



*'LIFE IN ALL ITS FULLNESS'*

*JOHN 10:10*

CHRIST CHURCH PRIMARY SCHOOL

PHONICS AND EARLY READING

2<sup>ND</sup> OCTOBER 2023

# The Importance of reading...



# WHAT MAKES A SKILLED AND CONFIDENT READER?

Opportunities to:

- Build **spoken language** by talking and listening
- Learn about **print** and books
- Learn about the sounds in spoken language (this is called **phonological awareness**)
- Learn about the letters of the alphabet and how they come together to form words
- **Listen** to books **read aloud**

**Every one of these elements is vital!**

# BECOMING A CONFIDENT READER

- Daily phonics lessons
- Opportunity to practice phonics throughout the day in provision
- Use the phonics skills to read and write
- Foster a love of reading
- Reading should be fun
- Read for enjoyment

**Here's how many words children would have heard by the time they were 5 years old:**

**Never read to: 4,662 words;**

**1–2 times per week: 63,570 words;**

**3–5 times per week: 169,520 words;**

**Daily: 296,660 words;**

**and five books a day: 1,483,300 words.**

Science Daily (2019). <https://www.sciencedaily.com/releases/2019/04/190404074947.htm>.

# What do the terms

<b>blending</b>	The process of using phonics for reading. Children identify and blend the individual sounds together to hear and say the whole word.
<b>cvc, ccvc, cvcc</b>	These represent how words are structured. The 'c' = consonant and the 'v' = vowel. E.g. <b>cat</b> = cvc <b>drip</b> = ccvc <b>milk</b> = cvcc
<b>common exception word (CEW)</b>	Sometimes called a tricky word, these words have an unusual or tricky spelling, e.g. said, one, their. They are not spelt as they sound.
<b>grapheme</b>	A letter or group of letters representing one sound. A grapheme is what the sound looks like when written down; the letter shape.
<b>phoneme</b>	The sound that a letter or group of letters makes. This may also be referred to as a letter-sound.
<b>segmenting</b>	Using phonics skills to support spelling and writing. Children listen to the whole word and break it up into the letter-sounds. E.g. 'lunch' can be segmented as l-u-n-ch.
<b>sound out</b>	Encouraging children to say each individual sound in a word before saying the whole word aloud.

# Rocket phonics

s  S

Flashcard 1

sat

Flashcard 1

n  N

Flashcard 6

nip

Flashcard 6

From a galaxy far, far away, a tiny spaceship shot through the stars, heading for planet Earth.

Inside the spaceship were two tiny aliens called Nip and Nap. They were on a secret mission to explore Earth and send information back to their planet.

The little space-pod sped through space and then splashed ... *Splish! Splish!* ... into the sea.

The space-pod floated on the waves. Nip took out his special scanner and sent pictures back to their home planet.





2

3

**Rocket Phonics Sounds Mat 1**

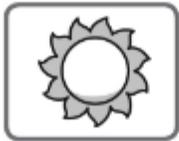
s 	a 	t 	i 	p 	
sun	apple	tap	insect	pan	
n 	m 	d 	g 	o 	c 
net	mouse	dog	goat	octopus	cat
k 	ck 	e 	u 	r 	h 
kite	duck	elephant	umbrella	rabbit	hat
b 	f 	ff 	l 	ll 	ss 
bat	frog	cliff	ladder	shell	dress
j 	v 	w 	x 	y 	z 
jug	van	web	fox	yellow	zebra

I	he	said
no	she	have
the	we	like
to	me	so
go	be	do
into	you	some
	are	come
	her	little
	was	one
	all	were
	they	there
	my	what



s

S



1. Revisit and review: Say and tick each sound and picture.

s S sun s S sun s S

2. Grapheme search: Find and circle all the s letters.

Sam sits on a mat.

How many did you spot?

