

SUPERSONIC

Phonic Friends

Cherry Tree Hill Parent Workshop



SUPERSONIC

Phonic Friends



THE SCHEME IS BASED ON
LETTERS AND SOUNDS

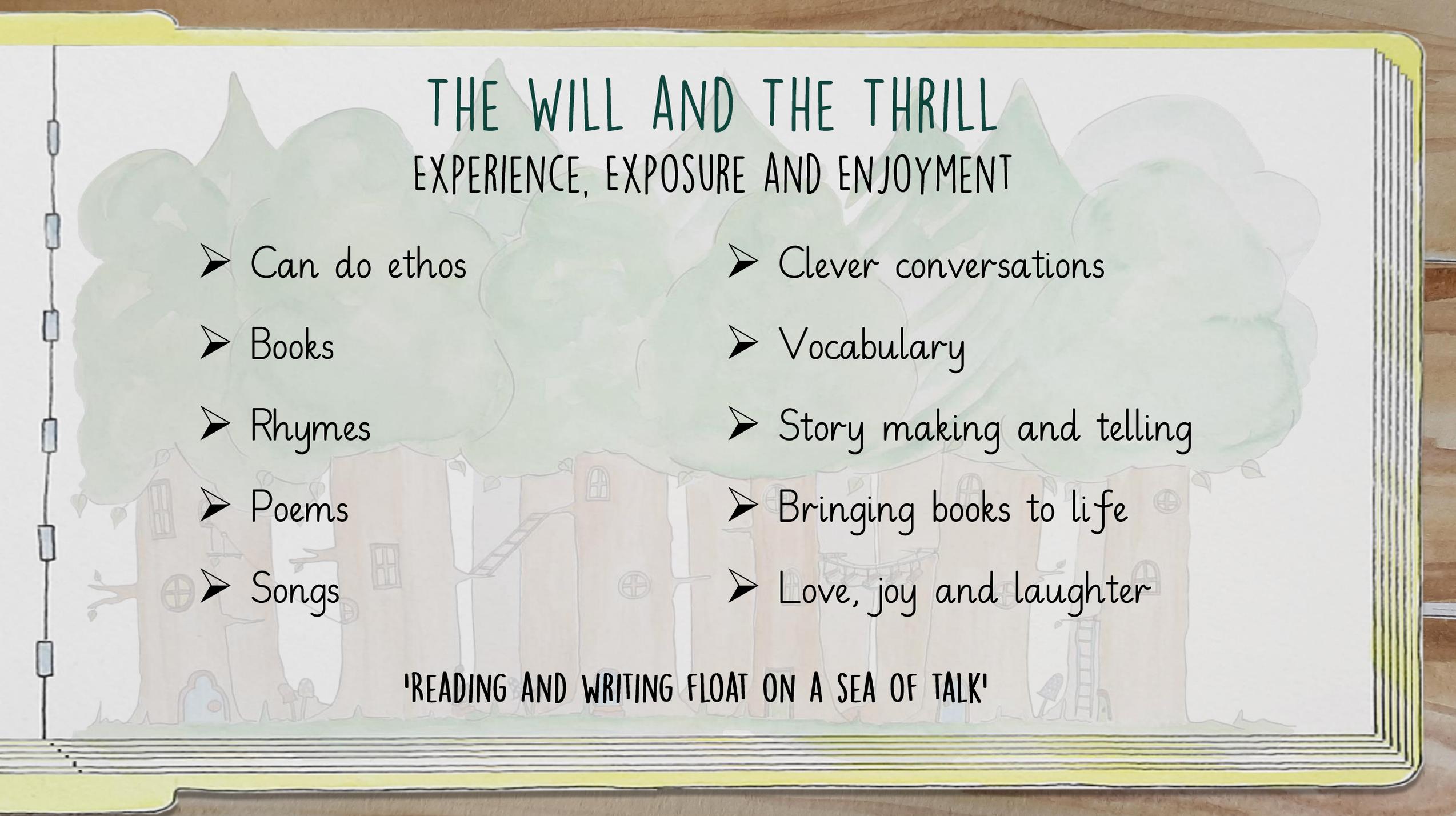
Approved
Phonics
Teaching
Programme



Department
for Education

WHAT TO EXPECT?

