

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. Two yellow circular buttons with a small 'P' icon are located on the far left edge. A large, dark brown rectangular frame is centered on the page, containing the title text.

SUPERsonic

Phonic Friends

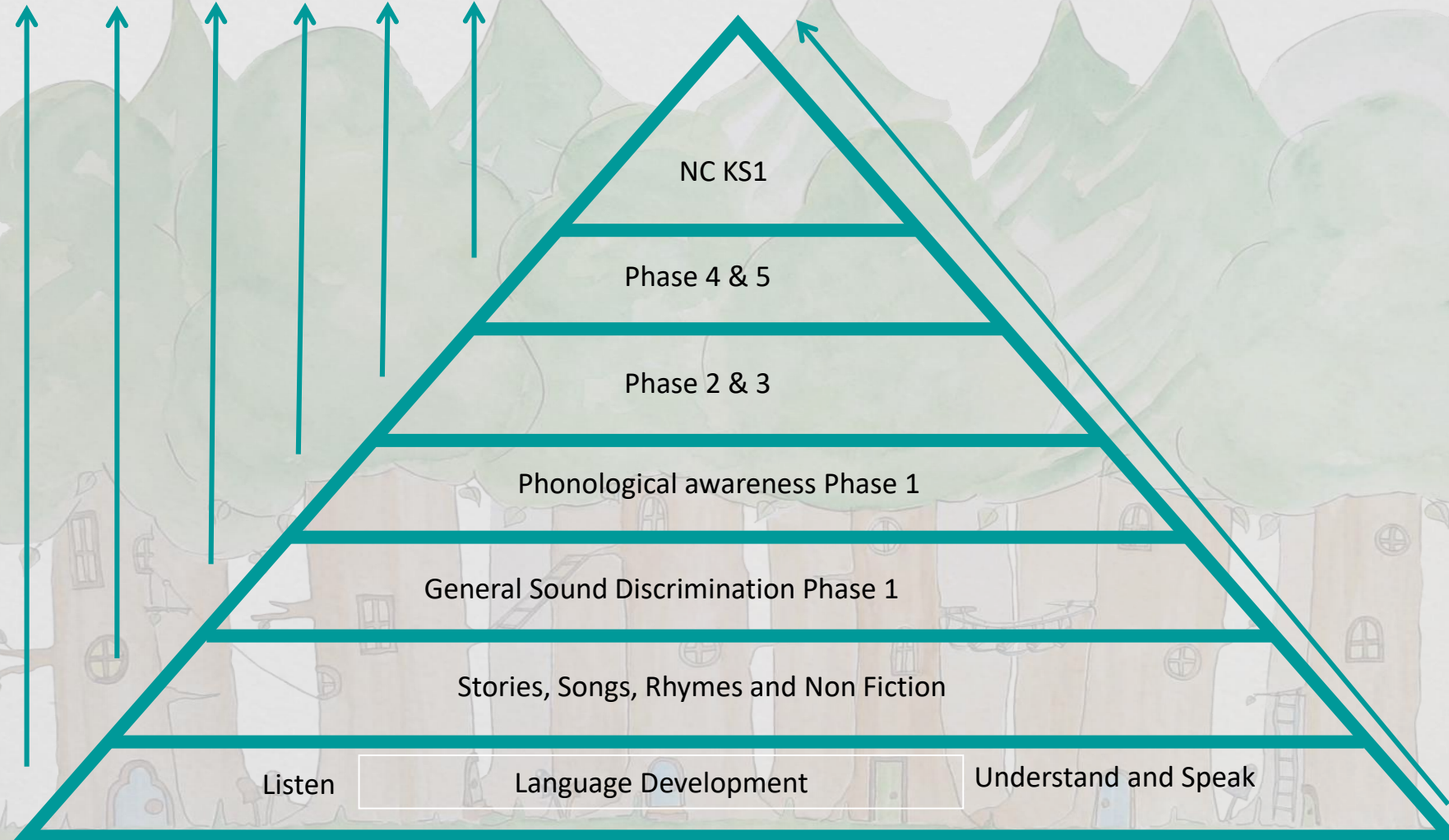
Parent Workshop

And then the skills...



