seabridge Style 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 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 the Seabridge Style Phonics and Rising Stars components embed the skills of hearing, identifying and using patterns of sounds (phonemes) to read written language. The Seabridge Style Phonics enriches the Rising Stars Rocket Phonics programme. 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 booklets are displayed digitally, on screen, so as to enable children to practise and apply skills at letter-sound, word, sentence and text levels. Elements of these will be completed on whiteboards or paper based.

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

Year 1 continue the four part lesson sequence and assessment points of the Seabridge Style Phonics and Rising Stars components to continue their journey through Blue, Green and Orange phases.

These Phonics lessons prepare Year 1 children for the Phonics Screening. As for Reception, 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.


For academic year 2021-2022, Year 2 will receive the same fidelity to phonics lessons alongside the Year 2 spelling scheme to ensure all phonemes of the Rocket Phonics have been taught and embedded. This is necessary for this year due to the move to an accredited phonics scheme. In subsequent years, the complete Rocket Phonics will be covered in Reception and Year 1.

Year 2 - 6 Phonics

For those pupils who need additional support in reading, due to poor decoding or fluency, then the teaching of the Seabridge Style Phonics will be drawn upon.

Our pupils will receive this additional support in small group environments whilst being supported with their phonemic awareness throughout the Year 2 and KS2 spelling programme. 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.

Seabridge Style Phonics

- Pictorial and phrase Mnemonics (for sound recall and letter formation/handwriting)
- Alphabet Chant
- Phonics wall
- Phonics mat
- Alien words
- Songs (for selected phonemes)
- Sound buttons
- Ditties
- Pupil Booklets - physical and digital
- Common exception word flashcards - physical and digital
- Red words; Green words
- Puppet - Alphie talk
- Modelled, guided, independent
- Fluency: professional, world class; legendary
- Terminology
 - single letter sound
 - digraph
 - trigraph
 - four letter string
 - print
 - cursive
 - sound buttons:
 - blending
 - segmenting
 - decoding
 - consonant blend
 - CVC CCVC CCVCC
 - phoneme
 - grapheme
 - short vowel
 - long vowel
 - split digraph
 - long (stretchy) sounds
 - short (bouncy) sounds
 - syllable; monosyllabic; polysyllabic
 - compound words