3. Pre-blending practice: Match the letters to the pictures.

S

S

S



4. Colour the items that begin with s.



s

S

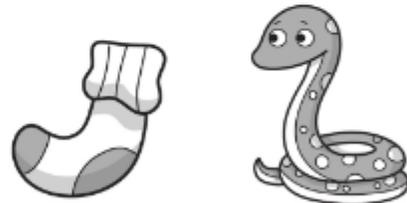
1. Revisit and review: Listen to the sounds and point to the letters and pictures.

s sun S s sun S s sun

2. Grapheme write: Copy the letters and say the sound as you write.

S S S S S S S S

3. Pre-segmenting practice: Say the word and write s.



4. Apply: Let's write.

\_\_\_\_\_  
\_\_\_\_\_

See the letters, say the sounds

Hear the sounds, find the letters

### Pink A

s – ssssun (keep teeth together and hiss)

sat, sit

a – a-a-a (open mouth wide as if to bite an apple)

as, at

t – (tick tongue behind the teeth)

tap, tan

i – i-i-i (make a sharp sound at the back of the throat)

it, is

p – (push lips together and let go saying 'p', avoid the 'uh' at the end, almost like a short outward breath)

pat, pin

n – nnnnet (keep tongue behind teeth)

nap, an

m – mmmmmouse (keep lips pressed together hard)

mat, map

d<sup>\*</sup> – (tap tongue behind teeth)

dip, and

g<sup>\*</sup> – (make a soft sound in your throat)

gap, dig

o – o-o-o (push out lips; make an 'O' shape with your mouth)

got, pot

c – (make a sharp click at the back of your throat)

cat, can

k – (make a sharp click at the back of your throat)

kit, kid

### Pink B

ck – (make a sharp click at the back of your throat)

pick, sock

e – e-e-e (release mouth slightly from an open position)

peg, met

u – u-u-u (make a short sound at the back of your throat)

up, sun

r – rrrrabbbit (say rr as if you're growling)

rat, run

h – (say 'h' as you sharply breathe out with mouth open)

hop, hen

b<sup>\*</sup> – (press lips together and say 'b', pushing lips out as you say it)

bat, big

f – fffffrog (keep teeth on bottom lip and force air out sharply)

fun, fit

ff – (keep teeth on bottom lip and force air out sharply)

off, huff

l – lllladder (keep pointed, curled tongue behind top teeth)

let, luck

ll – (keep pointed, curled tongue behind top teeth)

hill, tell

ss – (keep teeth together and hiss)

mess, fuss

### Red A

j – jjjjjug (push lips forward, lips slightly open, pressing teeth together and force air out)

jam, jump

v – vvvvan (keep teeth on bottom lip and gently force air out)

van, velvet

w<sup>\*</sup> – (keep lips tightly pursed and push air out softly)

went, wind

x – (say a sharp 'c' and add 's')

mix, next

y<sup>\*</sup> – (keep edges of tongue against teeth)

yes, yuck

z & zz – zzzzebra (keep teeth together and make a buzzing sound)

zip, buzz

/z/ s – (keep teeth together and make a buzzing sound)

hens, bags

qu – (keep lips pursed as you say 'ow')

quick, squid

### Red B

ch – (keep edges of tongue against teeth, push tongue to roof of mouth and purse lips, force short, sharp air out)

chop, bench

sh – shhhheep (make the shhhh noise as if you are telling someone to be quiet!)

ship, brush

th – thhhumb (place tongue forward in front of top teeth and breathe out sharply)

bath, then

ng – rinnng (push tongue up to roof of mouth, make sound from the back of the throat)

