



**St. Joseph's Catholic
Infant & Junior Schools**
Birtley

Phonics Guidance
September 2022

Phonics at St Joseph's Catholic Infant & Junior Schools

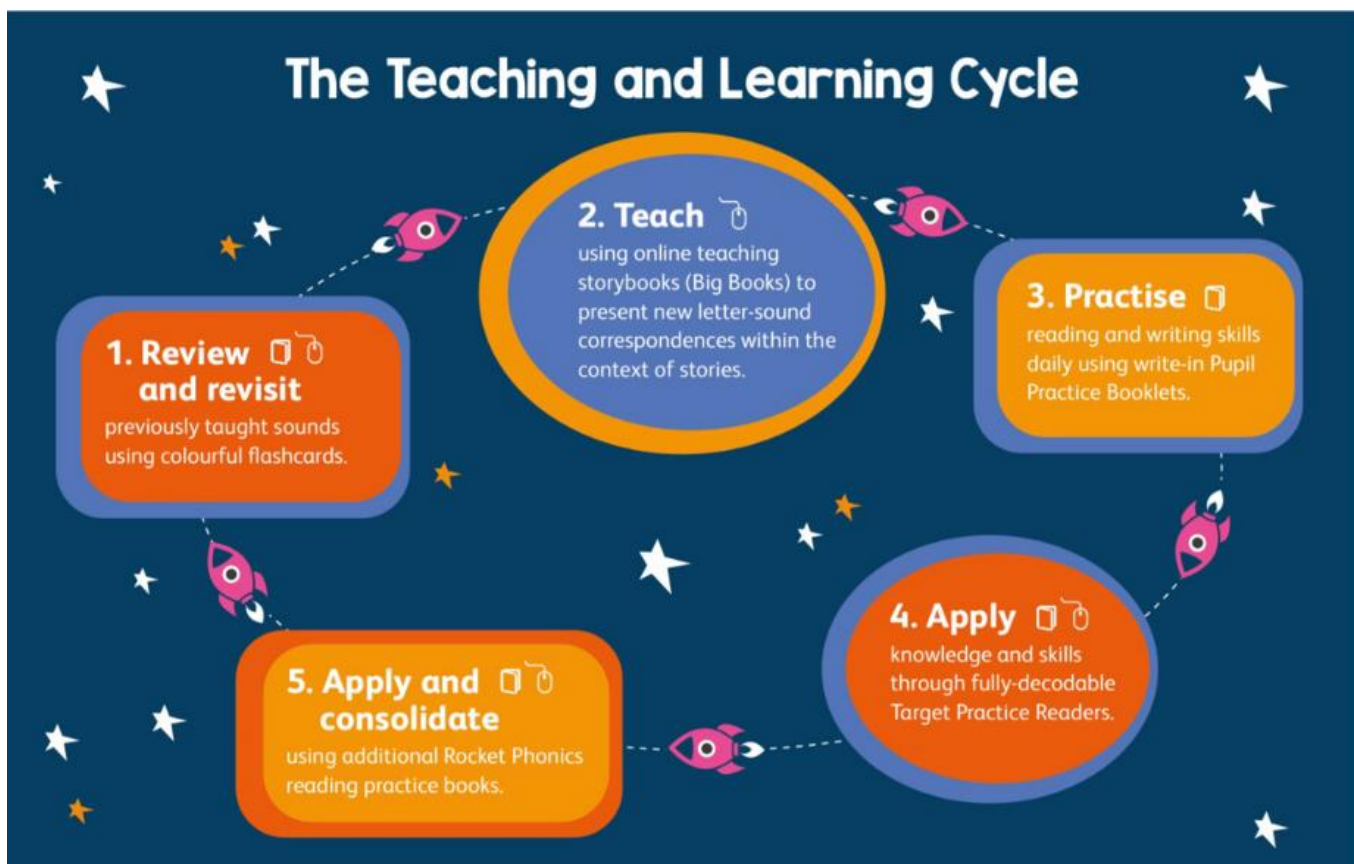
At St Joseph's Catholic Infant & Junior Schools we have fully implemented the Rocket Phonics programme to deliver our daily phonics lessons. Rocket Phonics is taught daily in Early Years and Key Stage 1 classes (Reception to Year 2), and elements of the programme are taught in Year 3, cohort depending. Rocket Phonics combines the alphabetic code knowledge and skills that are needed to learn to read fluently and at speed. This approach will embed phonics in context and support a love of reading and writing from the outset.












