

Rocket Phonics



Thursday 18th January and Monday 22nd January 2024



Bassett Green Primary
'Be brave, be brilliant, be our best'

Rocket Phonics



At Bassett Green we are using the SSP programme Rocket Phonics in YR, Y1 and Y2.

Children have daily phonics lessons and have regular opportunities to read and write in class.



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Lesson structure

Rocket Phonics teaches one letter-sound correspondence over two days in YR and Y1.

Day 1 - blending skills (for reading)

Day 2 - segmenting skills (for writing)

By learning a sound over 2 days, children have lots of opportunities to practise reading and writing words or sentences with the new sound.

In Y2, children are learning many ways to write a sound, known as sound families. They are often revisiting sounds that have been previously taught.

Lesson structure

Revisit and Review

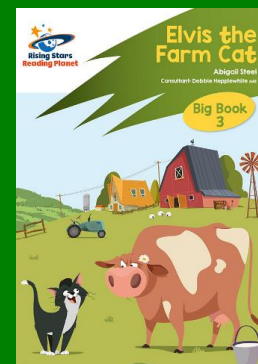


Practise previously taught sounds and words

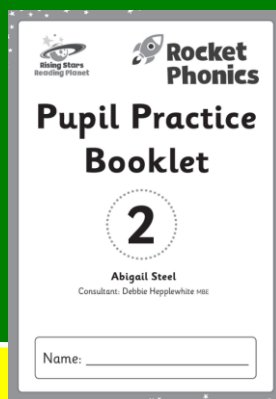


Teach

Teach a new sound



 **Rocket Phonics**



Practice and Apply

Practise reading and writing words with the new sound

Lesson structure – Revisit and Review

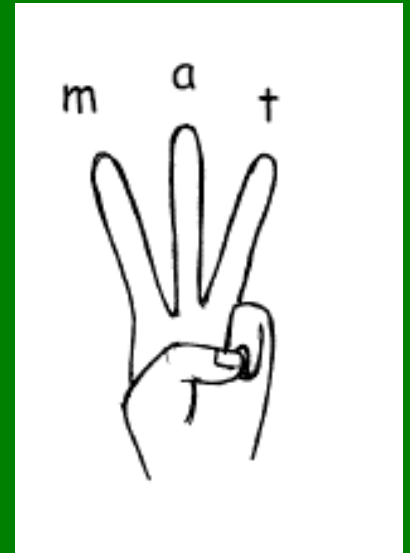
During this part of the session, children are shown flashcards of sounds that they have been taught in previous lessons.



The flashcards have words on the back for children to sound out and blend, with the sound that they are familiar with.

Lesson structure – Teach

During this part of the session, children are taught a new sound. They are exposed to words with the focus sound.



Children will **orally blend** words by using their phonics fingers e.g. c-a-t =
cat

They will use **point and sweep** to decode and read words.

