

The background of the entire image is a light brown wood-grain texture. Scattered across this background are several dark brown, stylized leaves and branches. On the left side, there is a vertical branch with several leaves. On the right side, there are more branches with leaves, some of which are clustered together. In the center of the image, there is a white rectangular box with a dark brown border. Inside this box, the text "SUPERSONIC" is written in a large, bold, green font with a brown outline. Below this, the text "Phonic Friends" is written in a smaller, black, sans-serif font. At the bottom of the box, the text "Parent Workshop Nursery" is written in a small, black, sans-serif font.

# SUPERSONIC

## Phonic Friends

Parent Workshop Nursery



# 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**

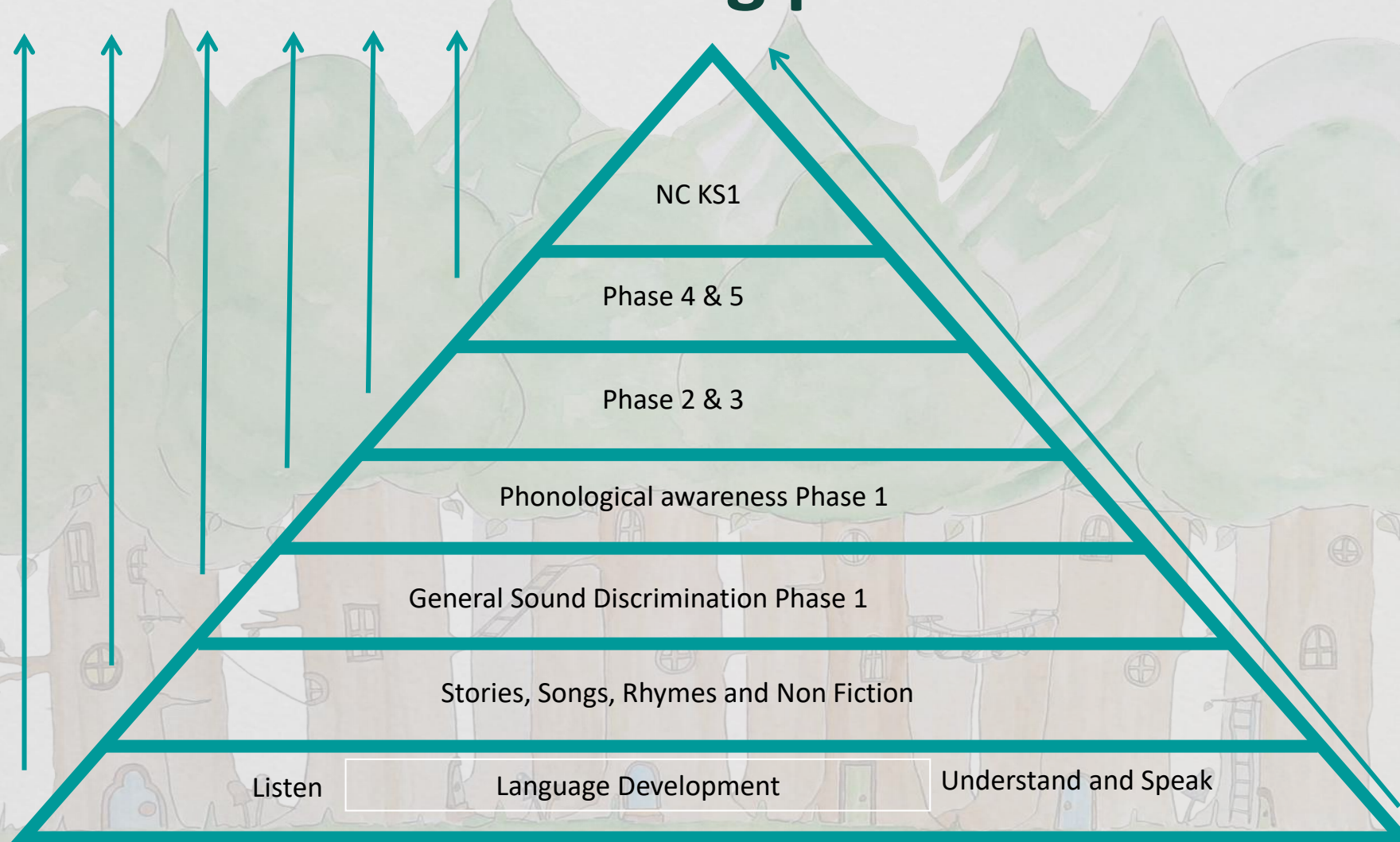


**And then the skills...**



**Systematic Synthetic Phonics.**

# The big picture





# What is Phonics

- Different schemes schools adopt
- We use the Supersonic Phonic Friends programme
- Phased 1 – 5 systematic approach – In nursery we focus on phase 1
- 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



# The Characters



Big Ears

## Listening Len

Len helps us hear the sounds in the words we speak. He introduces the focus sound at the beginning of every lesson, through the phonic tv.