In Alex Quigley's 'Closing the Reading Gap' (2002), he references a Department for Education poll, whereby out of 2,685 parents, only a third (31%) of children were able to read at home on a daily basis. Therefore, it is right and proper that St. Joseph's have taken a strategic approach to the teaching of reading – knowing that, at present, our children have had a variety of different pre-school and nursery experiences.

We appreciate that some children will come to school with a familiar repertoire of sounds knowing some alphabetical grapheme/phoneme correspondence; however, we also recognise that some children will begin school, without any knowledge, or indeed may have arrived at St. Joseph's without any or little English speaking ability.




It is with this in mind that we procured a scheme which is purposely systematic – focuses on the key skills of blending sounds for day 1, vs segmenting sounds for day 2 and has excellent training, resources and professional development available to parents and staff alike.















The Teaching of Phonics



Sound	Grapheme	Picture	Word
/s/	s		sun
/a/	a		apple
/t/	t		tap
/i/	i		insect
/p/	p		pan
/n/	n		net
/m/	m		mouse
/d/	d		dog
/g/	g		goat
/o/	o		octopus
/k/	c		cat
/k/	k		kite

Sound	Grapheme	Picture	Word
/k/	ck		duck
/el/	e		elephant
/ʌ/	u		umbrella
/el/	r		rabbit
/h/	h		hat
/b/	b		bat
/f/	f		frog
/f/	ff		cliff
/l/	l		ladder
/ʃ/	ll		shell
/ʌ/	ss		dress
/j/	i		jug
/v/	v		van
/w/	w		web
/k+s/	x		fox

Sound	Grapheme	Picture	Word
/y/	y		yellow
/z/	z		zebra
/z/	zz		fizzy
/k+u/	qu		queen
/ch/	ch		chick
/sh/	sh		sheep
/th/	th		thumb and feather
/n+g/	ng		ring
/ai/	ai		train
/ee/	ee		bee
/igh/	igh		light
/oo/	oo		boat
short /oo/	oo		book
long /oo/	oo		moon
/ar/	ar		car

Sound	Grapheme	Picture	Word
/ɔr/	or		fork
/ʊr/	ur		purse
/aʊ/	ow		owl
/ɔɪ/	oi		coin
/iər/	ear		ear
/ɔɪr/	air		chair
/ɪ+ər/	ure		manure
/ʌr/	er		hammer
/w/	wh		wheel
/f/	ph		dolphin
/ɔɪ/	oy		crayon
/aɪ/	a-e		cake
/aɪ/	a		acorn
/eɪ/	e-e		scene
/eɪ/	ie		shield
/eɪ/	ea		peach

The Teaching of Phonics

EYFS

In Reception, pupils are formally introduced to phonics lessons. Pupils are introduced to the letter sounds and a mnemonic system to support letter-sound correspondence.

The pupils develop their phonological awareness through listening carefully in a variety of contexts before beginning to learn initial sounds and then use this knowledge to blend sounds to read words. In addition to this, pupils will complete a pupil practice booklet, where the focus is on identifying the letter shape and letter formation. Pupils will focus on two graphemes per week.

The teaching sequence is outlined below.

