



Reading Planet Rocket Phonics

A DfE validated programme aligned to Letters and Sounds

Now available for Reception, Year 1 and Year 2! (P1–P3)



risingstars-uk.com/RocketPhonics

“I cannot see another programme on the market which currently outsmarts this one.”

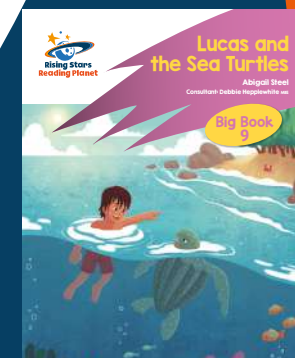
Sam Bailey,
Executive Principal

RISING STARS
Teach ★ Learn ★ Shine



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Cover artwork taken from
*Rocket Phonics Big Book 9
Lucas and the Sea Turtles*

Welcome to Reading Planet, the only scheme that reflects today's readers

Reading Planet is a reading scheme for Reception to Year 6. We provide complete support from phonics to fluent reading. Our flexible strands cover a range of needs including wordless stories for early readers, a Systematic Synthetic Phonics programme and high interest/low reading level books for struggling Key Stage 2 children.

Plus, you can also access everything via Reading Planet Online. Our interactive libraries provide every book as an eBook with additional features and resources for teachers, pupils and parents.

Online subscriptions available:

Lilac to White for Reception–Key Stage 1 (P1–P3)

- 462 eBooks for Lilac to White bands
- Audio-synchronisation
- £499+VAT per year

Stars to Supernova for Key Stage 2 (P4–P7)

- 96 eBooks for Stars (Lime) to Supernova (Red+) bands
- 48 Astro high interest/low reading ability eBooks
- £349+VAT per year

Rocket Phonics

- Complete SSP programme for Reception–Year 1 (P1–P2) £350+VAT
- NEW Next Steps for Year 2 (P3) £180+VAT



“We’ve pretty much cast aside all other reading schemes now as we assessed our other reading books and book bands against Reading Planet and found that the other schemes didn’t match up.”
Ancaster CE Primary School

Try the whole scheme for free with a 30-day no strings attached free online trial. More at [risingstars-uk.com/readingplanet](https://www.risingstars-uk.com/readingplanet)

Includes:



Why schools love Reading Planet...

Our reading books feature relatable characters, diverse stories and relevant topics that accurately reflect the world we live in

We're the only scheme created specifically to meet the needs of the current National Curriculum

Embeds key reading skills from the start with our DfE validated SSP programme and phonics-based strands


It's flexible and can be used alone or alongside your existing programme for whole-class, group and independent reading

Our great-value eBook library provides every book as an interactive eBook for school and home access, on any device

And most importantly, children love our books! Schools see results because children want to read more and more!

Try the whole scheme for free with a 30-day no strings attached free online trial. More at risingstars-uk.com/readingplanet





“We recommend it all the time to other schools. We recently had a ‘deep dive’ reading session with our local authority adviser and she was blown away by it.”

Hayley Footitt, English Lead,
Ancaster C of E
Primary School

“I think that Reading Planet has made a big impact on our children’s reading. We have children moving through bookbands quicker. One of the children in our target group had a starting age of 5 years 4 months in September and by the end of the year 10 years 7 months! Another child made progress from a reading age of 4 years 9 months to 8:11 – also in target group.”

Griffin Park Primary School

“The Reading Planet Online Library is an essential resource for parents in supporting reading at home. Each book has a list of questions for parents and children to discuss together, and an online quiz to complete – I know the children have found these highly motivating and rewarding when they receive their gold stars.”

Sherwood Primary School

“Reading Planet has had an extremely positive impact on reading in Key Stage 1 here at St Barnabas. Our Key Stage 1 Reading Attainment & Progress scores are improved, and part of this improvement is due to our using the Reading Planet resources and using the online books in our guided reading sessions in class.”

St Barnabas CE First
and Middle School

“Since adopting the scheme, our Phonics pass rate has improved by 11% to 83% and we saw a 10% increase in the Key Stage 1 Reading SATs results, with a 15% increase in greater depth. Reading Planet is definitely one of the things that has helped impact our reading results.”

Tranmoor Primary School

“We have now chosen Reading Planet to be our reading scheme going forward. The teachers prefer it and they feel that it has contributed to the improved reading SATs results.... We prefer the high-quality books and images, and the children are engaged and the scheme is easy to use.”

Wilton CE Primary School

About the Rocket Phonics programme

Reading Planet Rocket Phonics is a DfE validated story-based Systematic Synthetic Phonics programme for Reception and Year 1 (P1–P2). Rocket Phonics: Next Steps for Year 2 (P3) is new for 2022!

This ‘next-generation’ programme is based on the progression of Letters and Sounds (2007) and provides a complete package of print and digital resources to teach reading and writing.

Rocket Phonics has been written by educational consultant and phonics expert, Abigail Steel. Using feedback from primary schools, we’ve developed a rigorous programme that combines beautiful and engaging stories with in-depth phonics knowledge and skills.



“We now have the consistency of approach we need. The resources are so well designed and allow us, as teachers, to focus on the children and their learning.”

Simon Downes, Assistant Headteacher, Bradshaw Hall Primary School



Our mission is to ensure every child keeps up and not catches up. Rocket Phonics uses a straightforward approach to create transformative results:

- ★ Steady pace and progression so that knowledge and skills are embedded from the start
- ★ Whole-class mastery style teaching to ensure no child is left behind
- ★ Consistent daily practice of reading and writing to gradually build children's confidence
- ★ Teaching through original illustrated stories to develop phonics skills and a love of reading
- ★ Flexible yet structured teaching materials that can be adapted to suit the needs of every class

"I have learnt more about the delivery of phonics in the last 10 months than I have in all the years previously. I feel more confident in my delivery and as such this makes my lessons more effective and relevant to the children in my care."

Louise Johnston EYFS/Key Stage 1
Phase Leader, Cheadle Heath
Primary School



Meet the author

Abigail Steel (pictured) is an education consultant, trainer and author specialising in English language and literacy. After spending two decades working closely with hundreds of schools and teachers in the UK and across the globe, Abigail knows what truly drives positive outcomes for children.