song, bring

ai – chain, tail

ee – sheep, feel

igh – light, bright

oa – goat, coach

oo – spoon, boot

oo – book, good

### Yellow

ar – smart, garden

or – thorn, sort

ur – fur, turn

ow – how, crowd

oi – point, coin

ear – fear, beard

air – hair, chair

ure – pure, secure

er – dinner, longer

### Blue

wh – which, whisper

ph – dolphin, phonics

ay – play, crayon

a-e – make, shake

a – acorn, label

ea – peach, team

e-e – complete, these

ie – field, cookie

ie – pie, tried

i-e – shine, smile

y – sky, dry

i – find, remind

ow – snow, window

o-e – home, alone

oe – toe, tomatoes

o – go, both

ey – donkey, valley

y – happy, silly

### Green

ue – clue, glue

u-e – flute, rule

u – push, put

ue – due, statue

u – unicorn, human

ew – chew, screw

ew – news, stew

ir – shirt, thirteen

er – herb, desert

ou – cloud, sound

oy – toy, enjoy

au – launch, author

aw – yawn, claw

ou – you, soup

ou – shoulder, mould

oul – could, should

ear – earth, search

or – world, worth

eer – cheer, career

are – care, square

ear – bear, wear

ere – there, everywhere

al – all, walk

our – four, your

ore – more, before

oor – door, floor

ough – caught, daughter

### Orange

ci, cy, ce – city, cycle, parcel

gi, ge, gy – giant, gemstones, energy

se – house, grease

ce – prince, bounce

ea – head, feather

ch – school, chemist

ch – chef, machine

ge – cage, cottage

dge – bridge, fudge

o – brother, wonder

le – bottle, giggle

ed – yelled, roared

ed – mixed, stopped

mb – comb, thumb

kn – know, knuckle

gn – gnome, sign

wr – wrong, wrap

tch – catch, kitchen

s, si, ge – treasure, television, collage

ture – picture, creature

y – gym, pyramid

sc – scissors, scene

st – whistle, castle

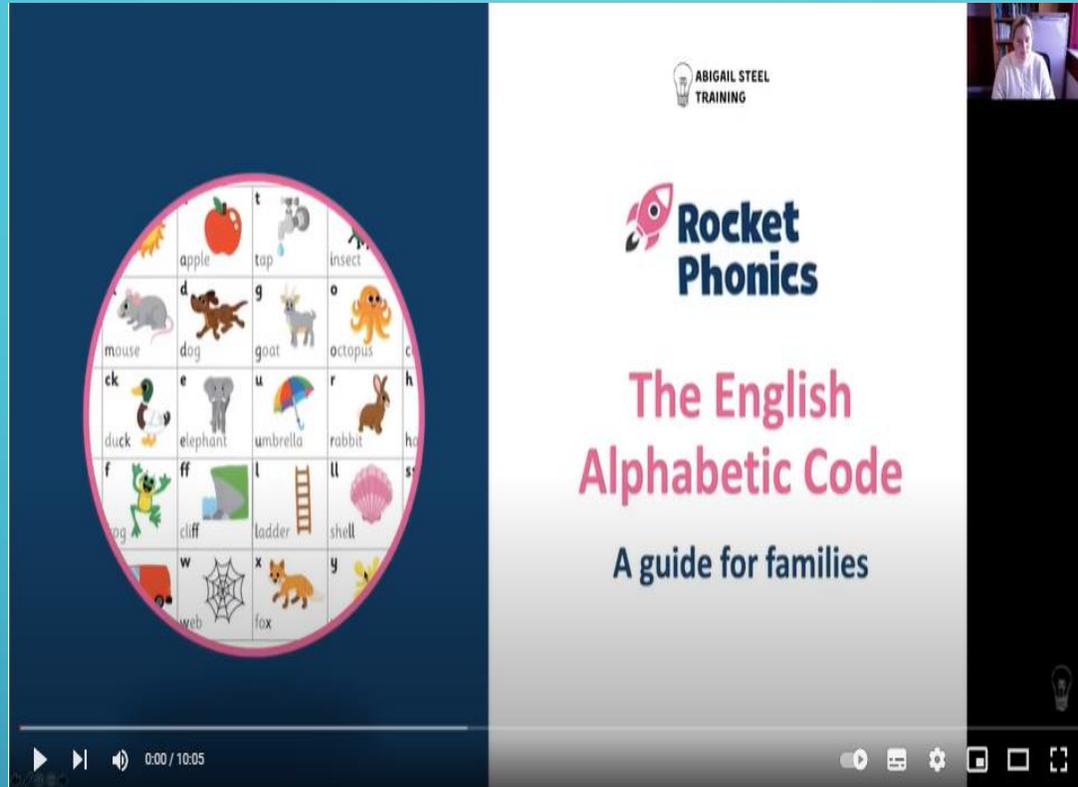
(w)a – watch, want

ssi – mission, passion

ci – magician, special

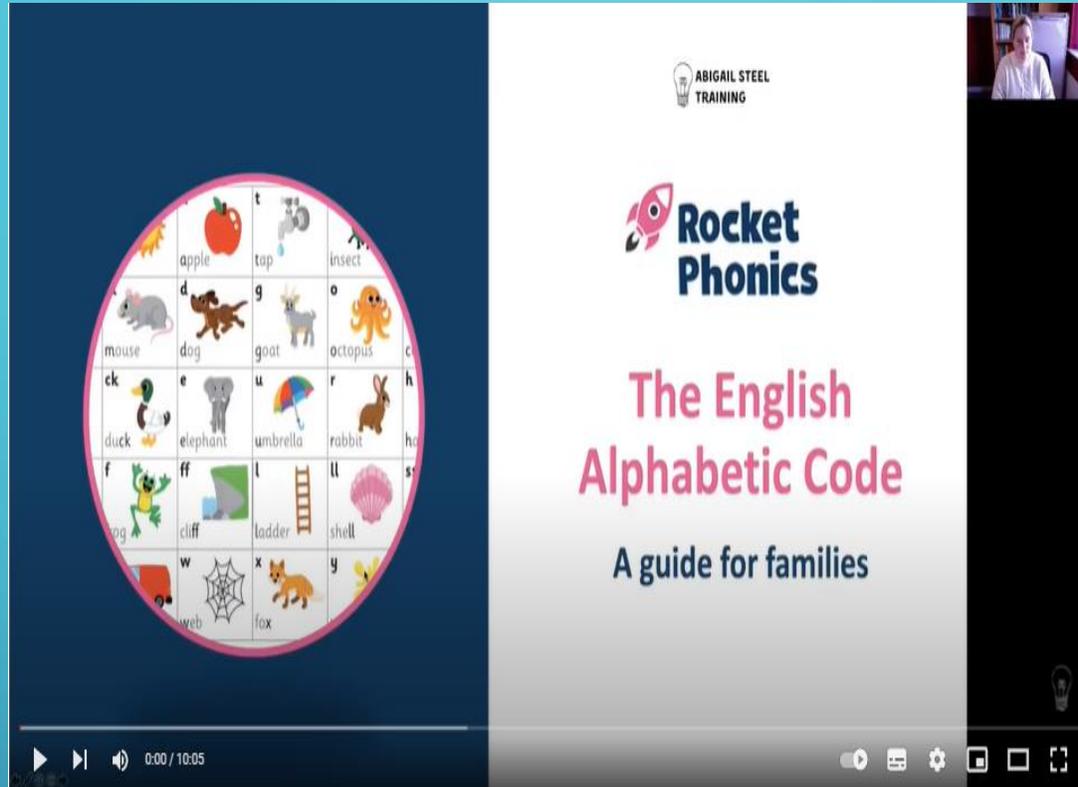
ti – station, potion

sat	tin	tip
ant	pan	sit
tap	an	pin
pat	sip	Ann
it	is	pit
nip	nap	Nan
Rocket Phonics: I can blend words Pink A 1	Rocket Phonics: I can blend words Pink A 2	Rocket Phonics: I can blend words Pink A 3



[Rocket Phonics | The English Alphabetic Code | A guide for parents, carers and families - YouTube](#)

