

Session 2

A strong start to phonics and reading

LOTHERSDALE PRIMARY SCHOOL





Rising Stars **Reading Planet**

ROCKET PHONICS PROGRAMME

Session 1

- We now follow the Rocket Phonics programme with fidelity.
- Phonics practice books sent home will be full decodable.
- Books should be read 2/3 times to develop fluency, automaticity of familiar words, prosody and understanding of the book.
- Children in EYFS and KS1 are taught phonics daily for a minimum of 30 minutes.
- Our phonics aim is keep up not catch up. Children who need additional support will be identified quickly and given same day interventions.

Today's session:

- Developing our knowledge of the alphabetic code.
- Phonics teaching and learning cycle.
- Phonics lessons at Lothersdale – blending and segmenting.

The systematic synthetic phonics teaching principles

1. Knowledge of the alphabetic code

2. Skill of blending

3. Skill of segmenting

4. Skill of handwriting

The systematic synthetic phonics teaching principles

We need to develop automaticity and confidence in these skills by applying our knowledge through the following:

At code level (letter sounds)

At word level (vocabulary)

At sentence level (with fluency)

At text level (with comprehension)

Weekly Phonics

Monday – Blending focus (new sound)

Tuesday – Segmenting focus

Wednesday – Blending focus (new sound)