“Everywhere I go, I’m meeting teachers who quietly admit that their current phonics programme only amounts to a few terms of teaching. It doesn’t provide content to cover two full years. They simply repeat it over and over again because the pace is too fast, and **too many children get left behind.**”

The Rocket Phonics programme will change this. With the programme, you will **teach two letter-sounds a week steadily and continuously.** Each letter-sound is taught over two days, with the first day focusing on blending for reading and the second day focusing on segmenting for spelling. This approach enables **more practice of each core phonics skill** without rushing to the next letter-sound.

The pedagogy is straightforward and logical:

- ★ a steady pace and progression that children can keep up with
- ★ beautiful ‘Big Book’ stories to use as your teaching stimulus
- ★ rigorous and substantial pupil practice and application activities

Rocket Phonics is incredibly easy to use. There are **no elaborate routines** to get your head around or to suffocate your teaching. If you’re new to teaching phonics or want full support, **every single lesson is planned** and scripted for you. If you’re more experienced and confident, the **weekly plan overviews** will suit you better.

This new programme couldn’t come at a better time to help you get your children back on track with early reading and writing.”

Abigail Steel, Rocket Phonics author, literacy consultant and trainer

🐦 @abigail_steel

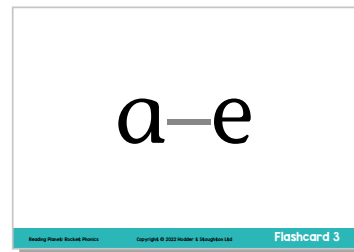
Reception – Year 1 (PI-P2)

Equip children for success in the Phonics Screening Check and meet or exceed National Curriculum Expectations for reading with a complete Systematic Synthetic Phonics programme.

- ★ Introduce two new letter-sounds per week to fully embed phonics knowledge and skills
- ★ Deliver separate blending and segmenting sessions for in-depth practice of these vital skills
- ★ Teach letter-sounds, explore vocabulary, and develop comprehension using online Teaching Storybooks
- ★ Gradually build children’s confidence through daily practice of reading and writing
- ★ Implement whole-class, group guided or independent reading for targeted phonics practice

Good to know...

- ✓ Aligned to Letters and Sounds 2007 Phases 1–5
- ✓ Fully decodable and aligned colour-banded reading books
- ✓ Covers spelling and handwriting
- ✓ Ready-to-use flashcards: no cutting required!
- ✓ Half-termly, mini and baseline assessments



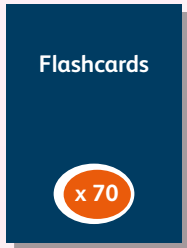
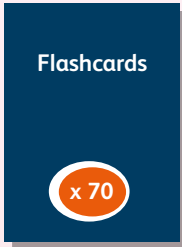





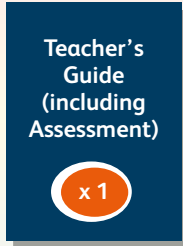


	s	a	t	i	p
sun	apple	tap	insect	pan	
o	c	m	d	g	
octopus	cat	mouse	dog	goat	
ck	e	u	r	h	
duck	elephant	umbrella	rabbit	hat	
f	ff	l	ll	ss	
frog	cliff	ladder	shell	dress	
v	w	x	y	z	
van	web	fox	yellow	zebra	



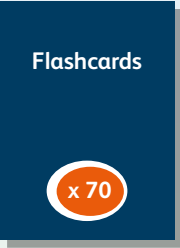
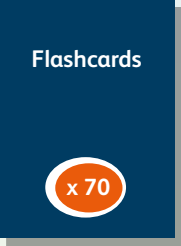

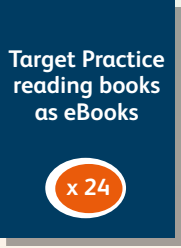
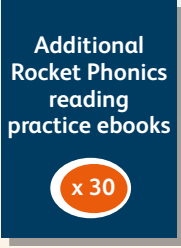
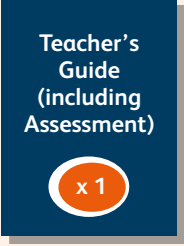


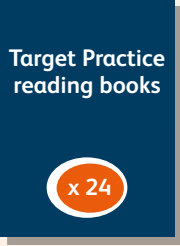
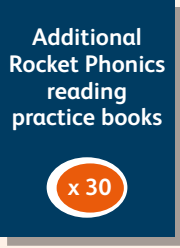
Request a call-back today – see page 36 9

Programme Overview

Reception–Year 1
(P1–P2)

Band	Phonics Phase	NEW grapheme-phoneme correspondences	Common exception words	Print resources 	Resources in digital format via the Rocket Phonics Online 1-year subscription (covers Reception & Year 1 (P1–P2)) 		
Reception/P1							
Pink A	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 /k/ as in kite	I, the, to, go, no, into		 
Pink B	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				
Pink C	2	Review of the grapheme-phoneme correspondences from Pink A and Pink B. Introduces some longer words, such as CVCCVC.					
Red A	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		 
Red B	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			
Red C	3	Review of the grapheme-phoneme correspondences from Red A and Red B with slightly longer texts.					
Yellow	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			
Yellow+	3–4	Review of the grapheme-phoneme correspondences from Yellow band with slightly longer texts.		some, one, said, come, do, so, were, when, have, there, out, like, little, what			
Blue	4–5	/w/ as in wheel /f/ 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				



Band	Phonics Phase	NEW grapheme-phoneme correspondences	Common exception words	Print resources 	Resources in digital format via the Rocket Phonics Online 1-year subscription (covers Reception & Year 1 (P1–P2)) 
Year 1/P2					
Blue	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		     
Green	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 /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	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please		
Orange	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 /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 /ch+u/ 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		 	

Half-termly expectations

Reception–Year 1
(P1–P2)

NEW grapheme-phoneme correspondences

Common
exception words

Reception/P1

Autumn 1	/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 /k/ as in kite		I, the, to, go, no, into
Autumn 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	// as in ladder // as in shell /s/ as in dress	Double consonant letters Two-syllable words	
Spring 1	/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
Spring 2	/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		
Summer 1	/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
Summer 2	/w/ as in wheel /f/ 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		



NEW grapheme-phoneme correspondences

Common
exception words

Year 1/P2

Autumn 1	/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	Consolidation: some, one, said, come, do, so, were, when, have, there, out, like, little, what
Autumn 2	/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	
Spring 1	/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	/or/ as in four /or/ as in core /or/ as in door /or/ as in daughter	who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
Spring 2	/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	Consolidation: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
Summer 1	/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	
Summer 2	/ch+u/ 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	



The Teaching and Learning Cycle



Reception–Year 1
(P1–P2)

1. Review

previously taught sounds using colourful flashcards.

