



SUPERSONIC
Phonic Friends

**Parent Workshop Friday 23rd
September**

What is phonics?

- **It is a method of teaching children to read.**
- **It works by breaking down words into their individual sounds.**
- **There are 26 letters (graphemes) in the English alphabet but there are 44 sounds (phonemes) in the English language**
- **Phonics is a bit like learning a code – after learning just a few sounds you will be able to use this code to read 100's of words**

- At St Martins School our children are taught to read using systematic synthetic phonics (SSP.)
- SSP is a method where sounds associated with particular letters are pronounced in isolation and blended together - **c-a-t** (cat)
- Some sounds are represented by 2 letters
- These are called **digraphs** – **chat, shop, huff**
- Some are represented by 3 letters.
- These are known as **trigraphs** – **hair, year, night**

What are tricky words?

- Not all words can be broken down into their individual sounds. These words will need to be learnt by sight.
- We often refer to these as ‘tricky’ words or common exception words – I, ,to, go, into, the, said, was, so, do, like.
- We will be sending tricky words home for the children to learn and we practice reading them regularly in class throughout the week.



- It is vital that all of the 44 sounds that children need to learn are pronounced correctly.
- Phonics: How to pronounce pure sounds | Oxford Owl - YouTube

Your turn to have a go!!



You have 1 minute to write down or make words with 3 letters.

Once you have done this see how many 4,5 or even 6 letter words you can make.

The letters that you have been working with are the first 6 sounds that children are introduced to when they begin their phonic sessions.

So in just over a week children can begin to put simple sounds together to read words.

We encourage the children to say each sound (segment) and then put them back together (blend)

s-a-t = sat p-i-n = pin

t-a-p = tap



The Phonic Phases

There are 6 phonic phases

Phase One

- This is generally delivered in Nursery and is split into 7 aspects and helps to develop children's listening, vocabulary and speaking skills.

Environmental sounds (1)	Instrumental sounds (2)	Body percussion (3)	Rhythm & Rhyme (4)
Alliteration (5)	Voice Sounds (6)	Oral blending and segmenting (7)	

Elements of Phase One are used throughout the other phonic phases – particularly the oral blending and segmenting.

Phase 2

This is where children learn the first 19 most common letter sounds.

By the end of this phase they should be able to read some VC (vowel/consonant/vowel) such as **in, it, on, at**) and CVC (consonant/vowel/.consonant) words such as **dog, sat, pin** and to spell them out.

This phase lasts about 6 weeks.

Phase 2 letter sounds



Phase 3

- This phase introduces children to the remaining more difficult and/or less commonly used letter sounds.
- It introduces children to digraphs such as 'ai' as in wait and some trigraphs such as air as in fair
- This phase lasts around 12 weeks.

Phase 3 letter sounds



Phase 4

- This phase is about consolidating and refining their knowledge, introducing more spelling patterns, tricky words and increasing their vocabulary. They practise reading and spelling CVCC words – **nest, milk, bump, nest.**
- Children should now be blending confidently to work out new words. They should be starting to read words straight off without having to sound every word out. This phase takes about 4 weeks and most children will complete it towards the end of Reception.

Phase 5

- Generally lasts the whole of Year 1.
This is where children are introduced to alternative spellings.
- They learn about split digraphs (words such as **make**, **flute**, **theme** and will start to choose the right sound when spelling.

Phase 6

- Takes place throughout Year 2 with the aim of being fluent readers and accurate spellers.
- They should be able to read hundreds of words by reading them automatically, decoding silently or aloud.

Our Phonics Scheme:



Created by Anna Lucas

Why Supersonic Phonic Friends?

- Important for us that our SSP programme is engaging, active and fun for our very youngest learners.
- Provide consistency across Activate Phase from Nursery through to Year 2
- Inject life into our Phonics



The Characters





**Listening
Len**

**‘We listen with Len so
we won’t need a
pen.’**

Helps us to hear the sounds in
words and introduces the
spelling for each sound.



**Seeing
Sam**

**‘What can we see in
the phonic TV?’**

Helps children to focus on what
they can see that begins with
the sound they are learning



Segmenting Seb



Blending Ben

**‘A super segment and a
brilliant blend helps us to
hear the words at the
end.’**

These characters help children
to orally blend and segment.
Seb like to chop up words.
Ben likes to blend them back
together.



