



Reading at Chilton Primary School

At Chilton Primary School, we are passionate about ensuring that all children become confident and enthusiastic readers and writers. We see phonics as the foundation of learning to become fluent readers and writers. We use a Systematic Synthetic Phonics programme called 'Rocket Phonics'. Through this programme, children are introduced to two new letter-sounds a week as well as separate blending and segmenting sessions. These sessions allow for in-depth practice of reading (blending) and support for spelling (segmenting). These skills are fundamental to ensure that children at Chilton access the rest of the curriculum, as well as building on their self-esteem.

How is reading taught at Chilton?

Phonics at Chilton begins in Nursery. Nursery work on Phase One phonics, which concentrates on developing their speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

In Reception and Year 1, children at Chilton will have daily, discrete phonics sessions. These sessions follow the same structure throughout and are taught as whole class. Each phonics session will begin with a revisit and review of previously taught sounds.

Day 1 and 3 are blending focus days. On these days, children are introduced to new sounds using Rocket Phonics' Big Books. Children will practice this sound using the Big Book as a class and their Pupil Practice Booklet independently.

On Day 2 and 4, children will practice their segmenting. Children will use techniques such as air writing to practice previously taught letter-sound correspondences. During these sessions, children will be taught letter formation and segmenting for spelling. Children will then use the Pupil Practice Book to apply their knowledge of segmenting and letter formation.

Day 5 can be used in a variety of ways based on teachers' assessment. It is recommended that on Day 5, children practice their common exception words. Sometimes, Day 5 can be used to consolidate knowledge of segmenting and blending the new sounds to ensure that children are secure in their new knowledge. This can also be used as an assessment day to check on children's progress.



The sounds that children are introduced to in Reception are as follows:

2	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect	/p/ as in pan /n/ as in net /m/ as in mouse /d/ as in dog	/g/ as in goat /o/ as in octopus /k/ as in cat /l/ as in kite	I, the, to, go, no, into
2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit	/h/ as in hat /b/ as in bat /f/ as in frog and cliff /l/ as in ladder	/ll/ as in shell /s/ as in dress	
2	Review of the grapheme-phoneme correspondences from Pink A and Pink B. Introduces some longer words, such as CVCCVC.			
3	/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 puzzle /z/ as in bugs /k+w/ as in queen		he, she, we, me, be, was, my, you, her, they, all, are
3	/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 /igh/ as in light /oa/ as in boat	short /oo/ as in book long /oo/ as in moon	
3	Review of the grapheme-phoneme correspondences from Red A and Red B with slightly longer texts.			
3-4	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl	/oi/ as in coin /eer/ as in ear /air/ as in chair	/y+oor/ as in manure /uh/ as in hammer	some, one, said, come, do, so, were, when, have, there, out, like, little, what
3-4	Review of the grapheme-phoneme correspondences from Yellow band with slightly longer texts.			
4-5	/w/ as in wheel /ff/ as in dolphin /ai/ as in crayon /ai/ as in cake	/ai/ as in acorn /ee/ as in scene /ee/ as in shield /ee/ as in peach		

The sounds that children are introduced to in Year 1 are as follows:

4-5	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy	/oa/ as in rope /oa/ as in snow /oa/ as in toe /oa/ as in piano	/ee/ as in happy /ee/ as in key	some, one, said, come, do, so, were, when, have, there, out, like, little, what
5	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute	/y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw	/ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
	/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup	short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here	/air/ as in square, bear and there /or/ as in ball, four, core, door, daughter	
5-6	/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house	/s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge	/j/ as in package /uh/ as in mother	
	/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb	/n/ as in knot /n/ as in sign /r/ as in writing /ch/ as in hatching	/zh/ as in treasure, television, collage	
	/ch+w/ as in picture /i/ as in pyramid /s/ as in scissors /s/ as in whistle	/o/ as in watch /sh/ as in station /sh/ as in musician /sh/ as in percussion		

In order to apply their new skills, each phase of sounds has a fully-decodable Target Practice reading book. These books are used in class to support shared and guided reading sessions. Children in Reception and Year 1 will share this book with a partner during whole class reading. The teacher guides the class through the book using a combination of choral reading, modelled reading and thought processes and discussion.

In addition to this, children will be given a reading book, known as the 'Reading Planet' books, for their individual reading. This book is matched to the child and their letter-sounds recognition. In order to match these books to the child, children at Chilton will complete a phonics baseline assessment to assess the sounds that they are familiar with. This assessment allows teachers to ensure that the Reading Planet book matches each individual child. Before children move onto the next banded colour book, teachers will use the child's individual assessment page to assess that the child knows all of the sounds that will be found in



the next book. Children may also come home with an enrichment reader. The enrichment readers are clearly marked with a sticker. These books are not fully decodable. Therefore, it is expected that children may need support with reading some of the words in these books.

At Chilton, we believe that reading is a skill to be mastered. If your child has finished reading their Reading Planet book, we encourage them to reread it for different purposes. The first-time children read a book it is important to discuss predictions and what they think might happen in the text. Children will spend time sounding out and blending the words on the page. The next time they read the book is for clarity and fluency. During this time, children may find it helpful to discuss the events in the story, how characters are feeling and any new and interesting vocabulary. Once the child has a good understanding of the book and has become fluent in reading the words, allowing children to experiment with expression is part of what we believe makes a good reader.

Rocket Phonics is taught using a whole-class mastery style with an emphasis on ensuring that 'no child is left behind'. We understand that some children may be working at different levels to the phonics programme. In order to support these children, it is important for them to be on an appropriate, individual reader which they read daily in school and at home. In addition to this, children working below the phase of the class will take part in daily, speed phonics sessions with a trained Teaching Assistant.