

supersonic

Phonic Friends

Hatch Warren Infant School

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This leaflet will give you an overview of how we teach phonics, reading and spelling in school.

Supersonic Phonic Friends is a Systematic Synthetic Phonics scheme based on Letters and Sounds. This scheme teaches the skills of phonics, reading and spelling in a fun and interactive way that links listening skills and language development to stories, songs and rhymes and then phonological awareness and reading skills.

<u>What is Phonics?</u>

- Phased 1 – 5 systematic approach
- The ability to be able to listen to sounds in words
- Recognising the spelling for the sounds in words
- Remembering the spelling for the sounds in words
- Building words
- Reading words – flash cards and decodable texts
- Writing words

In nursery, your child should begin some elements of the firm foundations in phonics 1. This will include activities like listening for sounds, noticing alliteration and rhyme and beginning to have some phonological awareness. This is then continued at the start of Year R. In Year R, the children then move onto the basics 2, 3 and 4 throughout the year. Year 1 will recap the basics 4 and then move onto the higher levels 5 choose to use and switch it Mitch. (Some children may need to recap the basics 2 and 3 before moving on.) In Year 2, when the children have a secure knowledge of phonics, they will then move on to spelling rules.

The Characters

The Basics 2, 3 4 & The Higher Levels 5

Who is who and what they do?

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Phonic Friends

 Big ears	Listening Len Len helps us hear the sounds in the words we speak. He introduces the focus sound at the beginning of every lesson, through the phonic tv.	"Listen with Len, so you don't need a pen!"
 Big glasses	See it Sam Sam introduces the spelling for the sound and what it looks like.	"Let's see it with Sam!"
 Axe	Segmenting Seb Seb chops full words up into the individual sounds and spellings.	"Segment with Seb!"
 Whisk	Blend it with Ben Ben blends Seb's chopped up sounds/ spellings back into the full words.	"Blend with Ben!"
 Tools	Build with Bill Bill helps us build words using individual spellings.	"Build with Bill!"

 Book	Read with Rex Rex helps us to read words.	"Read with Rex!" "If in doubt, sound it out!" "There is no doubt, we must sound out!" "Let's read with speed!"
 Pencils	Write with Ron Ron helps us write words.	"Write with Ron!" "Let's write with all our might!"
 Detective	Tricky Tess Tess helps us identify the tricky part of a word that we cannot use our phonics to read and write.	"Tricky Tess Time!" "If it's in blue, I might have to show you what to do!" Let's find out where it is 'tricky!'
 Silly looking	Nonsense Nan Nan helps the children read words that make absolutely no sense. They are not real words, they are 'nonsense words.'	"It's absolute nonsense!" OR "It's the real deal!"
 Cheeky looking	Cheeky Sneaky Sid Sid makes the children laugh, does silly things and gives them a sneak peak of the learning for the next session.	"Very sneaky and very cheeky!"

 Jazz hands and microphone	Jazzy Jack & Magic Mack Jack and Magic Mack help us to hear more than 3 sounds in a word where they have adjacent consonants. They also help us with polysyllabic words where we hear 2 words in one.	"Say it a little bit louder and a little bit longer." "A long word! Listen very carefully, what can we do? … it is one word but we can hear two!"
 Big ears and looking eyes	Choose to use Suze Choose to use Suze helps us hear the same sound in words but identify the fact they have different spellings. "It sounds the same but looks different!"	"This is so cool, we have a choose to use rule. If I hear the sound in the middle, I choose to use the /?/ spelling. If I hear the sound at the end, I choose to use the /?/ spelling my friend." "This is not cool, so what shall we do? Write with both/all spellings, have a good look and see, which one looks like the right spelling for me?" (as a reader)
 Big ears and looking eyes	Switch it Mitch Switch it Mitch helps us to recognise that the spellings that look the same can make different sounds in different words.	"They look the same but they sound different." "They are switch it spell sounds. It can sound like an /?/, it can sound like an /?/." "Let's switch it!"

<u>Phonics Terminology</u>

Phoneme- A sound we can hear in a word.



