



Practice Map for Reading Planet Rocket Phonics

Guidance for use:

This document can be used to support a 6-week coaching model of CPD and informal lesson observations. It shows the breakdown of Rocket Phonics lessons into key activities which enables users to focus on targeted improvement of bitesize areas.

The Phonics Leader, in agreement with Senior Leaders, should establish a programme of identifying who might benefit from coaching, timetable, deliver and monitor the effectiveness of the coaching sessions.

Coaching sessions involve:

- agreement between parties of the focus teaching area
- the phonics leader demonstrates how to deliver the focus teaching area
- the teacher or teaching assistant practices delivery (either in class or in a role play situation)
- the phonics leader observes and provides feedback

Coaching and lesson observations should only be used within a positive climate of support and development through collaborative learning. Teacher wellbeing is paramount. Kindness and respect must be demonstrated by all parties involved.



| Activity | Week 1 (Insert date) _____ | Week 2 (Insert date) _____ | Week 3 (Insert date) _____ | Week 4 (Insert date) _____ | Week 5 (Insert date) _____ | Week 6 (Insert date) _____ |
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Rocket Phonics Blending Lesson

Revisit and Review

Use flashcards to revise taught letter-sound correspondences (including alternative pronunciations if appropriate in Year 1)

Use the reverse of flashcards to revise word blending (including oral blending if appropriate)

Teach

Use the flashcard to introduce and talk about new letter-sound correspondence

Use the Big Book to explore the story, vocabulary, and words for blending

Practice and Application

Use clear routines: children know what is expected and start practice in Pupil Practice Booklets promptly

Use adults effectively: adults support individuals, groups or circulate the class

Use live marking in Pupil Practice Booklets and give verbal feedback effectively

Use time efficiently: children have adequate time to practice and apply learning

Every child works at the appropriate level: supported/directed task in their booklet or independence/extension task

Address misconceptions and provide additional modelling by reviewing the booklet collectively

Rocket Phonics Segmenting Lesson

Revisit and Review

Use a quick-fire recall game such as air writing or mini whiteboard 'show me' to revise taught letter-sound correspondences





| Activity | Week 1 (Insert date) _____ | Week 2 (Insert date) _____ | Week 3 (Insert date) _____ | Week 4 (Insert date) _____ | Week 5 (Insert date) _____ | Week 6 (Insert date) _____ |
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| Teach | | | | | | |
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| Orally segment words using the correct sound fingers routine | | | | | | |
| Model segmenting using the sound finger routine and sound dashes on a flipchart or whiteboard | | | | | | |
| Model accurate letter formation | | | | | | |
| Observe and feedback when children participate using mini whiteboards | | | | | | |
| Model sentence writing | | | | | | |

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| Practice and Application | | | | | | |
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| Use clear routines: children know what is expected and start practice in Pupil Practice Booklets promptly | | | | | | |
| Use adults effectively: adults support individuals, groups or circulate the class | | | | | | |
| Use live marking in Pupil Practice Booklets and give verbal feedback effectively | | | | | | |
| Deliver dictation effectively: appropriate pace, tone, volume, and repetition | | | | | | |
| Use time efficiently: children have adequate time to practice and apply learning | | | | | | |
| Every child works at the appropriate level: supported/directed task in their booklet or independence/extension task | | | | | | |
| Address misconceptions and provide additional modelling by reviewing the booklet collectively | | | | | | |

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| Common Exception Words | | | | | | |
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| Model how to read common exception words | | | | | | |
| Model how to write common exception words | | | | | | |





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Next Steps Lesson

Revisit and Review

Use flashcards to revise taught letter-sound correspondences including alternative pronunciations

Use the reverse of flashcards to revise word blending and/or provide examples of alternative pronunciations

Teach

Use the flashcard/s to introduce and talk about the focus letter-sound correspondence/s

Use the Big Book to explore the story, vocabulary and example words for spelling. Gather spelling examples in lists on a flipchart or IWB

Practice and Application

Use clear routines: children know what is expected and start practice in Pupil Practice Booklets promptly

Use adults effectively: adults support individuals, groups or circulate the class

Use live marking in Pupil Practice Booklets and give verbal feedback effectively

Deliver dictation effectively: appropriate pace, tone, volume, and repetition

Use time efficiently: children have adequate time to practice and apply learning

Every child works at the appropriate level: supported/directed task in their booklet or independence/extension task

Address misconceptions and provide additional modelling by reviewing the booklet collectively





| Activity | Notes |
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| Rocket Phonics Blending Lesson | |
| Revisit and Review | |
| Use flashcards to revise taught letter-sound correspondences (including alternative pronunciations if appropriate in Year 1) | |
| Use the reverse of flashcards to revise word blending (including oral blending if appropriate) | |
| Teach | |
| Use the flashcard to introduce and talk about new letter-sound correspondence | |
| Use the Big Book to explore the story, vocabulary, and words for blending | |
| Practice and Application | |
| Use clear routines: children know what is expected and start practice in Pupil Practice Booklets promptly | |
| Use adults effectively: adults support individuals, groups or circulate the class | |
| Use live marking in Pupil Practice Booklets and give verbal feedback effectively | |
| Use time efficiently: children have adequate time to practice and apply learning | |
| Every child works at the appropriate level: supported/directed task in their booklet or independence/extension task | |
| Address misconceptions and provide additional modelling by reviewing the booklet collectively | |





| Activity | Notes |
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| Rocket Phonics Segmenting Lesson | |
| Revisit and Review | |
| Use a quick-fire recall game such as air writing or mini whiteboard 'show me' to revise taught letter-sound correspondences | |
| Teach | |
| Orally segment words using the correct sound fingers routine | |
| Model segmenting using the sound finger routine and sound dashes on a flipchart or whiteboard | |
| Model accurate letter formation | |
| Observe and feedback when children participate using mini whiteboards | |
| Model sentence writing | |
| Practice and Application | |
| Use clear routines: children know what is expected and start practice in Pupil Practice Booklets promptly | |
| Use adults effectively: adults support individuals, groups or circulate the class | |
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| Activity | Notes |
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| Common Exception Words | |
| Model how to read common exception words | |
| Model how to write common exception words | |
| Next Steps Lesson | |
| Revisit and Review | |
| Use flashcards to revise taught letter-sound correspondences including alternative pronunciations | |
| Use the reverse of flashcards to revise word blending and/or provide examples of alternative pronunciations | |
| Teach | |
| Use the flashcard/s to introduce and talk about the focus letter-sound correspondence/s | |
| Use the Big Book to explore the story, vocabulary, and example words for spelling. Gather spelling examples in lists on a flipchart or IWB | |
| Practice and Application | |
| Use clear routines: children know what is expected and start practice in Pupil Practice Booklets promptly | |
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