

The background of the entire page is a light brown wood-grain texture. Scattered across this background are several brown autumn leaves of various shapes and sizes. On the left side, there is a vertical brown vine with several small, teardrop-shaped leaves. In the top-left corner, there are two yellow circular buttons, each with a small white paperclip icon. The central text is enclosed in a simple brown rectangular frame.

SUPERsonic

Phonic Friends

Parent Workshop

What to expect?

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

The Will & 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

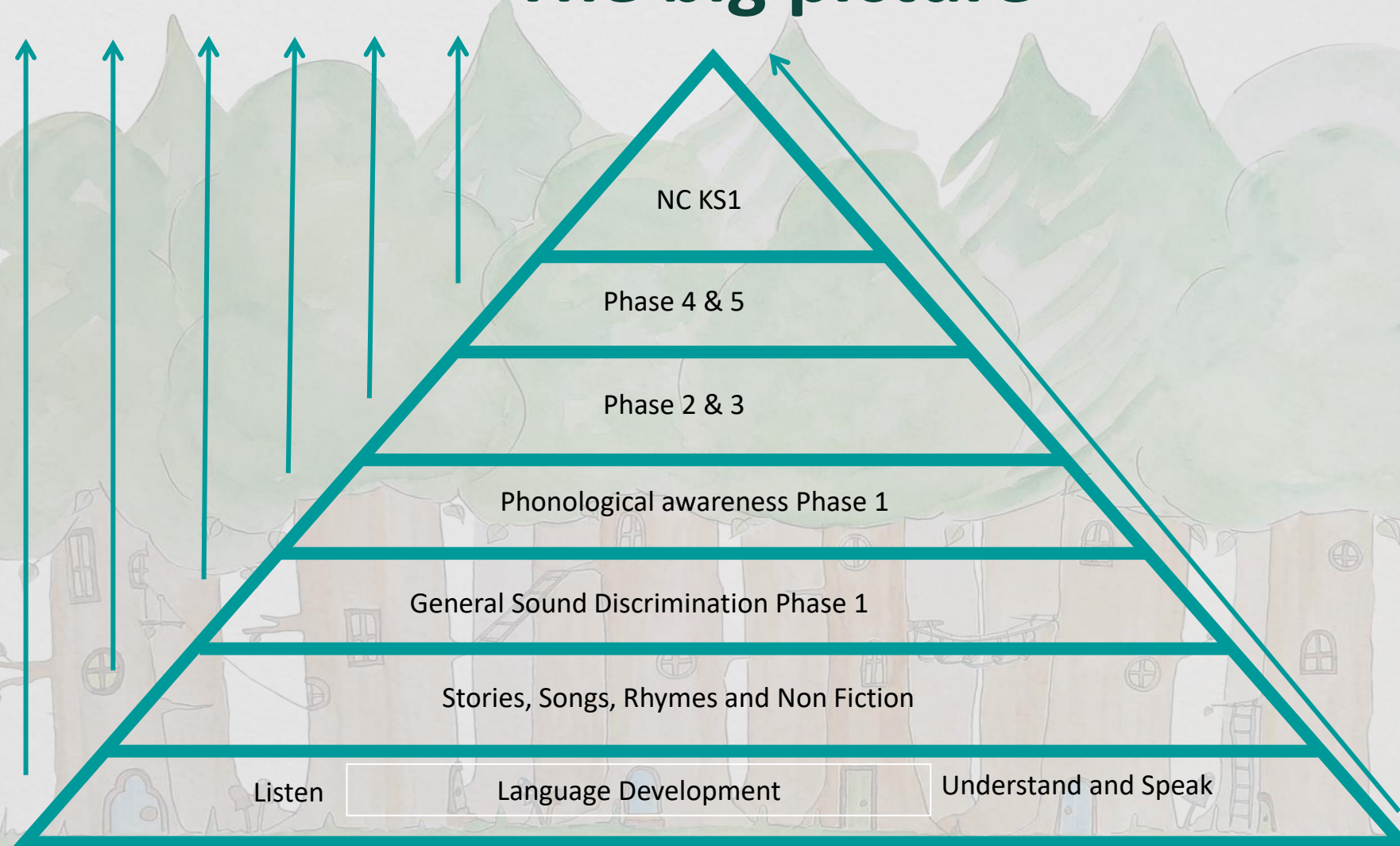
Reading and writing float on a sea of talk

And then the skills...