Oral blending



Point and sweep

t o p

b e a n

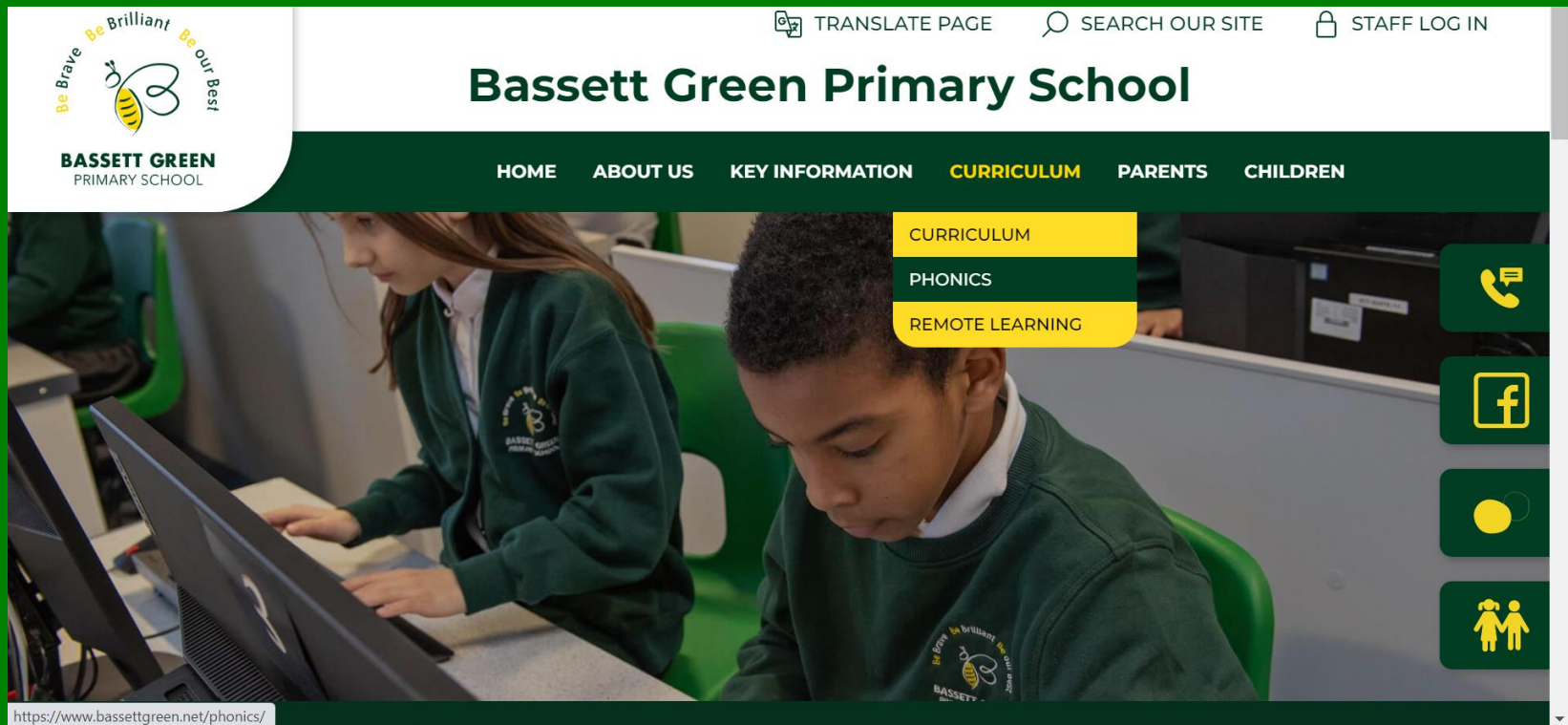
c h i p

h o m e

m a n

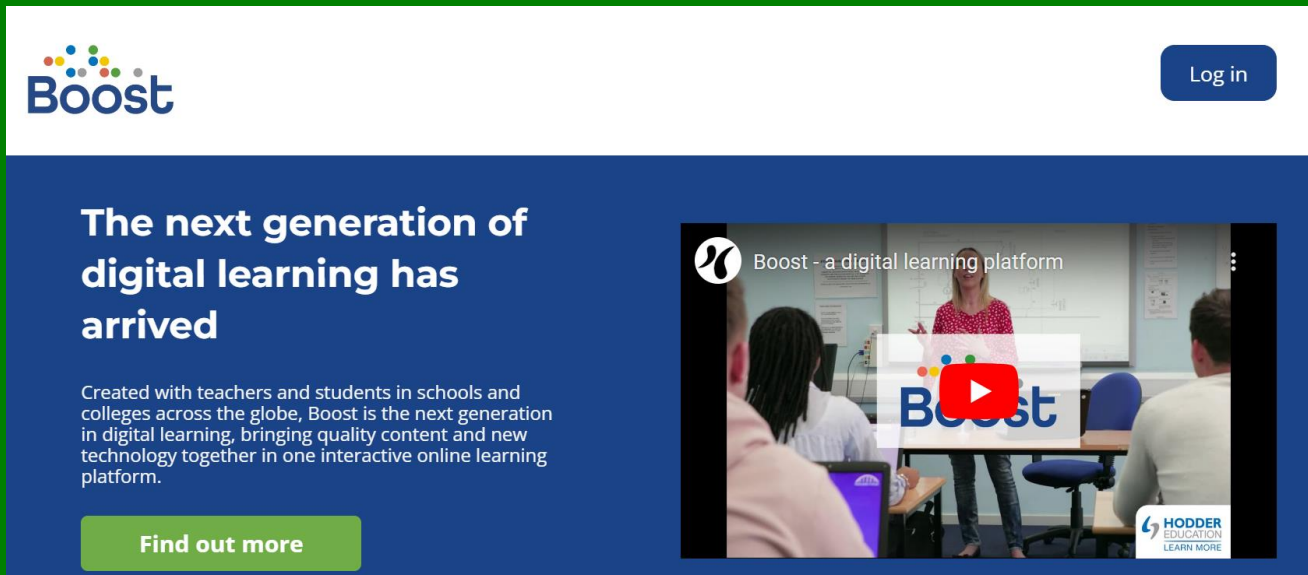
s n o w

Bassett Green website - Phonics



On the Phonics section of our website you will find information about the sounds your child will be learning each term and links to videos that can support children in parents with phonics at home.

