

Bedtime Breakfast Event



Thursday 7th October 2026

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.

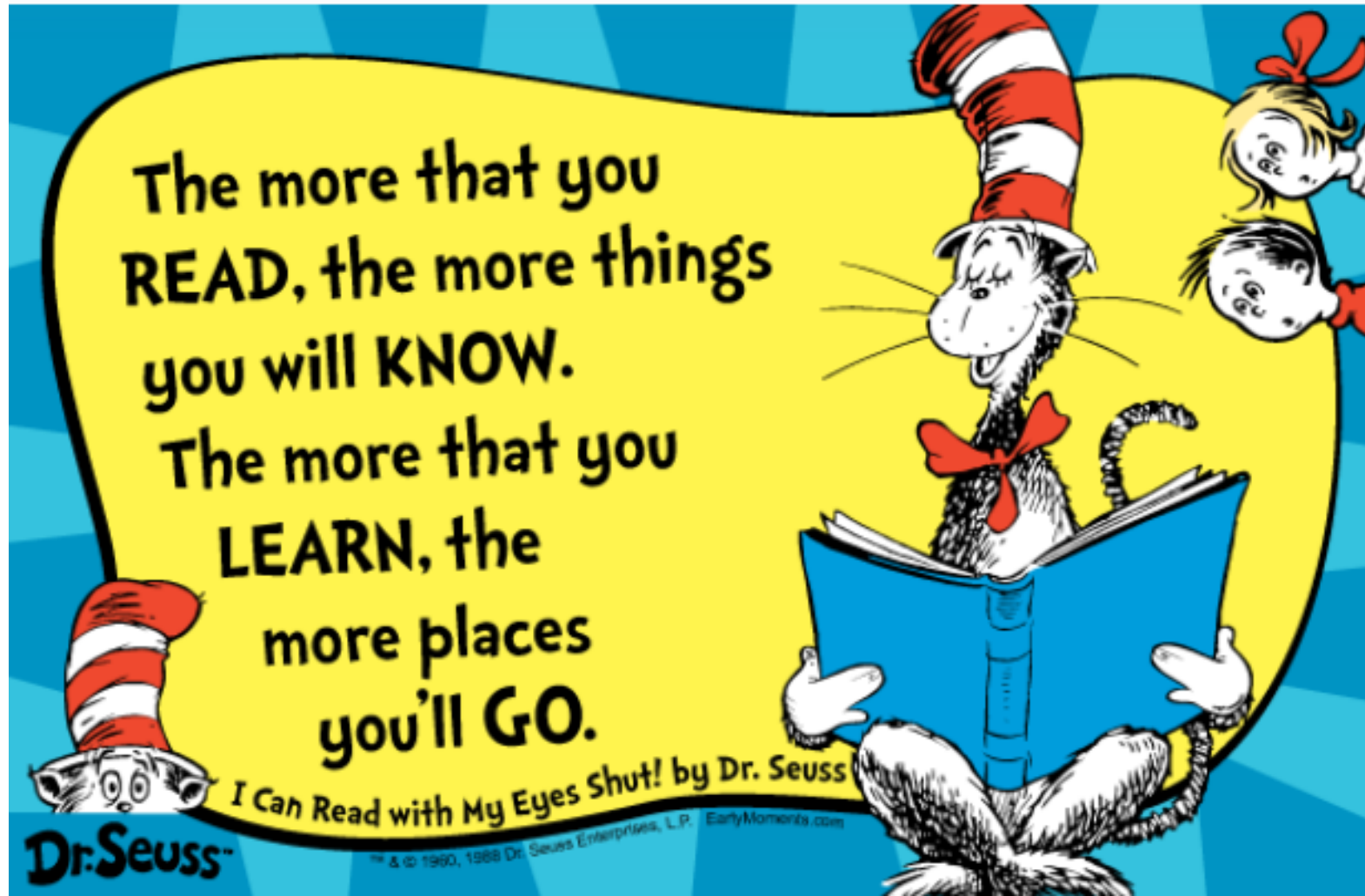


Aims of this morning

- 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.