- What is phonics?
- Subject knowledge for parents
- What your child will learn
- How to support your child at home



THE WILL AND THE THRILL

EXPERIENCE, EXPOSURE AND ENJOYMENT

- Can do ethos
- Books
- Rhymes
- Poems
- Songs
- Clever conversations
- Vocabulary
- Story making and telling
- Bringing books to life
- Love, joy and laughter

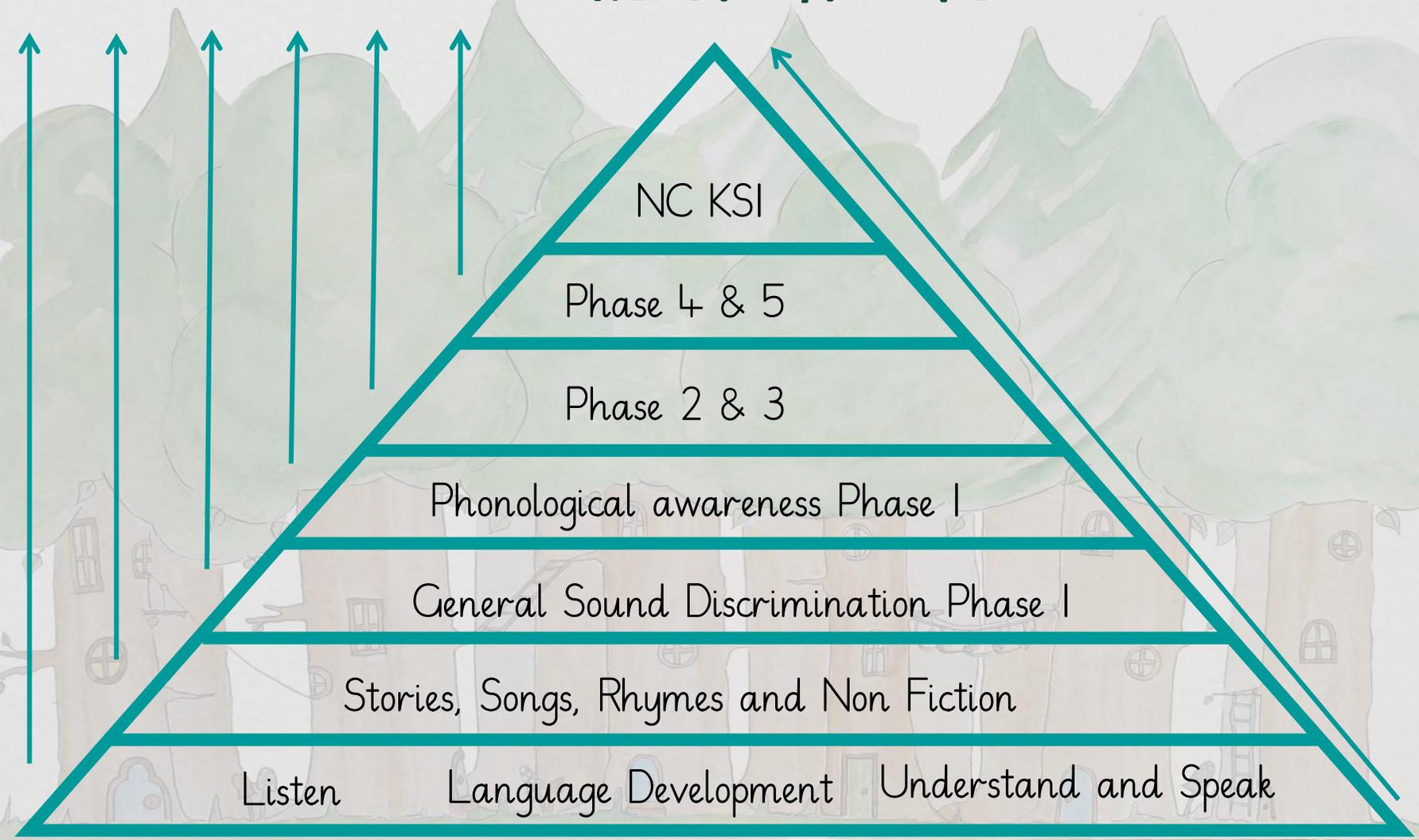
'READING AND WRITING FLOAT ON A SEA OF TALK'

AND THEN THE SKILLS...



