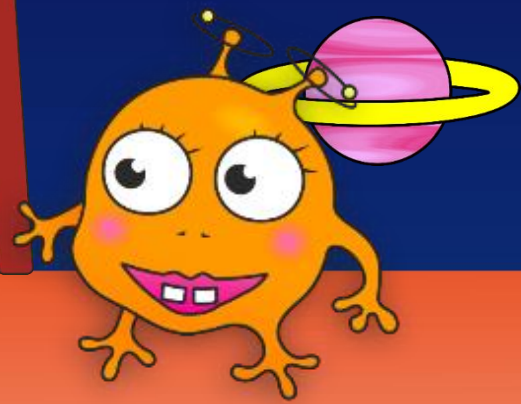
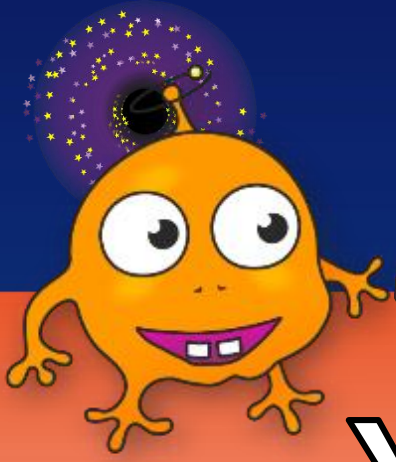
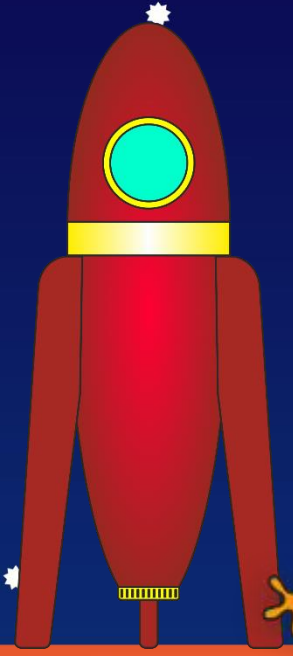
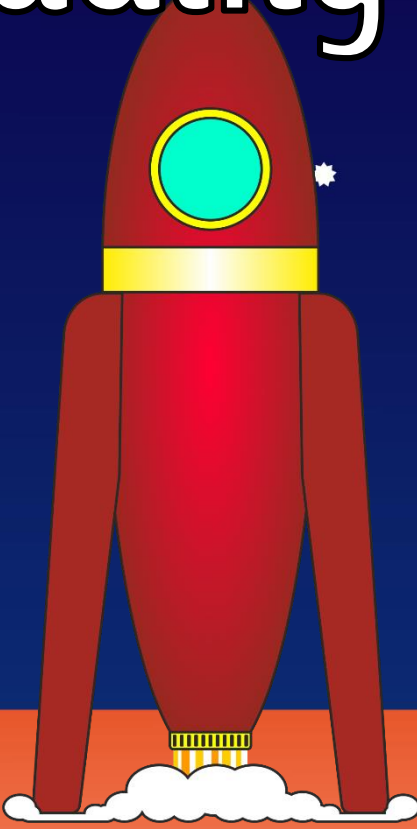
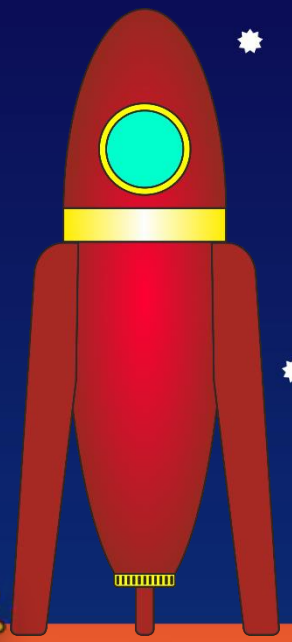




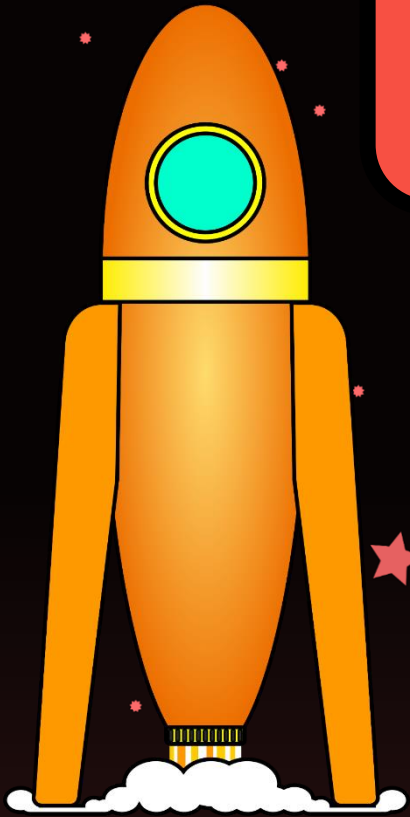
# Red Reading Rockets



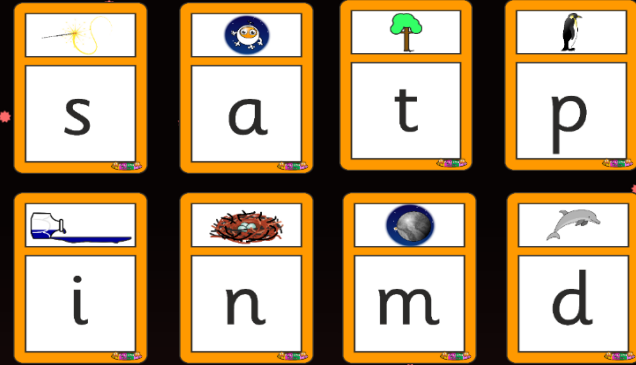
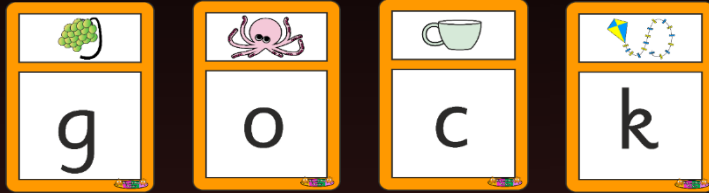
Years 2-6 Parent

Workshop

Most children in Year 2 and above will have finished the “Pip and Pap Phonics” programme. This is their learning journey to date:



# Orange Phase (Reception)







stamp

rabbit

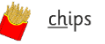




fusspot

rocket





# Pink Phase (Reception)

 j	 w
 v	 x

 y	 z	 buzz zz	 quack qu
--	--	--	---

 ch	 sh	 th	 ng	 tch
---	---	---	--	--

 ai	 ee	 igh	 oa	 oo	 eer
---	---	--	---	---	--






 ar	 or	 ur	 er
--	--	--	--

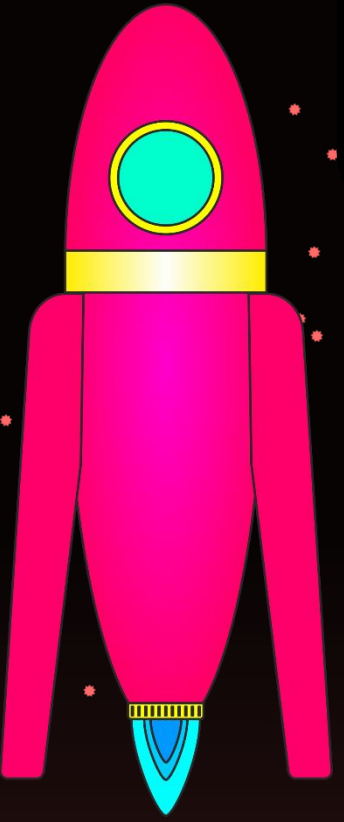
footprint

hairdresser

cheer

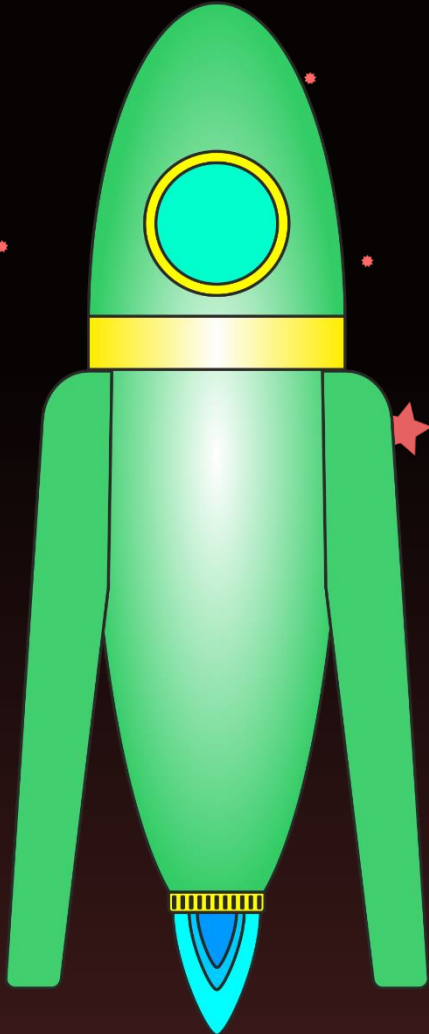
moonlight

 ow	 oi	 ear	 air	 ure
---	---	--	--	--



# Green Phase

(Year 1)



crayon	cloud	tie	sea
ay	ou	ie	ea

oyster	bird	glue tissue	pawprint
oy	ir	ue	aw

wheel	alphabet	toes
wh	ph	oe
brew news	haunted	key
ew	au	ey

spade	delete	lime	phone	perfume flute
a-e	e-e	i-e	o-e	u-e

fried

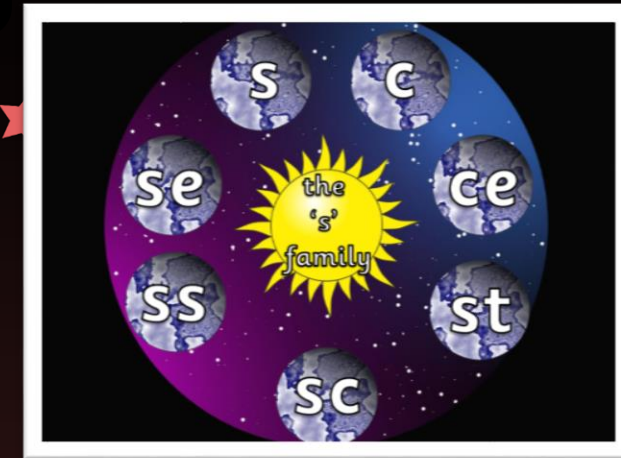
claw

toenails

chimney

smile

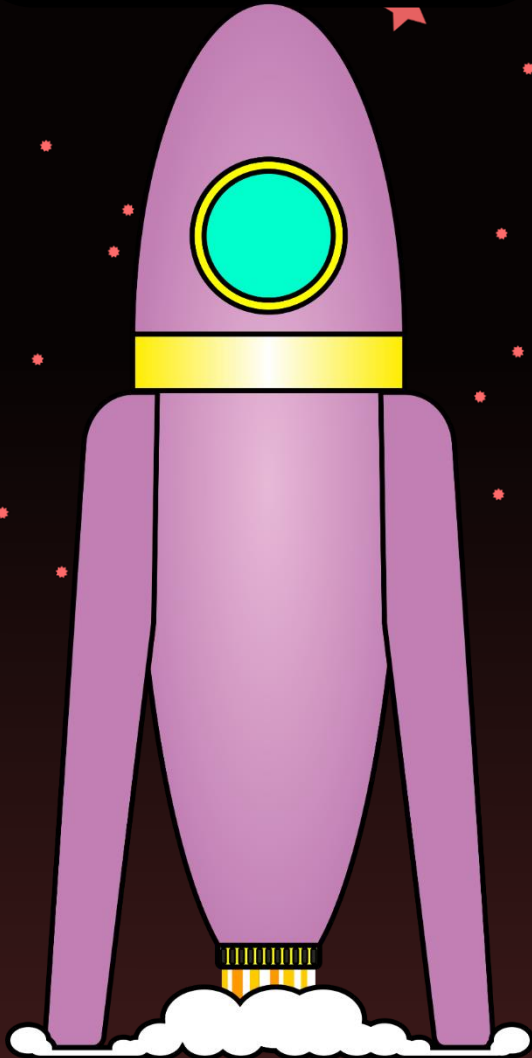
athlete



# Purple

# Phase

(Year 1)



a



e



i



o



u

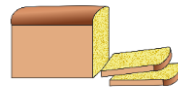


ow



window

ea



bread

c



pencil

ie



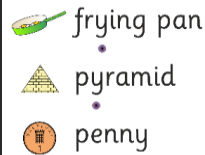
shield

ey



grey

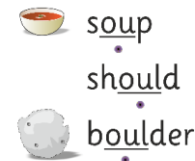
y



ch



ou/oul

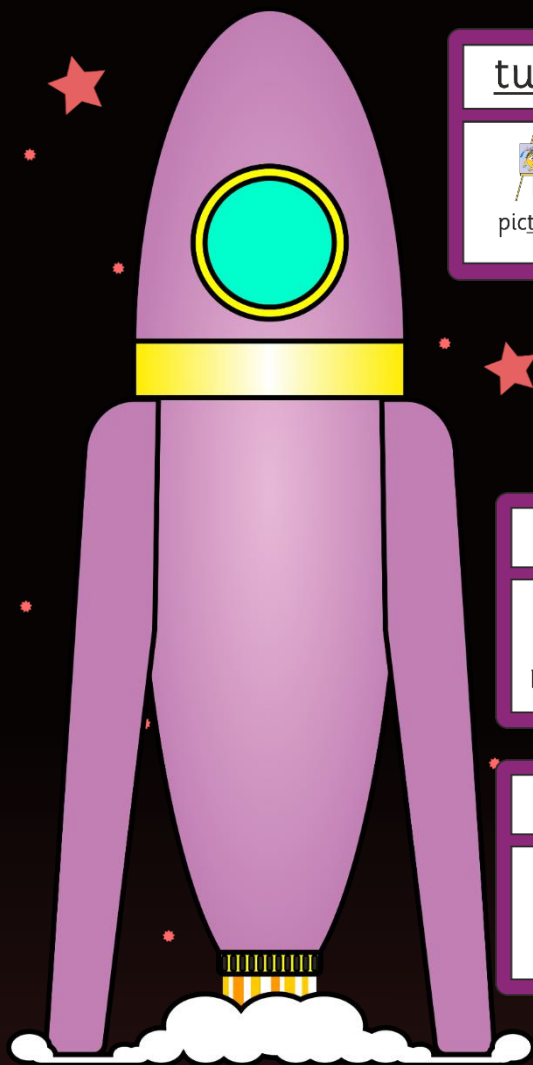


g



magic

Alternative Pronunciations



<u>ture</u>  picture	<u>dge</u>  fudge	<u>mb</u>  thumb	<u>kn</u>  knot	<u>gn</u>  sign	<u>st</u>  listen	<u>se</u>  house cheese	<u>o</u>  month
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# Alternative Spellings