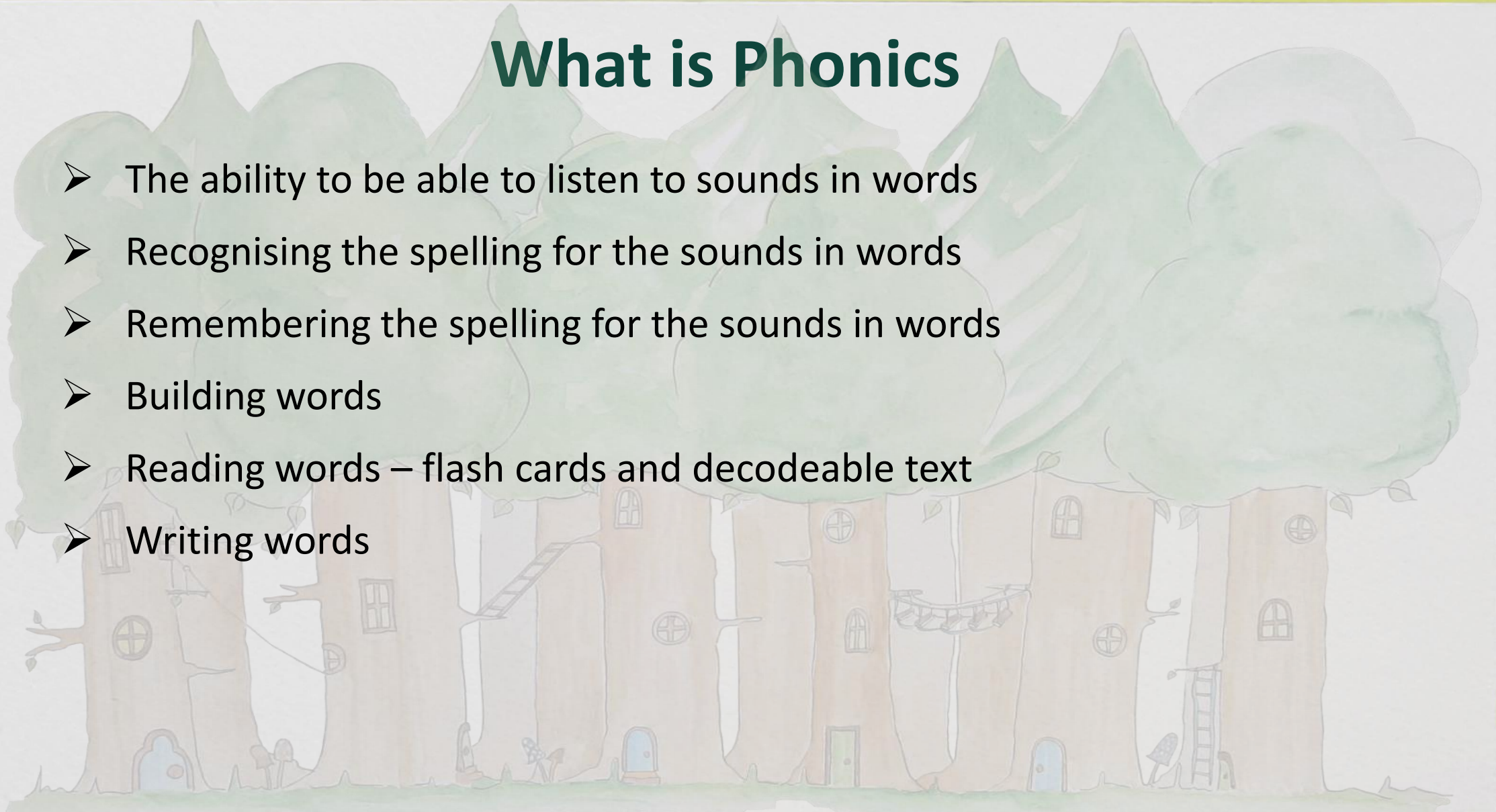
**Systematic Synthetic
Phonics.**

The big picture



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 decodeable text
- Writing words