SYSTEMATIC SYNTHETIC
PHONICS

THE BIG PICTURE



WHAT IS PHONICS?

- Different schools adopt different schemes
- Phased 1 – 5 systematic approach
- Accessing Supersonic Phonic Friends resources to enhance
- The ability to be able to listen to sounds in words- Listen with Len
- Recognising the spelling for the sounds in words- See it with Sam
- Remembering the spelling for the sounds in words- See it with Sam
- Building words- Segment with Seb and build with Bill
- Reading words – flash cards and decodeable text- Read with Rex
- Writing words- Write with Ron



THE CHARACTERS



FIRM FOUNDATIONS PHASE I— NURSERY LISTENING

Firm Foundations in Phonics

General Sound Discrimination

Aspect 1 Environment Sounds

Aspect 2 Instrumental Sounds

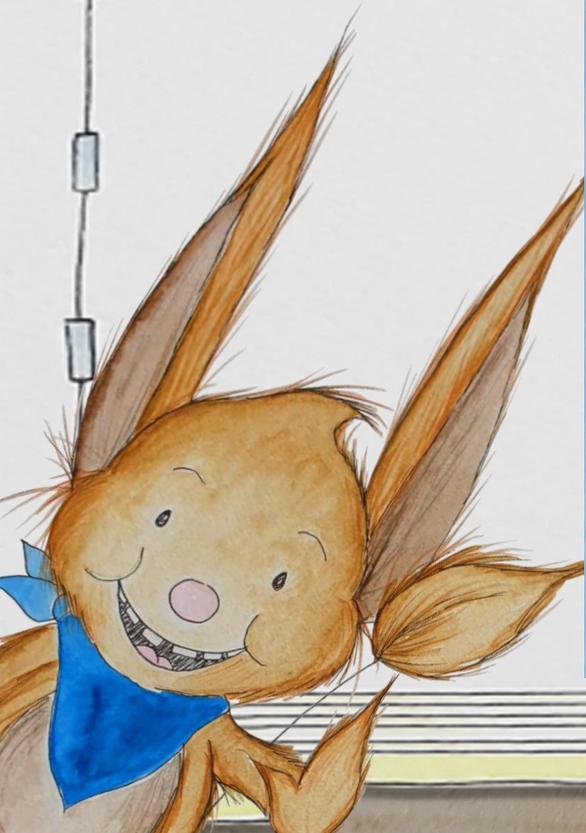
Aspect 3 Body Percussion

The Strands

Tuning into sounds (auditory discrimination)

Listening and remembering sounds (auditory memory and sequencing)

Talking about sounds (developing vocabulary and language comprehension).