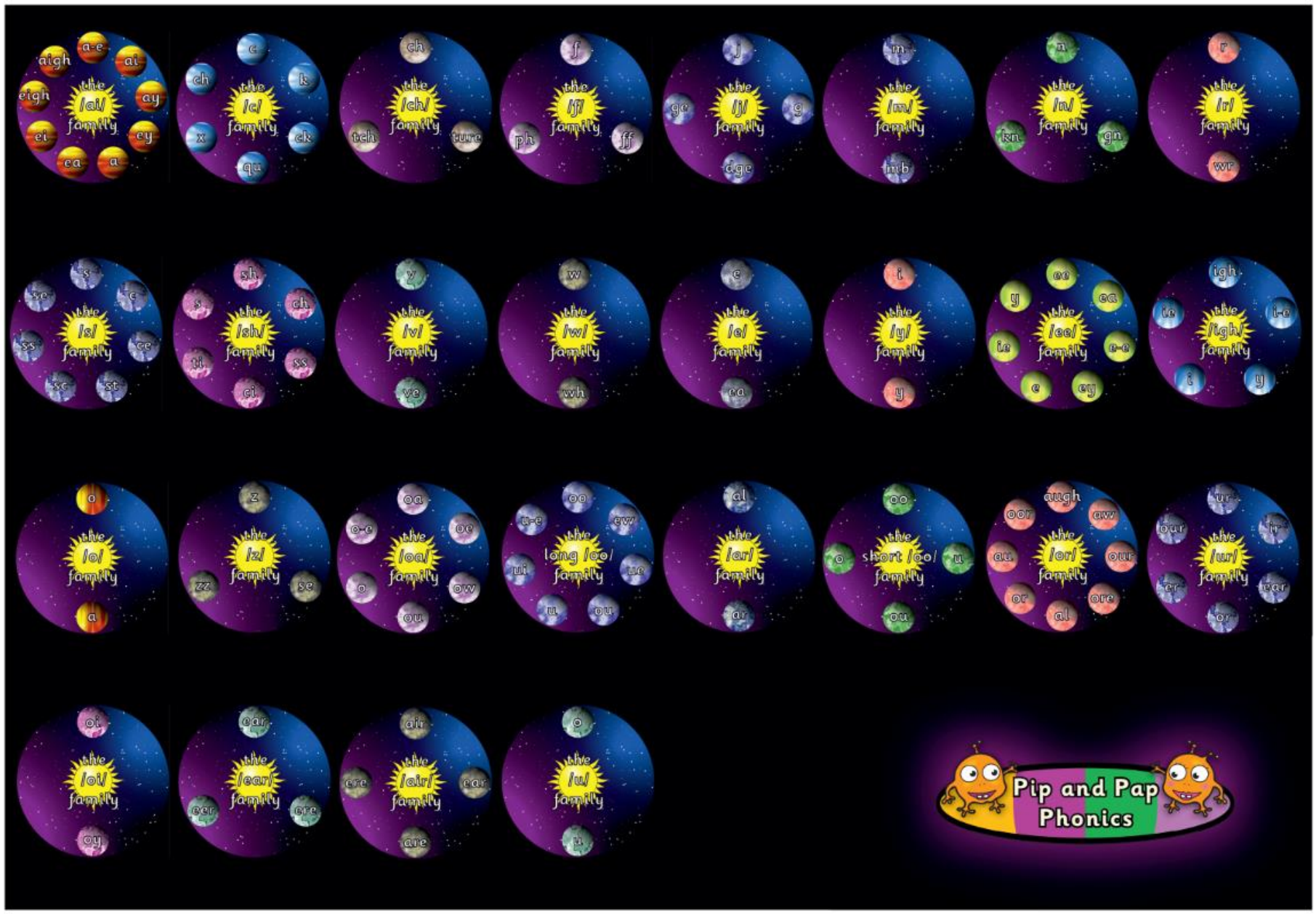
<u>wr</u>
 write

<u>al</u>  palm tree	<u>ere</u>  here	<u>ere</u>  there	<u>ear</u>  pear	<u>are</u>  square	<u>al</u>  chalk	<u>augh</u>  taught
----------------------------	------------------------	-------------------------	------------------------	--------------------------	------------------------	---------------------------

<u>oor</u>  door	<u>our</u>  four	<u>ore</u>  snore	<u>oar</u>  oar	<u>ear</u>  pearl	<u>or</u>  world	<u>si</u>  explosion	<u>ci</u>  official
------------------------	------------------------	-------------------------	-----------------------	-------------------------	------------------------	----------------------------	---------------------------

**Purple  
Phase**  
(Year 1)

<u>ti</u>  station	<u>ui</u>  fruit	<u>ve</u> <b>12</b> twelve	<u>le</u>  bottle	<u>sc</u>  scissors	<u>ce</u>  science	<u>eigh</u> <b>8</b> eight
--------------------------	------------------------	----------------------------------	-------------------------	---------------------------	--------------------------	----------------------------------



**Grapheme Phoneme Correspondences** studied in Orange-Purple Phase



**Phonics is not finished!**  
**We use our phonics skills right the way up to Year 6 (and beyond!)**

**We still need to use our phonics skills to decode unfamiliar words.**

**We need to use our knowledge of grapheme-phoneme correspondences to encode when spelling.**



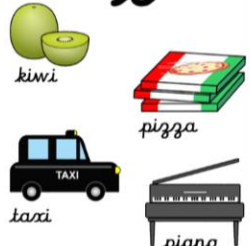
# Red Phase

(Year 2 and beyond)

The Red Phase contains words for reading from the more advanced and complex phonetic code.

Children will still need to use their decoding skills to read these words – and will learn to recognise some new and sometimes uncommon grapheme-phoneme correspondences.