**Systematic Synthetic
Phonics.**

The big picture



What is Phonics

- Different schemes schools adopt
- We use the DFE Letters and Sounds programme
- Phased 1 – 5 systematic approach
- Accessing Supersonic Phonic Friends resources to enhance
- 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 decodeable text
- Writing words

The Characters



Firm Foundations Phase 1

Listening – no flashcards allowed

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

No flashcards allowed



Rhythm

Lots of chunks/ syllables in a word

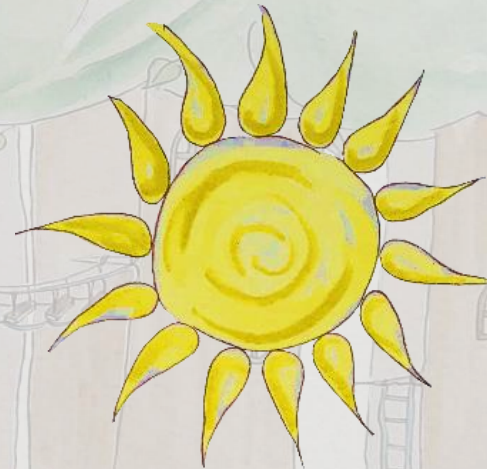
No flashcards allowed



Alliteration

The beginning sound we can hear in a word

No flashcards allowed



Oral Blending and Segmenting

All the sounds we can hear in a word

No flashcards allowed



sh-o-p



d-e-n



j-a-m



Three Core Concepts in Early Development

1 Experiences Build Brain Architecture

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
Center on the Developing Child  HARVARD UNIVERSITY