The Characters



Rhyming

The sounds at the end of the word are the same

No flashcards allowed



Rhythm

Lots of chunks/ syllables in a word

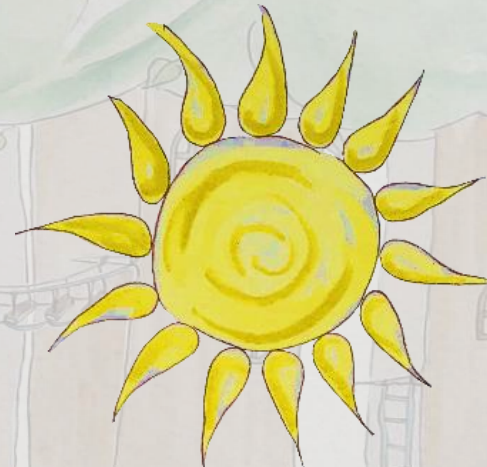
No flashcards allowed



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

Terminology

Phoneme – the sounds you can hear

Grapheme – the written form of the phonemes

Digraph – 2 letters that make 1 sound e.g. sh ch th
ai ee oa

Trigraph – 3 letters that make 1 sound e.g. igh, ear,
ure

Tricky Word – a word that cannot be decoded e.g.
the, said, was

GPC – Grapheme Phoneme Correspondence



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

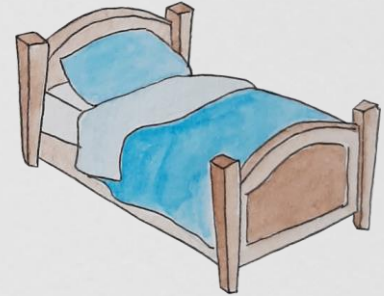
A grapheme

The spelling we can see



The Basics 2

Listen, Recognise, Build, Read, Write
CVC only



Week

Recognise Spellings for the
Sounds

1

s a t p

2

i n m d

3

g o c k

4

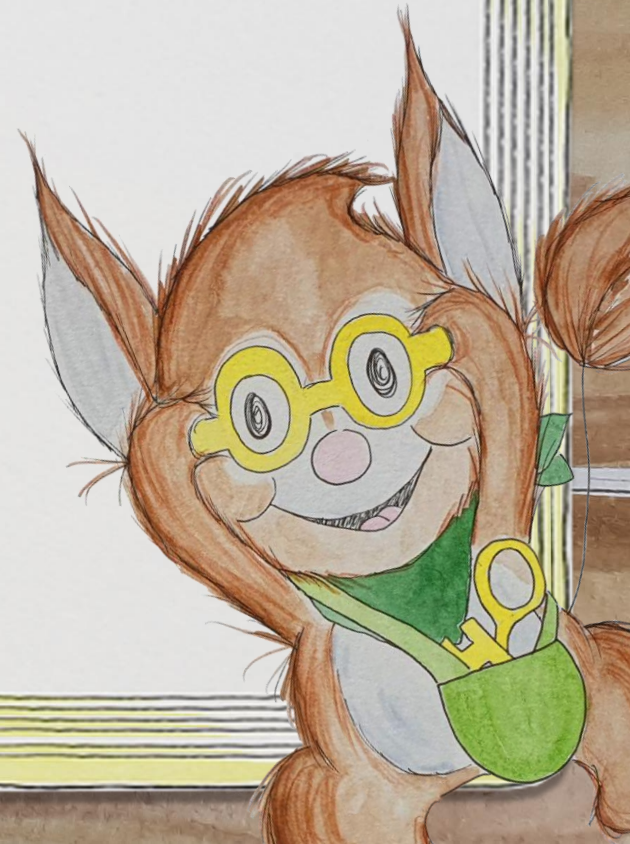
c k e u r

5

h b f l

6

l l f f s s



Terminology

Segmenting (for spelling)

This involves splitting up a word into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing/representing them in the right order.

Blending (for reading)

Using knowledge of GPCs to divide a word into phonemes and combining them to read the word



Terminology

CVC words – words containing 3 phonemes/sounds not 3 letters

CVC

c-a-t

b-u-n

sh-ee-p

th-i-n

Not CVC

c-ow

c-ar

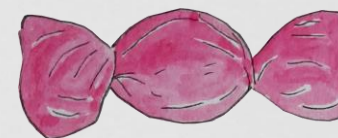
f-ar



The Basics 3

Listen, Recognise, Build, Read, Write

CVC 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



The Basics 4

Listen, Recognise, Build, Read, Write 4 and more sounds only (CVCC, CCVC)

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

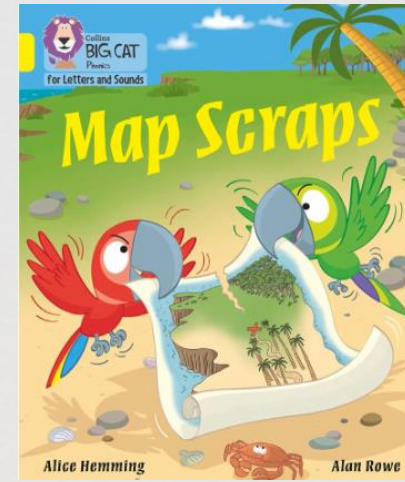
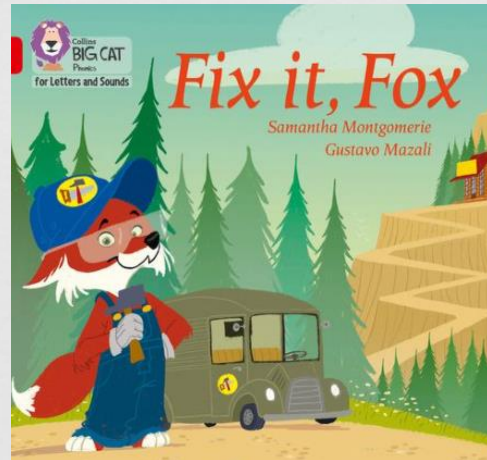
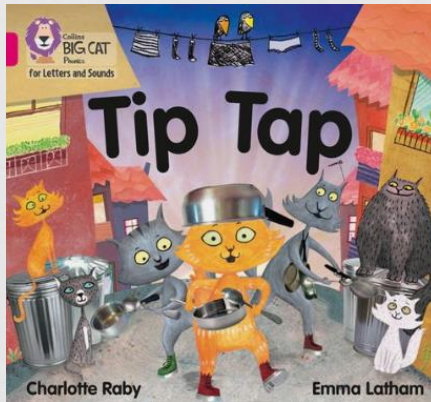