4.43 minutes



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4.43 minutes

# WHAT DOES READING LOOK LIKE IN RECEPTION?



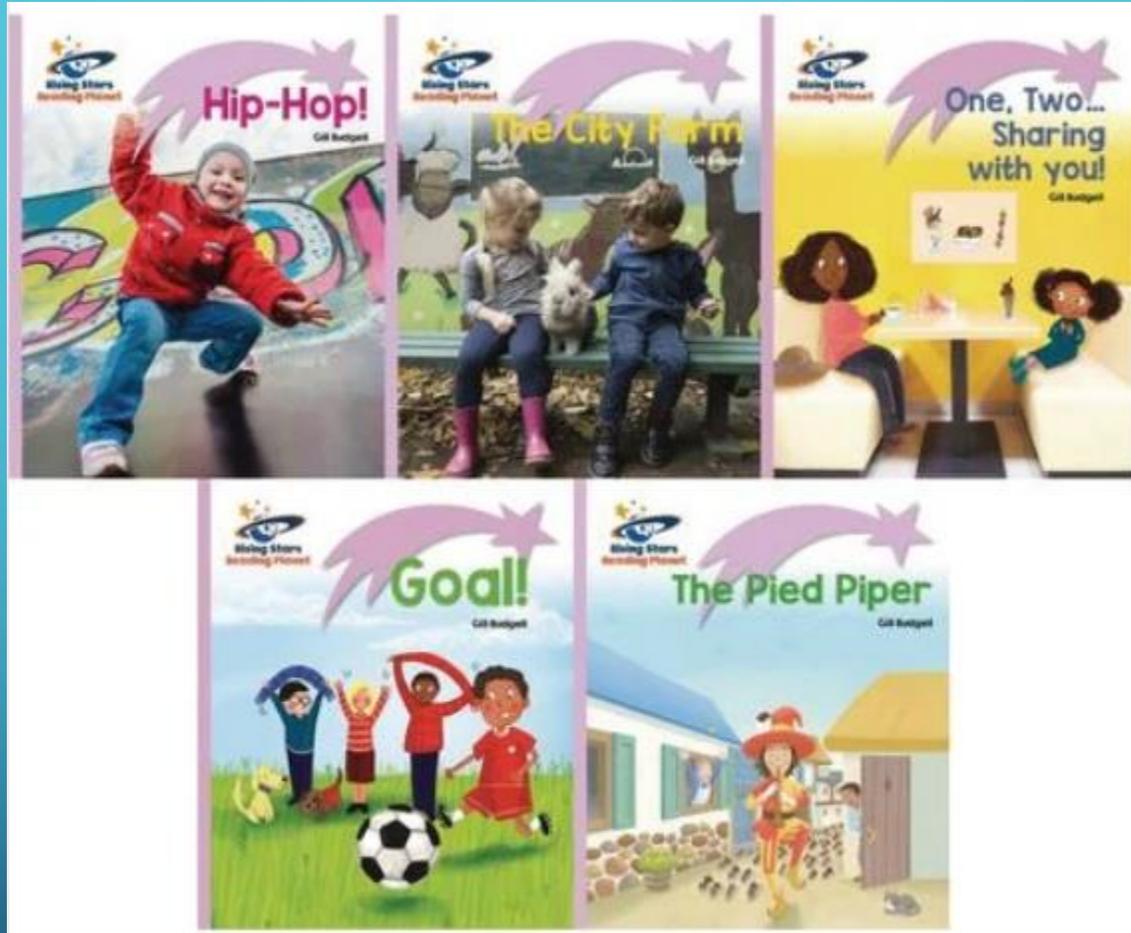
Phonic detectives



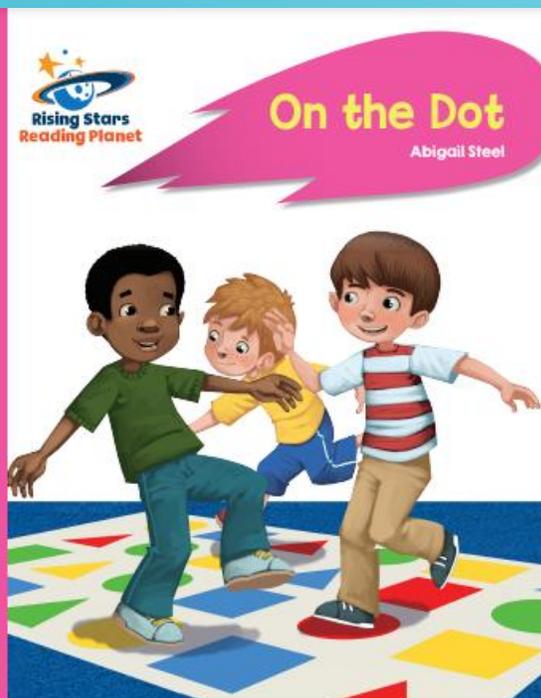
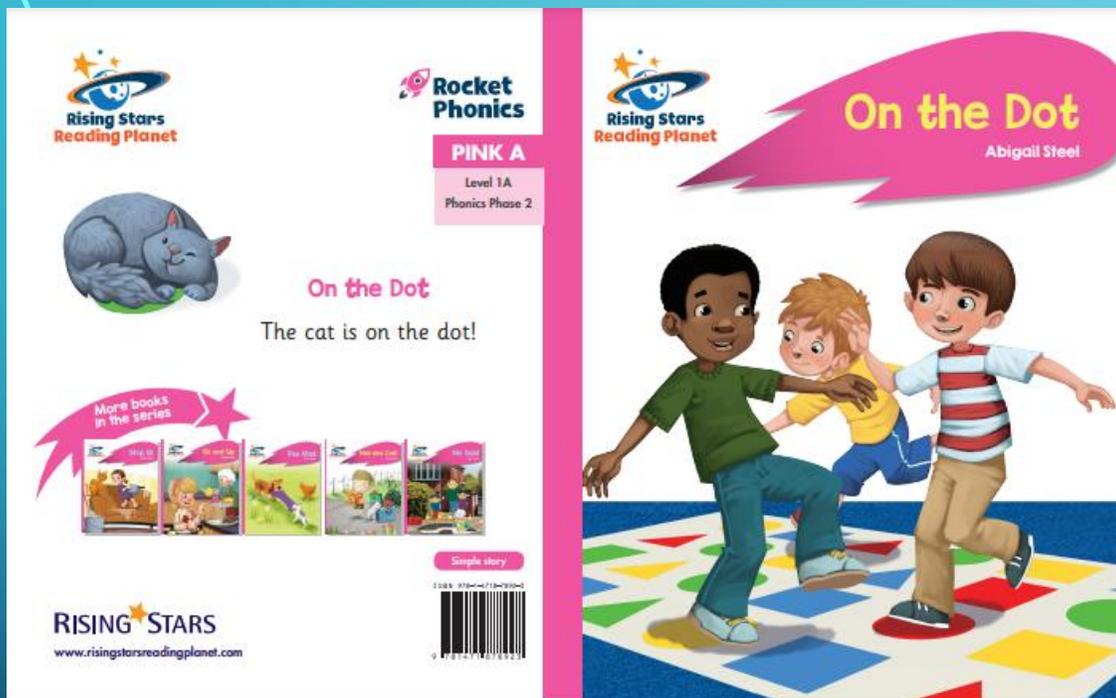
Performers



