



SUPERsonic

Phonic Friends

Parent Workshop

Tuesday 1st October 2024

Aimee Walls – Reception teacher

Shelley Kent – Phonics and Early Reading Lead

Hannah Doyle – Assistant Head and English Lead

What to expect?

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

What is Phonics

- 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 text
- Writing words
- Taught in phases using our scheme Supersonic Phonic Friends.

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 Characters



Firm Foundations – Listening (pre-school)

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

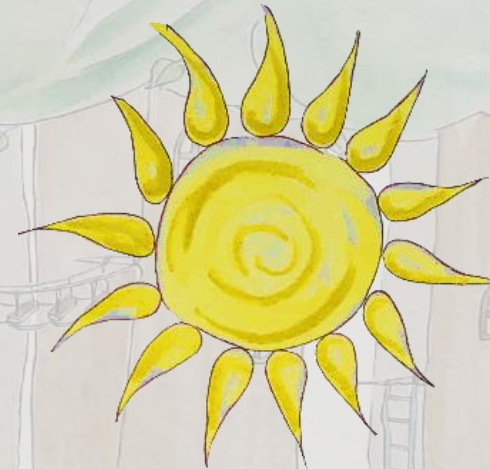
No flashcards allowed



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-



d-e-n



j-a-m

p

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

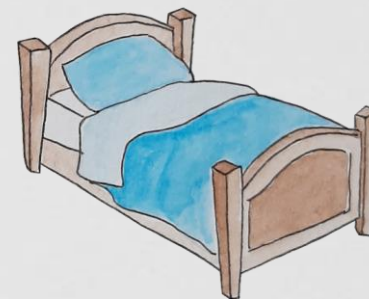
The spelling we can see



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	ck e u r
5	h b f l
6	ll ff ss



Tricky Words

All Phases

I to no go
into

he

she

me

be

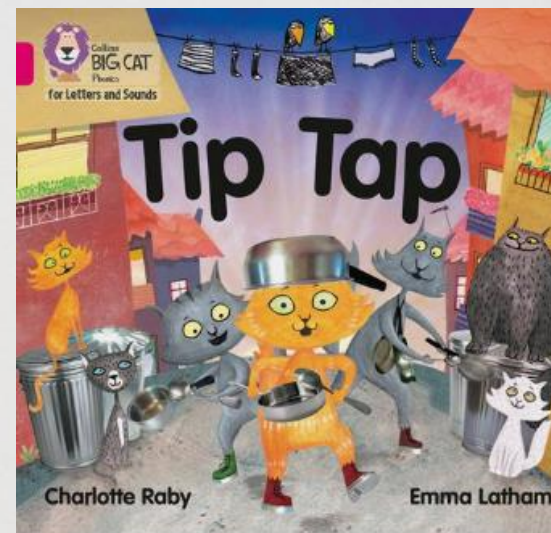
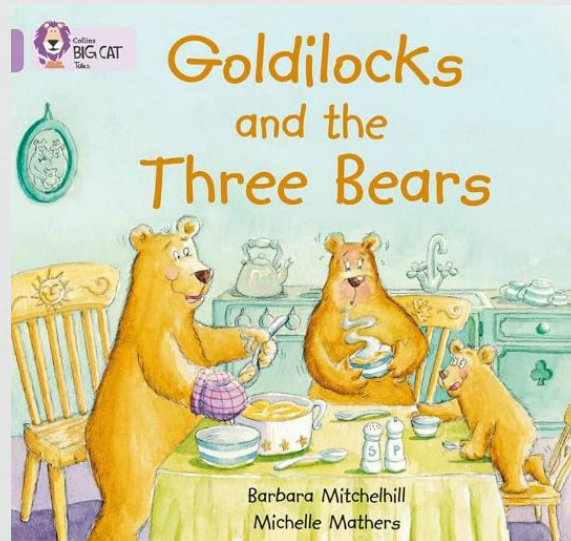
we



Teacher-directed books

Decodable – matching the phonics I've been taught

At all phases – children should be able to decode at least 95% of the words in their book





Play

Application

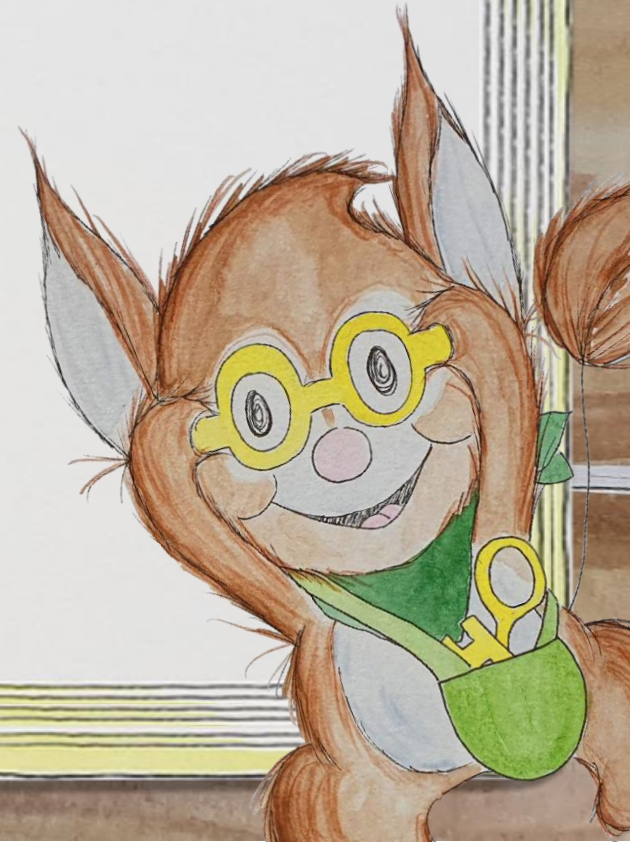
All Phases



Weekly Parent Newsletters


SUPERSONIC
 Phonics Friends
 Parent Newsletter
 The Basics 2 Group 1

Alliteration Sounds we hear at the beginning of a word	Rhyming Words that sound the same	Oral Blending & Segmenting Hearing all the sound in a word									
		 s-a-p t-a-p									
This group's spellings for the sounds											
s  sock	a  apple	t  tiger									
p  panda											
Build, Read & Write											
 asp	 sat	 tap									
 sap											
Spelling Frames											
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s	a	p									
Next group spellings for the sounds											
i  ink	n  nap	m  map									
d  doll											



What will we do?

- ✓ Teach your child phonics every day 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?

- ✓ Attend parent information sessions
- ✓ Come and watch your child take part in a phonics lesson (20 minutes)
- ✓ Talk to your child about the new learning for the week – ask them to teach it to you – little and often and let us know about your adventures on Tapestry!
- ✓ Play games and resources with your child – little and often

Hear the pure sounds here:

Basics 2 - <https://www.youtube.com/watch?v=Tlp7sAcP9Bg>

Basics 3 - <https://www.youtube.com/watch?v=0SN0rINaNeo>

Phonic Friends

Parent Workshop

Thank you for coming.