Application

Decodeable – matching my phonics

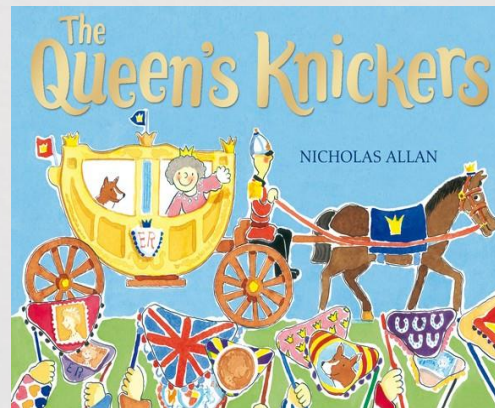
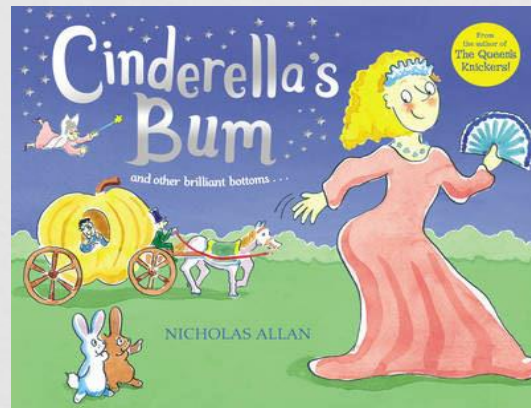
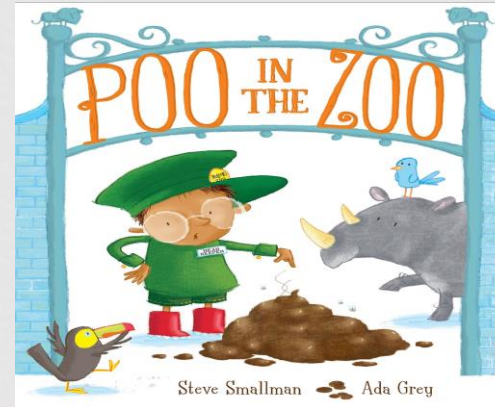
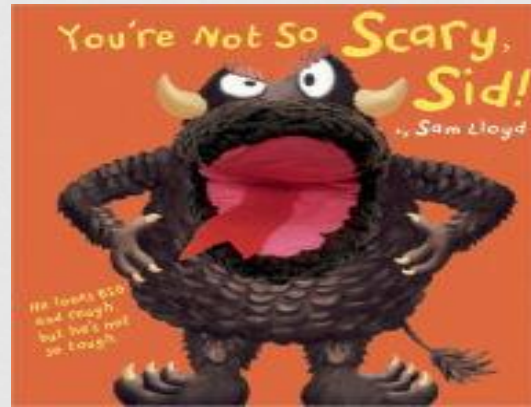
All phases

We will give the children a reading book when they have solid grasp of verbal segmenting and blending and can recognise the phonemes/graphemes required.



Application Story Books

All phases












Play

Application

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 q u	I to no go the into  me she we be he	shep  chib	dith  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 5 x a week following specific consistent steps in teaching
- ✓ Monitor and assess your child to ensure they keep up with phonics
- ✓ Keep you informed
- ✓ Provide additional support where needed
- ✓ Read once a week with your child
- ✓ Change their books once a week on a Friday
- ✓ 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?

- ✓ 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 4 or more times a week when your child brings home a book – recording in the diary each time. This helps with their confidence and fluency.
- ✓ They also receive a certificate each term if they consistently read 4 or more times a week.

SUPERSONIC

Phonic Friends



Based on Letters and Sounds
DFE