

Bedtime Breakfast Event

Tuesday 4th October 2022



SUPERSONIC
Phonic Friends

Aims of this morning

- Understand the importance of reading in your child's education,
- Know how we teach early reading and what this looks like at South Bersted Church of England Primary School,
- Reflect on your child's start to Primary School,
- Know how to further support your child in reading at home.

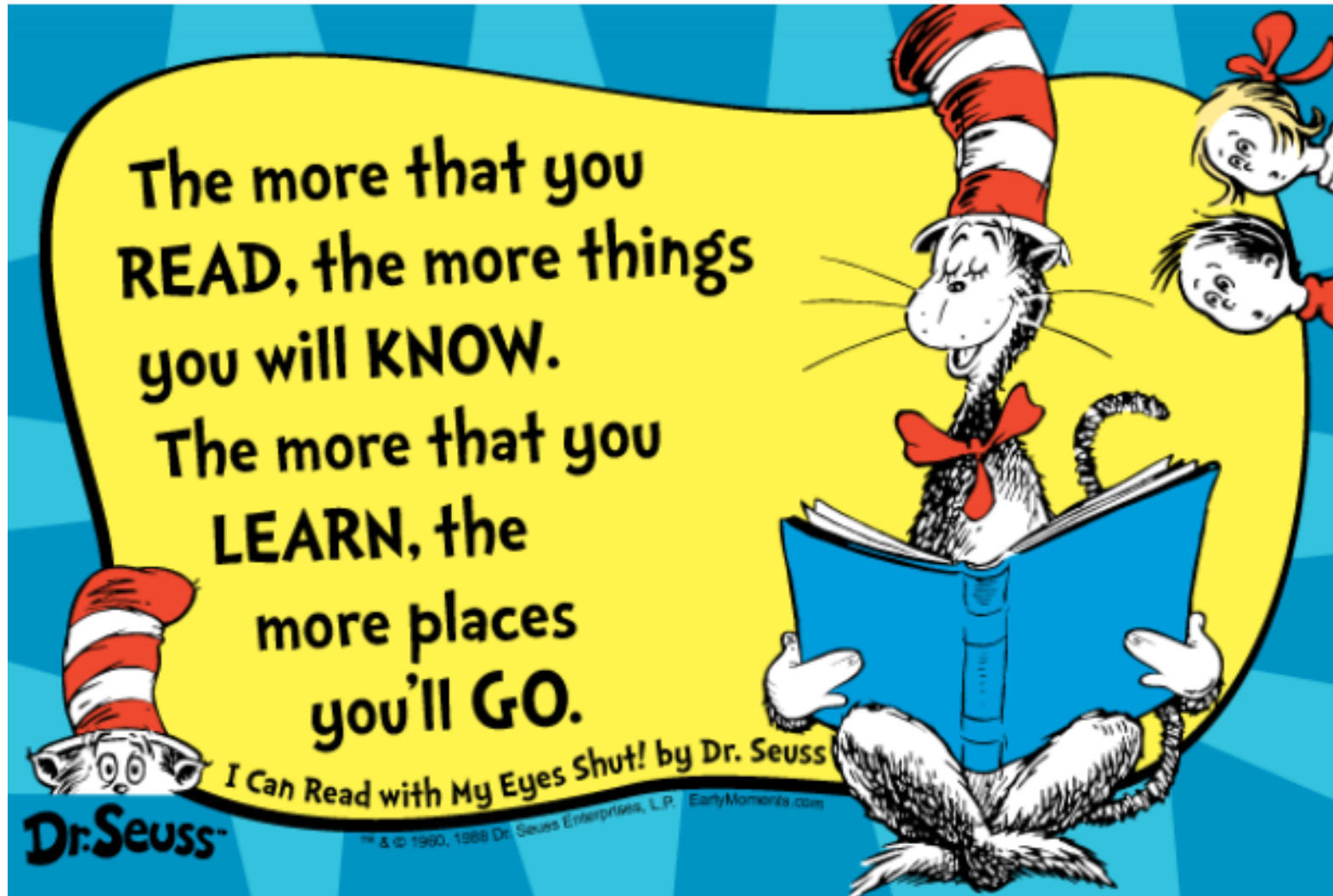


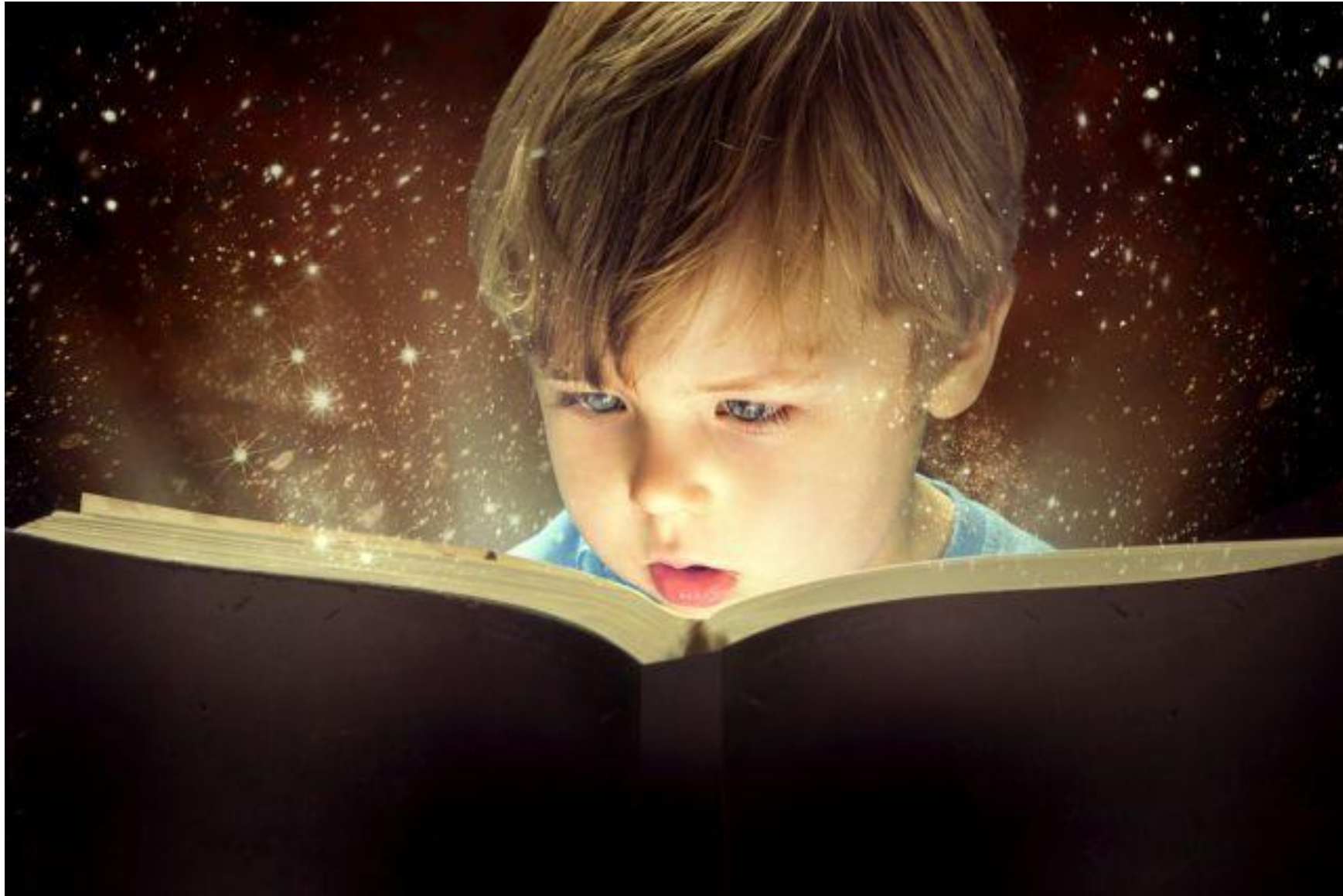
House Keeping

- If the fire alarm sounds, we need to evacuate and be registered on the far side of the playground.
- Please keep the lids on your hot drinks and leave them on your table.
- Mobile phones on silent and not out during this morning's Breakfast event.