Build it Bill

Bill helps the children to build up
words



Reading Rex

Reading Rex and Writing Ron are twins and always appear together.
Reading Rex bring words and captions for the children to have a go at reading.



Writing Ron

Writing Ron helps children write letters, words, captions and sentences.



Tricky Tess

Tricky Tess helps the children to learn words that can't be sounded out using phonics.



Nonsense Nan

‘Absolute nonsense!!’
Nonsense Nan focuses on how well the children can read nonsense words.

When these characters appear it means that the children will be practicing their reading and/or writing skills.

The ability to read nonsense words ensures that the children are using their phonics to read the word



Jazzy Jack

These characters appear when the children start Phase 4.

‘Let’s say it a little bit louder and a little bit longer!!’

They help the children hear when an extra sound has been added to a word.

For example to turn the word ‘ten’ into the word ‘tent’ the children would say the end 2 sounds louder and longer than normal.



Magic Mack

‘Sounds the same but it looks different.’

ay ai

‘This is so cool, we have to choose to use a rule. If we hear it in the middle we say....if we hear it at the end we say.....’my friend.

This character helps the children to learn alternative spellings for the sounds they have learned.

‘Let’s switch with Mitch.’



Choose to use Suze

‘Looks the same but it sounds different.’

This character helps the children to learn alternative spellings for the sounds they have learned.

‘Let’s switch with Mitch.’



Switch it with Mitch



**Choose to
use Suze**

**‘Sounds the same but
it looks different.’**

**‘This is so cool, we have to
choose to use a rule. If we
hear it in the middle we
say.....if we hear it at the end
we say.....’my friend.**



**Switch it
Mitch**

**‘Looks the same but it
sounds different.’**

Useful Phrases:

**‘My turn to help your brain
learn’**

**‘Two letters, one sound it’s a
digraph’**

**‘Three letters, one sound it’s a
trigraph.’**

**‘Give yourself a tick or fix-it-
quick.’**

‘Write with all our might.’

**‘Write with both spellings.
Let’s have a good look and
see...which one looks like the
right one for me**

The 4 part phonics session:

- **REVISIT & REVIEW (3-4mins)** - Opportunity for children to go over previously taught grapheme/phoneme correspondence (GPC)
- **TEACH (5-6mins)** – Children are introduced to the characters who are a key part of the steps in teaching:
 - **Listen** (Len)
 - **Recognise & remember** (Sam)
 - **Build** (Seb & Bill)
 - **Read** (Rex)
 - **Write** (Ron)

The 4 part phonics session (cntd):

➤ **Practise**

- This part of the lesson is where children practise reading or writing words with the new learning in.

➤ **Apply**

- This part of the lesson is where children practice reading and/or writing captions and sentences with the new learning, previous learning and tricky words that have been taught so far.

- To finish the session the children will turn, talk and tell to their phonic friend what they have been learning today and then tell the teacher.
- Children then have a sneak peek at the new learning

What happens if my child is struggling with their phonics?

- Our phonics scheme is designed to help children 'keep up' with other children.
- There is an opportunity to 'pre-teach' the sound to those who may struggle during the whole class session so they are equipped with the knowledge before others.
- We can also hold 'post-teach' sessions which recap on the learning from earlier in the day.
- We will also send activities home to help support them.

- It may be that your child need more practice in oral blending and segmenting – breaking words down.
- If this is the case rather than send books home we will ask you to do activities that work on this.
- Similarly if your child is reluctant to read please let us know and we will try and support you with this.
- When reading with your child try and pick a time that is good for both of you. It doesn't have to be long – 5 or 10 minutes is ample.
- You might make it part of your child's bedtime routine.
- Try and make sure that when you do read there are no other distractions.

How to support your child at home

- Share stories daily with your child.
- Let them see you reading and more importantly enjoying it!
- Talk to them about what they liked about the story.
- When they do bring their own books home encourage them to use their phonics to work out the words.

How to support your child at home

- Break down simple words and encourage your child to blend them together. For example say things like put on your c-oa-t and fasten the z-i-p. Can you j-u-m-p, h-o-p? P-a-t your head, t-a-p your kn-ee-s. Would you like some h-a-m and ch-i-p-s
- When they do bring their own books home encourage them to use their phonics to work out the words.
- Visit the library.

Thank you for coming.
I hope it has been
useful.