Boost website



The Boost website homepage features a white header with the Boost logo on the left and a 'Log in' button on the right. The main content area has a dark blue background. On the left, the text reads 'The next generation of digital learning has arrived' followed by a paragraph describing the platform and a 'Find out more' button. On the right, there is a video player showing a teacher in a classroom with the Boost logo overlaid. The video title is 'Boost - a digital learning platform'.



<https://boost-learning.com/>

Username:

Password: cat

Centre ID: 196652



Login details
in Home
Learning
Journal

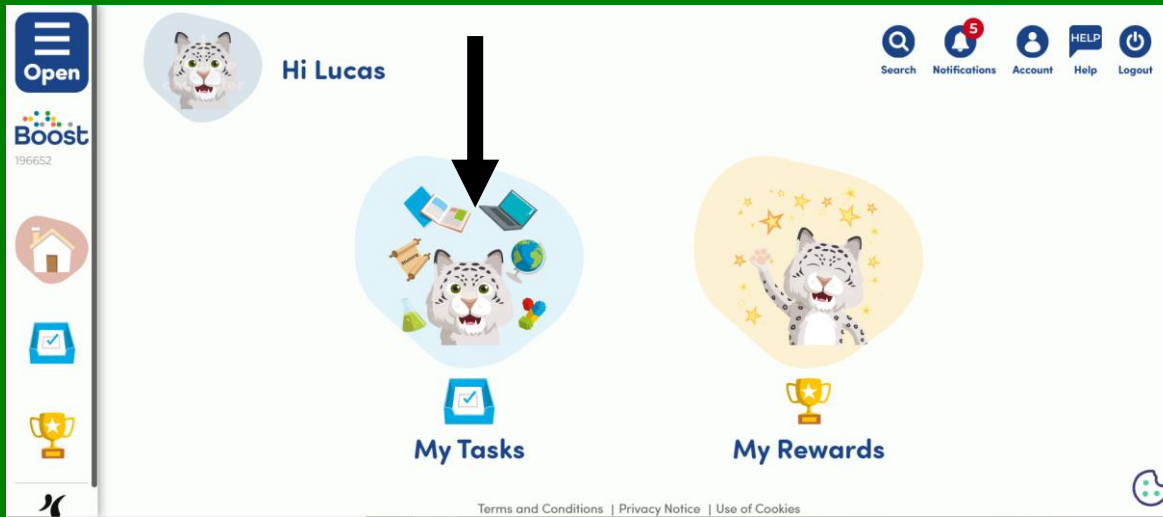
You can access Rocket Phonics at home via this website:

<https://boost-learning.com/>

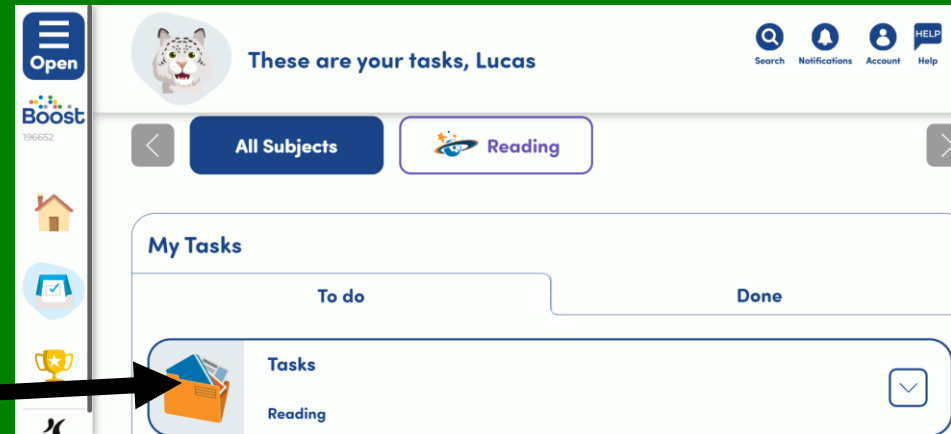
It is also available via the Bassett Green website – children – home learning links

Boost website

When your child logs in this will be the page that they see. Click on My tasks.