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

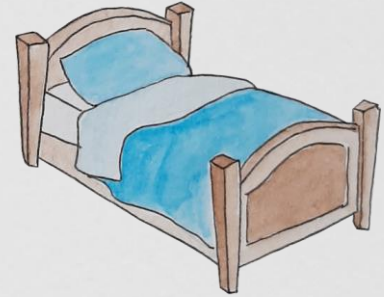


<https://www.youtube.com/watch?v=K6qpaMrpits>

The Basics 2

Listen, Recognise, Build, Read, Write

3 sounds only



Week

Recognise Spellings for the
Sounds

1

s a t p

2

i n m d

3

g o c k

4

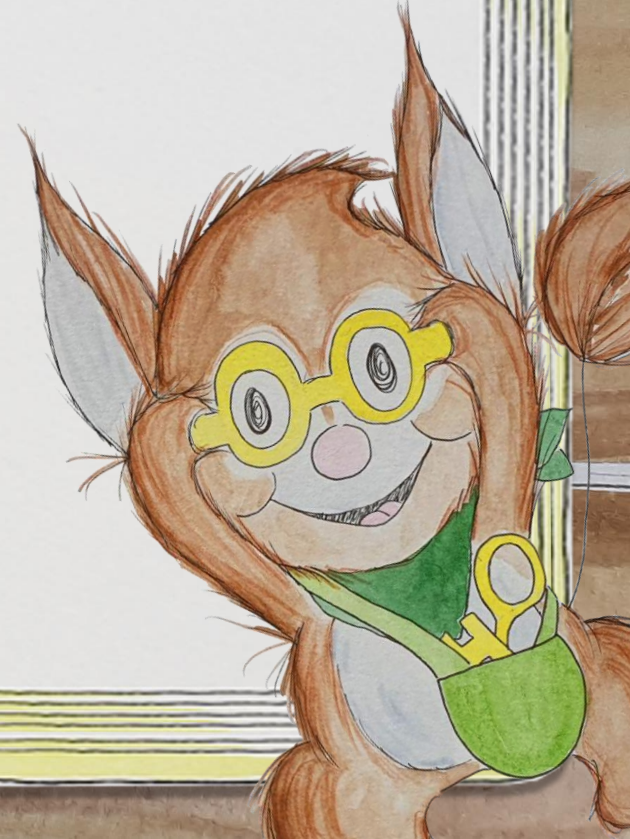
c k e u r

5

h b f l

6

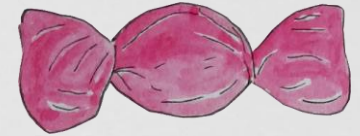
l l f f s s



The Basics 3

Listen, Recognise, Build, Read, Write

3 sounds only



Week	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

<https://www.youtube.com/watch?v=C2yq8EQAf2w>



The Basics 4

Listen, Recognise, Build, Read, Write

4 and more sounds only

No new spellings to remember

Week

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 of Phonics

Listen, Recognise, Build, Read, Write

Choose to use Suze 5c



Week	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 of Phonics

Listen, Recognise, Build, Read, Write

Switch it Mitch

Week

Switch it Spell Sounds

Example

fog and gold

Example

pit and child

Example

tie and thief

Example

cow and snow

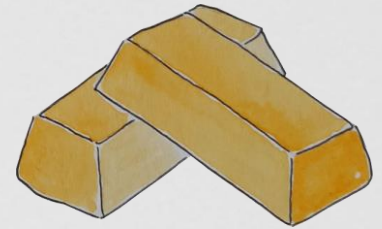
Example

goat and giant

Example

tea and bread

and more



Tricky Words

All Phases

I to no go into

he

she

me

be

we



Nonsense Words

All Phases

tish

shig

sheb

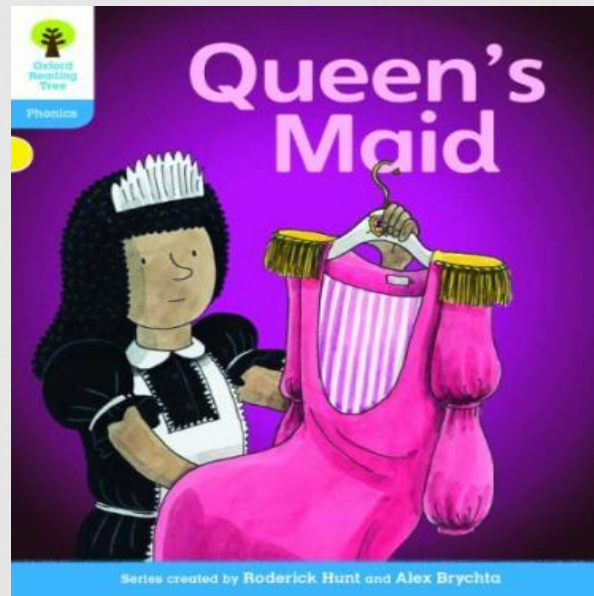
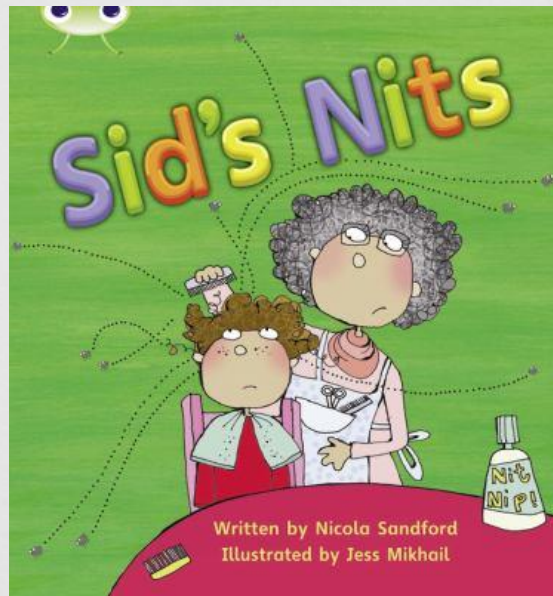
shab