Reading





When does your child learn to read?

- Readers from birth,
- Children learn quickly that we communicate via spoken language,
- Babies are sung to, laughed at, talked to, listened to,
- Children understand that print conveys meaning when adults read aloud to them and when they see adults reading.



Build spoken language by talking and listening

1 years old:

- Know a lot about spoken language,
- Recognise some environmental and speech sounds,
- Know words that are important to them,
- Begin to imitate those sounds.

Children learn all of this by **listening** to family members talk. Children who **do not** hear a lot of **talk** and who are not encouraged to talk themselves often have **problems learning to read**.



What makes a skilled and confident reader?

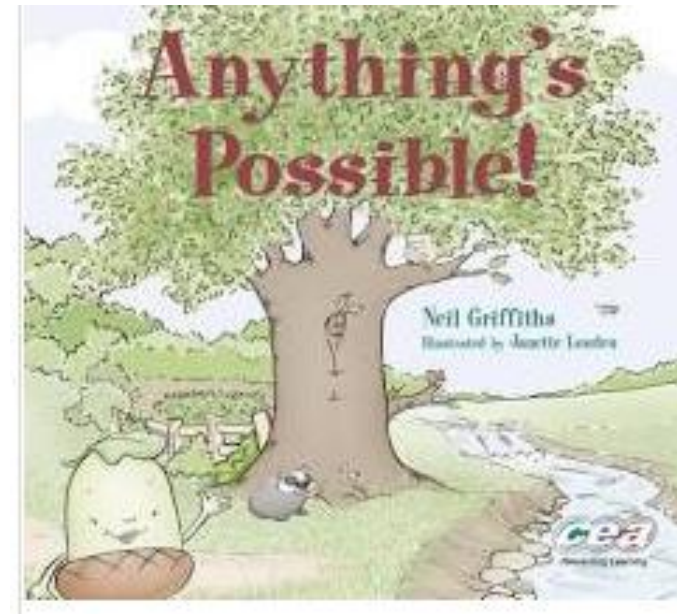
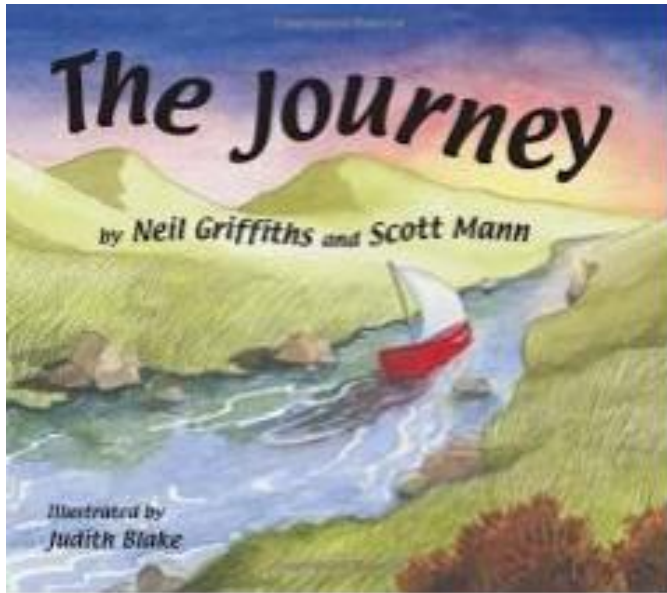
Opportunities to:

- Build **spoken language** by talking and listening,
- Learn about **print** and books,
- Learn about the sounds in spoken language (this is called **phonological awareness**),
- Learn about the letters of the alphabet and how they come together to form words,
- **Listen** to books **read aloud**.