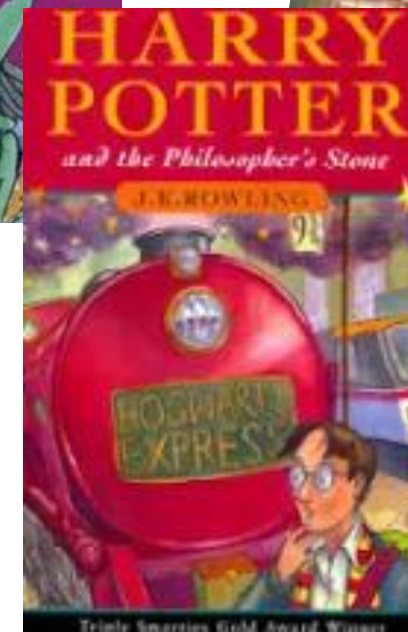
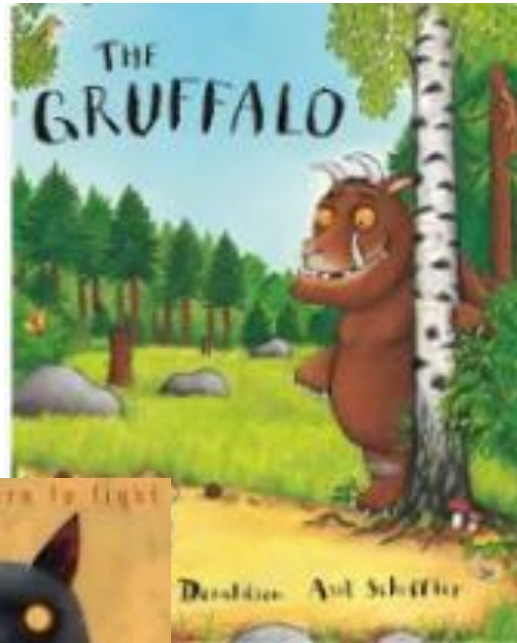
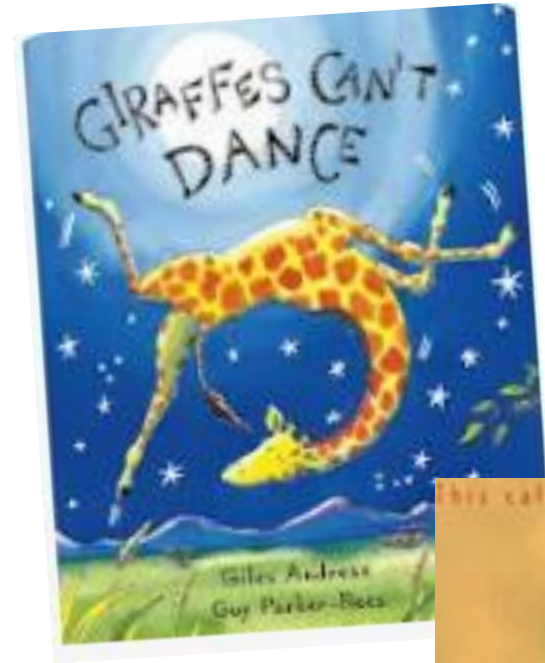
Reading



What is the research telling us?

Research consistently links reading for pleasure with children's language, vocabulary, knowledge and wider educational development. (National Literacy Trust)

What was your favourite book
as a child...and why?

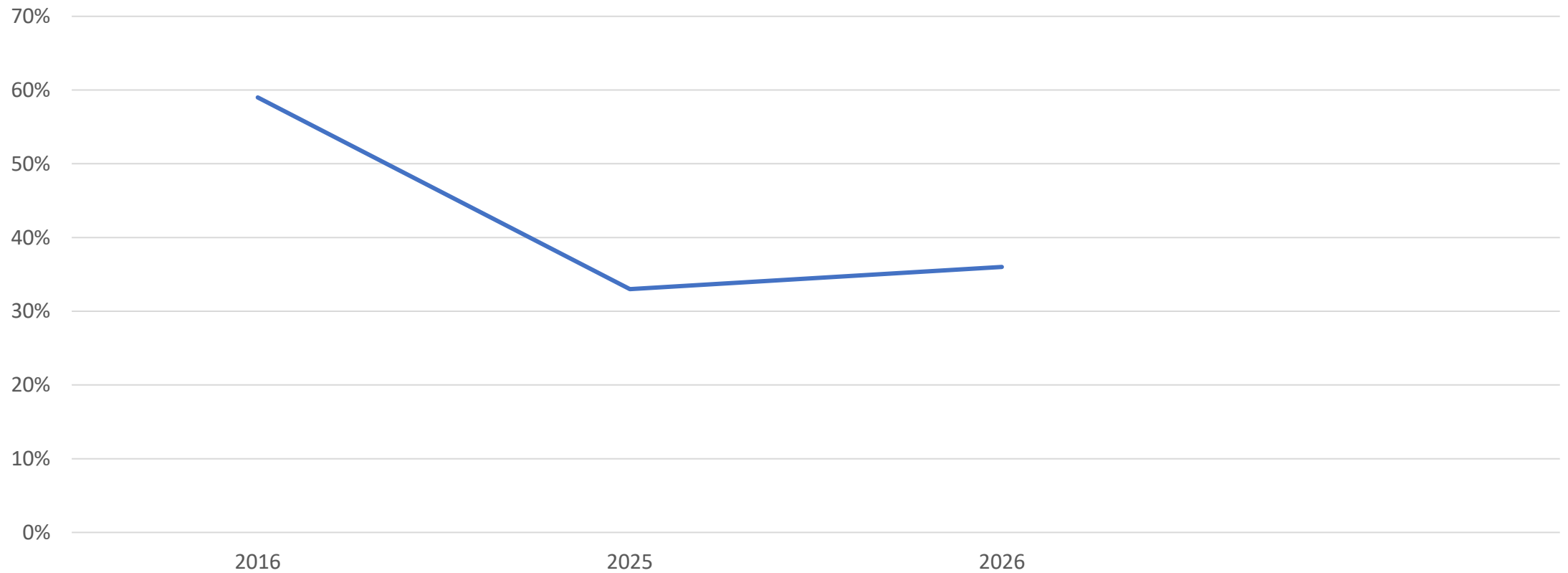


What is the research telling us about our habits?