RHYMING

THE SOUNDS AT THE END OF THE WORD ARE THE SAME



RHYTHM

LOTS OF CHUNKS/ SYLLABLES IN A WORD



ALLITERATION

THE BEGINNING SOUND WE CAN HEAR IN A
WORD



ORAL BLENDED AND SEGMENTING

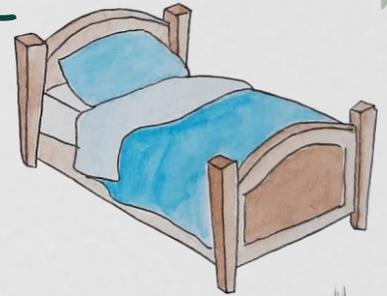
ALL THE SOUNDS WE CAN HEAR IN A WORD



THE BASICS 2— RECEPTION

LISTEN, RECOGNISE, BUILD, READ, WRITE

3 SOUNDS ONLY



Group

Recognise Spellings for the Sounds

1

s a t p

2

i n m d

3

g o c k

4

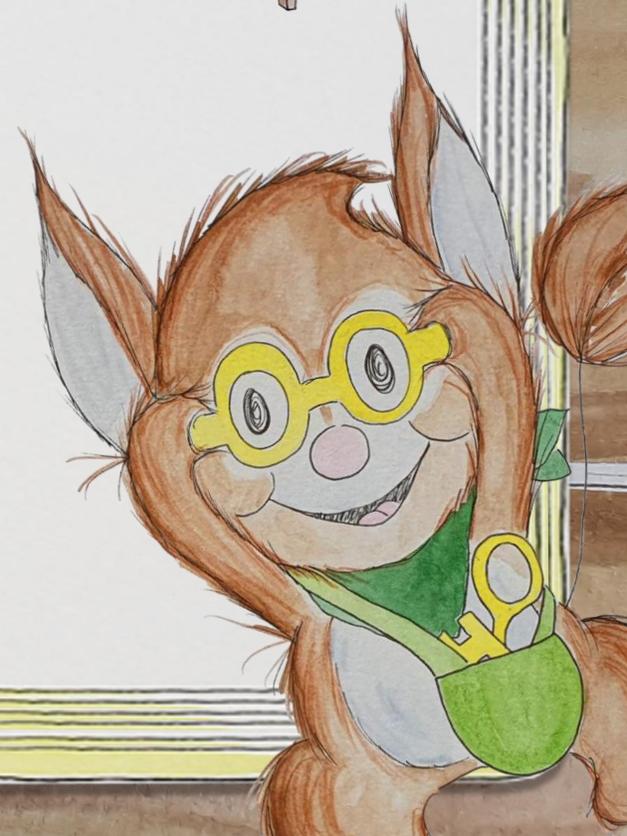
ck e u r

5

h b f l

6

ll ff ss



A PHONEME

A SOUND WE CAN HEAR IN A WORD



f-o-x



n-a-p



b-oa-t

SCHWAING

SAYING THE SOUNDS CLEARLY



s



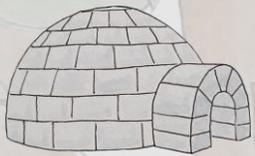
a



t



p



i



n



m



d

A GRAPHEME THE SPELLING WE CAN SEE

We can hear the sounds in our words really well, we use our mats to see and spell.

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s	a	t	p	i	m	n	d
g	o	c	k	ck	e	u	r
h	b	f	l	ll	ff	ss	

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j	v	w	x	qu	z	zz	y	ch
sh	th	ng	ai	ee	igh	oa	oo	oo
ar	or	ur	ow	oi	er	ear	ure	air

THE BASICS 3— RECEPTION/YEAR 1

LISTEN, RECOGNISE, BUILD, READ, WRITE

3 SOUNDS ONLY



Three letters make
one sound.....
a trigraph.

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

Two letters make
one sound.....
a digraph.

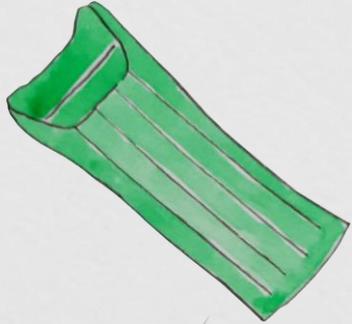


THE BASICS 4- YEAR 1

LISTEN, RECOGNISE, BUILD, READ, WRITE

4 AND MORE SOUNDS ONLY

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

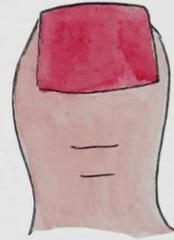


Write with both spellings, look and see... which one looks like the right spelling for me?