2. Teach

using online Teaching Storybooks (Big Books) to present new letter-sound correspondences within the context of stories.

5. Apply and consolidate  
using additional Rocket Phonics reading practice books.

3. Practise

reading and writing skills daily using write-in Pupil Practice Booklets.

4. Apply  
knowledge and skills through fully decodable Target Practice Readers.

A typical week:

- ▶ **MONDAY:** Introduce new letter-sound. Blending for reading.
- ▶ **TUESDAY:** Revise new letter-sound. Segmenting for writing.
- ▶ **WEDNESDAY:** Introduce new letter-sound. Blending for reading.
- ▶ **THURSDAY:** Revise new letter-sound. Segmenting for writing.
- ▶ **FRIDAY:** Flexible day. A focus on common exception words is recommended.

 = Available in print format

 = Available in digital format via the Rocket Phonics Online 1-year subscription

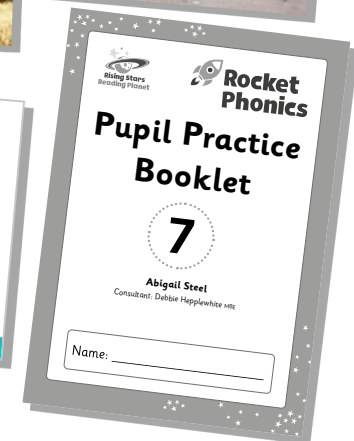
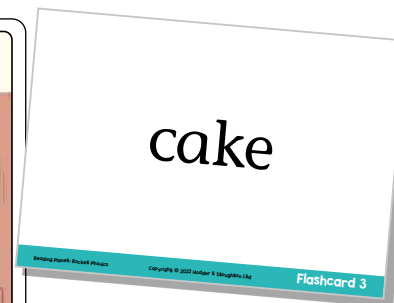
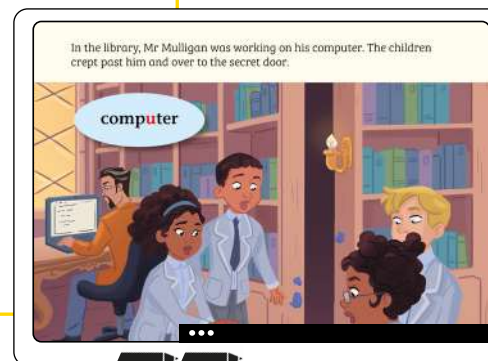
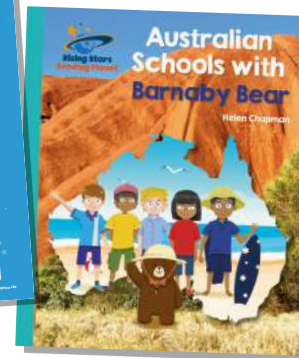
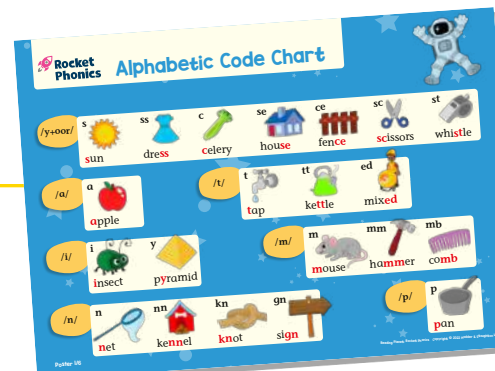
NEW Next Steps for Year 2 (P3)

Take children forward by consolidating phonics and developing key literacy skills in Year 2 (P3).

- ★ Build in National Curriculum requirements for Year 2 to ensure children meet and exceed age-related expectations
- ★ Use the established teaching and learning cycle (Review, Teach, Practise, Apply and Assess) to maintain consistency between year groups
- ★ Introduce and gradually develop cursive handwriting to support children in becoming confident writers
- ★ Equip children with essential literacy skills for the wider curriculum and the transition to Key Stage 2 (P4–P7) with a focus on phonics for spelling and writing
- ★ Use exciting fiction and non-fiction reading books to widen vocabulary and nurture a love of reading

Good to know...

- ✓ Aligned to Letters and Sounds 2007 Phase 6
- ✓ Covers National Curriculum spelling requirements
- ✓ Aligned colour-banded reading books
- ✓ Flashcards in interactive online format
- ✓ Half-termly, mini and baseline assessments



Programme Overview

Year 2
(P3)

Term	Teaching Storybook 'Big Book'	Flashcards	Pupil Practice Booklet	Teacher's Guide	Book Band	Practice Readers*											
						Comet Street Kids	Galaxy										
Autumn Term 1	Big Book 7	Flashcards x 21	Pupil Practice Booklet 7		Turquoise												
Autumn Term 2		Flashcards x 15	Pupil Practice Booklet 8			Teacher's Guide	Turquoise/ Purple										
Spring Term 1	Big Book 8	Flashcards x 18	Pupil Practice Booklet 9		Purple												
Spring Term 2		Flashcards x 16	Pupil Practice Booklet 10			Gold											
Summer Term 1	Big Book 9	Flashcards x 25	Pupil Practice Booklet 11		Gold/ White												
Summer Term 2		Flashcards x 16	Pupil Practice Booklet 12			White											

*The Practice Readers are taken from the Reading Planet Comet Street Kids and Galaxy strands.