Grapheme- The spelling of the sound we can see. This can sometimes be made of more than 1 letter (e.g. ai, ee, igh). These are called digraphs (2 letters that make 1 sound) and trigraphs (3 letters that make 1 sound).



Supersonics Phonics Friends Progression

The Basics 2

Listen, Recognise, Build, Read and Write. (reading up to 3 sounds in each word only)

Group	Recognise Spellings for the Sounds
1	s a t p
2	i n m d
3	g o c k
4	ck e u r
5	h b f l
6	ll ff ss

The Basics 3

Listen, Recognise, Build, Read and Write. (reading up to 3 sounds in each word only)

Group	Spellings for the Sounds
1	j v w x
2	y z zz qu
3	ch sh th ng
4	ai ee igh oa
5	oo oo ar or
6	ur ow oi er
7	ure ear air

The Basics 4

Listen, Recognise, Build, Read and Write. (4 or more sounds- no new spellings to remember)

Group	Listening to more than 3 sounds in a word
1	CVCC tent camp
2	CCVC stop flag
3	CVCC roast paint
4	CCVC float brain
5	CCVCC splash
6	CCCVCC sprint

The Higher Levels 5- Choose to use

Listen, Recognise, Build, Read and Write. (Choose to use the correct spelling. It sounds the same but looks different. Sometimes there is a choose to use rule if the sound is at the beginning, middle at end of a word.)

	Choose to Use Spellings
Example	ai and ay
Example	ee and ea
Example	ie and igh
Example	oa and oe
Example	oo and ue
Example	oi and oy
	and more….

The Higher Levels 5- Switch it

Listen, Recognise, Build, Read and Write. (The spelling looks the same but sounds different.)

	Switch it Spell Sounds
Example	fog and gold
Example	pit and child
Example	tie and thief
Example	cow and snow
Example	goat and giant
Example	tea and bread
	and more ….

Spelling Rules

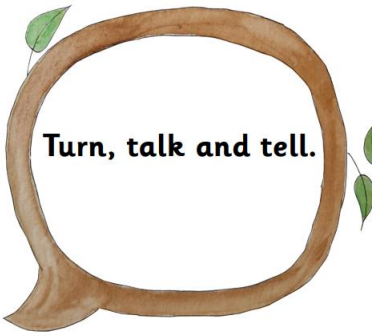
After the children have a **secure knowledge** of the 40+ phonemes (sounds) when reading and spelling, they will then be ready to move onto spelling rules. This will be either at the end of Year 1 or in Year 2. Some children may not be ready until later than this. Spelling rules lessons will cover many pre-fixes and suffixes and how these change the spelling of words. These lessons follow a similar pattern to Supersonic Phonics lessons.

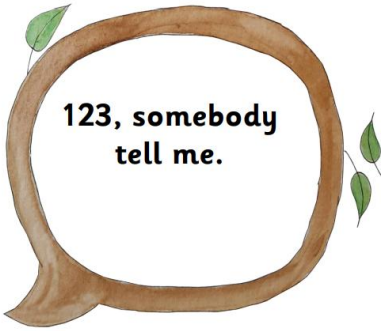
Examples of spelling rules taught:

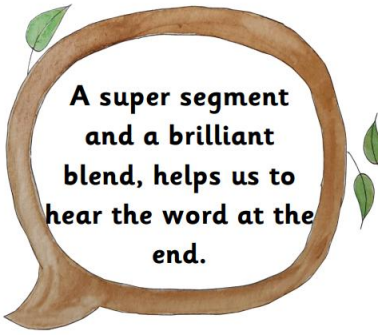
-ing -s/es -ed -est -er un- -less -ly possessive apostrophes

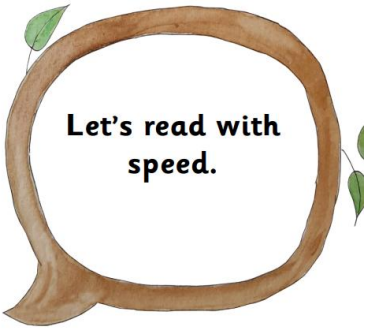
Phrases that we use in Supersonic Phonic Friends Lessons