THE HIGHER LEVELS OF PHONICS— YEAR 1

LISTEN, RECOGNISE, BUILD, READ, WRITE

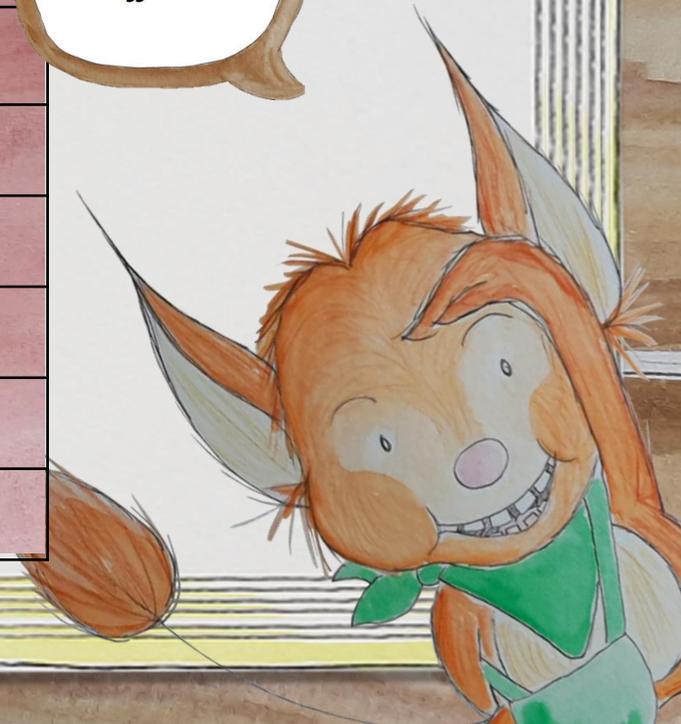
CHOOSE TO USE SUZE 5C



This is sooooo cool, we have a choose to use rule.

Group	Choose to Use Spellings
1	ai and ay and a_e (snake)
2	ee and ea and e_e (complete)
3	ie and igh and i_e
4	oa and oe and o_e
5	oo and ue and u_e
6	oi and oy
	and more. . . .

Sounds the same, looks different.



THE HIGHER LEVELS OF PHONICS— YEAR 1

LISTEN, RECOGNISE, BUILD, READ, WRITE

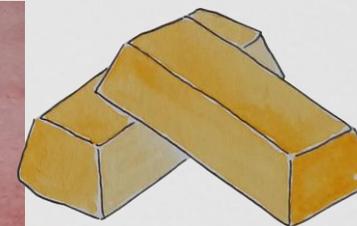
SWITCH IT MITCH

It can sound like
an ..., or it can
sound like an

Read with both
sounds with the
same spelling,
which is the word
that sounds right
for telling.



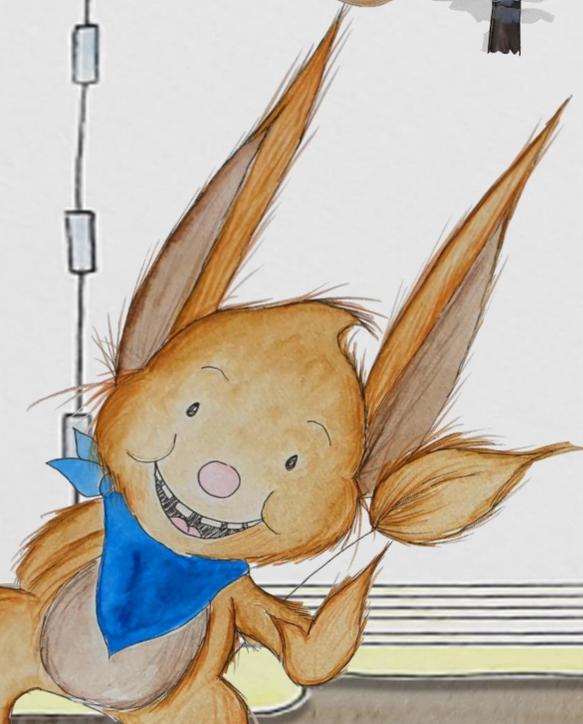
Looks the same,
sounds different.



Group

Switch it Spell Sounds

- | | |
|---|----------------|
| 1 | fog and gold |
| 2 | pit and child |
| 3 | tie and thief |
| 4 | cow and snow |
| 5 | goat and giant |
| 6 | tea and bread |
| | and more |



TRICKY WORDS
ALL PHASES

I

to

no

go

into

he

she

me

be

we



NONSENSE WORDS

ALL PHASES

tish

shig

sheb

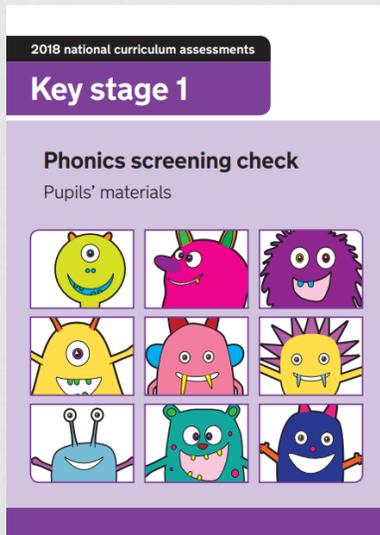
shab



YEAR 1 PHONICS SCREENING

At the end of Year 1 (June) all children will sit a statutory Phonics Screening test.