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	/l/ as in ladder /l/ as in shell /s/ as in dress	
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	

Key Stage One

In Key Stage 1, pupils will continue to develop their knowledge of letter sounds (grapheme-phoneme correspondences), this will be taught through high quality daily phonics lessons. Tricky words (common exception words) are taught in a phased sequence every Friday. Spellings (which are sent home and tested every Monday), are linked to the teaching of phonics to embed the learning of the sounds taught that week.

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	Consolidation: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where 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	
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	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 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	

Year 2

In Year 2, children do not learn any new letter-sounds. Instead, they consolidate their knowledge of sounds by revisiting all the alphabetic code from Reception and Year 1. The alphabetic code is revised by grouping it by individual phoneme and looking at the different ways of spelling that sound (an example would be the sound /ai/ which can be spelt in a variety of different ways; ay, a-e, a). In Year 2, we introduce cursive handwriting and explicitly cover National Curriculum spelling requirements. Year 1 & 2 follow a set teaching sequence and will complete a pupil practice booklet daily.

Weekly Structure 2 letter sounds a week

Monday - New sound with **blending** focus.

Tuesday - Repeat sound with **segmenting** focus.

Wednesday - New sound with **blending** focus.

Thursday - Repeat sound with **segmenting** focus.

Friday - Common exception words/Tricky words (consolidation, assessment & enrichment).

Key Stage Two

In Year 3, pupils will continue to work on spelling patterns and rules through whole class teaching. If a child is identified as working below age related expectations, phonics intervention will be devised and carried out by a teaching assistant. This will be planned and monitored by the class teacher. Regular assessment will identify specific gaps. Pupils will continue to read a phonics home reader, alongside their home reading book. The Rocket Phonics programmes moves from phonological input to spelling pattern input. Pupils receive access to daily phonics lessons, and where necessary, additional input, or intervention on top of this, using the programme linked to the child's development.

Website - Online resources available:

Big books - Used during lessons, 3 per year group. Each double page introduces a new grapheme. These books can be accessed on IPADS

From a galaxy far, far away, a tiny spaceship shot through the stars, heading for planet Earth.

Inside the spaceship were two tiny aliens called Nip and Nap. They were on a secret mission to explore Earth and send information back to their planet.

The little space-pod sped through space and then solashed ... Splish! Splosh! ... into the sea.

The space-pod floated on the waves. Nip took out his special scanner and sent pictures back to their home planet.

Pen tool;
Allows you to comment, highlight book.

List icon;
Of sounds taught throughout the book and what page they can be found on.

Speech bubble;
Automatic reading of the book.

Game console relevant to the lesson.

Cards with @- Digital flashcards

Flashcards - Printable Pdfs and interactive flashcards. Decks represent each half term. Decodable words on back.

Pupil booklets- Electronic versions of children exercise book.

Friezes - Can be used for flashcards.

Sound mats - Printable for visual support.

I can blend sheets - Words matching each stage of each level.

Teaching guides - Baseline and half termly assessments.

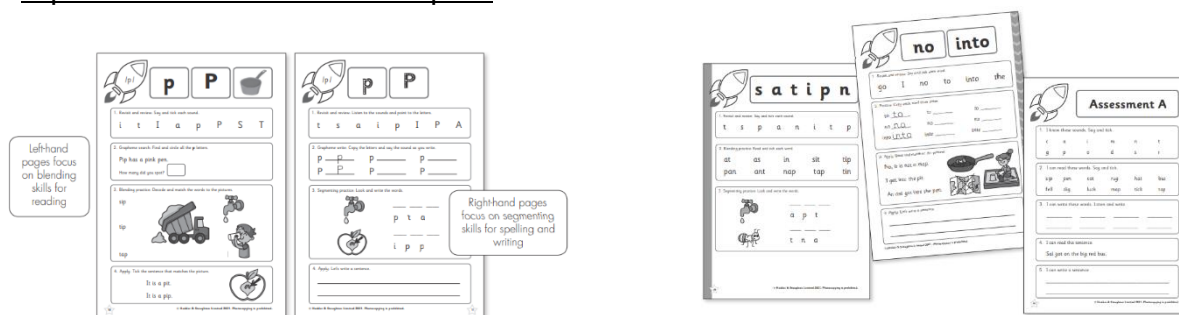
Target practice readers - Can be used the same as the big books with most of the tools (no game console or interactive flashcards).