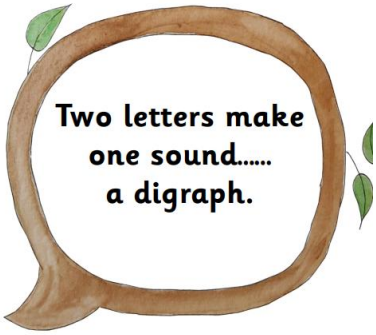


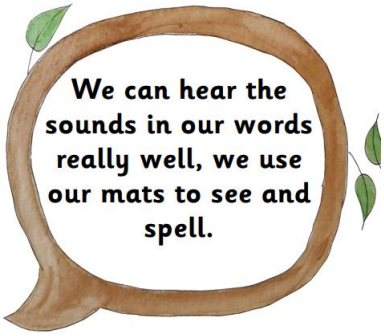














Tricky Words

Tricky Tess helps us read these words. These words have spellings that do not follow the usual rules.

I to no into go he she me be we

We sometimes call these words common exception words. The children practise different tricky words in all phases of the phonics scheme.

Nonsense words

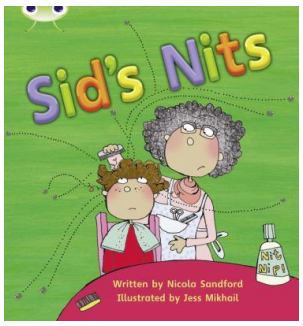
These are words that are not real but use the phonics sounds and spellings the children have been learning.In June, the Year 1 children will complete a phonics screening test. The test will contain real words and nonsense words for the children to segment and blend back together. This ensures the children can use decoding skills to read new words.

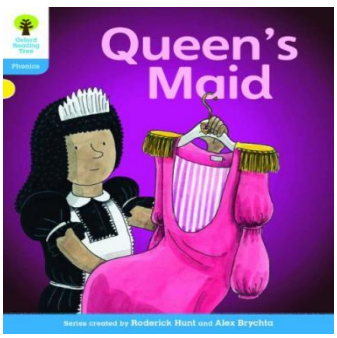
tish shig shab chong cleeth whemp

We play games in phonics sessions using real and nonsense words. The children have to segment and blend the words and decide if they are real or not real. If they are real they say "It's the real deal" and if they are nonsense they say "It's absolute nonsense".

Application in reading

Our reading scheme matches the children's phonics knowledge as they progress through the phonics programme. This is why some of the books may look easier at the higher levels, but they contain spellings of sounds that the children will not come across sooner in their phonics lessons.

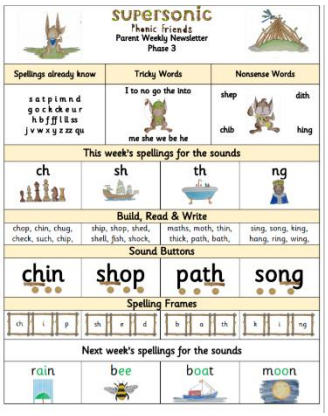




It is important to read these books more than once to develop fluency and comprehension skills. Alongside these books any form of reading will benefit progress, application and understanding.

Parent Newsletters

Each year group will send newsletters to explain what has been taught in Supersonic Friends lessons that week. Sometimes there may not be a new newsletter if some spellings of sounds need more practise so continue to practise those already taught to develop segmenting and blending skills and fluency.



What we will do

- Teach your child phonics 4 or 5 times a week following specific consistent steps in teaching.
- Monitor and assess your child to ensure they keep up with phonics - they may need to recap some phases.
- Keep you informed through newsletters and parents evenings.
- Share ideas and send home games and resources for you to play at home.
- Share apps/ websites with you to download.

What you can do at home

- Talk to your child about the new learning for the week – ask them to teach it to you – little and often
- Play games and resources with your child – little and often
- Download apps and log on to websites with your child
- Read text where ever you can find it- can they see any sounds from their phonics lessons that they already know?
- Continue to read school decodable books more than once to develop confidence, fluency and understanding.