Term	Book Bands**	Grapheme-phoneme correspondences and language features	Cursive handwriting focus
Autumn Term 1	Turquoise	/ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o	homophones and near-homophones suffixes
Autumn Term 2	Turquoise/Purple	/w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al	possessive apostrophes suffixes
Spring Term 1	Purple	/or/ or, au, aw, al, a, ar /or/ our, ore, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy	contractions suffixes
Spring Term 2	Gold	/eer/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge	homophones and near-homophones suffixes
Summer Term 1	Gold/White	/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll	possessive apostrophes suffixes
Summer Term 2	White	/i/ i, y /o/ o, (w)a (qu)a /e/ e, ea /zh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, ssi	contractions suffixes

****Guide to the colour bands in Rocket Phonics Next Steps.**

In Year 2 (P3) we revisit the alphabetic code but with a heavier emphasis on spelling and age-appropriate content. Mixed ability whole-class lessons use age-appropriate colour banding (Turquoise, Purple, Gold and White). But less confident and lower attaining children can read Rocket Phonics Target Practice Readers for Blue, Green and Orange to help them to keep up with the teaching.

The Teaching and Learning Cycle

Year 2
(P3)

1. Review and revisit

phonics knowledge using online flashcards.

2. Teach

spelling alternatives and grammar features using the online Teaching Storybooks (Big Books).

3. Practise

basic literacy skills and develop cursive handwriting using Pupil Practice Booklets.

4. Apply


using Reading Planet Galaxy and Comet Street Kids reading practice books.

A typical week:

Each day, you'll focus on the different ways of spelling the same sound. In this example, we're focusing on /ai/

- ▶ MONDAY: /ai/ as ai, ay
- ▶ TUESDAY: /ai/ as a-e, a
- ▶ WEDNESDAY: /ai/ as eigh, ei
- ▶ THURSDAY: /ai/ as ea, ey
- ▶ FRIDAY: Cursive handwriting practice

 = Available in print format

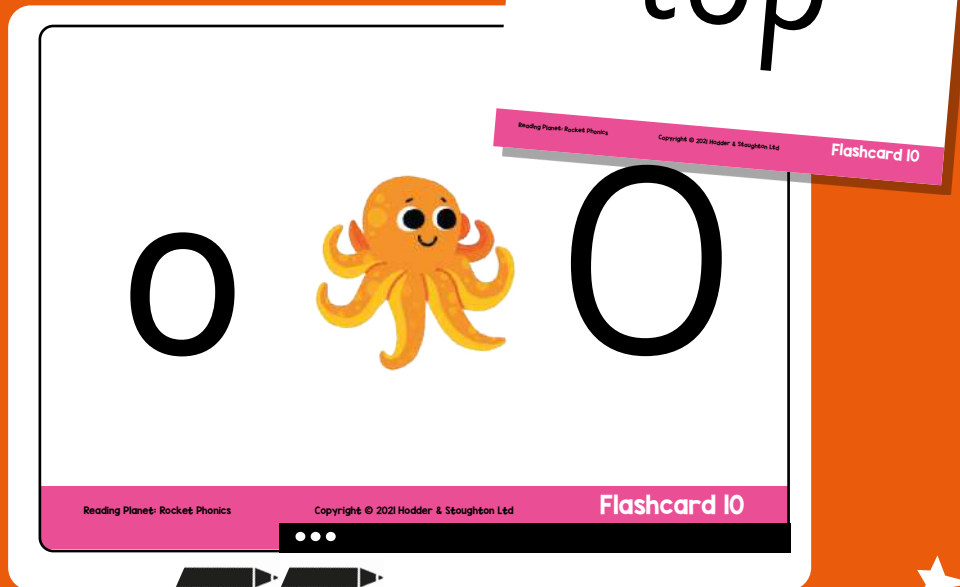
 = Available in digital format via the Rocket Phonics Online: Next Steps 1-year subscription

Rocket Phonics programme resources: Reception–Year 2 (P1–P3)

Colour-banded flashcards

- ▶ Reception–Year 1 (P1–P2): A5 print and online flashcards with audio. With picture mnemonics for Reception (P1)
- ▶ Year 2 (P3): Online flashcards with audio
- ▶ Every flashcard features the target letter-sound on one side and the key decodable word on the verso

Review & Revisit



Reception–Year 2
(P1–P3)

Teaching storybooks (Big Books)

Teach

- ▶ 3 termly original stories per year group
- ▶ Online with audio and sound effects for the story narrative
- ▶ Click-to-play target letter-sounds and decodable words
- ▶ Flashcards and games launch from the books so you can select them as you read
- ▶ Letter-sound review pages at the end of each book

The next morning, the aliens woke to find that Kim the cat and her three kittens had been sleeping in the basket, too!

“These creatures are so cute,” said Nap. “Look at their tiny pink noses!”

“They have pink skin on their paws, too!” said Nip, taking another picture.

Kim

k K



“The front page has an article about that new statue to honour Leon,” he said. “He got a lot of attention that day.”

“You don’t think there could be a connection, do you?” said Mabel. “The school gets a statue of Leon, then he goes missing and people’s things keep being stolen?”

/y+oo/

ACORNWOOD NEWS

statue



Reception–Year 2
(P1–P3)

Request a call-back today – see page 36 19

Pupil Practice Booklets

Practise

- ▶ Termly for Reception–Year 1 (P1–2)
- ▶ Half-termly for Year 2 (P3)
- ▶ With equal practice for blending (decoding) and segmenting (spelling/writing)
- ▶ Dedicated common exception word practice and cursive handwriting practice for Year 2 (P3)
- ▶ 2 mini assessments in each Booklet



Target Practice reading books

Apply

- ▶ Fully decodable and aligned to the programme
- ▶ Colour banded for Pink to Orange
- ▶ With fiction and non-fiction including comic-style stories
- ▶ Each book covers a small group of letter-sounds for graduated practice of decoding
- ▶ For whole-class shared reading, group guided reading or one-to-one sessions in the classroom



a A

a A

- Revisit and review: Say and tick each sound and picture.
a A s S a A
- Grapheme search: Find and circle all the **a** letters.
An ant sat on a tap.
How many did you spot?
- Preblending practice: Match the letters to the pictures.
a
A
- Colour the items that b

1. Revisit and review: Listen to the sounds and point to the letters and pictures.
s a S a A

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

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

Reception–Year 2 (P1–P3)

Spike and Dad went to the park.

Next, they tried the road behind the shops.

They peeked behind the trees.

But Bella was not there.