Rising Stars Components

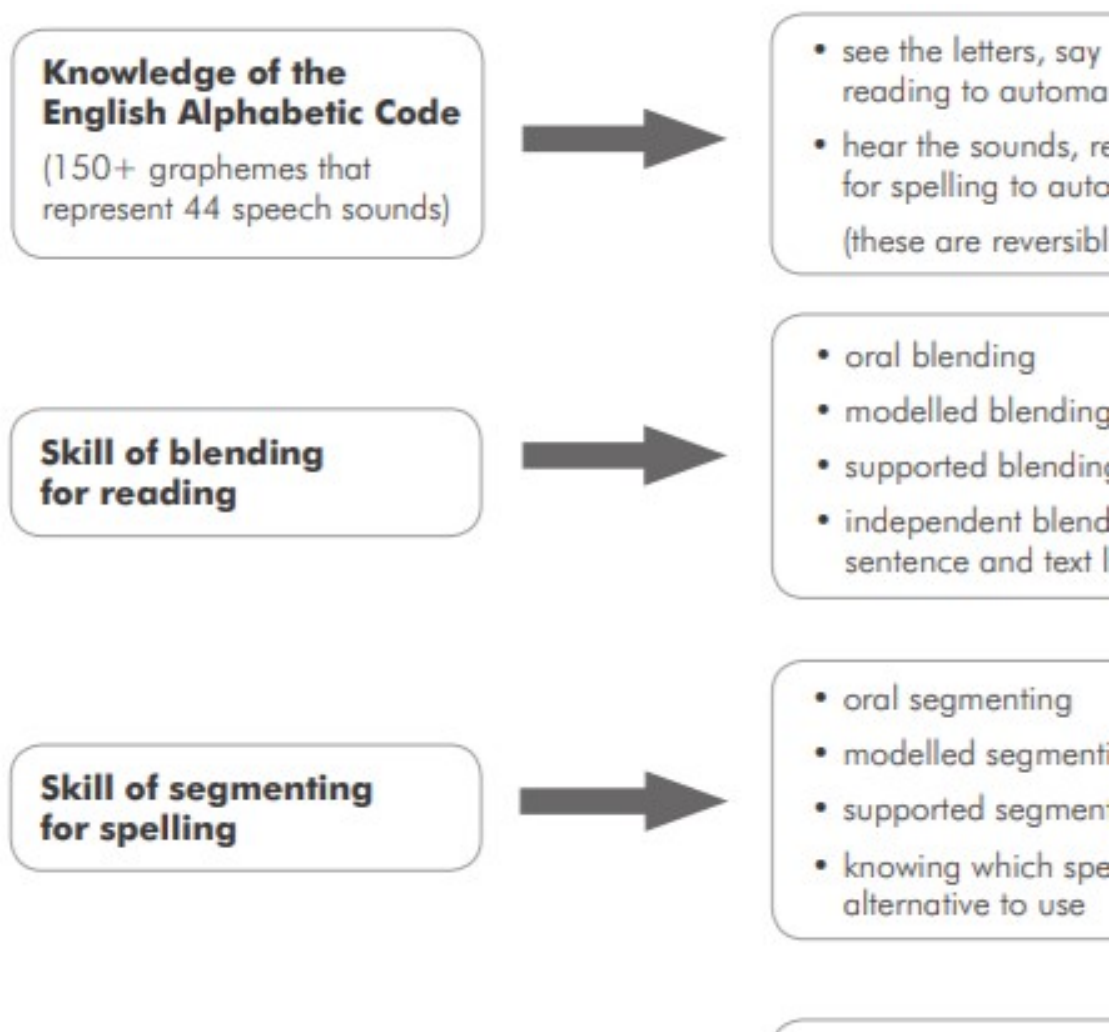
- Scope and sequence (appendix 1a and 1b)
- Rocket Phonics reading books – paper and ebooks (ebooks with interactive comprehension quizzes with online marks and star rewards that teachers can use to assess domains/skill areas)
- Teaching big books – story books with in-built narrative, click-to-play lozenges to emphasise taught grapheme. Also opportunity to discuss vocabulary.
- Target practice reading e-books (with interactive comprehension quizzes)
- Assessment sheets
- Online phonics practice games *coming soon*
- Four part lesson structure:
 - revisit and review; teach; practise, apply
 - Consolidation; Common exception words; Assessment; Enrichment
- SEND guidance
- Teaching principles (appendix 2)
- Speech Rhythm Activities (appendix 3)

Appendix

1a

Week	Phoneme/grapheme correspondences	Common exceptions
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

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



Activity	Description	Children
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 to you and the</p> <p>Play a few a child to b 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 c or can indi with their h</p> <p>Children c a loud/qui</p> <p>Play a few contrast.</p> <p>Then ask a maker; swc</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 re the same w intonation.</p> <p>Play a few child to be swap roles.</p>
Same or different?	<p>Ask: <i>Are these two sounds/rhythms the same or different?</i></p> <p><i>Listen (don't look). 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? (Tap one rhythm and then the same or a different rhythm.)</i></p> <p>Can the children copy or produce the same or a different rhythm?</p>	<p>Children c different or for same a different.</p> <p>Play a few child to be maker; swc</p>

Activity	Description	Children
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 the word aloud or could show 1 or 2.</p> <p>Play a few times with a child to be a model.</p>
Contrastive stress: does it sound right?	<p>Children listen to two pronunciations of the same word, e.g. <i>TRAIN</i>-ers vs <i>train</i>-ERS or <i>WEL</i>come vs <i>wel</i>COME.</p>	<p>Children can say the word aloud and indicate if it sounds right. They could show 1 or 2.</p> <p>Play a few times with a child to be a model and 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!'</p> <p>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 the sentence aloud and indicate if it sounds right. They could show 1 or 2 or 3 indicating 1, 2 or 3.</p> <p>Play a few times with a child to be a model and 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>Children can say the word aloud or indicate the longest sound.</p>