

Phonics And Reading Workshop

15TH November 2023



In school, we follow the Rising Stars Phonics programme. This is a DfE validated phonics resource published by Rising Stars. Rocket Phonics is a fully resourced, systematic synthetic phonics programme, a combination of digital and printed resources, and a fully matched series of decodable reading books.



Terminology

Phoneme

Graphemes

Segmenting and blending

Digraph - or (for)

Trigraph - igh (high)

Split digraph a_e (make)

Pre-phonics

- ▶ Environmental sounds
- ▶ Instrumental sounds
- ▶ Body Percussion
- ▶ Rhythm and rhyme
- ▶ Alliteration
- ▶ Voice sounds
- ▶ Oral blending and segmenting.






























Phonics in Reception

- ▶ s, a, t, p
- ▶ i, n, m, d
- ▶ g, o, c, k
- ▶ ck, e, u, r
- ▶ h, b, f, ff, l, ll, ss

Letter-sounds taught	<i>Rocket Phonics</i> colour band	Teaching week (at the end of which the colour band becomes decodable)
s a t i p n m d g o c k	Pink A	Week 6
ck e u r h b f ff l ll ss	Pink B	Week 11
j v w x y z zz qu	Red A	Week 16
ch sh th ng ai ee igh oa oo	Red B	Week 23
ar or ur ow oi ear air ure er	Yellow	Week 29

Half-termly expectations

Autumn 1	<p>/s/ as in sun /a/ as in apple /t/ as in top /l/ as in insect /p/ as in pan /n/ as in net l, the, go, to, no, into</p>	<p>/m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite</p>
Autumn 2	<p>/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat l, the, go, to, no, into</p>	<p>/f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress Double consonant letters Two syllable words</p>
Spring 1	<p>/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and fizzy he, she, we, me, be, was, my, you, her, they, all, are</p>	<p>/z/ as in bugs /k+w/ as in queen Consolidation</p>
Spring 2	<p>/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee he, she, we, me, be, was, my, you, her, they, all, are</p>	<p>/igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon Consolidation</p>
Summer 1	<p>/ar/ as in car /ae/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/air/ as in chair /y+oor/ as in manure schwa /uh/ as in hammer Consolidation</p>
Summer 2:	<p>/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/ee/ as in shield /ee/ as in peach Consolidation</p>

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 

Phonics in Reception

- ▶ j, v, w, x
- ▶ y, z, zz, qu
- ▶ **Consonant digraphs:** ch, sh, th, ng
- ▶ **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

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

Phonics in Year 1



- ▶ This begins with consolidating all the phonics that the children have learnt in Reception.

Phonics in Year 1

- ▶ Children will be taught new graphemes and alternative pronunciations for these graphemes.
- ▶ **Digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- ▶ **Split digraphs:** a_e, e_e, i_e, o_e, u_e

Letter-sounds taught	<i>Rocket Phonics</i> colour band	Teaching week (at the end of which the colour band becomes decodable)
wh ph ay a-e a /ai/ e-e ie ea y ey /ee/ i i-e ie y /igh/ o-e ow oe o /oa/	Blue	Week 5
u u-e ue ew /y+oo/ u ou oul short /oo/ u-e ue ew oa ou long /oo/ er ir ear or /ur/ ou /oa/ oy /oi/ a al /ar/ eer ere /eer/ are ear ere /air/ au aw al our ore oor augh /or/	Green	Week 18
c se ce sc st /s/ g dge ge /j/ ea /e/ ch /k/ ch /sh/ o /uh/ -ed /t/ and /d/ le /ul/ mb /m/ kn gn /n/ wr /r/ tch /ch/ s, si, ge /zh/ ture /ch+u/ y /i/ (w)a /o/ ti ci ssi /sh/	Orange	Week 34