- Cover and teaching notes available for each book.
- Each book has an activity, could be used as a morning activity or homework.
- Read aloud with children following in their own copy, ask them to read.
- Comprehension questions at the end of book
- Quiz at the end that you could do as a class.
- Rocket phonics - Books that are sent home with the children. These can be used on the IWB for intervention or shared reading.

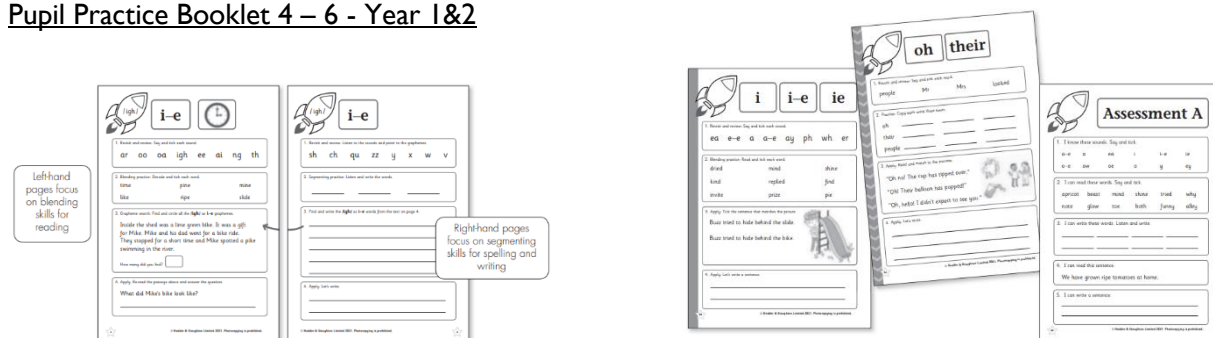
Pupil Practice Work Booklets

The Pupil Practice Booklets enable children to practise and apply blending and segmenting skills at letter-sound, word, sentence and text levels. These are available as printed booklets for the children to complete. A read-only version is available digitally for teacher/parent to reference and display when explaining the activities to the children