Click on tasks to see the books that have been assigned by your child's class teacher.



Boost website

The screenshot shows the Boost website interface. At the top left, there is a blue 'Open' button with a hamburger menu icon. Below it is the Boost logo with the number 196652. A vertical sidebar on the left contains icons for home, a checklist, a trophy, and a speech bubble. The main header area features a circular profile picture of a tiger, the text 'These are your tasks, Lucas', and navigation icons for Search, Notifications, Account, and Help. The main content area displays a list of tasks under the heading 'Tasks' and 'Reading'. The first task is 'The Road Car Cup', which is marked as completed with a checkmark. The second task is 'Carla at the Market', also marked as completed with a checkmark.

Here you will see the list of books assigned to your child.

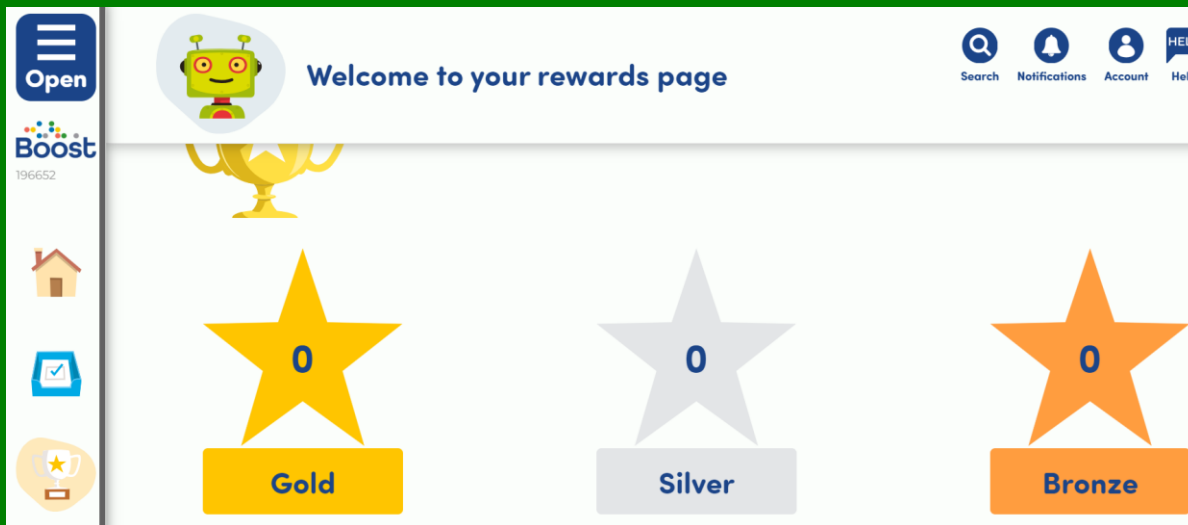
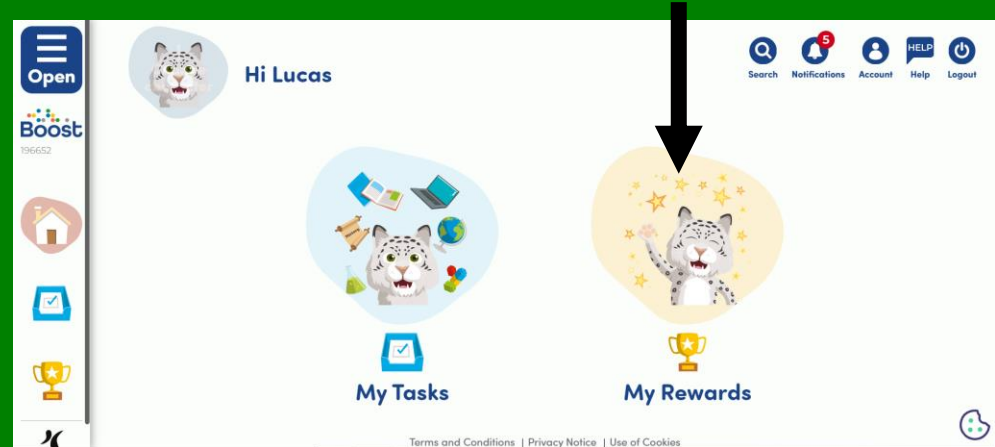
Boost website

