

Bedtime Breakfast Event

Thursday 2nd October 2025

SUPERSONIC
Phonic Friends



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.



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.



School's Vision Statement

John 10:10 'Life in all its Fullness.'

John 10:10: Life in all its Fullness

Effective teaching and a creative, child centered curriculum, together with an emphasis on Christian values and beliefs, enables all learners to recognise and achieve high standards. Pupils are encouraged to embrace challenges and become lifelong learners in a safe, secure and nurturing environment. We are committed to enriching pupils' moral and spiritual development inspiring all to become caring, responsible 21st century global citizens.

Aiming for Excellence

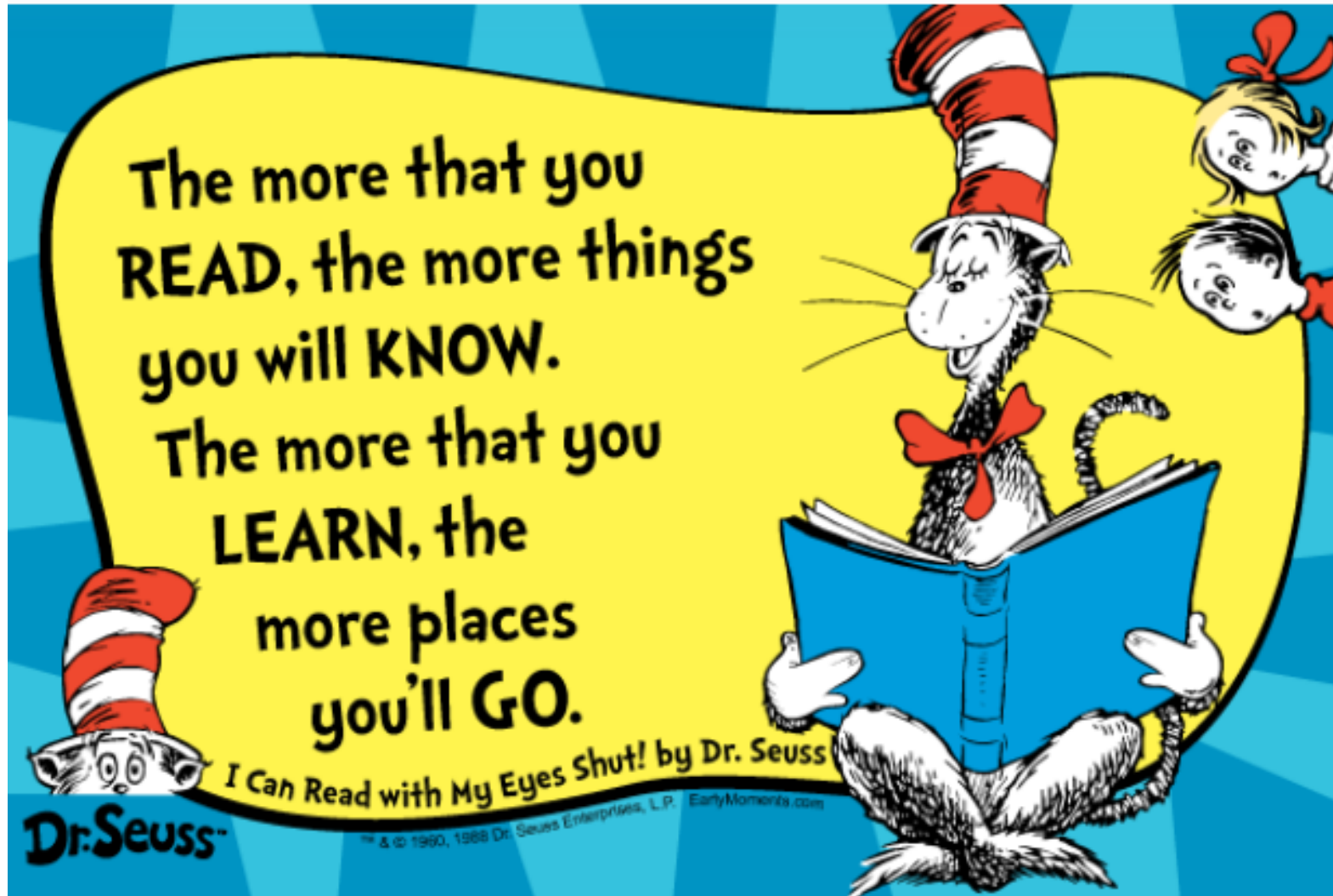
Learning for Life

Listening to the Voice of God





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!