Pupil Practice Booklet 1 - 3 - Reception



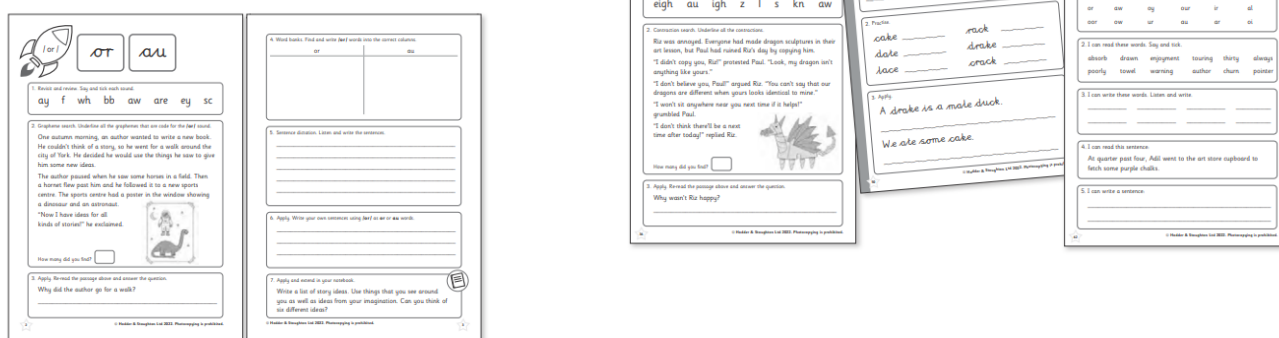
Pupil Practice Booklet 4 – 6 - Year 1&2



Rocket Phonics Next Steps

Rocket Phonics Next Steps is the continuation of Rocket Phonics, a fully resourced, Systematic Synthetic Phonics programme that provides you with everything you need to teach children to read and write. It provides a combination of digital and printed resources, and a matched series of levelled reading books. As the resources are provided digitally within the Rocket Phonics Next Steps Online subscription, it is an ideal resource for school-based and remote teaching and learning. This blends the gap between the teaching of phonological patterns to what is commonly referred to as spelling in Key Stage 2.

Pupil Practice Booklet 7- 11



Special Educational Needs or Disability Provision

At St Joseph's Catholic Infant and Junior Schools, we pride ourselves on inclusion and high-quality teaching to support the learning of children with SEND. The aim of Rocket Phonics is to ensure that all children are included in the main teaching input, with additional resources provided to support these children. Where necessary, pupils may receive differentiated tasks or additional adult support to enable them to access the curriculum at a level that is suited to their ability. Our approach coupled with tailored intervention and support strategies will promote high expectations that will be maintained for pupils with SEND and we seek to develop pupil independence as much as possible and will boost reading attainment and progress.

The Rocket Phonics strategy ensures that each child is exposed to quality-first teaching in the classroom, with the phonics practice workbook supporting pupils' phonological acquisition. Should a child have a special educational need, then the child should still access the main body of the lesson for their cohort, receiving exposure to the whole-class teaching and learning input. However, their independent task would be adapted to suit their individual practice needs and these pupils should access the corresponding booklet for their stage of development (in the in-class session) and, where necessary, this would be supported by an adult.

By using this methodology, we ensure that the children most in need of support, get exposure to high-quality teaching and learning, but at the same time, are not capped a ceiling which is repetitive and limiting.

However, we recognise that on some occasions, pupils will need additional phonics input or intervention outside of the phonics lesson – and when this is required, we endeavour to keep pupils' in core subjects and will only take them out for intervention if it is absolutely necessary.

Phonics Home Reading Scheme

Pupils have opportunities to apply their phonic knowledge using phonetically decodable books from the Rising Stars Scheme. The sequence of reading books builds upon their progression that closely matches the school's phonics

programme. Once the pupils are secure with the new content that has been taught, they are able to read the books from that set (within the phase of sounds they are learning), to develop such skills as: blending for reading and common exception words recognition and fluency. Where possible, one to one reading at home – should be approximately three weeks behind the classroom teaching. Home readers should be at a level they are consolidating and celebrating. However, St. Joseph's recognise that there will be some exceptional cases which go outside of this strategy for example - when pupils have demonstrated a good grasp of sight vocabulary and may be reading over and above what is being taught in the classroom.

Our School Reading books

Our Rising Stars Reading Planet books are suitable for shared, guided and independent reading depending on the session focus and reading profiles of the children.

- Target Practice reading books follow the teaching order of the alphabetic code in a bitesize progression, which are perfect for using directly alongside the Rocket Phonics programme (in school books).
- Rocket Phonics follows the teaching order of the alphabetic code in larger groups of sounds, which is perfect for complementing the Rocket Phonics programme.
- Galaxy are largely but not fully decodable, perfect to enrich the vocabulary and experience of fast-to-learn readers.
- Comet Street Kids are largely but not fully decodable, which are again, perfect to enrich the vocabulary and experience of fast-to-learn readers.

Weekly Home Reading for Key Stage 1

All home reading books and reading diaries across Early Years, Key Stage 1 and Key Stage 2 should be returned to school on a daily basis so that the class teacher can hear a child read and document this in pupils' home reading diaries.

Early Years - x2 books sent home on a Monday and a Friday

Key Stage 1 - x2 books to be sent home on a Monday. One of these books will be a book that might have sounds children will not know but to promote a love for reading we would like you to share these books at home together as a family. x1 phonic book to be sent home on a Friday.