Every one of these elements is vital!



Top Tips for Reading at Home



- <https://www.youtube.com/watch?v=9TC8c2se0xs&list=PLDuDKKBaUvIMptkmjl32wGLFzfgswaSM0&index=2>



Developing vocabulary

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old:

Never read to, 4,662 words;

1–2 times per week, 63,570 words;

3–5 times per week, 169,520 words;

daily, 296,660 words;

five books a day, 1,483,300 words.



I don't want to read tonight!

Student 'A' reads **20 minutes** each day.

3600 minutes in a school year.

1,800,000 words



Student 'B' reads **5 minutes** each day.

900 minutes in a school year.

282,000 words



Student 'C' reads **1 minutes** each day.

180 minutes in a school year.

8,000 words



Language Development

- Language develops through interactions with others.
- Discuss how characters are feeling and encourage your child to explain why.



I wonder...





The Colour monster

ANNA LLENAS

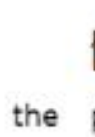


The colour monster

This is my friend the colour monster. Today he's all mixed up

and very confused. He doesn't know why.









That's

because



your



feelings



are



all



stirred



together,

so













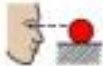








your



colours



are too.

 I  know!  Let's  put  each  feeling  in  a  different  jar so
 we  can  look at  it more  closely.  I can  help  if  you  like.





This is happiness.



It shines yellow like the sun



and twinkles like the stars.



You feel bright and light. You laugh, you jump, you
dance! You want to share that feeling with everyone.





This is sadness.



It's gentle like a blue rainy day.



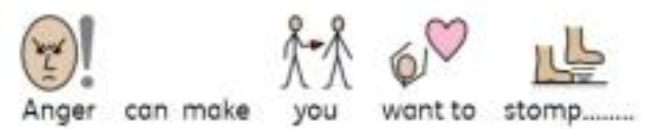


 Sadness can make  you  cry.

It can make  you  feel  alone.

But if  your  sad,  I'll  hold your hand.







.....and Roooooaaaaaarrrrrrrr! and shout, "It's not fair!"



This is fear. It is black like the night

hides in the shadows like a scaredy cat.



Being afraid can make you feel very small and alone.

If you're afraid, tell me why and we'll be together.








 This is calm. It's green.



 It's quiet like the trees

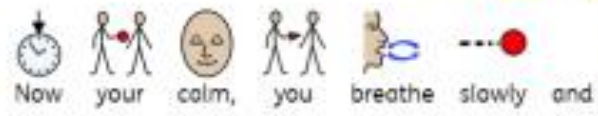



 and soft like their leaves.



Now your calm, you breathe slowly and

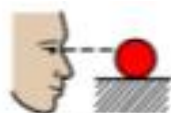
deeply. Ahhhhhh! You feel at peace.



'here, we've finished. Here are your feelings

and each one has a different colour.





Let's look at them together:



Yellow



Blue



Red



Black



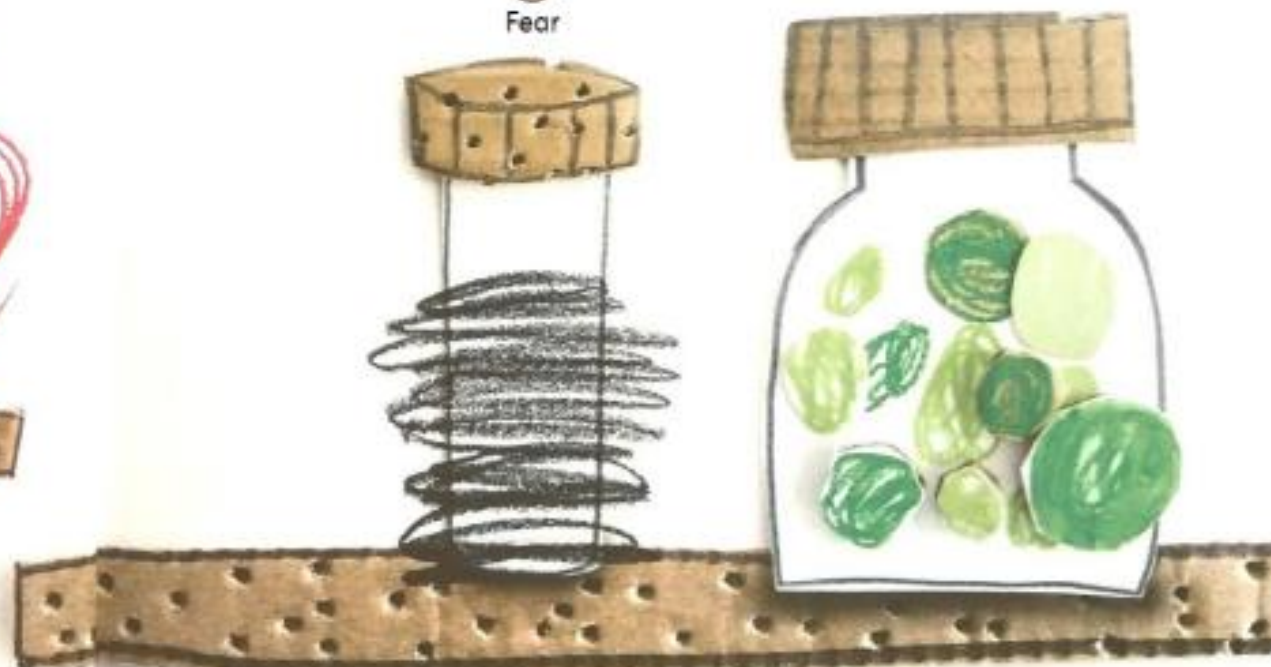
Fear



Green



Calm





? But what's this? You look different,

Colour monster! Er..... How do you feel now?



Pink!



I'm



in love!





Time for breakfast and reflection



At South Bersted Church of England Primary School we strive to ensure all children become fluent readers and confident writers by the end of Key Stage 1. To do this children need to have a secure understanding of the letter sounds and spelling system of the English language. For this to develop fully our aim is for children to

- Enjoy playing with words and sounds
- Develop good aural discrimination, phonemic awareness and rhyme awareness
- Learn to read and write all 44 graphemes in the English language
- Be able to blend sounds to read words
- Be able to segment sounds to spell words
- By the end of reception children are expected to know the sounds for 26 letters plus 10 digraphs.

Our approach to the teaching of phonics is lively, interactive and investigative.

We have just started our new phonics scheme **Supersonic Phonic Friends**.



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

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).



Securing The Basics 2

CVC

Securing The Basics 2		Tricky Words
Group 1	  s a t p  	N/A
Group 2	  i n m d  	I is
Group 3	  g o c k  	the to
Group 4	  c k e u r  	go no
Group 5	  h b f l  	has his as
Group 6	  l l f f s s 	of into