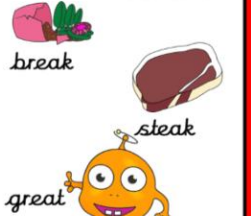
Grapheme: **i**



kiwi  
pizza  
taxi  
piano

Phoneme: /ee/

Grapheme: **ea**



break  
steak  
great

Phoneme: /ai/

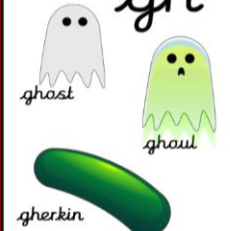
Grapheme: **gue**



meringue  
rogue  
tongue  
fatigue

Phoneme: /g/

Grapheme: **gh**



ghost  
ghoul  
gherkin

Phoneme: /g/

Grapheme: **que**

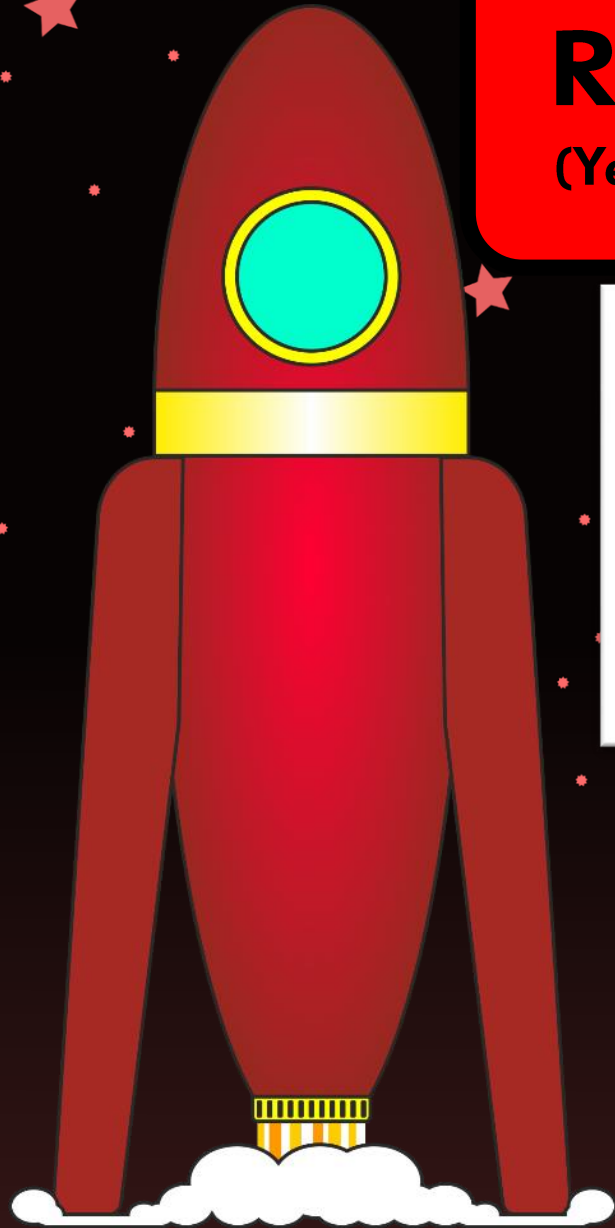


cheque  
antique  
boutique

Phoneme: /k/

# Red Phase

(Year 2 and beyond)



Grapheme: **que**

cheque

antique

boutique

arabesque

Phoneme: /k/

Grapheme: **rh**

rhino

rhombus

rhubarb

rhinestone

Phoneme: /r/

As you know, English words can be spelt with many different graphemes – especially some of the older words, or words that may originally have come from another country.

Regular practise of Red Reading Rockets will help children to learn how to read these words confidently, for when they come across them in their learning or reading for pleasure!

Many of these words have also been chosen to help expand children's vocabulary – so do make sure you research and find out the meaning of each word if you do not know it already!

Grapheme: **bu**

build  
builder  
businesswoman  
businessman

Phoneme: /b/

Pip and Pop Phonics

# Red Rocket Set 12

build	builder	built	business	buy
buyer	businesswoman	businessman	buoy	building
buoyancy	buoyant	buying	busyness	busybody
squeeze	ooze	seize	freeze	breeze
wheeze	gauze	bronze	sneeze	snooze

I can read these words (home)  
 I can read these words (school)

I know the meanings of these words and I can use them verbally in a sentence.

- The letters <ei> in 'seize' are making an /eɪ/ sound, which we met before.

Grapheme: **ze**

sneeze  
freeze  
snooze  
bronze

Phoneme: /z/

Pip and Pop Phonics

## Example Rocket Words

Grapheme: **que**



cheque



antique



boutique



arabesque

Phoneme: /k/



# Red Rocket Set 21



cheque	unique	plaque	opaque	mosque
clique	antique	critique	boutique	mystique
technique	physique	grotesque	arabesque	rhino
rhinoceros	rhyme	rhubarb	rhombus	rhythm
rhetorical	rhinestone	rhododendron	rhapsody	rhyming



I can read these words (home)

I can read these words (school)

I know the meanings of these words and I can use them verbally in a sentence.

Grapheme: **rh**



rhino



rhombus



rhubarb



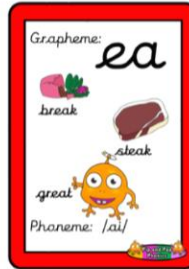
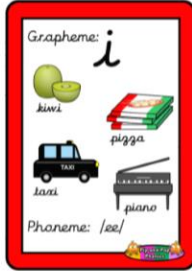
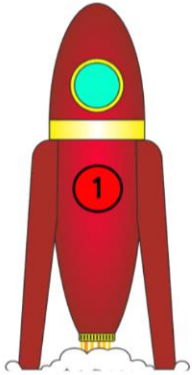
rhinestone

Phoneme: /r/

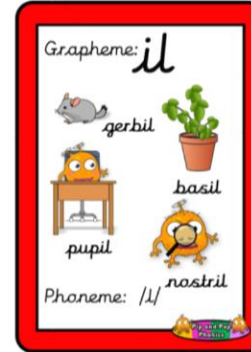
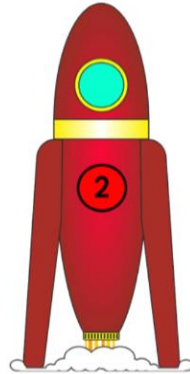


## Example Rocket Words

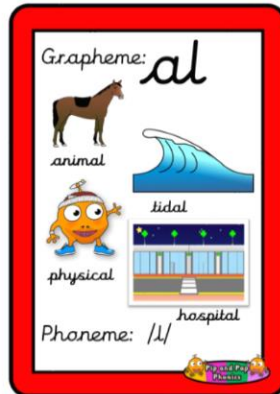
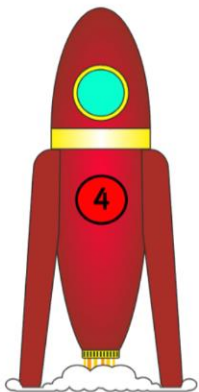
## Red Rocket Set 1



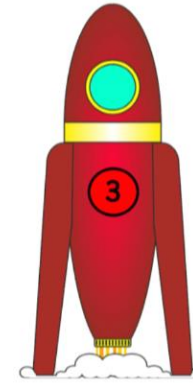
## Red Rocket Set 2



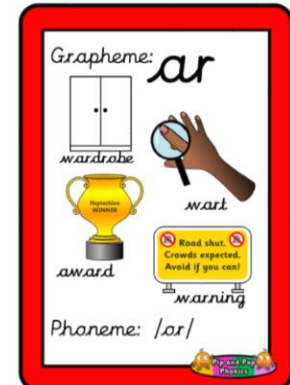
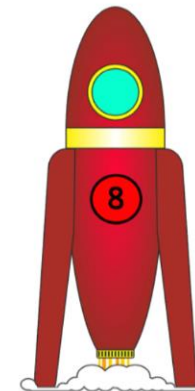
## Red Rocket Set 4