Key Stage 2 – When pupils are still following the school reading programme, they should receive x2 books a week; however, we recognise that as their reading habits change, and they progress to reading longer novels, then the frequency of the 'change' of books will change.

Assessment

All pupils are baseline assessed. This enables our teachers to target individual pupils or groups of pupils, but it also enables staff to identify their classes phonetic level and starting point. The baseline assessment covers range of both oral and written segmenting and blending tasks, as well as comprehension and letter formation. This assessment is completed in the autumn term.

Following this, pupils will be assessed formatively, (ongoing assessments daily and weekly) and summatively, on a half termly basis. This again, allows staff to identify 'target' areas which they need to revisit and revise or identify pupils who require further challenge.

EYFS Assessment Schedule

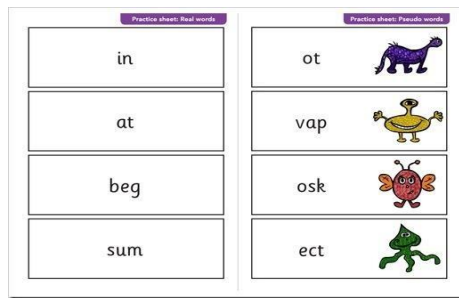
	Reception/P1
Within 2 weeks of start of year (or at any point for new starters)	Baseline Assessment
End of Autumn 1st Half-Term	Reception End of Half-Term 1 Assessment
End of Autumn 2nd Half-Term	Reception End of Half-Term 2 Assessment and/or Pupil Practice Booklet 1 Assessment A and/or B
End of Spring 1st Half-Term	Reception End of Half-Term 3 Assessment
End of Spring 2nd Half-Term	Reception End of Half-Term 4 Assessment and/or Pupil Practice Booklet 2 Assessment A and/or B
End of Summer 1st Half-Term	Reception End of Half-Term 5 Assessment
End of Summer 2nd Half-Term	Reception End of Half-Term 6 Assessment and/or Pupil Practice Booklet 3 Assessment A and/or B

Key Stage One Assessment Schedule

	Year 1 / P2
Within 2 weeks of start of year (or at any point for new starters)	Baseline Assessment
End of Autumn 1st Half-Term	Y1 End of Half-Term 1 assessment
End of Autumn 2nd Half-Term	Y1 End of Half-Term 2 assessment and/or Pupil Practice Booklet 1 Assessment A and/or B and/or Phonics Screening Check Paper 1
End of Spring 1st Half-Term	Y1 End of Half-Term 3 Assessment
End of Spring 2nd Half-Term	Y1 End of Half-Term 4 assessment and/or Pupil Practice Booklet 2 Assessment A and/or B and/or Phonics Screening Check Paper 2
End of Summer 1st Half-Term	Y1 End of Half-Term 5 Assessment and/or Phonics Screening Check Paper 3
End of Summer 2nd Half-Term	Y1 End of Half-Term 6 Assessment and/or Pupil Practice Booklet 3 Assessment A and/or B

Year 1 phonics Screening Check

Pupils in Year 1 will also complete the Phonics Screening Check in June, which is a statutory requirement for all pupils. The purpose of this test is to assess the child's phonics knowledge, as well as examine whether they can decode 20 real and 20 pseudo (alien) words using his/her phonic knowledge. This will help teachers to assess if the child is at expected standard for a child at end of Year 1. If in the event a pupil does not reach the expected standard, they will repeat the test in Year 2. Interventions will be timetabled to support the pupil.