The screenshot shows the Boost website interface for a user named Lucas. On the left is a vertical sidebar with icons for 'Open', 'Boost 196652', a home icon, a checkmark icon, and a trophy icon. The main header area includes a tiger profile picture, the text 'These are your tasks, Lucas', and navigation icons for Search, Notifications, Account, and Help. Below the header is a 'Tasks' section with a folder icon and an upward arrow. Underneath, two reading tasks are listed: 'The Road Car Cup' (Reading) with a green 'Done: 09 January 2024' badge and a checkmark, and 'Carla at the Market' (Reading) with a checkmark.

When your child has finished the book and answered the questions it will show that the book is completed.

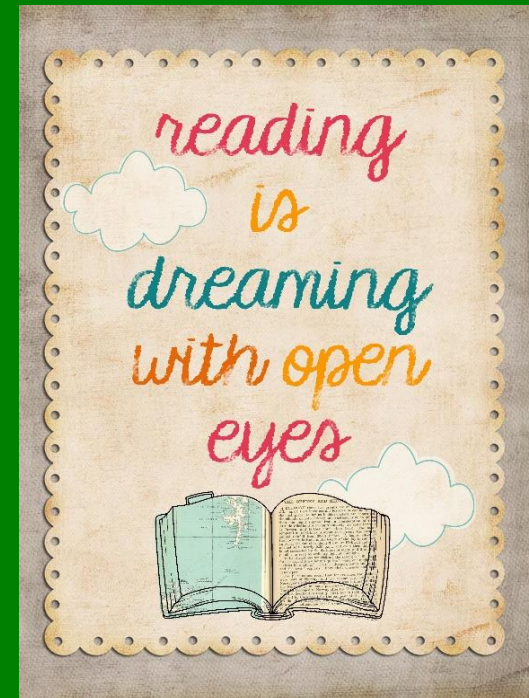
Boost website

This is where your child can see the rewards for the quizzes that they have taken.

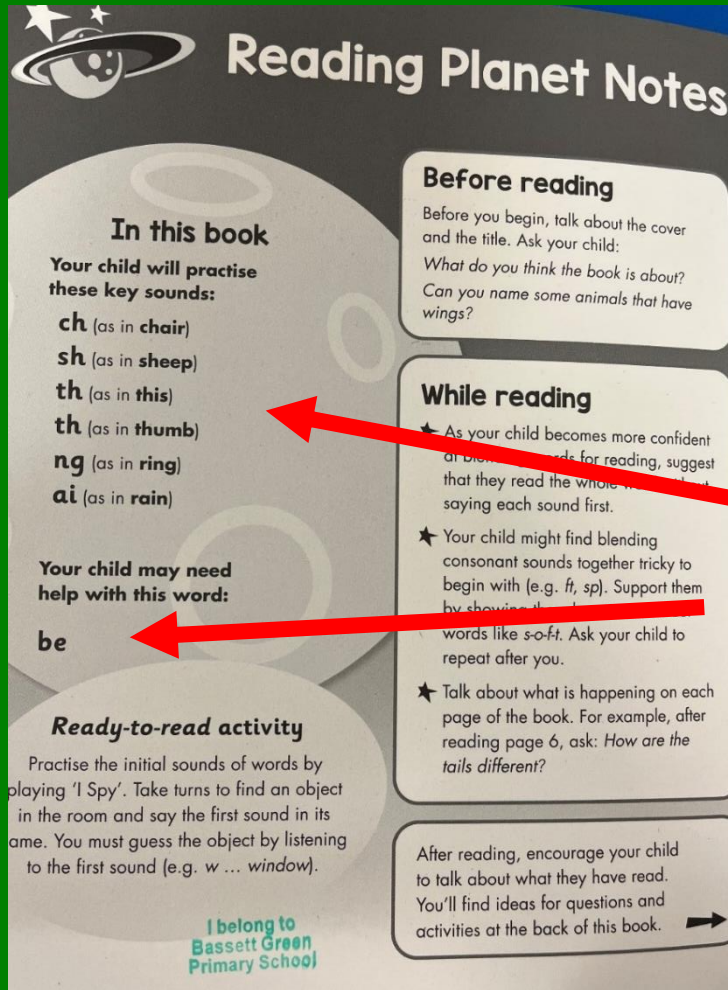


Reading with your child at home

- Every child has a Rocket Phonics reading book that is sent home. It is read with adults in school but children must be reading their book each day at home.
- It is important for children to read a book more than once in order to develop their fluency when reading.
- If we aim for reading at home everyday.