Thursday – Segmenting focus

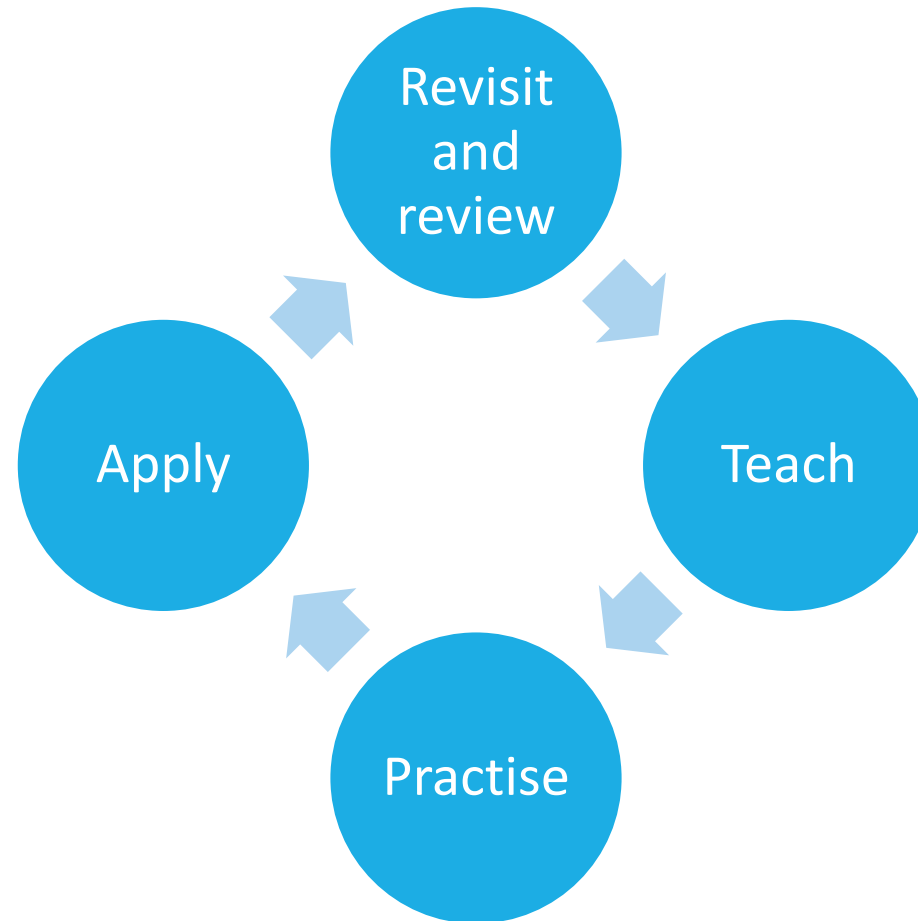
Friday – Common exception words

The alphabetic code

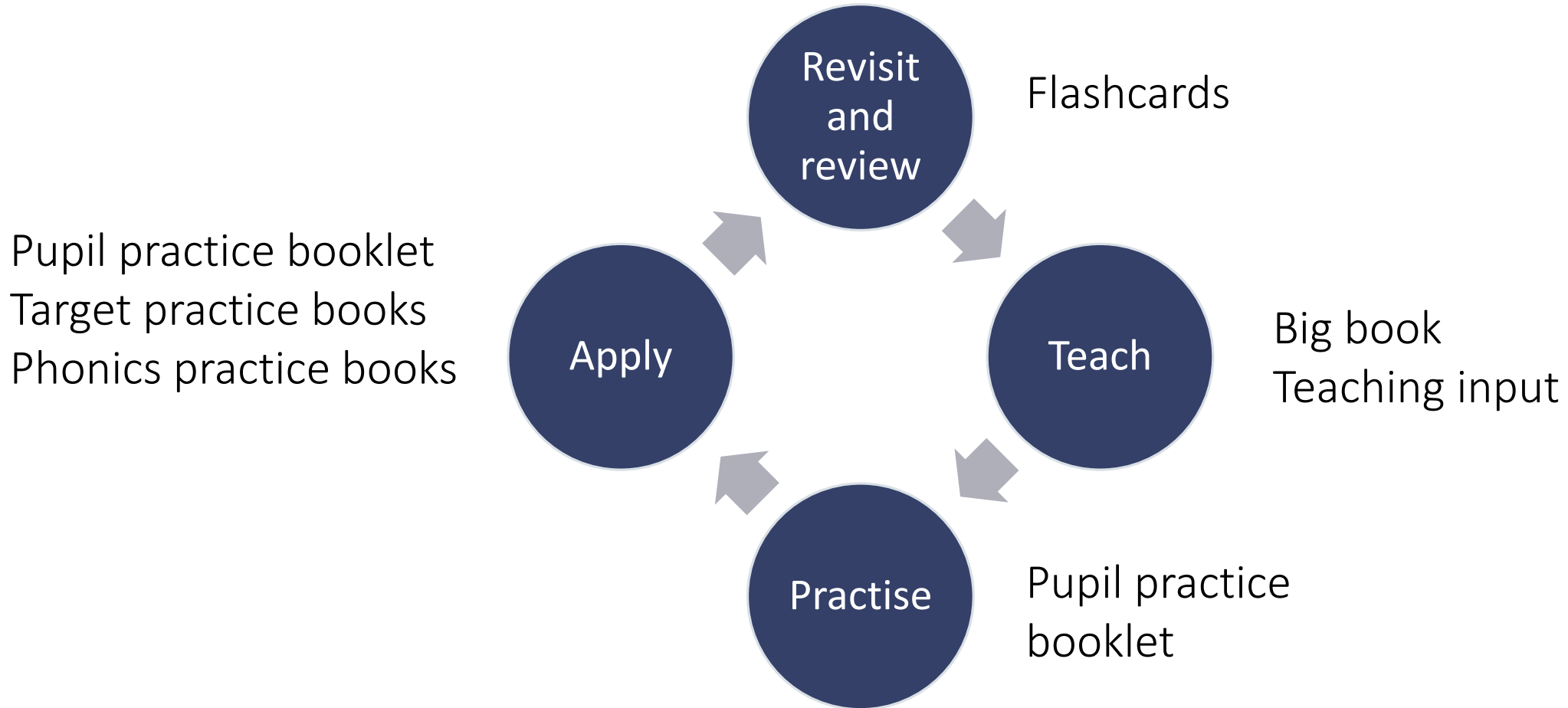
- The relationship between the sounds of speech and the letters we use to communicate those sounds through writing.
- 44 sounds (phonemes) and over 150 ways to represent them (graphemes).
- It sounds like a lot, but it can be taught in a systematic way and it is far more efficient than learning tens of thousands of words individually.