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[2018_phonics_pupils_materials_standard.pdf.pdf](#)

[2017_phonics_screening_check_pupils_materials_-_standard.pdf](#)

[2016_Phonics_screening_check_pupils_materials_-_standard_STA167501e_.pdf](#)

Appendix One

Terminology

adjacent consonants	Two (or three) consonant letters representing two (or three) sounds, e.g. tw, str, bl. (Also known as a consonant cluster or blend.)
blending	The process of using phonics for reading. Children identify and blend the phonemes in order to hear and say (discern) a whole word. (Also known as decoding or synthesising.)
code	The English Alphabetic Code is the correlation between the sounds of speech and the individual letters or groups of letters used to represent those sounds in print. A 'piece of code' refers to a letter-sound correspondence or grapheme-phoneme correspondence.
common exception word (CEW)	A high frequency word with an unusual letter-sound correspondence, e.g. one, their, because. These words are taught by decoding the familiar part and pointing out the unusual part.
consonant digraph	Two consonant letters which represent one sound.
CVC, CCVC, CCVCC	These represent the consonant and vowel sounds in word structures. For example, a CVC word = h-e-n, b-oa-t or ch-i-p.
decoding	See blending
digraph	Two letters which together represent one sound, e.g. ai, ea, mb. There are different types of digraph – vowel, consonant and split.
encoding	See segmenting
grapheme	A letter or group of letters representing one sound (phoneme).
phoneme	The smallest unit of sound in a word. Represented in print using slash marks, e.g. /a/.
quadgraph	Four letters which together represent one sound, e.g. eigh, ough.
schwa	An unstressed syllable. It is common for people to pronounce various graphemes as an /uh/ sound in natural speech.
segmenting	The process of using phonics for spelling and writing. Children listen to the whole word and break it down into constituent phonemes, choosing the corresponding grapheme to represent each phoneme. For example, 'lunch' can be segmented as l-u-n-ch. (Also known as encoding.)
split digraph	Two letters, which work as a pair to represent one sound, but are separated within the word, e.g. a-e in cake; o-e in note.
synthesising	See blending
trigraph	Three letters which together represent one sound, e.g. igh, eer.
vowel digraph	A digraph in which at least one of the letters is a vowel, e.g. ee, oi, or.

Appendix Two

Additional information

The Systematic Synthetic Phonic Teaching Principles (SSPTP)

Knowledge of alphabetic code

- See the letters, say the sounds for reading.
- Hear the sounds, recall the letters for spelling.
- Automatically and quick.

Skill of blending

- Oral blending
- Modelled blending
- Supported blending
- Independent blending at word, sentence, and text levels.

Blending for reading

Some children find blending easy and they progress quickly from saying sounds in response to letter/s and to sounding out and blending words. Other children will benefit from more support from the teacher during all or some of the following steps:

Oral blending

The adult says the sounds all-through-the-spoken-word slowly and clearly, then the children respond with the whole word.

- Oral blending is the type of activity that teachers can do at any time in the day to tune children's ear to the sounds and their capacity to discern the spoken word. For example, just before playtime, the adult says: *Children, it is time to put on your c-oo-t-s and fasten your z-i-p-s*. This is especially useful before children are able to blend words independently.
- Children do not need to be able to orally blend before they start seeing printed words. Oral blending can be done just prior to modelled and supported blending with whole printed words.



Modelled blending

The adult points beneath each grapheme all-through-the-printed-word whilst saying the sounds. They then swipe beneath the words from left to right and say the whole word while the children observe.

- Demonstrate using a consistent hand routine – using an index finger to point and swipe beneath the graphemes and words helps to focus children's eyes on the text.



Supported blending

The adult points at the graphemes all-through-the-printed-word whilst the children say the sounds. The adult then swipes beneath the word while the children say the whole word.



Independent blending

The children sound out the word aloud (or in their heads as they progress), then say the whole word aloud.



Fluency

The children read the words automatically, without the need to overtly sound out and blend.



Note: we are aiming for fluency in reading, but we still want children to retain the skill of sounding out and blending (synthesising). If children become fluent readers without retaining the skill of synthesising, they may become inclined to default to guessing words that are new, unknown or challenging.