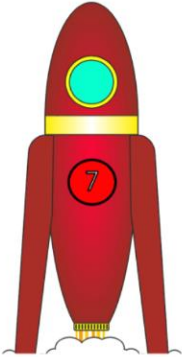
## Red Rocket Set 3



## Red Rocket Set 5



## Red Rocket Set 7



Grapheme: *ous*

nervous

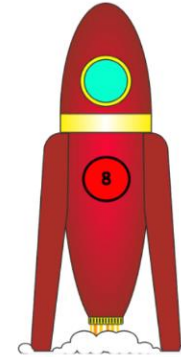
dangerous

poisonous

mountainous

Phoneme: short /u/ + /s/

## Red Rocket Set 8



Grapheme: *gue*

meringue

rogue

longue

fatigue

Phoneme: /g/

Grapheme: *gh*

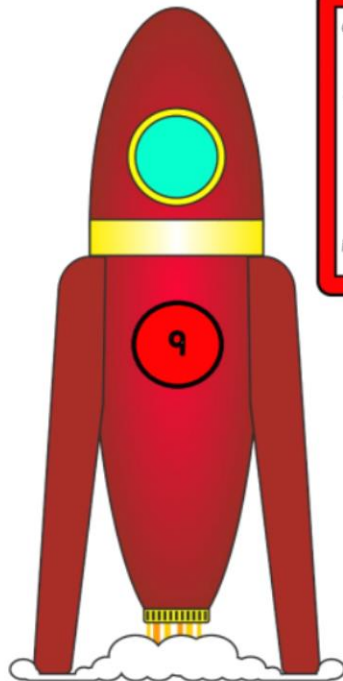
ghost

ghoul

gherkin

Phoneme: /g/

## Red Rocket Set 9



Grapheme: *ei*

sovereign

Phoneme: /i/

Grapheme: *ei*

beige

reindeer

absail

Phoneme: /ai/

Grapheme: *ei*

leisure

Phoneme: /e/

Grapheme: *ei*

heist

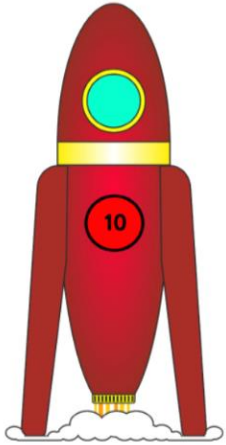
Phoneme: /igh/

Grapheme: *eir*

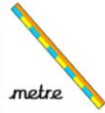
heir

Phoneme: /air/

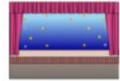
## Red Rocket Set 10



Grapheme: *re*



metre



theatre



kilometre

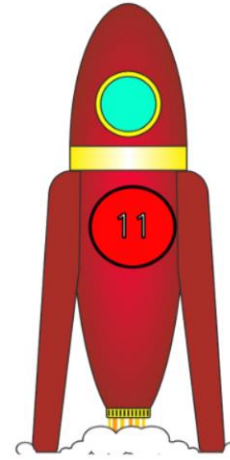
tyre



Phoneme: /ur/



## Red Rocket Set 11



Grapheme: *ar*



collar



scholar



dollar

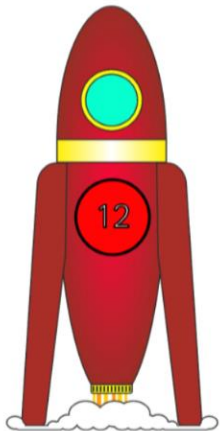
vinegar



Phoneme: /ur/



## Red Rocket Set 12



Grapheme: *ear*



hearth



hearts

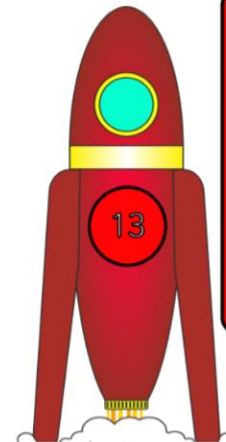


heartbeat

Phoneme: /ar/



## Red Rocket Set 13



Grapheme: *bu*



build



builder



businesswoman



businessman

Phoneme: /b/



Grapheme: *ze*



sneeze



freeze



bronz

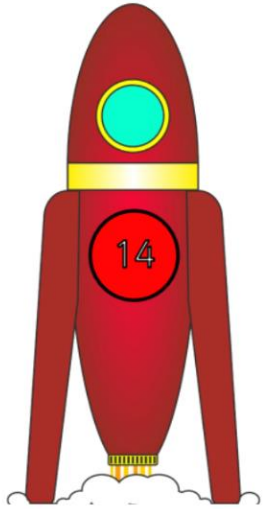


snooze

Phoneme: /z/



# Red Rocket Set 14



Grapheme: *ar*

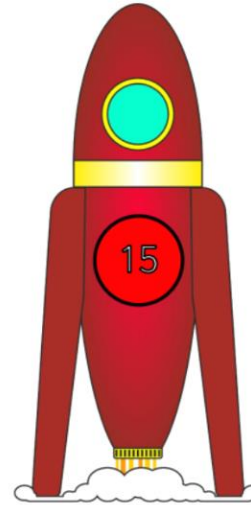
aquarium      canary

librarian      vegetarian

Phoneme: /air/



# Red Rocket Set 15



Grapheme: *ei*

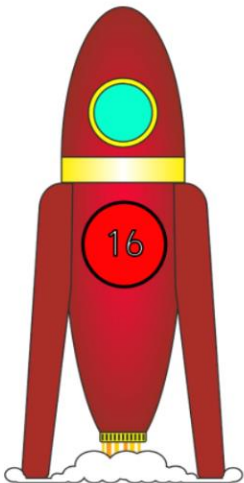
receipt      caffeine

receiver      ceiling

Phoneme: /ee/



# Red Rocket Set 16




Grapheme: *ce*

crustacean      ocean

liquorice

Phoneme: /sh/




Grapheme: *de*

blonde

Concorde

Phoneme: /d/



Grapheme: *dg*

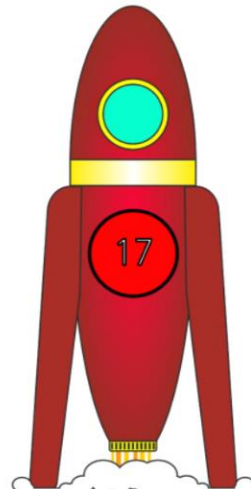
badger      budgerigar

gadget

Phoneme: /j/



# Red Rocket Set 17



Grapheme: *our*

colour      harbour

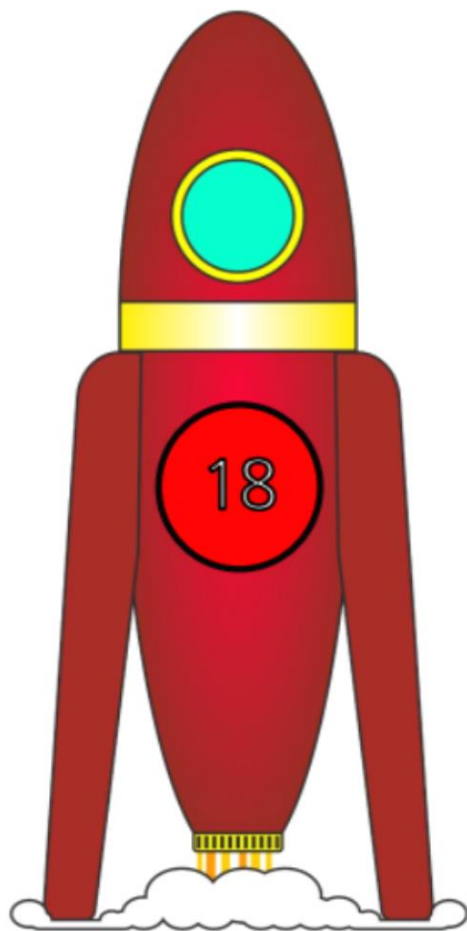
neighbour

Phoneme: /ur/ labour





# Red Rocket Set 18



Grapheme: *gh*

*cough* *rough*

Phoneme: /f/

A card with a red border. At the top, it says 'Grapheme: gh'. Below, there are two cartoon characters. One is green and says 'cough', the other is orange and says 'rough'. At the bottom, it says 'Phoneme: /f/'.

Grapheme: *ough*

borough

LONDON

Phoneme: /u/

A card with a red border. At the top, it says 'Grapheme: ough'. Below, it says 'borough' and shows a map of London with one area highlighted in green. At the bottom, it says 'Phoneme: /u/'.

Grapheme: *ough*

*naught* *thought*

Phoneme: /ɔr/

A card with a red border. At the top, it says 'Grapheme: ough'. Below, there is a diamond shape containing the letter 'o', a cartoon character, and the words 'naught' and 'thought'. At the bottom, it says 'Phoneme: /ɔr/'.

Grapheme: *ough*

*dough*

Wheat

Phoneme: /aʊ/

A card with a red border. At the top, it says 'Grapheme: ough'. Below, there are illustrations of a piece of dough and a bag of wheat. At the bottom, it says 'Phoneme: /aʊ/'.

Grapheme: *ough*

*plough* *baugh*

*draught*

Phoneme: /ɔw/

A card with a red border. At the top, it says 'Grapheme: ough'. Below, there are illustrations of a tractor (plough), a tree (baugh), and a field (draught). At the bottom, it says 'Phoneme: /ɔw/'.