Rocket Phonics
Sounds Mat
3

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

Scope and sequence

Week	Phoneme/grapheme correspondences	Common exception word practice
1	/igh/ as in child and time	some, one, said
2	/igh/ as in pie and spy	come, do, so
3	/oo/ as in rope and snow	were, when
4	/oo/ 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, oo, o, y, oy	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	/ut/ 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, /or/ as in lather and palm	thought, through
15	/ur/ as in pearl and world, /ear/ 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, /l/ and /il/ as in mixed and drilled	oh, their
26	/m/ as in comb, /n/ as in knot	people
27	/n/ as in sign, /t/ 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
30	Consolidate gn, wr, tch, s, si, go	water, where
31	/ch+u/ as in picture, /j/ as in pyramid	who, again
32	/s/ as in scissors and whistle	thought, through
33	/a/ as in watch, /sh/ as in station	many, laughed
34	/sh/ as in musician and percussion	because, any
35	Consolidate ture, y, sc, st	eyes, friends
36	Consolidate (w)a, ti, ci, ssi	once, please



Rocket Phonics

Sounds Mat 4

<p>oor</p>  <p>door</p>	<p>augh</p>  <p>daughter</p>	<p>ce</p>  <p>celery</p>	<p>ci</p>  <p>city</p>	<p>cy</p>  <p>cycle</p>	
<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> 

Segmenting

- ▶ Breaking down words for spelling.

cat

c a t

Blending

Building words from phonemes to read.

c a t

cat

Segmenting

Queen

qu ee n

Blending

Q u e e n

queen

What does a Phonics lesson look like?

Revisit/review

Teach

Practice

Apply

Decodable words containing the focus letter-sound appear in blue lozenges that can be clicked to hear the pronunciation

Story text for the teacher to read aloud, or play the audio version (with sound effects)

Target letter-sounds appear in yellow lozenges that can be clicked to play the pronunciation



The skidoo raced over a bump and the tin lunchbox flew off the back. *Whoosh!*

Nan didn't realise her lunch was gone!

n N



Nip and Nap didn't want Nan to go without her lunch.

They used their amazing mind power to make Nan look around and see the tin box in the snow.



Story text contains words with the target letter-sound to support phonemic awareness

You can use the tools provided in the programme to zoom into illustrations, frame items, add sticky notes, etc.

Click on the Flashcard and Games buttons to launch the resources

Year 1 Phonics Test

grit

start

best

hooks

blan



steck



hild



quemp



Tricky Words

the

some

you

my

little

out

I
no
the
to
go
into

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

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

oh
Mrs
people
their
called
Mr
looked
asked
could

Reading

Reception

Children in Reception and Year 1 get two reading books per week. In Year 1, these books are one from the reading scheme and a decodable phonics book. The children will be read with and have their books changed once a week.

We follow the Rising Stars Reading Planet scheme.

Children start on no word books (Lilac level) to encourage story telling and comprehension.

This progresses to first word books with lots of high frequency words in such as it, is, no, go and character names.

The children will then enter Pink level - where the children are encouraged to segment/blend words containing sounds that have been taught in the phonics sessions.



books are fully decodable and fully aligned with the programme, and can be used for whole-class, group guided, one-to-one and independent reading. (See the weekly lesson plans for when these books become decodable.)

The books are available as print editions as well as ebooks within the Online Subscription that can be assigned to children for home use. The ebook versions include audio and comprehension quizzes with results that feed through to the reporting area.

Book band colour and phonics phase

Target letter-sounds listed on back covers



Some examples of pages from the Target Practice reading books:

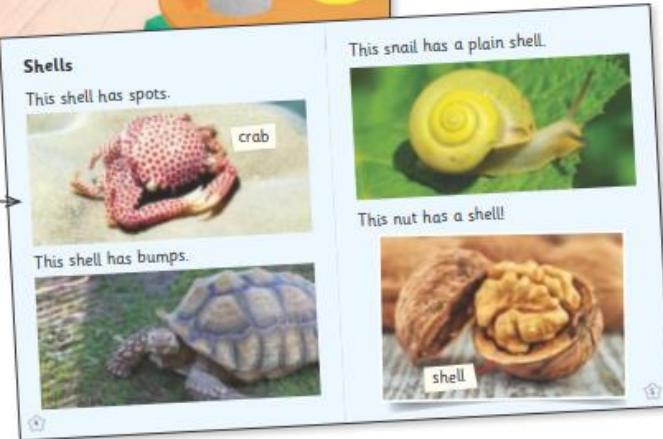


Most of the Target Practice books are stories

There are also some non-fiction books

Sample pages from: *The Pan* (Target Practice, Pink A)

Cream or pastel backgrounds behind text to reduce visual disturbance



Sample pages from: *Wings and Things* (Target Practice, Red B)

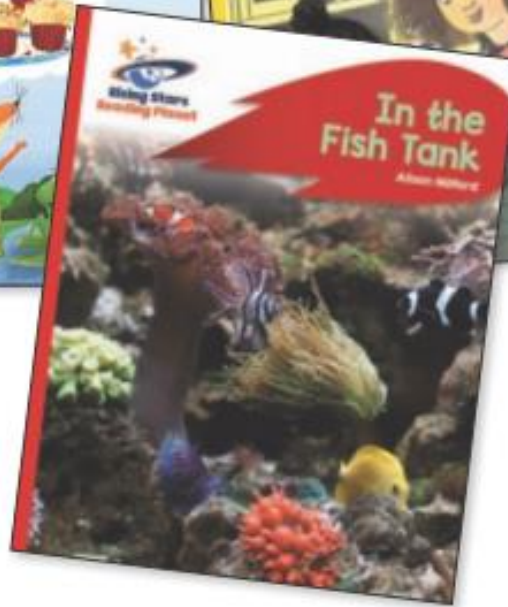
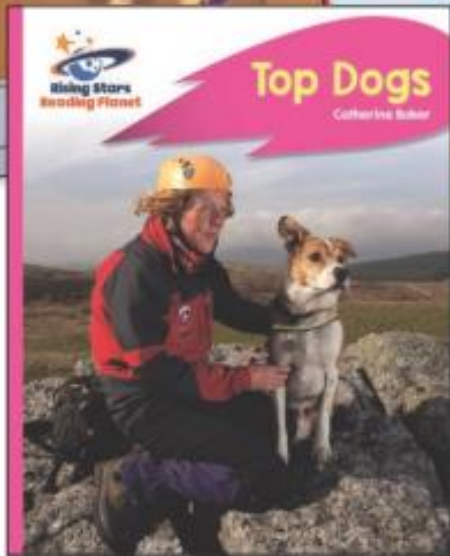
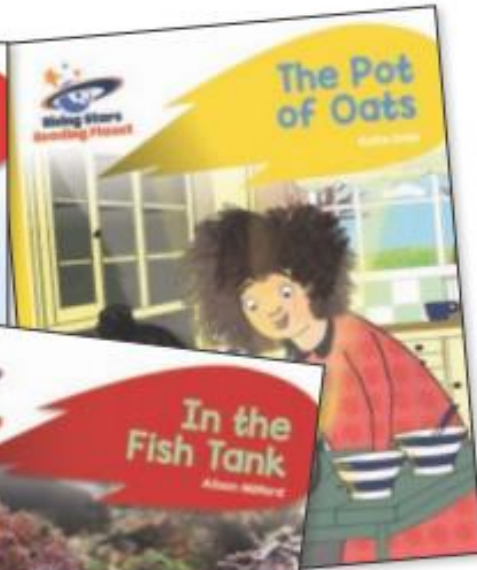
Year 1

In Year 1, we encourage the children to be more independent, so the children have to put their books in the tray if they need changing. They are reminded of this on a daily basis.

Children continue to follow the Rising Stars Reading Planet scheme.

The children will work their way through the reading scheme from pink stage. The children are assessed at the beginning of the year and are allocated books accordingly. The children are given books from the main reading scheme as well as a phonetically decodable book from the same stage.