Skill of Segmenting

- Oral segmenting
- Modelled segmenting
- Supported segmenting
- Knowing which spelling alternative to use.

Segmenting for spelling

Some children find oral segmenting easy and they progress quickly from identifying the individual sounds in spoken words to writing words independently without any scaffolding. Other children will benefit from continued support as necessary from the teacher on each of the following steps:

Modelled oral segmenting

The adult says the whole spoken word, and then says the sounds from the beginning to the end of that word in order to train the children in the process. This activity can take place at any time during the day.

The process above can then be repeated, but this time the adult models how to count the sounds on the thumb and fingers of the left hand (with the palm facing the user).

Demonstrate using a consistent hand routine

Using the left hand (palm facing) to tally sounds from the thumb across the fingers can help children work out how many sounds they can hear in a word before attempting to write it.



Note: there is no need to count sounds in printed words for the process of reading.

Oral segmenting

The adult says the whole spoken word, and the children respond by saying the individual sounds all-through-the-word. When the children learn to count sounds for themselves, they must use their left hand (palm facing them).

Modelled segmenting with spelling

The adult...

1. says the whole spoken word
2. models the process of counting the sounds
3. counts how many sounds have been identified
4. writes that number of long sound dashes at the top left of the whiteboard (the sound dashes also serve as writing lines)
5. then writes the corresponding letters or letter groups on the sound dashes.

In the early stages, the teacher can model using grapheme tiles (of letters and letter groups) to select the graphemes needed for each dash through the word from left to right. See pages 40–41 for grapheme tiles. Print, laminate and cut out grapheme tiles to make a useful manipulative resource to support early word building.



Grapheme tiles can be used in many different ways in the early stages of learning to read and write, including within the setting for continuous provision and given to parents and carers to support home learning.

Independent segmenting

The adult dictates the whole spoken word; the children have the capacity to write the word directly onto a whiteboard or in a notebook. The adult should always discuss the spelling needed or prompt the children to remember the correct grapheme. Do not encourage invented or phonically plausible spelling. During the phonics lesson, the adult continuously talks about and shows how to spell words accurately.

Skill of handwriting



- Pencil hold
- Letter formation
- Positioning on a writing line
- Print before cursive



A Guide to Reading Planet

Feel confident in embedding *Reading Planet* across your whole school with carefully levelled books and supporting resources that will ensure reading progress for every child.

Reception and Key Stage 1

Year Group	Approx. Age	Band	 Lift-off	 Lift-off First Words
Nursery	3-4	Lilac	12 titles	12 titles
			 Rocket Phonics	 COMET STREET KIDS
Reception	4-5	Pink A	12 titles	12 titles
		Pink B	12 titles	12 titles
		Red A	12 titles	12 titles
		Red B	12 titles	12 titles
Year 1	5-6	Yellow	12 titles	12 titles
		Blue	12 titles	12 titles
		Green	12 titles	12 titles
		Orange	12 titles	12 titles
Year 2	6-7	Turquoise	 Galaxy	12 titles
		Purple		12 titles
		Gold		12 titles
		White		12 titles

Key Stage 2

			Fiction	Non-Fiction
			Now Spring 2019	Now Summer 2019
Years 2-3	7-8	Stars/Lime	6 titles	6 titles
Year 3	7-8	Mercury/Brown	6 titles	6 titles
		Venus/Brown	6 titles	6 titles
Year 4	8-9	Earth/Grey	6 titles	6 titles
			Now Summer 2019	Now Spring 2020
Year 4	8-9	Mars/Grey	6 titles	6 titles
Year 5	9-10	Jupiter/Blue	6 titles	6 titles
Years 5-6	10-11	Saturn/Blue/Red	6 titles	6 titles
Year 6	10-11	Supernova/Red+	6 titles	6 titles

Available now for Reception to Key Stage 1: Interactive eBook library, teacher support and parent guidance. Coming soon for Key Stage Two.



For orders and enquiries, call 01235 400 555

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