Teaching and learning cycle

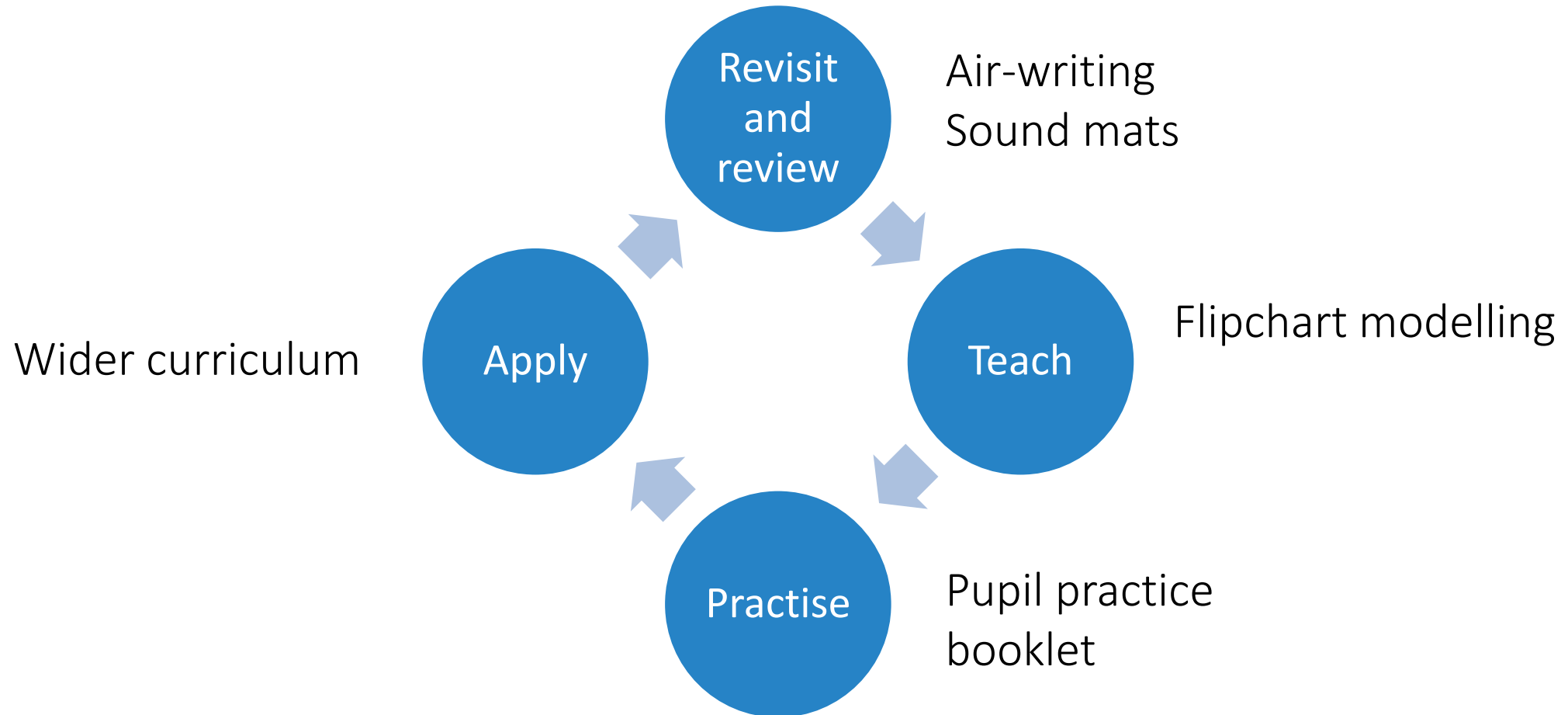
- Blending
- Segmenting



Blending



Segmenting



Blending Focus

- Recognise/see the sounds and read them.

SESSION AIMS

- To know that when we see the letter i in some words, we say /igh/
- To practise blending words that include i as /igh/
- To apply blending to words that include i as /igh/ within sentences

RESOURCES

- Selection of previous flashcards
- Flashcard 1
- IWB Big Book 4, pages 1–3
- Pupil Practice Booklet 4, page 2

REVISIT AND REVIEW

- Use a selection of previously introduced flashcards to revise taught letter-sound correspondences.
- Tip: Use the words on the reverse of the cards to revisit and review word decoding.
- Tip: If the grapheme can represent more than one sound, ask for recall of more sounds. For example, when holding up the a grapheme say: *This can be /a/ or it can be /ai/.*

TEACH

- Show children Flashcard 1. Point to the grapheme i and say: *The letter i can represent /i/ as in insect or /igh/ as in child. Today we are focusing on the /igh/ sound as in the word child.* Turn the card over and read the words with the children.
- Use Big Book 4 Episode 1: *The Pie-Making Contest* to introduce the new letter-sound correspondence. Read pages 1–3 without pausing, then explore the illustrations and focus words. Ask children to help you decode the i as /igh/ words in lozenges. Discuss any new vocabulary using the illustrations to support the word meanings.

PUPIL PRACTICE AND APPLICATION

- Children use Pupil Practice Booklet 4, page 2 to practise blending skills using i as /igh/ from grapheme, to word, to sentence level.
- Tip: Children can work independently, with a partner or in a guided group, depending on the level of support needed.
- Tip: Walk around the class listening to each child independently decoding. Put a tick in each child's book next to the word or sentence you listened to.
- Gather the children's attention and review the Pupil Practice Booklet page collectively. Ask for children to contribute and model answers to the class.