Reception–Year 1 (P1–P2)

Additional reading practice books

- ▶ Fully decodable and aligned to the programme
- ▶ Colour banded for Pink to Orange
- ▶ Each book covers a broader range of letter-sounds
- ▶ For one-to-one reading and independent reading in the classroom and at home

Apply and consolidate



Can you spot the cricket?



8

Can you spot the bug in the cobweb?



9

Reception–Year 1
(P1–P2)

Practice Reading books

- ▶ Action-packed character stories from the Reading Planet Comet Street Kids strand
- ▶ Curriculum linked fiction and non-fiction from the Reading Planet Galaxy strand
- ▶ Colour-banded from Purple to White band
- ▶ For group guided, shared and independent reading in the classroom and at home

Apply



At the end, everyone stood up to clap and cheer the actors.
 "That was brilliant!" said Rav as they left the stage, glowing with happiness.
 "My fairies really can perform magic!" said Janice. "You were amazing. Now, where's Asha?"
 Asha stepped forwards and Janice handed her a headband made of flowers and leaves.

28



"No! Thank you!" said Janice. "Your brilliant idea saved our play."
 "You can use that for your school project," suggested Tess. Their class had to collect six things to remember the summer holidays by.
 "I can't wait to do it all again tomorrow," said Finn with a grin.

29

Year 2
(P3)

Request a call-back today – see page 36 21

Teaching materials

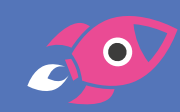
Reception-Year 2
(P1-P3)

Rocket Phonics provides in-depth guidance, downloadable teaching plans, and assessment support for teachers and support staff at all levels. Everything is clearly structured and designed to save you planning and preparation time.

Weekly plans

Daily plans

Assessment



WEEK 1				
Day	Teaching Focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /s/ as s Blending practice	Flashcards 1-6 IVVB Big Book 1 Episode 1: 'Splash-landing!', pages 1-3 Pupil Practice Booklet 1, page 2	Phonemic awareness: sock, snake, spade, sand, sandcastle, sun, sky, sunglasses, sat Sam sits on a mat.	Letter s is commonly pronounced as /z/ at the end of words (e.g. is, as, his, hat) and at the end of many plural words (e.g. bags, hens, pigs).
Tuesday	/s/ as s Segmenting practice	Flashcards 1-6 Flipchart or whiteboard for modelling Mini whiteboards (optional) Pupil Practice Booklet 1, page 3	Phonemic awareness: sun, sit, sand, pans, pins, sat, snake, sock	
Wednesday	Introduce /a/ as a Blending practice	Flashcards 1-6 IVVB Big Book 1 Episode 1: 'Splash-landing!', pages 4-5 Pupil Practice Booklet 1, page 4	Phonemic awareness: ant, apple, alligator, axe, ants, apples An ant sat on a top.	Some people pronounce letter a in some words as if it were /a:/, e.g. path, bath, class, glass.
Thursday	/s/ as a Segmenting practice	Flashcards 1-6 Flipchart or whiteboard for modelling Mini whiteboards (optional) Pupil Practice Booklet 1, page 5	Phonemic awareness: ant, sat, tap, pan, rap, alligator, apple	For wider reading of letter a teach: try the short vowel sound /a/ first, if that does not sound right then try the long vowel /a:/ sound.
Friday	Consolidate: s, a	Flashcards 1-6 IVVB Big Book 1 Episode 1: 'Splash-landing!', pages 1-5 Flipchart or whiteboard for modelling	Phonemic awareness: sat, ant, sun, rap, pan, sit, tap, rap, apple, axe, spade, socks, sky Sam and Sid sat in the sand.	

WEEK 1				
Day	Teaching Focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /s/ as s Blending practice	Flashcards 1-6 IVVB Big Book 1 Episode 1: 'Splash-landing!', pages 1-3 Pupil Practice Booklet 1, page 2	Phonemic awareness: sock, snake, spade, sand, sunglasses, sat Sam sits on a mat.	Letter s is commonly pronounced as /z/ at the end of words (e.g. is, as, his, hat) and at the end of many plural words (e.g. bags, hens, pigs).
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Friday	Consolidate: s, a	Flashcards 1-6 IVVB Big Book 1 Episode 1: 'Splash-landing!', pages 1-5 Flipchart or whiteboard for modelling Pupil Practice Booklet 1, page 26	Phonemic awareness: sat, ant, sun, rap, pan, sit, tap, s, socks, sky Sam and Sid sat in the sand.	

WEEK 1 LESSON 2

SEGMENTING FOCUS /s/ as s

SESSION AIMS

- To know that when we hear the sound /s/, it is sometimes spelled with the letter s.
- To practise writing the letter s using the correct formation.
- To say /s/ and write the letter s.

RESOURCES:

- Flashcards 1-6
- Flipchart or whiteboard
- Mini whiteboards (optional)
- Pupil Practice Booklet 1, page 3

REVISIT AND REVIEW

- Play spot the grapheme. Use Flashcards 1-6. Tell the children to watch carefully and quietly as you scroll through the flashcards. As you show each card say the sound for the children to hear. When they see the letter s and hear you say /s/ they should stand up and say /s/ in a loud voice.

TEACH

- Orally segment words that contain s as /s/, 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: sun, sit, sand, pans, pins.
- Model segmenting using dashes as a written scaffold. Orally segment words containing s as /s/, count the sounds, then draw the corresponding number of dashes in a line on your flipchart or whiteboard. Show how

Pupil Practice Booklet content and answers

- Revisit and review: call out the sounds and words and observe as children point to the letters and pictures (s, sun, S, s, sun, S, s, sand).
- Grapheme write: observe and support as children write the s and S letters.
- Segmenting: snake, sock.

SESSION AIMS

- To know that when we hear the sound /s/, it is sometimes spelled with the letter s.
- To practise writing the letter s using the correct formation.
- To say /s/ and write the letter s.

RESOURCES:

- Flashcards 1-6
- Flipchart or whiteboard
- Mini whiteboards (optional)
- Pupil Practice Booklet 1, page 3

REVISIT AND REVIEW

- Play spot the grapheme. Use Flashcards 1-6. Tell the children to watch carefully and quietly as you scroll through the flashcards. As you show each card say the sound for the children to hear. When they see the letter s and hear you say /s/ they should stand up and say /s/ in a loud voice.