Explorers



# RISING STARS



## Reading Planet Notes

Try these activities with your child:

### Before reading

Before you begin, talk about the cover and the title. Ask your child:  
 How many triangles can you count on this page?  
 What do you think the story is about?  
 What kind of game are the boys playing?

### While reading

- ★ Encourage your child to re-read each whole sentence. This will help them to understand the meaning.
- ★ Point out and discuss the use of capital letters for the characters' names.
- ★ Stop occasionally and ask questions to check your child's understanding of the story. For example, after page 3, ask: Who is on the dot? What colour is it?
- ★ Build your child's confidence by telling them when they have done well, e.g. You realised that word wasn't right and you tried again ... Well done!

### Ready-to-read activity

Say the title of the story (On the Dot). Take turns to clap a simple three-beat rhythm as you say the words. Experiment by speeding up, slowing down and adding extra words, e.g. On the big red dot!

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

### AFTER READING

#### Ready-to-read tip

Read to your child every day or as often as you can. Reading stories to your child is one of the best ways to help them to develop their own reading skills.

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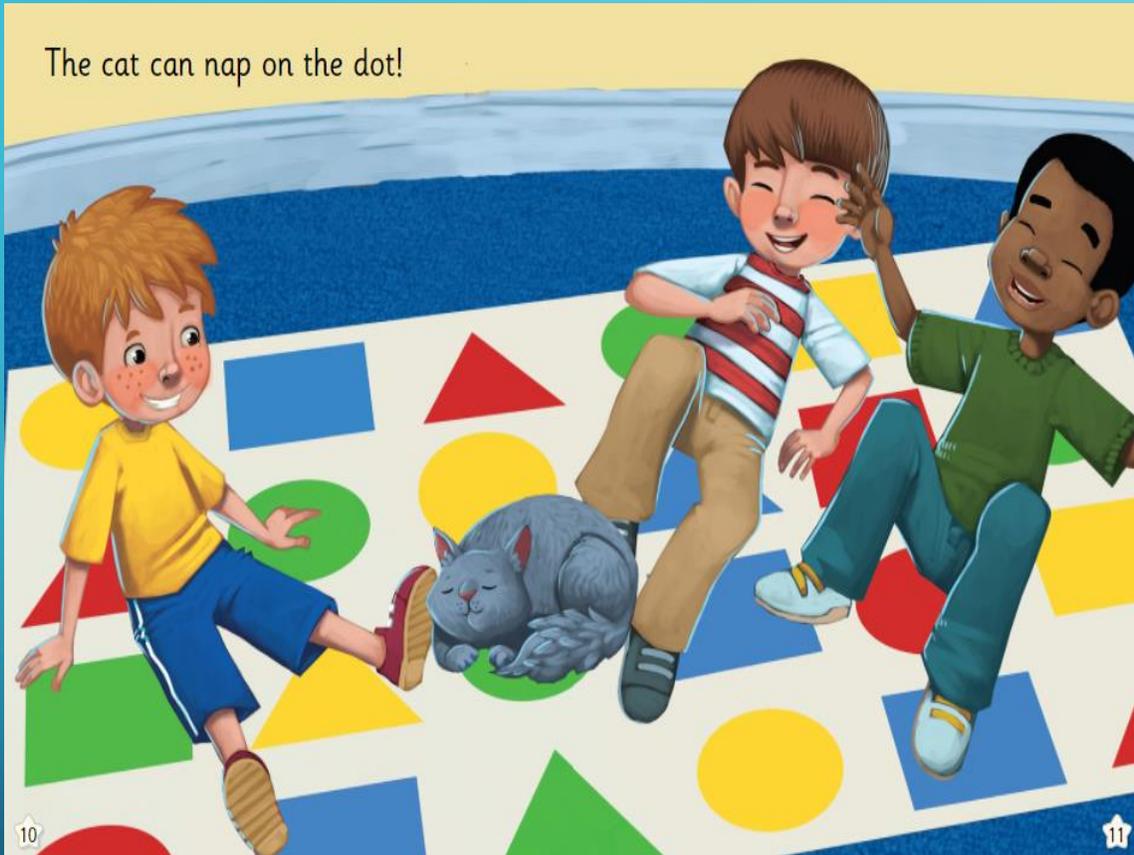
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The cat can nap on the dot!