We encourage a little and often approach, reading a couple of pages each night is enough.

Please remember to sign your child's reading record so we know they have read. They will receive stars on their reading chart for this!

Once you have read the book with the children, there are lots of activities you may do to further their learning and comprehension skills.

E.g.

Go back and ask the child questions about what happened in the story, ask questions about how the character might be feeling and why.

Ask your child to go through and find how many times they can find a certain phoneme or tricky word.

Write a sentence out onto post it notes and muddle it up, then ask the children to rearrange the sentence. This will help with word recognition.



St John's Reading Scheme

	Lilac
	Pink A
	Pink B
	Red A
	Red B
	Yellow
	Blue
	Green
	Orange
	Turquoise
	Purple
	Gold
	White
	Lime
	Brown
	Grey
	Dark blue
	Dark red

If you read just 1
book a day to your child,
they will have read 1825
books by their 5th
birthday.

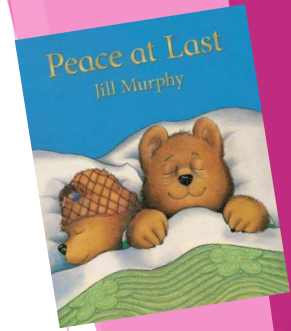
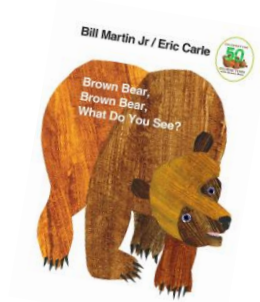
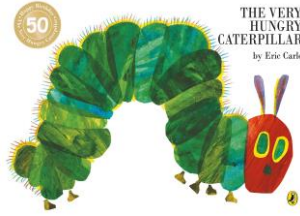
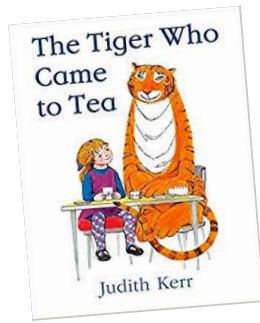
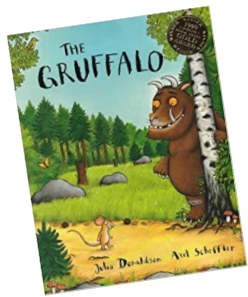
Every Day Counts
Every Book Counts



As well reading their school books, it is important to still be reading stories to your child. Every night before bed is always a good time. This exposes the children to new vocabulary and helps them to learn and understand the meaning of new words.

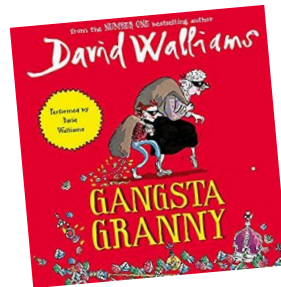
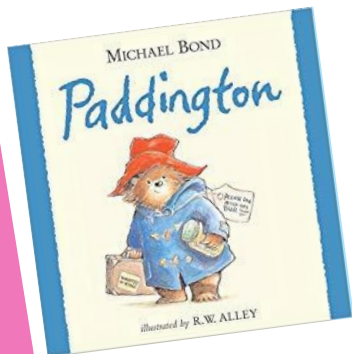
By nursery/school age, children should be well on their way to learning 4000 words!!

Children who read for 20 minutes a day are exposed to 1.8 million words a year!!



To help encourage this love for reading, the children also have a school library book which they will have the opportunity to change once a week.

Please find a copy of recommended reads for 4/5/6 year olds in your pack. Lots of these books are available at your local library which is free to join!



50 Recommended Reads for...

Reception

(ages 4-5)



SCAN ME

www.booksfortopics.com/reception

For more primary school booklists, visit booksfortopics.com

50 Recommended Reads for...

Year 1

(ages 5-6)



www.booksfortopics.com/year-1

For more primary school booklists, visit booksfortopics.com