TEACH

- Orally segment words that contain s as /s/, 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: sun, sit, sand, pans, pins.

Pupil Practice Booklet content and answers

- Revisit and review: call out the sounds and words and observe as children point to the letters and pictures (s, sun, S, s, sun, S, s, sand).
- Grapheme write: observe and support as children write the s and S letters.
- Segmenting: snake, sock.

Baseline Assessment

Each section tests a different skill. The content within each section is progressive. Attempt each section but **stop and move on** to the next section as soon as child can no longer answer confidently.

1. Letter-sounds

Point to each grapheme and ask the child to say the sound.

s	a	t	i	p	n
o	c	k	ck	e	u
f	ff	l	ll	ss	j
y	z	zz	qu	ch	sh
ee	igh	oa	oo	oo	ar

2. Oral blending

Adult says /n/ /o/ /p/. Can the child tell you 'top'?

Adult says /h/ /a/ /n/ /d/. Can the child tell you 'hand'?

3. Oral segmenting

Adult says 'cat'. Can the child tell you /k/ /a/ /t/ as separate sounds?

Adult says 'jump'. Can the child tell you /j/ /u/ /m/ /p/ as separate sounds?

4. Word reading

Point to each word and ask the child to read it. The child should read the words in order.

Reception End of Half-Term 1 Assessment

Name: _____ Date: _____

Letter-sounds for reading

s	a	t	i	p	n
m	d	g	o	c	k

Words for reading

sip	mop	can
kit	got	ant

Common exception words for reading

I	the	go	to	no	into
---	-----	----	----	----	------

Sentence for reading

Tim sat on the mat.

Reception End of Half-Term 1 Assessment

Name: _____ Date: _____

Letter-sounds for reading

s	a	t	i	p	n
m	d	g	o	c	k

Words for reading

sip	mop	can
kit	got	ant

Common exception words for reading

I	the	go	to	no	into
---	-----	----	----	----	------

Sentence for reading

Tim sat on the mat.

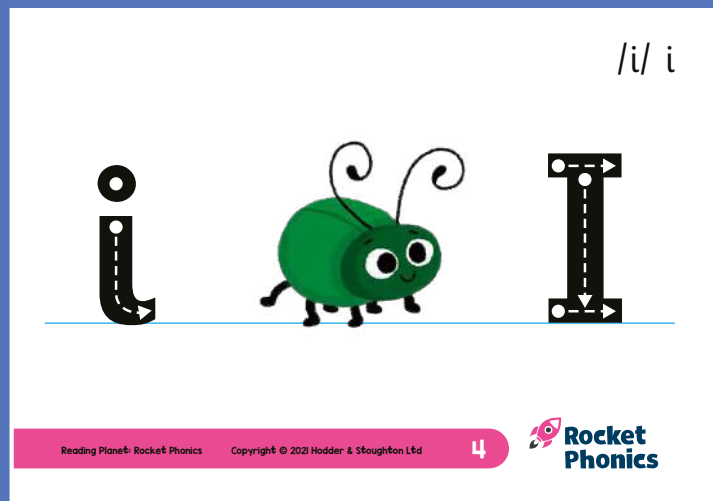
Letter-sounds for writing

Word dictation

With National Test style assessments for Year 2 (P3)

Downloadable friezes


- ▶ Reception (P1): features the lower-case and capital letter for each letter-sound, the letter-formation shape and a picture mnemonic
- ▶ Year 1 (P2): shows the grapheme of the target letter-sound, key words with corresponding illustration
- ▶ Use as classroom display to support pupils with spelling and letter formation



Reception–Year 1
(P1–P2)

Downloadable sounds mats

- ▶ Target letter-sounds shown with corresponding illustration and key word
- ▶ Ideal for laminating and using as a reference for writing and spelling

 Rocket Phonics Sounds Mat 1		s	a	t	i	p
n	o	c	m	d	g	
k	ck	e	u	r	h	
b	f	ff	l	ll	ss	
j	v	w	x	y	z	

sun, apple, tap, insect, pan, net, octopus, cat, mouse, dog, goat, kite, duck, elephant, umbrella, rabbit, hat, bat, frog, cliff, ladder, shell, dress, jug, van, web, fox, yellow, zebra

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 Reading Planet Rocket Phonics

Reception–Year 1
(P1–P2)

Sounds Family posters

- ▶ 6 downloadable posters
- ▶ Show different spelling alternatives for sounds
- ▶ Ideal for classroom display to support learning

Rocket Phonics Sounds Family Poster 1

/y+ooz/	/ee/	/igh/	/oa/
train	bee	light	boat
crayon	scene	child	rope
cake	peach	time	snow
acorn	happy	pie	toe
eight	key	spy	piano
reindeer	secret		shoulder
break	shield		
grey			

Rocket Phonics Sounds Family Poster 2

/w/	long /oo/	/y+oo/	short /oo/
web	moon	unicorn	book
wheel	flute	cube	push
	soup	statue	should
/t/	blue	news	
frog	screw		
cliff			
dolphin			
	/ar/		
	car		
	father		
	palm		

Year 2 (P3)

Alphabetic Code charts

- ▶ Downloadable chart covering all 44 sounds
- ▶ Helpful resource for teacher reference
- ▶ Ideal for classroom display to support learning

/d/ d dog, dd ladder, ed drilled

/g/ g goat

/o/ o octopus, (w)a watch, (qu)a squash

/e/ e elephant, ea bread

/k/ c cat, k kite, ck duck, ch school

/u/ u umbrella

/r/ r rabbit, rr carrot, wr writing

/h/ h hat

/b/ b bat

/f/ f frog, ff cliff, ph dolphin

/i/ i insect, y pyramid

Year 2 (P3)

CPD videos

- ▶ Featuring programme author and education consultant Abigail Steel
- ▶ Bitesize videos cover useful tips and guidance on programme delivery
- ▶ Topics include assessment, flashcards and reading books



Reception–Year 2
(P1–P3)