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

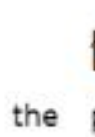


The colour monster

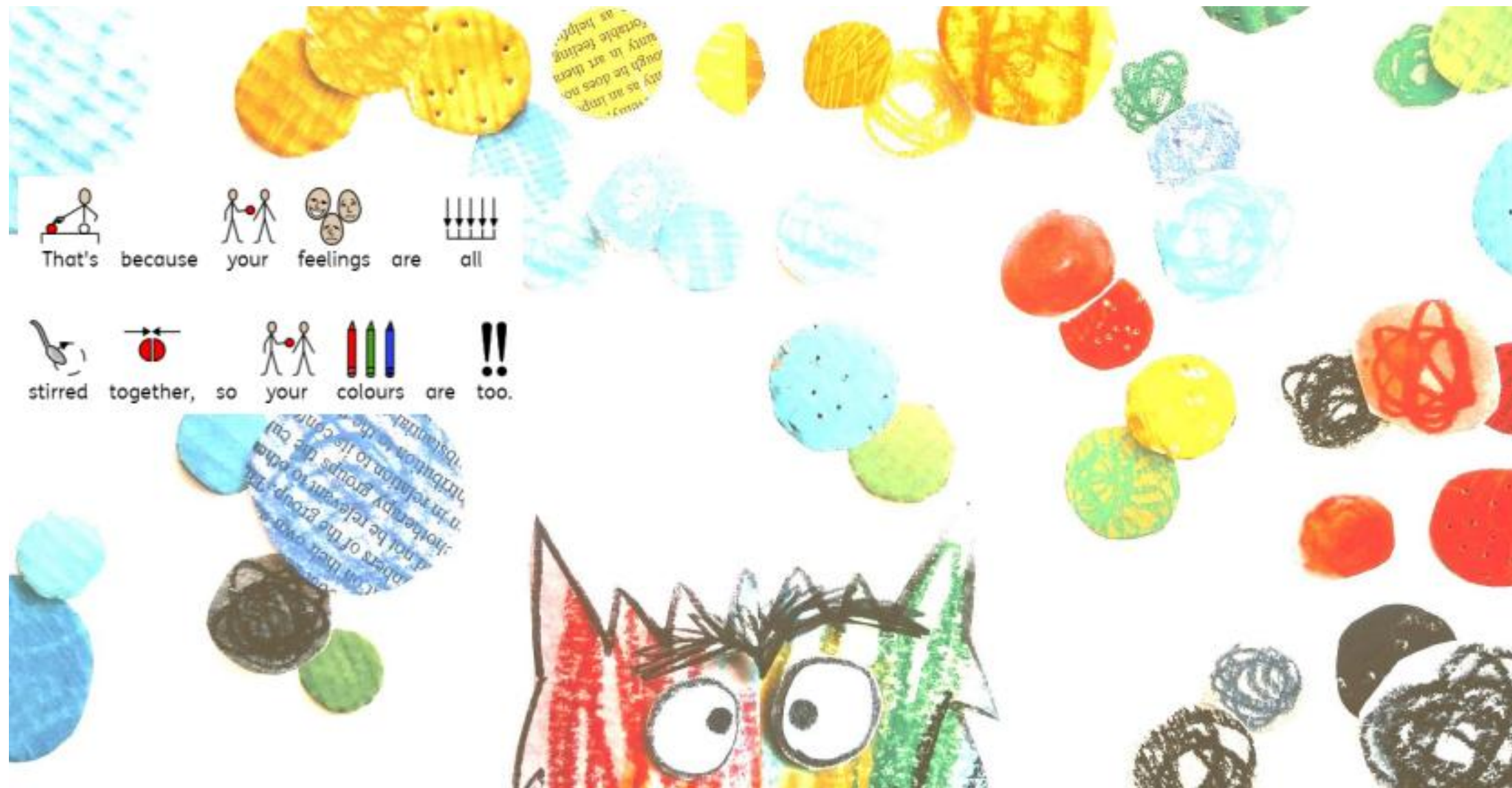
This is my friend the colour monster. Today he's all mixed up