"Listen with Len before you pick up a pen!"



Big Glasses

## See it Sam

Sam introduces the spelling for the sound and what it looks like.

"Let's see it with Sam!"



Axe

## Segmenting Seb

Seb chops full words up into the individual sounds and spelling.

"Segment with Seb!"

"Noisy Phonics."

"Phonic chatter because it matters."



# The Characters



Whisk

Blend it with Ben  
Ben puts Seb's chopped up  
sounds/ spellings back into  
full words.

"Blend with Ben!"  
"A bossy blend at the end."



Toolbelt

Build with Bill  
Bill helps us build words using  
individual spellings.

"Build with Bill!"  
"Noisy Phonics."  
"Phonic chatter because it  
matters."

# 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

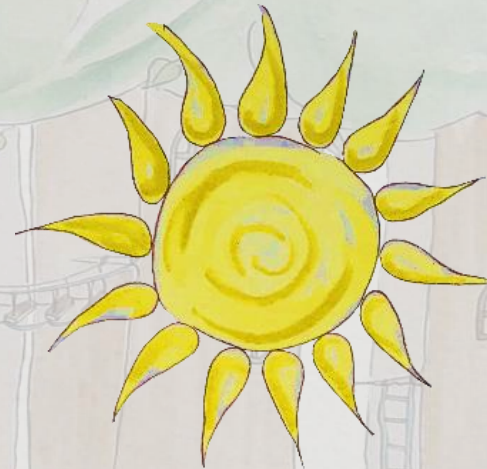




# Alliteration

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

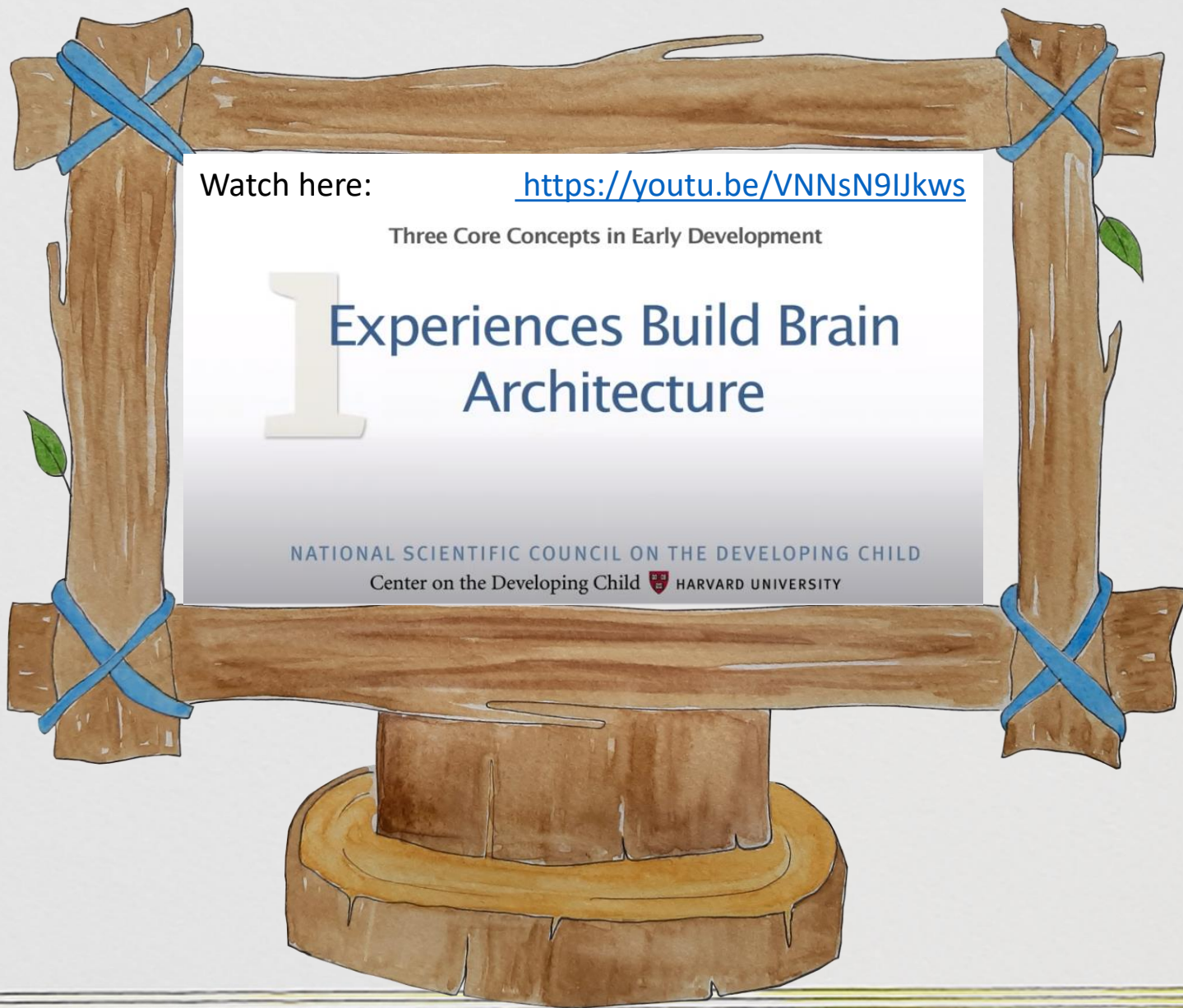


d-e-n



j-a-m





Watch here:

<https://youtu.be/VNNsN9IJkws>

Three Core Concepts in Early Development

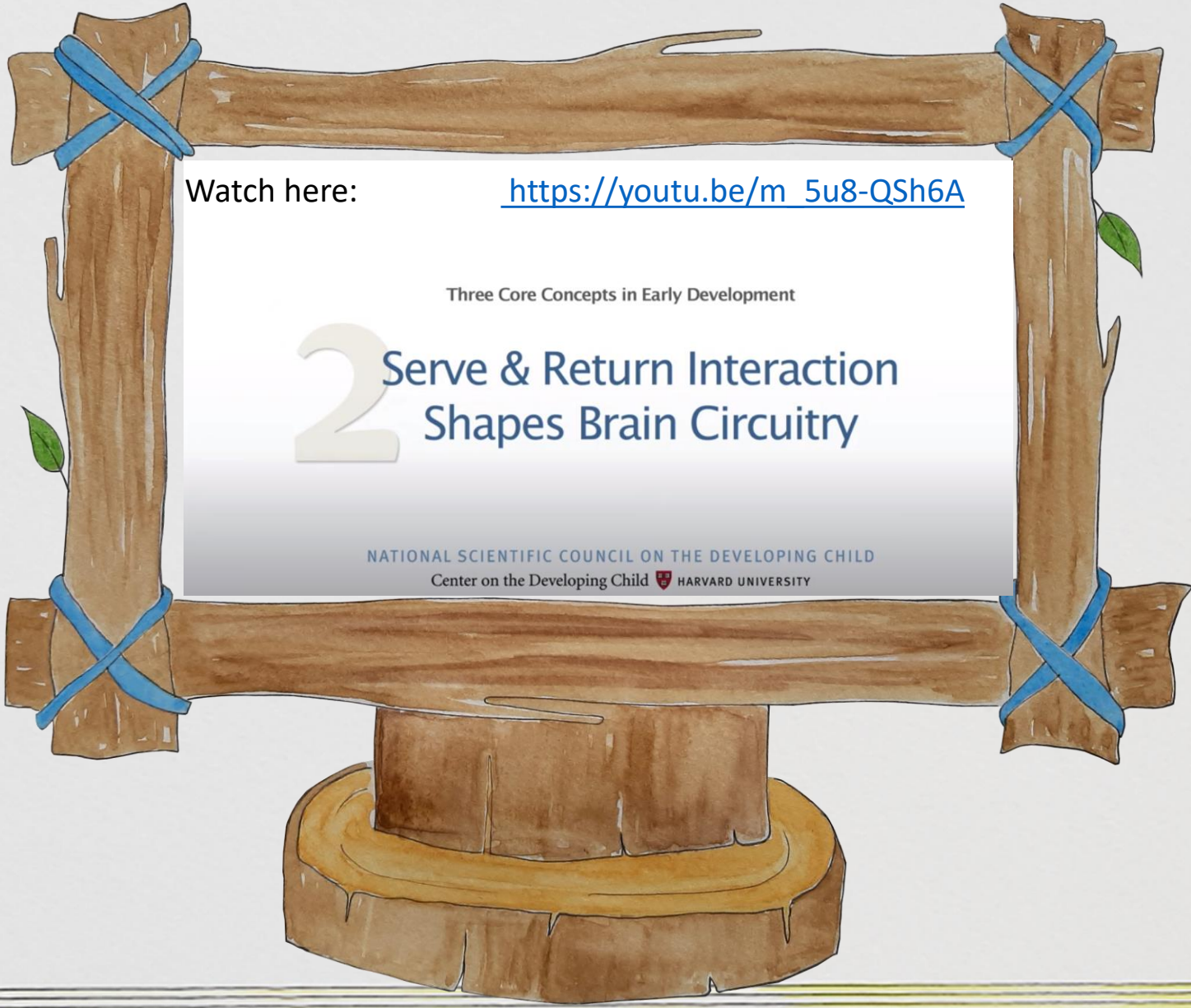
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## Experiences Build Brain Architecture