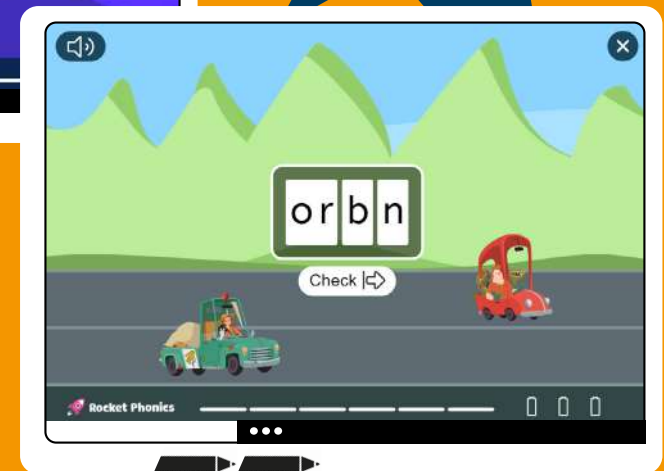
Coming soon for
Year 2 (P3)

Online games

- ▶ A range of fun and dynamic games to practise letter-sound recognition, word-level blending and segmenting and sentence-level blending and comprehension
- ▶ Launch from inside the Big Books and play as a whole class on the interactive whiteboard
- ▶ Use to consolidate and enrich learning



Coming soon for
Year 2 (P3)



Reception–Year 1
(P1–P2)



Bespoke training by leading experts

Led by Abigail Steel Training, our CPD is flexible and can be tailored to suit your school. Rocket Phonics author Abigail Steel and a team of nationwide phonics specialists are available online or in-person at a time that suits you.

Through their comprehensive training, you and your colleagues will feel confident and empowered to deliver a rigorous phonics provision that every child will enjoy and succeed with.



“Abi is so passionate and knowledgeable; her expertise was invaluable. She gave practical advice that could be taken away and immediately have a positive impact on the classroom.”

Jordan Pullen, Ganton School



Our package options:

1

Get started with Rocket Phonics

- Focuses on delivering an SSP programme in Reception and Year 1 (P1 and P2)
- Includes optional consultancy call with Rocket Phonics CPD trainer

CORE (1 day/4 hours)

Online: £980+VAT

In-person: £1,260+VAT

PREMIUM (2 days/8 hours)

Online: £1,820+VAT

In-person: £2,100+VAT

2

Taking the next steps with Rocket Phonics

- Focuses on consolidating phonics and developing literacy skills in Year 2 (P3)
- Suitable only for schools who have already undertaken our Getting Started training.

HALF DAY

Online only: £499+VAT

FULL DAY

Online: £980+VAT

Full day: £1,260+VAT

Rocket Phonics complete training package

3

- Covers Reception, Year 1 and Year 2 (P1–P3) over 2 days
- Includes optional consultancy call with Rocket Phonics CPD trainer
- Spend 1 day on Reception and Year 1 (P1–P2), 1/2 day on Year 2 (P3) and 1/2 day on Phonics leadership

PREMIUM (2 days/8 hours)

Online: £1,820+VAT

In-person: £2,100+VAT

Additional bespoke consultancy days

Designed to support your school's needs. For example, this could be a top-up training session and/or leadership support

Online: £600+VAT

In-person: £800+VAT

Online sessions will be recorded and available to view for 6 months.

How to book:

We understand that every school has different requirements. So, our CPD team are here to help you book the right package for your school.

Make an enquiry at:

🖱️ risingstars-uk.com/RocketPhonicsCPD

☎️ 01295 222777

✉️ training@risingstars-uk.com



"I particularly liked the fact that the training addressed the questions we'd sent beforehand; we came away feeling like the session worked well for us as a school, even though Rocket Phonics is so widely used. The message we got from the training was that certain elements of phonics have to be consistent across school, but that there is enough flexibility within Rocket Phonics for us to remain creative in our teaching and our approach to phonics and early reading."

Kate Brown – Deputy Headteacher,
Thurlstone Primary School

Case Studies from Wellspring Academy Trust, Yorkshire

“Reading Planet Rocket Phonics has it all – comprehensive online training which is accessible for all staff; detailed teacher guidance, session by session; beautiful, high-quality resources to match every point in the programme; pupil practice booklets which enable pupils across the attainment spectrum to access whole-class learning together; excellent assessment materials which staff have found massively enabling; and a very rich range of digital Big Books and carefully matched Target Practice Readers which the children (and staff!) absolutely love.

This programme has put reading back at the centre of the phonics programme and the impact of this is already evident, just 6 months into the school year. Given our data at this point, I am confident that our Phonics Screening Test results will be the highest they have ever been across the partnership, and I am even more excited about the impact

on reading results in the coming year or two. And not because it’s all about data but because that means that the 2,000 children I oversee in my role will be reading and writing confidently, competently and joyfully.

We can’t speak highly enough of Reading Planet Rocket Phonics – Abigail Steel is an absolute genius and the team at Rising Stars have thought of absolutely everything. I cannot see another programme on the market which currently outsmarts this one.”

**Sam Bailey, Executive Headteacher,
Wellspring Academy Trust**

“The pupils love the entire programme and are fully engaged throughout; however, their favourite parts are the interactive Big Books and the Target Practice Readers. They love the Big Books because the story is engaging, accessible and really brings the new phonics knowledge to life. The Target Practice Readers have been unbelievably popular amongst our pupils, because they love the success they feel when they are able to read the book in its entirety. The way the books are mapped out to be 100% decodable and become accessible at key stages of the programme has meant that even our lowest attaining pupils are not left behind. Parents also love that their children are bringing books home which they can fully decode. We have received lots of positive feedback from parents, particularly those with older siblings, who are shocked by how much their child is able to read already.”

Victoria Primary Academy





WELLSPRING

We Make A Difference

“The structure of the sessions is excellent and allows for coverage of phonics, reading, handwriting, dictation and sentence writing. The children have learnt the routine quickly and can recall the code and alternative graphemes. The Pupil Practice Booklets promote a good level of independence and have been a huge hit with the children, who are showing more respect and pride in their work. They like to look back at previous work and the sheets are achievable for all children, providing stretch and challenge for more proficient readers whilst also providing good scaffolding for those who benefit from additional support.

The Rocket Phonics approach is a programme that has been designed with a clear understanding of how young children learn to read and what teachers need in order to do this successfully. It meets the needs of all our pupils, whatever their starting point. The progress we have seen in our children has been incredible and we are looking forward to rolling this out into Year 2.”