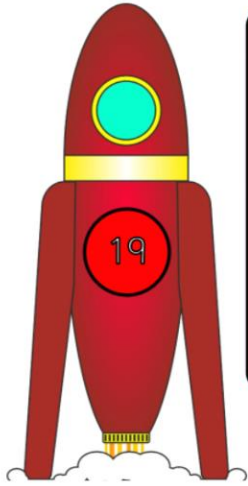
Grapheme: *ough*

through

Phoneme: /oo/

A card with a red border. At the top, it says 'Grapheme: ough'. Below, it says 'through' and shows a magnifying glass over the word. At the bottom, it says 'Phoneme: /oo/'.

# Red Rocket Set 19



Grapheme: **mn**

hymn  
column  
autumn  
solemn

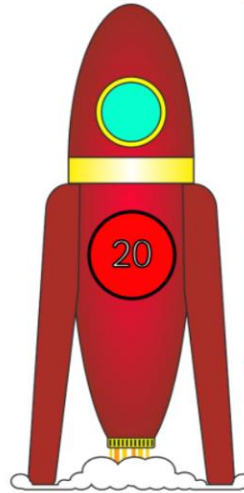
Phoneme: /m/

Grapheme: **gu**

guard  
guitar  
Guinea pig  
quillotine

Phoneme: /g/

# Red Rocket Set 20



Grapheme: **au**

sausage  
cauliflower  
laurel  
somersault

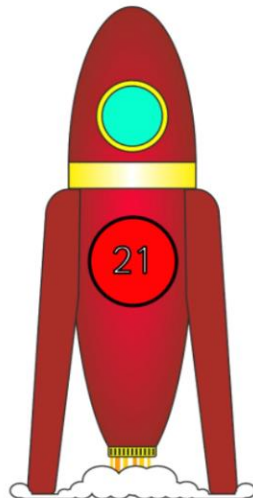
Phoneme: /o/

Grapheme: **bt**

debtor  
debt  
doubt  
doubting

Phoneme: /t/

# Red Rocket Set 21



Grapheme: **aer**

aerplane  
aerial  
aerosol  
aerobics

Phoneme: /air/

Grapheme: **ae**

sundae  
reggae

Phoneme: /ai/

Grapheme: **ae**

anaesthetic

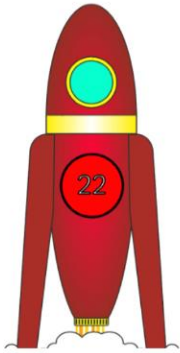
Phoneme: /a/

Grapheme: **ae**

encyclopaedia  
archaeology  
archaeologist

Phoneme: /ee/

# Red Rocket Set 22



Grapheme: *que*

cheque

antique

boutique

arabesque

Phoneme: /k/

Grapheme: *rh*

rhino

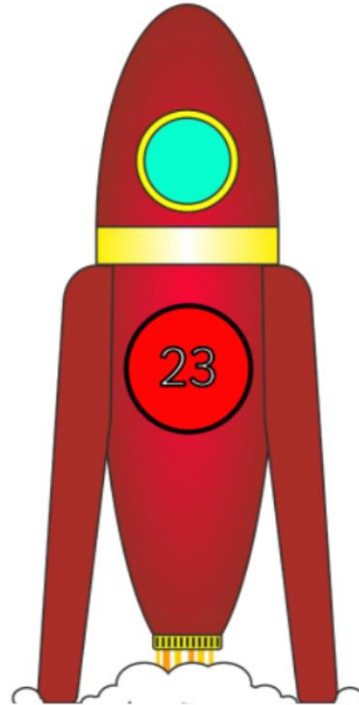
rhombus

rhubarb

rhinestone

Phoneme: /r/

# Red Rocket Set 23



Grapheme: *aire*

millionaire

billionaire

solitaire

Phoneme: /air/

Grapheme: *ah*

cheelah

laofah

Phoneme: /a/

Grapheme: *ah*

Bahrain

Haarrah!

Phoneme: /ar/

Grapheme: *ai*

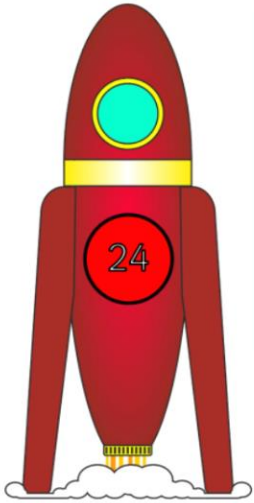
bonsai

samurai

tai chi

Phoneme: /igh/

# Red Rocket Set 24



Grapheme: **er**

derby  clerk 

sergeant 

Phoneme: /ər/

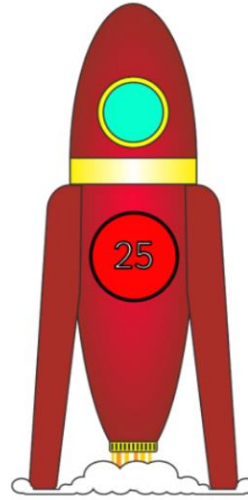
Grapheme: **gi**

 Belgian  religion



 contagious



Phoneme: /i/

# Red Rocket Set 25




Grapheme: **h**

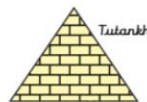
hour  exhaust 

piranha  silhouette 

Phoneme: silent

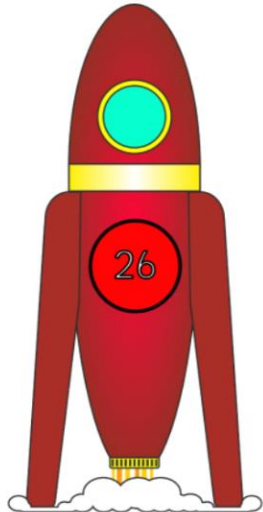
Grapheme: **kh**

khaki 

Tutankhamun 

Phoneme: /k/

# Red Rocket Set 26



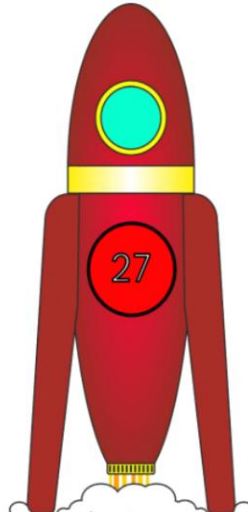
Grapheme: **eu/eur**

feud  Euro 

euphoric  Europe 

Phoneme: /y+oo/ or /ure/

# Red Rocket Set 27




Grapheme: **é ê**


fiancé  crêpe 

fête  café 

Phoneme: /ai/

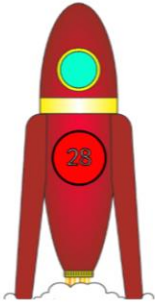
Grapheme: **en**

ensuite 

encore 

Phoneme: /o/ + /n/

# Red Rocket Set 28



## Further Earth Words



# Red Rocket Set 28a



<b>yacht</b> The letters <ac> are making an /a/ sound.	<b>bazaar</b> The letters <aa> are making an /a:/ sound.	<b>Thames</b> The letter <a> is making an /e/ sound.	<b>finale</b> The letter <e> is making an /ee/ sound.	<b>paella</b> The letter <a> is making an /igh/ sound.
<b>naive</b> The letter <a> is making an /igh/ sound.	<b>maestro</b> The letters <ae> are making an /igh/ sound.	<b>plaid</b> The letters <ai> are making an /a/ sound.	<b>plait</b> The letters <ai> are making an /a/ sound.	<b>aunt</b> The letters <au> are making an /a:/ sound.