National Expectations are that by the end of Year 1 children are working within the Phase 5 sounds.



40 words to read

20 real

20 nonsense

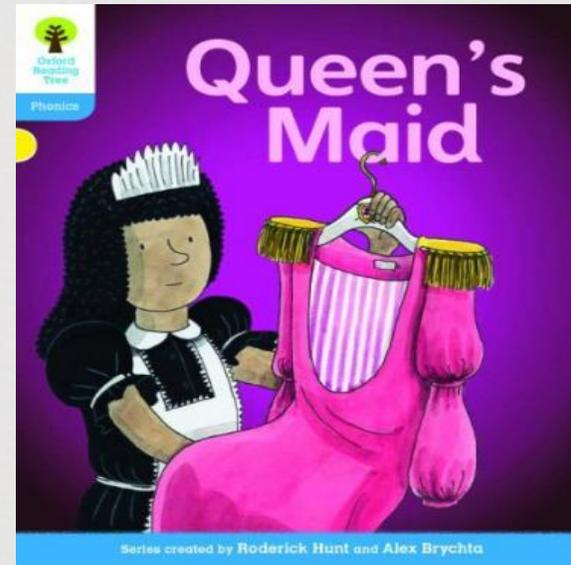
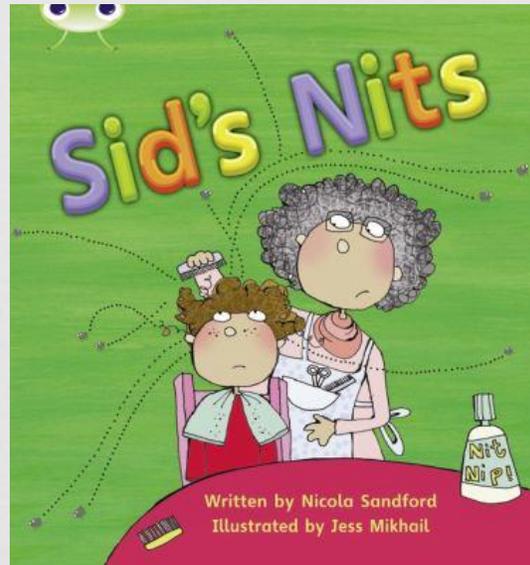
Using phonemes taught from phase 2-5