The Forest Academy



Request a call-back today – see page 36 29

FAQs

Is Rocket Phonics a complete Systematic Synthetic Phonics (SSP) teaching programme?

Yes. Rocket Phonics provides all the planning and resources needed to deliver a complete SSP programme that will equip children for success in the Phonics Screening Check in Year 1, as well as meet or exceed the expectations of the National Curriculum for reading.

Does Rocket Phonics teach letter formation?

Yes, it does. In Reception and Year 1 (P1–P2), letter formation is included in the twice-weekly segmenting lessons as each grapheme is introduced. Capital letters are introduced in conjunction with lower-case letters so that these don't have to be taught as an after-thought later on.

How often do we do reading in class?

In Reception and Year 1 (P1–P2), shared, guided and/or independent reading will take place on the blending days (Day 1 and Day 3). Reading could also happen on Day 5 as this is a more flexible day for enrichment. Year 2 (P3) is a little more flexible and could take place daily or weekly via independent, paired, group guided, or whole-class reading.

Does Rocket Phonics align with Letters and Sounds?

Rocket Phonics is aligned with the progression of the original Letters and Sounds (2007). The programme follows the same teaching order of grapheme-phoneme correspondences (GPCs) but we recommend a steadier pace of two GPCs per week rather than four. Using Rocket Phonics, children in Reception will learn some Phase 5 GPCs in the second half of the summer term. In Year 2 (P3), Phase 6 is covered.

In Reception and Year 1 (P1–P2), how are Common Exception Words (i.e. tricky words) introduced?

Rocket Phonics introduces these words gradually throughout the programme and they are focused on in the Friday lessons. They are drawn from the tricky words suggested in Letters and Sounds (2007) and build up into a bank of words that are vital for children to know in order to meet or exceed expectations for reading. These words are regularly consolidated throughout the programme and are featured in the Flashcards and Friezes.



Does Rocket Phonics include assessments?

Yes, it does. A complete set of half-termly assessments are provided, as well as mini-assessments at the back of the Pupil Booklets. A Baseline assessment is also included for use at the start of each academic year or for new starters. Full instructions and tracking sheets are provided in the Teacher's Guides.

How are blending and segmenting lessons structured?

In the Rocket Phonics programme for Reception and Year 1 (P1–P2), the weekly lesson structure alternates between blending for reading (on Monday and Wednesday) and segmenting for spelling and writing (Tuesday and Thursday), with a more flexible lesson, focusing on Common Exception Words (i.e. tricky words), at the end of the week. We feel that this structure enables teachers to have absolute clarity over the skill that they are teaching and enables children to have in-depth practice of these vital skills. At Year 2 (P3), there are no blending and segmenting lessons. Instead, there are literacy skills lessons which cover both.

Do the Pupil Practice Booklets use cursive font?

In every Pupil Practice Booklet (Reception, Year 1 and Year 2 /P1–P3), the font is always shown in print because the purpose of the content is for reading not handwriting. The letter formation graphemes in Reception and Year 1 (P1–P2) are in print. At Year 2 (P3), we introduce cursive handwriting as part of optional handwriting lessons on a Friday. Cursive graphemes are shown at the top of lesson pages.

Got a different question?

Our team of local Consultants are here to help with information and advice. Find their contact details on page 36! You can also post questions and chat to other Rocket Phonics schools, in our Reading Planet Rocket Phonics Teacher Facebook Group (search the group name on Facebook to find it!)

How many reading books do we need to buy?

For Reception and Year 1 (P1–P2), we recommend one copy of every Target Practice Reader per child and one copy of every additional reading practice books between two children. In Year 2 (P3), we recommend one copy of every Practice Reader per two children. For smaller budgets, there is the option of just using the eBook versions of the reading books. These can be allocated for home reading on any device as well as used front-of-class on the interactive whiteboard.

Can I try Rocket Phonics for free?

The best way to try Rocket Phonics is by signing up for a free 30-day trial to Rocket Phonics Online. This will give you access to all the interactive online resources including Big Books, flashcards and reading books as eBooks. Plus, CPD videos and sample teaching materials such as teaching plans and display materials. At the end of your free trial, you will not be automatically entered into a subscription unless you subscribe (£350+VAT per year for Reception–Year 1/P1–P2 or £180+VAT per year for Year 2/P3). To get your free trial, contact your local Consultant or go online at risingstars-uk.com/rocketphonics



Rocket Phonics Support

Parent Guide

Created by Rocket Phonics trainer and experienced teacher Grace Kleanthous, this free pack is packed with useful information and advice on supporting children with phonics and reading at home. Download it at risingstars-uk.com/rocketphonics



Teachers' Facebook Group

Join our online community where you can meet other Rocket Phonics schools, hear exclusive news and get lots of lovely free stuff! Find us at **Reading Planet Rocket Phonics Teachers Group**.



YouTube

You can find a series of helpful videos on the dedicated **Rocket Phonics playlist** on the **Rising Stars YouTube channel**. Watch the programme in action, hear from our schools and get useful tips from author Abigail Steel in our free videos.



Galaxy and Comet Street Kids

A seamless next step for your early readers, the Comet Street Kids and Galaxy strands are aligned to the same progression as Rocket Phonics. You can easily use them alongside your phonics teaching for guided and independent reading.

Highly decodable reading books for Pink A to White bands

- ✓ Practise phonics skills
- ✓ Stretch and challenge higher attainers
- ✓ Enrich your topic teaching
- ✓ Expand vocabulary

Are you good at keeping fit?



How much does it cost?

- Packs from £47–£884
- Reading Planet Online for Lilac to White (includes 450+ Comet Street Kids, Galaxy, Lift-off and Rocket Phonics eBooks) £499+VAT per year

For more information, contact your local Sales Consultant



When it stopped shaking, Rav looked down. His seatbelt had disappeared. He was wearing a space suit!

Asha looked out of her space helmet in surprise. Finn began to panic. Then he saw they were joined to the rocket by ropes.



"We allocate the Rocket Phonics books as well as one Comet Street Kids and a Galaxy non-fiction just so they've got a wider breadth of exposure to different texts. We find children are really jumping up in all of the strands now."

Liam Kelly, Assistant Headteacher,
St Mary's CE Primary

Request a call-back today – see page 36 35