Reading with your child at home



Reading Planet Notes

In this book
Your child will practise these key sounds:
ch (as in **chair**)
sh (as in **sheep**)
th (as in **this**)
th (as in **thumb**)
ng (as in **ring**)
ai (as in **rain**)

Your child may need help with this word:
be

Ready-to-read activity
Practise the initial sounds of words 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 (e.g. w ... *window*).

I belong to
Bassett Green
Primary School

Before reading
Before you begin, talk about the cover and the title. Ask your child:
What do you think the book is about?
Can you name some animals that have wings?

While reading
★ As your child becomes more confident at blending sounds for reading, suggest that they read the whole word, but saying each sound first.
★ Your child might find blending consonant sounds together tricky to begin with (e.g. *ft, sp*). Support them by showing them how to blend words like *s-o-ft*. Ask your child to repeat after you.
★ Talk about what is happening on each page of the book. For example, after reading page 6, ask: *How are the tails different?*

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

On the inside front cover there are notes to support you when reading with your child.

Before your child reads their book, they should read the sounds and key words.

Reading with your child at home

Talk about the book

Ask your child these questions:

- 1 Which animal has thin wings?
- 2 What does the crab have on its shell?
- 3 What does a fox tail look like?
- 4 Where do all the creatures with fins live?
- 5 Can you think of any more things with wings, shells, tails, trunks or fins?
- 6 How many of the animals from the book have you seen in real life?



At the back of the book there are a list of questions that you can use when reading with your child.

Children do not need to answer all of the questions each time they read, you may just pick one or two that link to the pages they have read.

Top tips for effective Independent reading

- Provide a comfortable and quiet place to read, with minimal distractions.
- Allow the child to choose which book they want to read from the colour band they are working within.
- Encourage the child to take ownership of the session by asking them to tell you about the book they will be reading.
- Use the inside front and back cover book notes to support the session.
- Remind the reader to decode unknown words from left to right all through the word.
- If readers are stuck, model blending the word for them rather than telling them to guess.
- If the reader requires more blending practice, cover the picture and ask the child to read the sentence and tell you what it means before revealing the picture to check whether they were correct.
- Use the pictures to discuss the story together.
- Encourage the children to re-read sentences to gain fluency.
- Model to early readers how to use expression and intonation when reading.
- Use the content of the book to link readers' own experiences.
- Encourage readers to comment upon their opinions of the story.
- Use the reading record as an effective communication tool between school and home.
- Talk naturally about language and text features such as punctuation, informal speech and character names.



Home Learning Journal

Our homework expectations are that children read at home every night. This must be recorded in your child's home learning journal.

Comments should include:

- Date
- Your initials
- Short comment about their reading. For example:

12.10.22

Tom could blend sun and sat.

He answered question 1 and 2.

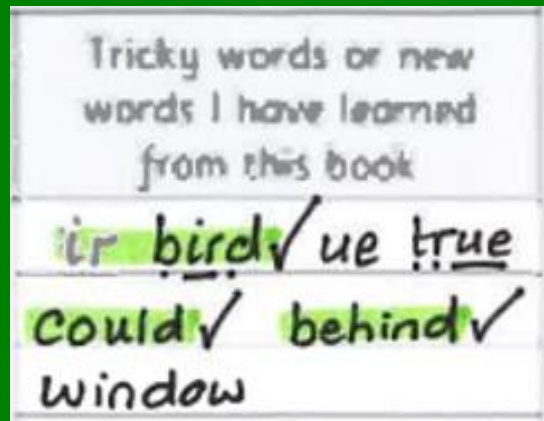
Mum

Home Learning Journal

You may see words or phonics sounds in this section of their home learning journal.

Your child's teacher has identified those words or sounds as ones that they need to practise further. You can encourage your child to practise these words or sounds when they read at home.

Y1
and
Y2



YR

Date	Book and page number	Comments

Thank you for attending the Rocket Phonics workshop. The slides will be available on the school website once both workshops have taken place.

Any questions?