Securing The Basics 3

CVC

Group 1



j v w x



Tricky Words

her was you

Group 2



y z zz qu



he she we me be

Group 3



ch sh th ng



they my by

Group 4



ai ee igh oa



are all

Group 5



oo oo ar or



some come

Group 6



ur ow oi er



so do

Group 7



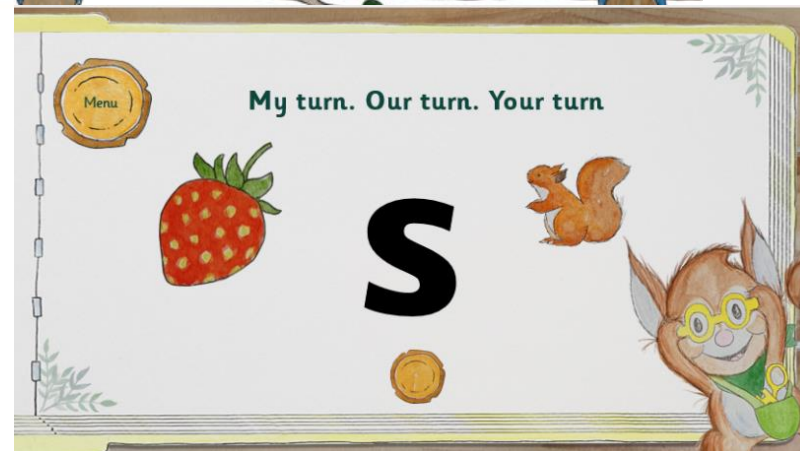
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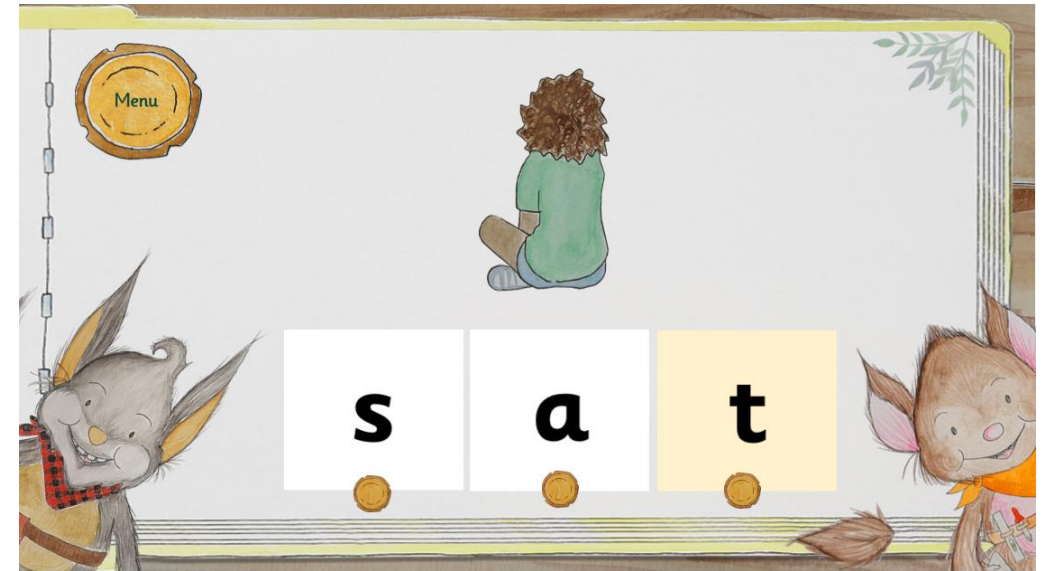