Application

Decodeable – matching my phonics

All phases

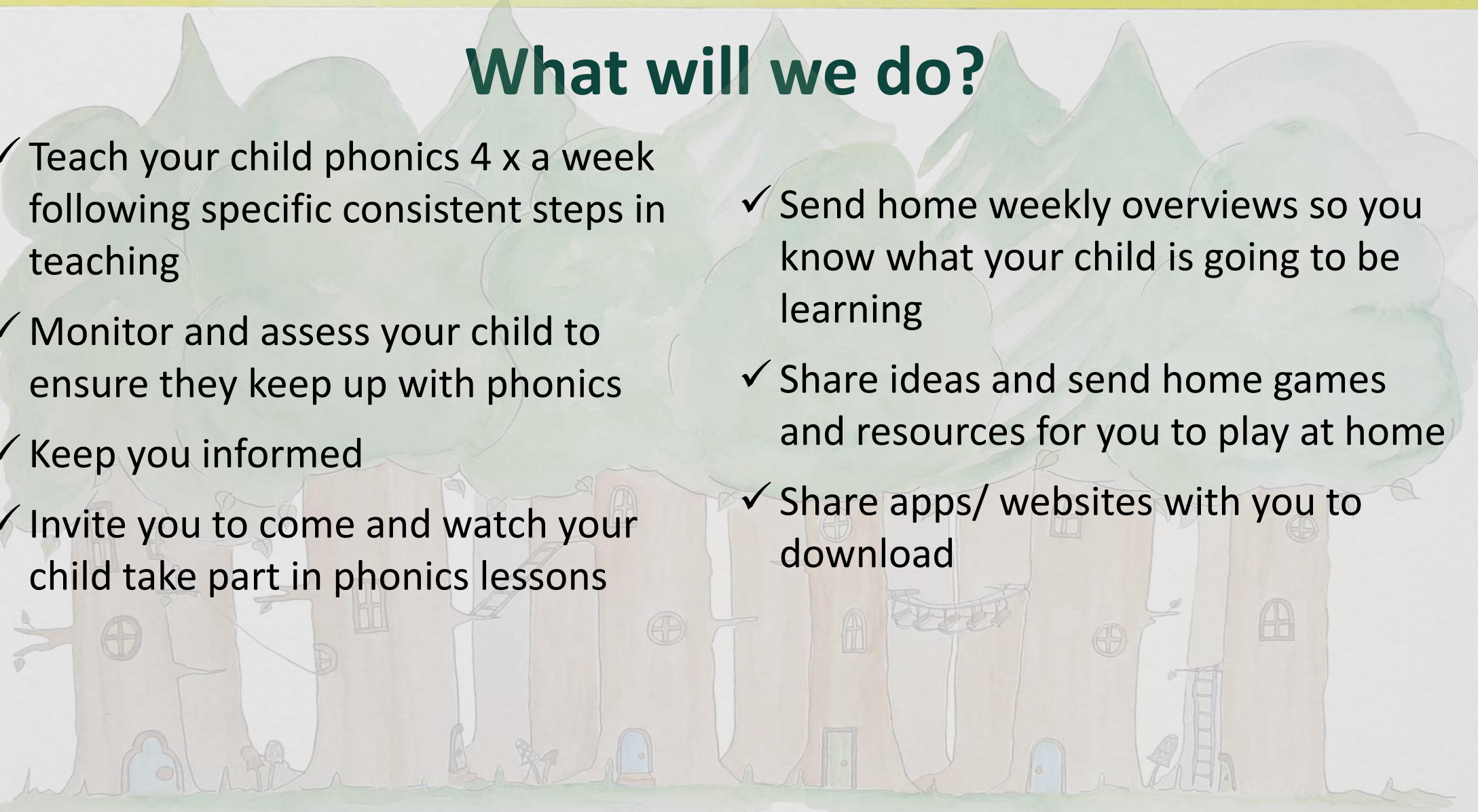


Weekly Parent Newsletters & Home Resources

		supersonic Phonic friends Parent Weekly Newsletter Phase 3		
Spellings already know		Tricky Words		Nonsense Words
s a t p i m n d g o c k c k e u r h b f f l l s s j v w x y z z z q u		I to no go the into  me she we be he		shep  dith chib  hing
This week's spellings for the sounds				
ch 	sh 	th 	ng 	
Build, Read & Write				
chop, chin, chug, check, such, chip,	ship, shop, shed, shell, fish, shock,	maths, moth, thin, thick, path, bath,	sing, song, king, hang, ring, wing,	
Sound Buttons				
chin	shop	path	song	
Spelling Frames				
ch i p	sh e d	b a th	k i ng	
Next week's spellings for the sounds				
rain 	bee 	boat 	moon 	

What will we do?

- ✓ Teach your child phonics 4 x a week following specific consistent steps in teaching
- ✓ Monitor and assess your child to ensure they keep up with phonics
- ✓ Keep you informed
- ✓ Invite you to come and watch your child take part in phonics lessons
- ✓ Send home weekly overviews so you know what your child is going to be learning
- ✓ Share ideas and send home games and resources for you to play at home
- ✓ Share apps/ websites with you to download



What can you do?

- ✓ Come to parent evening meetings and know where your child is up to
- ✓ Use the Phonics curriculum website page for support
- ✓ Watch specific Phonics lessons or ways to pronounce Pure Sounds via website
- ✓ 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
- ✓ Hear your child read their book regularly