Pupil Practice Booklet content and answers

1. Revisit and review	ea, ie, e-e, a, a-e, ay, ph, wh
2. Blending practice	mind, find, pint, blind, child, kind
3. Grapheme search	Kate was a <u>kind</u> child. Her nan was <u>blind</u> and they baked cakes on Saturday mornings. Kate didn't <u>mind</u> when Nan needed help to <u>find</u> things. She left a <u>pint</u> of milk next to the sink for Nan to <u>find</u> . (There are seven examples of the /igh/ as i grapheme.)
4. Apply	What did Kate and Nan do on Saturdays? They baked cakes.

Pupil Practice Booklet

- Blending



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

ea ie e-e a a-e ay ph wh

2. Blending practice: Decode and tick each word.

mind

find

pint

blind

child

kind

3. Grapheme search: Find and circle all the /igh/ as **i** graphemes.

Kate was a kind child. Her nan was blind and they baked cakes on Saturday mornings. Kate didn't mind when Nan needed help to find things. She left a pint of milk next to the sink for Nan to find.

How many did you find?

4. Apply: Re-read the passage above and answer the question.

What did Kate and Nan do on Saturdays?

Segmenting Focus

- Hear the sound and write it.

SESSION AIMS

- To know that when we hear the sound /igh/, it is sometimes spelled with the letter i
- To practise segmenting words that include i as /igh/
- To apply segmenting to words that include i as /igh/ within sentences

RESOURCES

- Frieze
- Sounds Mats
- Flipchart or whiteboard
- Mini whiteboards (optional)
- Pupil Practice Booklet 4, page 3

REVISIT AND REVIEW

- Play a quick-fire grapheme recall game. Call out a selection of previously learned sounds for children to stand up and air write, or for children to write on mini whiteboards and hold up to show you.
- Tip: Some children may benefit from a visual prompt to help them recall the graphemes, such as the Frieze or a Sounds Mat.
- Tip: If you call out a sound that can be represented by more than one grapheme, give a context word to encourage children to make the correct choice, e.g. *Show me /ai/ as in cake.*

TEACH

- Orally segment words that contain i as /igh/, using sound fingers to scaffold. Call out the word slowly and count the individual sounds on your left hand, from thumb and across fingers. Words to segment: *child, mind, pint.*
- Model segmenting, using dashes as a written scaffold. Orally segment words containing i as /igh/, count the sounds, then draw the corresponding number of dashes in a line on your flipchart or whiteboard. Show how to write the letter-sound

correspondences on the dashes (one per dash) to write the words. Words to model: *re mind, blind.*

- Model how to write a sentence, pointing out your use of capital letter, spaces, full stop and saying the sounds in the words as you write them: *I can find my socks.*
- Tip: Children can participate orally, or you can ask them to segment words with you and write them on mini whiteboards.

PUPIL PRACTICE AND APPLICATION

- Children use Pupil Practice Booklet 4, page 3 to practise segmenting skills using i as /igh/ from grapheme, to word, to sentence level.
- Tip: Children can work independently, with a partner or in a guided group, depending on the level of support needed.
- Tip: In activity 4 (Apply), you can either use the suggested dictation or challenge children to compose their own sentence/s containing i as /igh/ words.
- Gather the children's attention and review the Pupil Practice Booklet page collectively. Ask for children to contribute and model answers to the class.

Pupil Practice Booklet content and answers

1. Revisit and review	call out the sounds at random and observe as children point to the matching letters (er, ure, air, ear, oi, ow, ur, or)
2. Segmenting practice	kind, find, minus
3. Find and write	kind, child, blind, mind, find, pint, find
4. Apply	{dictation} 1) <i>Remind me to look for my book.</i> 2) <i>I am a kind child.</i>

Pupil Practice Booklet

- Segmenting



1. Revisit and review: Listen to the sounds and point to the graphemes.

er ure air ear oi ow ur or

2. Segmenting practice: Listen and write the words.

3. Find and write the **/igh/** as **i** words from the text on page 2.

4. Apply: Let's write.

Session 2

- Using the alphabetic code accurately to support blending and segmenting is crucial.
- For our phonics teaching, we follow the teaching and learning cycle revisit and review, teach, practise and apply.



- The children learn two new sounds a week.
- For each new sound, the children spend one day learning to blend with that phoneme/grapheme (see and read the phoneme) and one day learning to segment with the phoneme/grapheme (hear and write the grapheme).