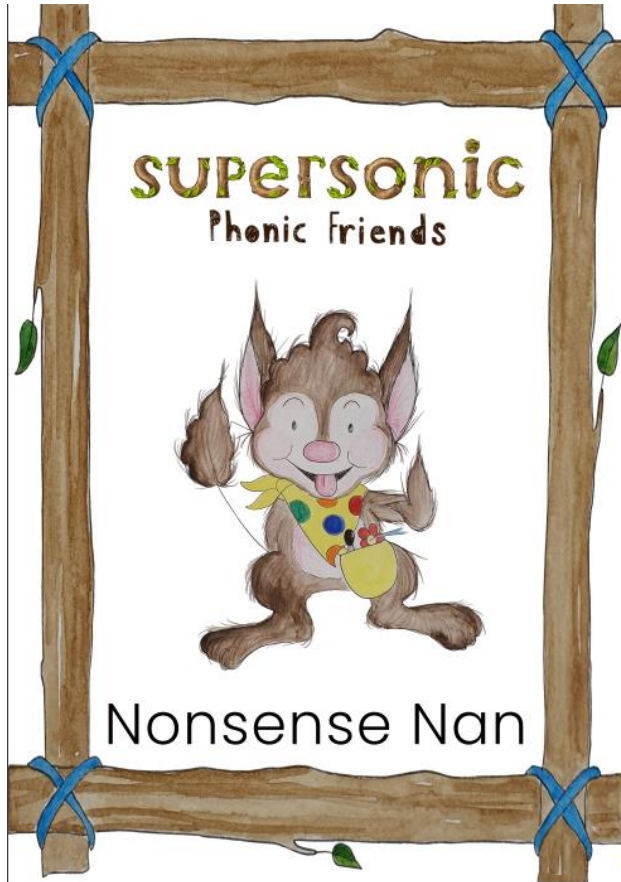
little out

	s s s squishy strawberry	s s s holding strawberry in between thumb and fore finger squishing a strawberry
	a a a amazing apple	a a a holding apple aaa as if going to bite
	t t t terrific tiger	t t t right left right both hands pretending to growl like a tiger
	p p p perfect panda	p p p high 5 hands right, left, right then both hands
	i i i in the igloo	i i i in the middle (both hands point to middle)
	n n n naughty nose	n n n tap your nose
	m m m marvellous mouse	m m m hands like a mouse mouse creeping up arm
	d d d dangerous digger	d d d pretend to be driving a digger
	g g g groovy glasses	g g g hold onto glasses
	o o o orange orange	o o o draw an o
	c c c crazy cake	c c c crazy fingers (my turn) hold the cake
	k k k kind king	k k k put a crown on head



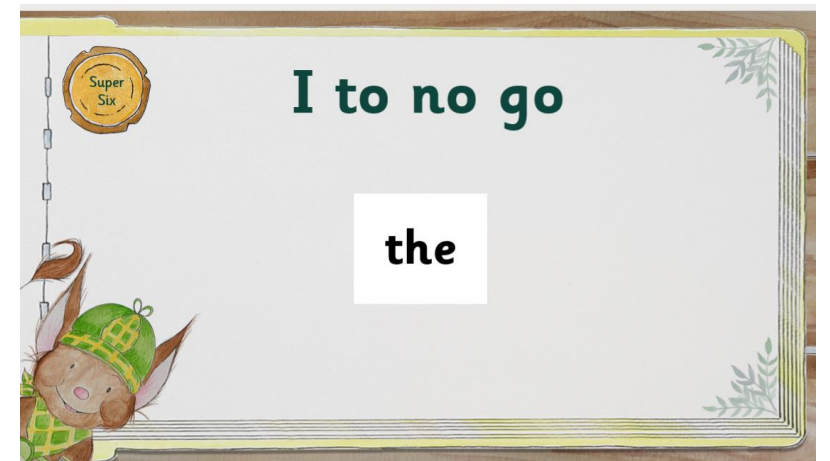






Tricky Tess and Nonsense Nan

Let us introduce you to Nan and Tess,
they help us read those sill words
which make no sense and make
reading the tricky words fun and
immense!



I to no go

the



supersonic

Phonic Friends
Parent Newsletter
The Basics 3 Group 1



Previous spellings

s a t p i m n d
g o c k c k e u r
h b f l l f f s s

Tess' Tricky Words

I is the to no go has his
as of into



her was you

Nan's Nonsense Words

jop

wab

ven

lix



This group's spellings for the sounds

j



jam

v



vet

w



wig

x



mix

Build, Read & Write

jam, jazz, jet,
jog, jacket

van, velvet, vet,
visit, vixen

wag, wax, web,
wicked, wig, win

box, exit, mix, six,

Sound Buttons

jam



vet



wig



mix



Spelling Frames



Next group spellings for the sounds

Blending at home!