## Talk about the story

Ask your child these questions:

- 1 How many boys were playing the game?
- 2 What were the boys called?
- 3 What did the cat do to ruin the game?
- 4 How do you think the boys felt about the cat?
- 5 Have you ever played a game like this?
- 6 What is your favourite game?



Can your child retell the story using their own words?

<b>Lilac Level 0</b>	These books are wordless and are fully illustrated to prepare children for reading.
<b>Pink A Level 1A</b>	Learners start to apply their early word reading skills to read simple sentences. There is a single sentence on every left-hand page. Content at these early levels is very much based around familiar experiences.
<b>Pink B Level 1B</b>	Similar to Pink A, but with one sentence on every page.
<b>Red A Level 2A</b>	Learners are developing their confidence to tackle slightly longer sentences. These books have 1–2 one-line sentences per page.
<b>Red B Level 2B</b>	As for Red A, but sentences can be longer than one line.
<b>Yellow Level 3</b>	Sentences are slightly more complex with more developed storylines and non-fiction texts.
<b>Blue Level 4</b>	The quantity of text gradually increases to approximately six lines per page. Books may include some abstract terms and non-fiction will include some sub-headings.
<b>Green Level 5</b>	Stories are less reliant on familiar experiences and include more sophisticated humour and suspense. There are a larger number of characters, and events sometimes continue over several pages.
<b>Orange Level 6</b>	The meaning of text is still straightforward, but readers should be able to understand without needing literal explanations.
<b>Turquoise Level 7</b>	Books include longer descriptions and feature a wider range of punctuation and unusual vocabulary.
<b>Purple Level 8</b>	Readers may be able to pick up themes and books may have short chapters. There are more opportunities for readers to ask and answer questions about characters.
<b>Gold Level 9</b>	Books contain challenging sentence structures, with more unknown words per page. Characters are more distinct and rounded.
<b>White Level 10</b>	Readers may be surprised or have their expectations challenged. There may be more than one point of view presented and information is suggested rather than spelled out.

### Reading Planet is made up of four strands ...



#### Lift-off

– wordless books to ensure all children develop essential early language skills.



#### Rocket Phonics

– exciting books that help children practise phonics skills in context.



– adventure stories following the lives of Rav, Asha, Tess and Finn, four friends from Comet Street.



– inspiring fiction, non-fiction, poetry and biographies to capture the interest of every child.

# HOW CAN YOU SUPPORT AT HOME?

## READING

- Read little and often
- It shouldn't be hard work
- Make it fun!

## PHONICS

- Use correct sounds
- Focus on oral blending
- Sound talk

## COMMUNICATION

- Let us know if you need any help!!
- Leave us a comment in home school link about how the reading has gone