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Center on the Developing Child  HARVARD UNIVERSITY





Watch here:

[https://youtu.be/m\\_5u8-QSh6A](https://youtu.be/m_5u8-QSh6A)

Three Core Concepts in Early Development

## 2 Serve & Return Interaction Shapes Brain Circuitry

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Center on the Developing Child  HARVARD UNIVERSITY



# Avoid 'Schwaing'

## Saying the sounds clearly



s



a



t



p



i



n



m



d



# Application Environmental Print and Popular Culture

All phases



NETFLIX



CBeebies  
BBC







# Play

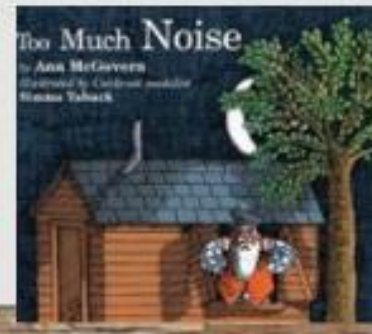
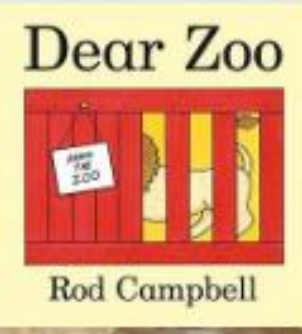
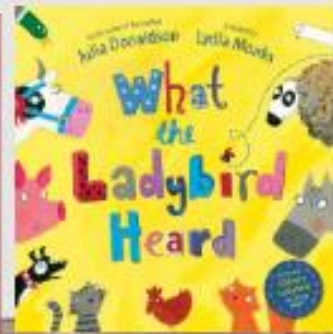
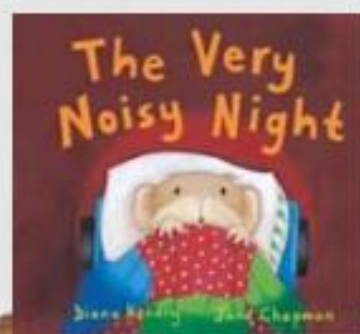
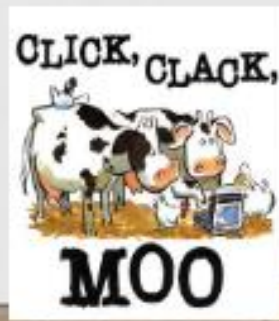
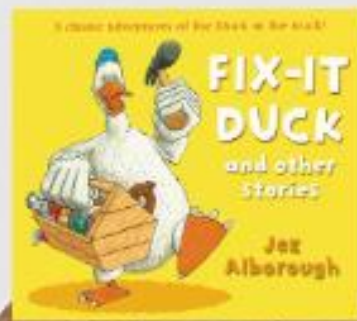
Application

All Phases





# Story Books





# What will we do?

- ✓ Teach your child phonics weekly following specific consistent steps in teaching
- ✓ Monitor and assess your child to ensure they keep up with phonics
- ✓ Keep you informed
- ✓ Invite you to concept specific workshops as your child moves through the sets to support at that moment in time
- ✓ 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 progress meetings and know where your child is up to
- ✓ Come to and join in with concept specific workshops as your child moves through the sets to support at that moment in time
- ✓ Play games and resources with your child – little and often
- ✓ Download apps and log on to websites with your child





# SUPERSONIC

## Phonic Friends



**Based on Letters and Sounds**  
**DFE**