I can read these words (home)  I know the meanings of these words and I can use them verbally in a sentence.   
 I can read these words (school)



# Red Rocket Set 28b



<b>draught</b> The letters <au> are making an /a:/ sound.	<b>chauffer</b> The letters <au> are making an /oa/ sound and the word is of French origin.	<b>mauve</b> The letters <au> are making an /oa/ sound and the word is of French and Latin origin.	<b>gauge</b> The letters <au> are making an /ai/ sound.	<b>dye</b> The letters <ye> are making an /igh/ sound.
<b>dinosaur</b> The letters <au> are making an /a:/ sound.	<b>awe</b> The letter <e> is silent. This also applies to the word 'awesome'.	<b>lawyer</b> The letters <aw> are making an /oa/ sound.	<b>kayak</b> The letters <ay> are making an /igh/ sound.	<b>forward</b> The letters <aw> are pronounced as a short /a/ or /a:/.

I can read these words (home)  I know the meanings of these words and I can use them verbally in a sentence.   
 I can read these words (school)



# Red Rocket Set 28c



<b>papaya</b> The letters <ay> are making an /igh/ sound.	<b>cello</b> The letter <c> is making a /ch/ sound. The word is of Italian origin.	<b>cappuccino</b> The letters <cc> are making a /ch/ sound. The word is of Italian origin.	<b>focaccia</b> The letters <cc> are making a /ch/ sound. The word is of Italian origin.	<b>gnocchi</b> The letters <ch> are making a /k/ sound. The word is of Italian origin.
<b>fuchsia</b> The <ch> is silent.	<b>moustache</b> The <ch> is silent.	<b>crochet</b> The letters <ch> are pronounced /a:/. The word is of French origin.	<b>jodhpurs</b> The letter <h> is silent.	<b>soldier</b> The letter <ch> is pronounced like a /j/.

I can read these words (home)  I know the meanings of these words and I can use them verbally in a sentence.   
 I can read these words (school)



# Red Rocket Set 28d



<b>suede</b> The letter <u> is making a /w/ sound and the letter <e> is making an /i:/ sound.	<b>leopard</b> The letter <e> is silent.	<b>jeopardy</b> The letter <e> is silent.	<b>sewing</b> The letters <ew> are making an /oa/ sound.	<b>giraffe</b> The letter <e> is silent.
<b>phlegm</b> The letters <gm> are making a /m/ sound.	<b>diaphragm</b> The letters <gm> are making a /m/ sound.	<b>sieve</b> The letters <ie> are making an /i/ sound.	<b>wolf</b> The letter <oo> is making the short /u/ sound.	<b>abroad</b> The letters <oa> are making the /o:/ sound.

I can read these words (home)  I know the meanings of these words and I can use them verbally in a sentence.   
 I can read these words (school)



# Red Rocket Set 28e



<b>broad</b> The letters <oa> are making the /o:/ sound.	<b>canoe</b> The letters <oe> are making the /oa/ sound.	<b>yolk</b> The letter <e> is silent.	<b>folk</b> The letter <e> is silent.	<b>brooch</b> The letters <oo> are making an /oa/ sound.
<b>blood</b> The letters <oo> are making an /u/ sound.	<b>flood</b> The letters <oo> are making an /u/ sound.	<b>biscuit</b> The letter <e> is silent.	<b>circuit</b> The letter <e> is silent.	<b>knowledge</b> The letter <e> is silent.

I can read these words (home)  I know the meanings of these words and I can use them verbally in a sentence.   
 I can read these words (school)



# Red Rocket Set 28f



<b>taupe</b> The letter <e> is silent.	<b>troupe</b> The letter <e> is silent.	<b>bury</b> The letter <u> is making an /e/ sound.	<b>burial</b> The letter <u> is making an /e/ sound.	<b>queue</b> We only hear one /yoo/ in this word.
<b>myrrh</b> The letters <rrh> are making an /a:/ sound.	<b>island</b> The letter <e> is silent.	<b>answer</b> The letter <e> is silent.	<b>Centaur</b> The letters <au> are making an /a:/ sound.	<b>language</b> The letter <e> is making an /i/ sound.

I can read these words (home)  I know the meanings of these words and I can use them verbally in a sentence.   
 I can read these words (school)



# How can I help at home?

**Little and often!**

**Use vocabulary  
in context**

**Link learning to  
books being read  
for pleasure.**

**Revisit and review  
Teach  
Practise  
Apply**

**Talk about the  
grapheme-phoneme  
correspondences in  
the word - link to  
spellings – is it  
usual or unusual?**

# Fluency and reading aloud

**Fluency is:**

**Pupils should be able to read 90 words a minute.**

**90-95% of a text should be read accurately, if at the right level**

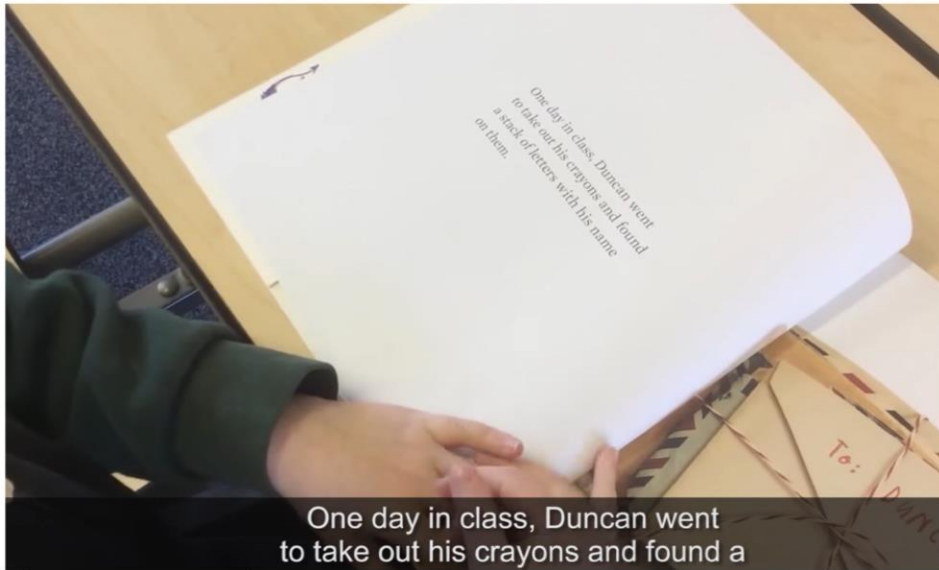
**accuracy**

**automaticity**

**prosody**

# Fluency and reading aloud

Expected Standard at the end of Year 2



One day in class, Duncan went to take out his crayons and found a

**accuracy**

**automaticity**

**prosody**



# Fluency and reading aloud

Expected Standard at the end of Year 6



**accuracy**

**automaticity**

**prosody**

# Reading Comprehension

**Table 2: Content domain relating to questions**

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text



# Summarising

[https://www.youtube.com/watch?v=6MKDgH\\_eikI&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=11](https://www.youtube.com/watch?v=6MKDgH_eikI&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=11)



old one so they leave everything and everyone

# Inferring and Justifying

[https://www.youtube.com/watch?v=7s-bsgjtDY&list=PLSdZLhL1G1SV-95b6Iw8644mpvTjIz\\_d5&index=3](https://www.youtube.com/watch?v=7s-bsgjtDY&list=PLSdZLhL1G1SV-95b6Iw8644mpvTjIz_d5&index=3)



He wondered whether that was what was

# Predicting

[https://www.youtube.com/watch?v=fU0jRe5cnMw  
&list=PLSdZLhL1GISV-  
95b6Iw8644mpvTjIz\\_d5&index=5](https://www.youtube.com/watch?v=fU0jRe5cnMw&list=PLSdZLhL1GISV-95b6Iw8644mpvTjIz_d5&index=5)



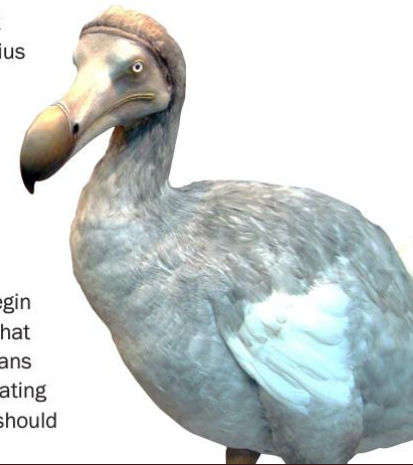
[STUDENT TWO]: Quite unusual and individual.