APPLICATION— DECODABLE BOOKS — MATCHING MY PHONICS

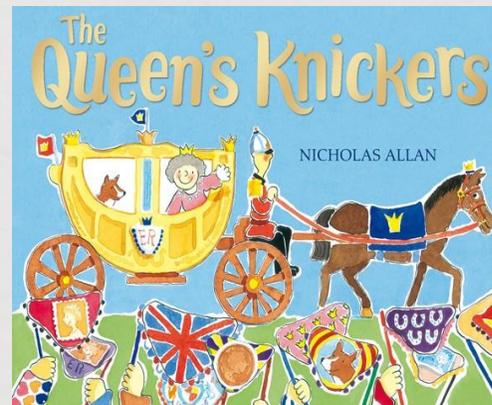
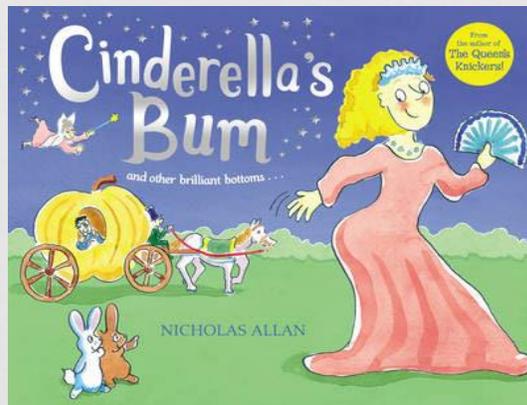
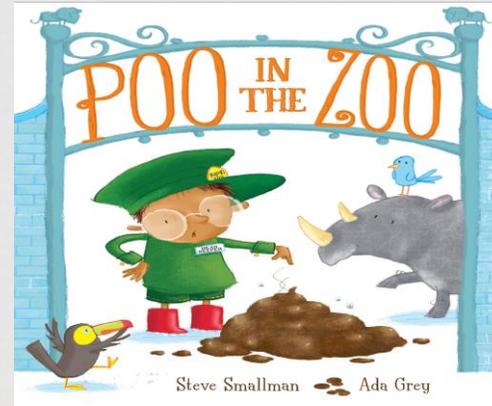
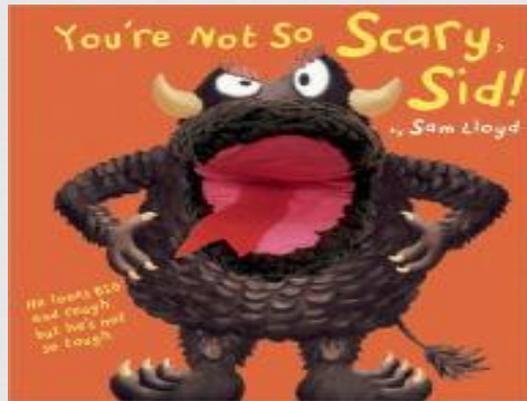
ALL PHASES

Books changed once a week to develop fluency. Books are directly related to the graphemes children have learnt within their phonics sessions. Fluency is needed to understand the story.

'READ WITH SPEED'



APPLICATION—STORY BOOKS ALL PHASES



APPLICATION— ENVIRONMENTAL PRINT AND POPULAR CULTURE

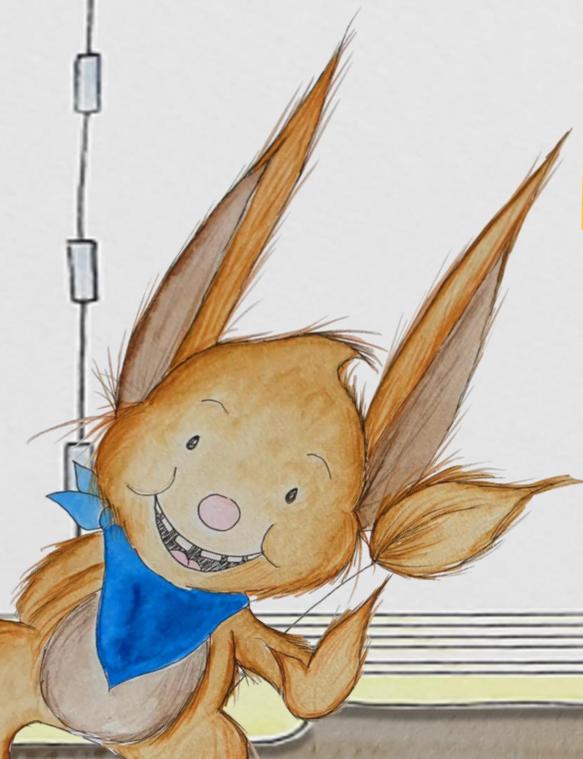
ALL PHASES



NETFLIX



beebies
BBC





PLAY

APPLICATION

ALL PHASES



WHAT WILL WE DO?

- ✓ Teach your child phonics 5+ times a week following specific consistent steps in teaching
- ✓ Monitor and assess your child to ensure they keep up with phonics
- ✓ Keep you informed with their progress
- ✓ Share ideas, games and resources for you to play at home
- ✓ Share apps/ websites with you to download

LET'S LOOK AT A
MODEL LESSON!



WHAT CAN YOU DO?

- ✓ Come to parents evening meetings and know where your child is up to
- ✓ Come to and join in with workshops like this!
- ✓ 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 as often as you can (minimum x3 a week!)