and very confused. He doesn't know why.









 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.





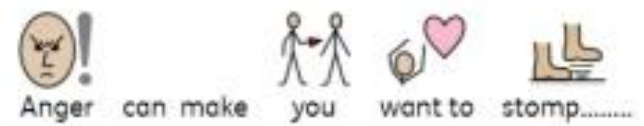


 Sadness can make  you  cry.

It can make  you  feel  alone.

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







.....and Roooooaaaaaaarrrrrrr! 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

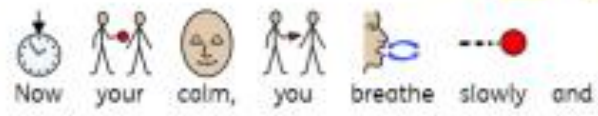



 and soft like their leaves.



Now your calm, you breathe slowly and

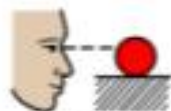
deeply. Ahhhhhh! You feel at peace.



'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**.



Securing The Basics 2

CVC

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

Tricky Words

Group 1



j v w x



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

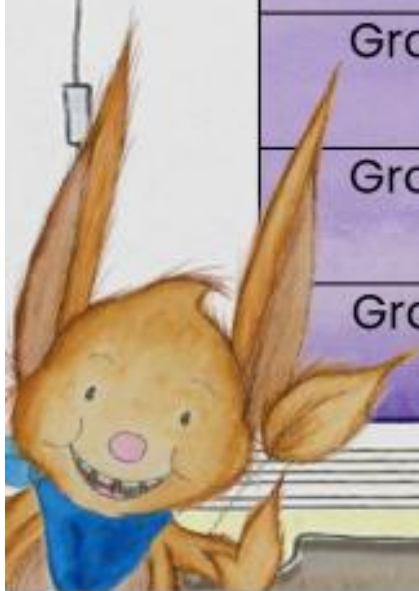
Group 7



ure ear air



little out





supersonic

Phonic Friends
Parent Newsletter
The Basics 3 Group 1



Previous spellings	Tess' Tricky Words	Nan's Nonsense Words	
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	I is the to no go has his as of into  her was you	jop ven	wab lix 
This group's spellings for the sounds			
j	v	w	x
 jam	 vet	 wig	 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			
j o g	v a n	w i n	s i x
Next group spellings for the sounds			

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



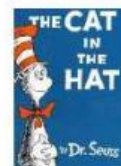
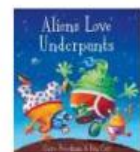
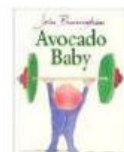
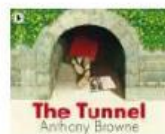
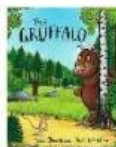
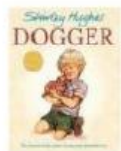
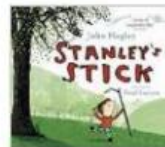
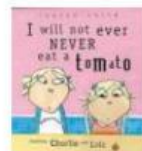
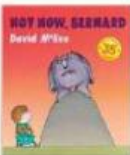
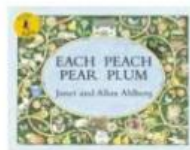
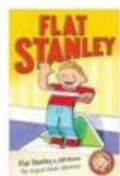
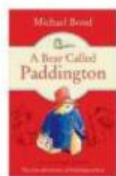
tip tap







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.