<https://www.youtube.com/watch?v=vbNU8AJFUQQ>

SUPERSONIC
Phonic Friends



Reading Books





Before reading



Practising phonics: Phase 2

- Point and say each phoneme (letter sound) together. Try to keep each sound short and clear, e.g. 's' not 'ssssss' or 'suh'.

s a t p i n

- Read the words together.

pit tap sip nap

Check understanding

- What do these words mean?

pit pat tip tap

Talk about it

- Tell your child that this book is about the weather. Ask what type of weather these words could be describing? (rain)
- How many different kinds of weather can you think of?
- Flick through the pages of the book together.
- How many different kinds of weather can you see in the pictures in this book? (rain, sunshine, rainbow)
- Now read the book. Enjoy looking at the pictures and talking about them.

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pit pat



pit pat



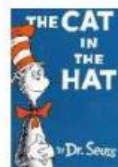
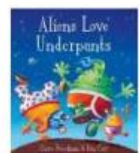
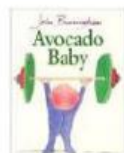
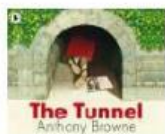
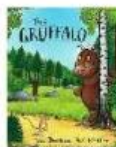
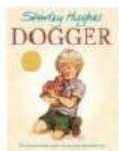
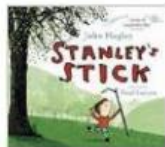
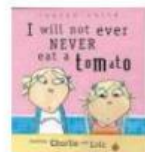
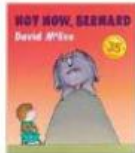
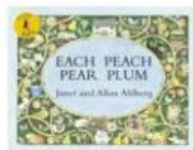
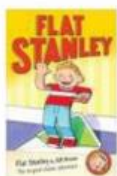
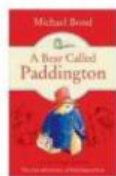
tip tap







100 Books to Read in KS1



EYFS

I can find rhyming words.

I can describe the main story setting and characters.

I can look at a book independently, holding the book the correct way up and turning the pages.

I can suggest how the story might end.

I can join in with repeated phrases in the story.

I can hear and say the initial sounds in words.

I can segment the sounds in simple words and blend them together.

I can spot my phonics sounds in books.

I know the name of letters in the alphabet.



Can you name the main characters and the setting in the story?

Can you say your favourite part of the story?

Can you learn the meaning of a new word?

Can you do an action to learn the word?

Can you predict what might happen on the next page?

Can you recognise tricky words 'the' 'and' 'she' 'he' 'we' 'me' 'my'?

Can I use my phonics to sound out simple words?

Can you spot some words that rhyme?



Reading Raffle

- Each time your child reads, please write this in their Reading Diary,
- If they read 5 times in a week they get a raffle ticket,
- At the end of each half term, there is a raffle draw where winners receive a new book.



School Website

- Visit the school's website for further information: Curriculum – Phonics.

Phonics

At South Bersted Church of England Primary school we strive to ensure all children become fluent readers and confident writers by the end of Key Stage 1.

In reception, we begin our phonics journey by consolidating the learning that will have already taken place in a nursery or preschool. Children will be supported to recognise a range of sounds; environmental, instrumental, rhyme and alliteration as well as some initial letter sounds they may have learnt.

We will then begin a daily timetable of whole class phonics that begin by introducing children to individual letter sounds using the **Supersonic Phonic Friends** programme and then moving onto more complex vowel and consonant digraphs (two letters making one sound) and trigraphs (three letters making one sound). We use a range of strategies and programmes to teach phonics to ensure that children are engaged and enjoy the sessions.

An Introduction to Supersonic Phonic Friends

This year we will be teaching phonics using Supersonic Phonic Friends. This programme is a fully systematic phonic approach created by Phonics' expert, Anna Lucas and beautifully designed by artist, Fiona Cameron.