# Vocabulary

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

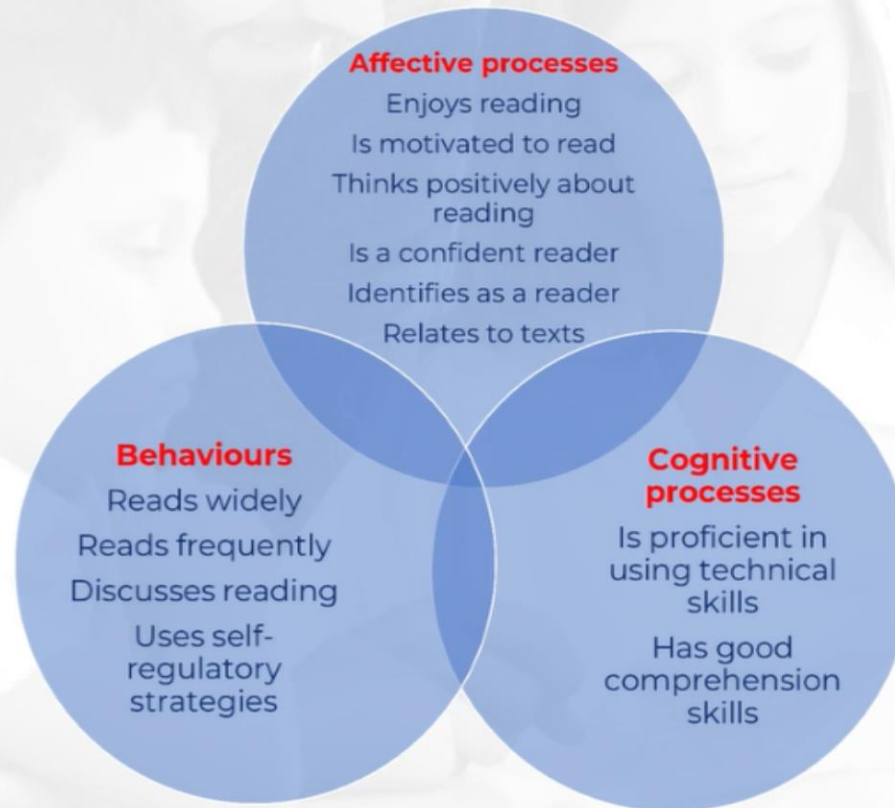
This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.

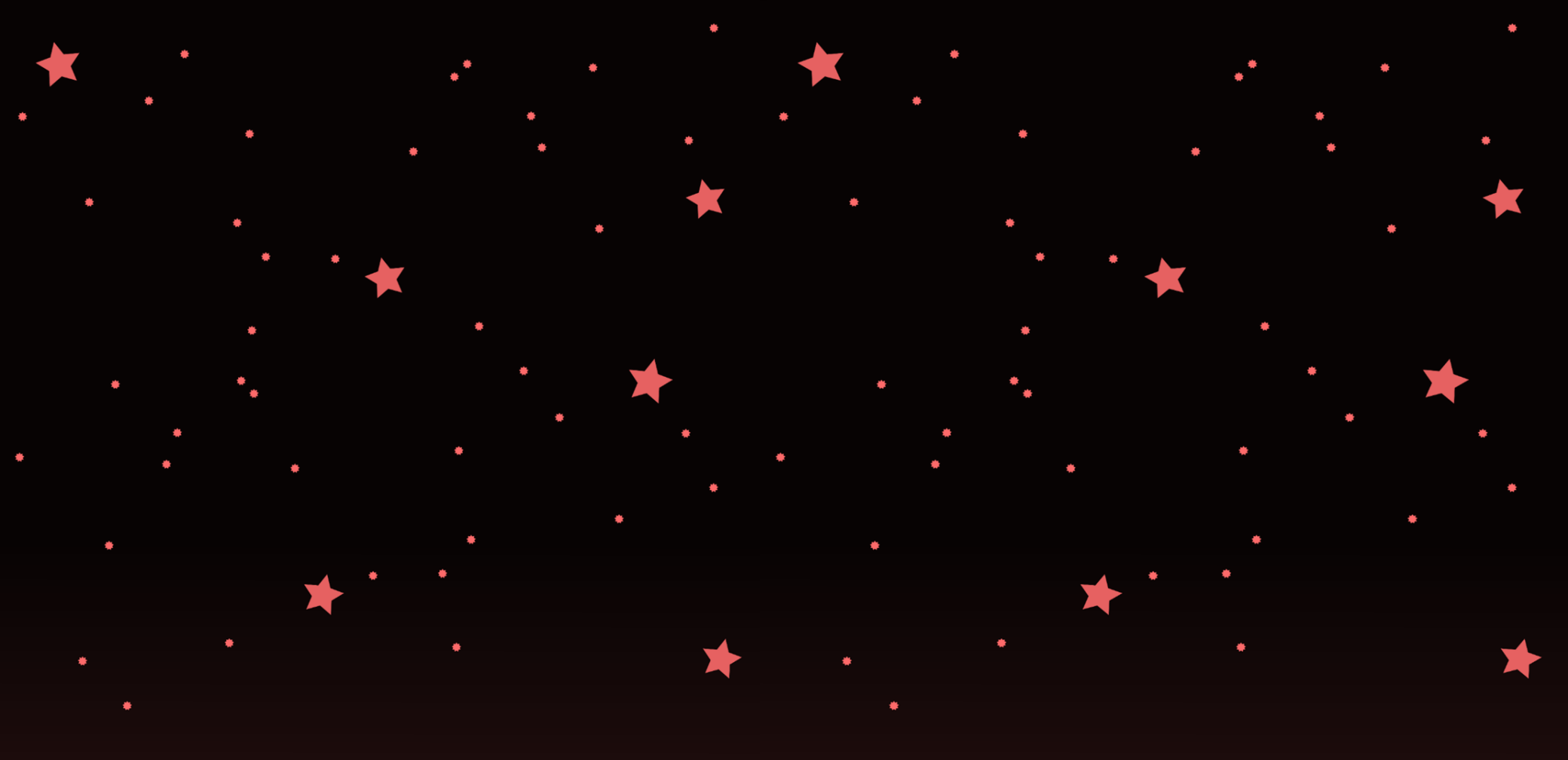


[https://www.youtube.com/watch?v=u0l0sB3oItI&list=PLSdZLhL1GISV-95b6Iw8644mpvTjIz\\_d5&index=4](https://www.youtube.com/watch?v=u0l0sB3oItI&list=PLSdZLhL1GISV-95b6Iw8644mpvTjIz_d5&index=4)

# What it means to be a reader at age 11



Source: Clark, C. and Teravainen, A. (2017) 'What it means to be a reader at age 11: valuing skills, affective components and behavioural processes: An outline of the evidence', London: National Literacy Trust



Any questions?