Reading Enjoyment

Enjoyment %



What % of 8 - 18 year olds choose to read in their free time?



■ Read in their free time ■ Don't read in their free time

National Literacy Trust

What percentage of 8 - 18 year olds read daily?



■ Read Daily ■ Do not read daily ■ ■

What can parents do?

- Talk about the books that you read together – you do not need to be an expert!

Ask – Listen – Expand – Ask Again

"Why do you think the character did that?"

"Yes, I think so too. He was worried because..."

"What makes you think he was worried?"

The Power of : I WONDER!

Don't make reading feel like a test

- Recent research looking at children's own views found that keen readers often associate reading with **joy, escape, calm and personal choice**. Children who are reluctant readers are more likely to associate it with **boredom, effort or something imposed by school**.

Instead of: Have you done your reading:

Try:

- What are you reading at the moment?
- Would you like me to read this with you?
 - Which book shall we try tonight?

Focusing on Interests

- **Books connected to things children already love are powerful.**
- In 2025, **38.1%** of children said they were motivated to read something connected to a favourite film or TV series. **37.1%** said having material related to their interests or hobbies motivated them.
- We have seen an increase in engagement from pupil's Book Recommendations.

Access to books matter

In 2025, almost **9 in 10** children aged **5–18** reported having a **book of their own**, and having a book of their own was strongly associated with reading enjoyment and frequency. Among children who had their own book, **40% said they enjoyed reading**, compared with **11.3% among those without their own book**.

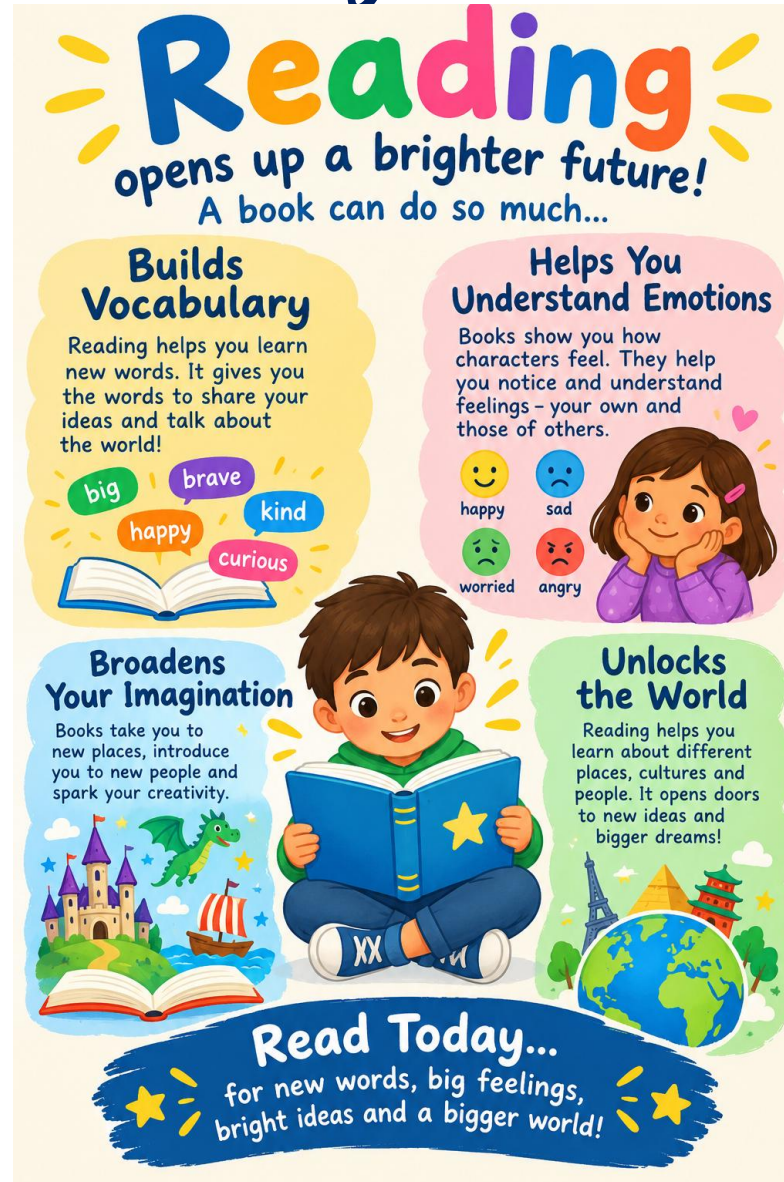
Books do not have to be expensive:
Libraries, charity shops, school!

Get in a Good Routine

- Choose a time and place stick to it!
- This is an important time for you and your child to enjoy a book and create a lifelong enjoyment of reading!



What do we say to our children?





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 LENAS



The colour monster

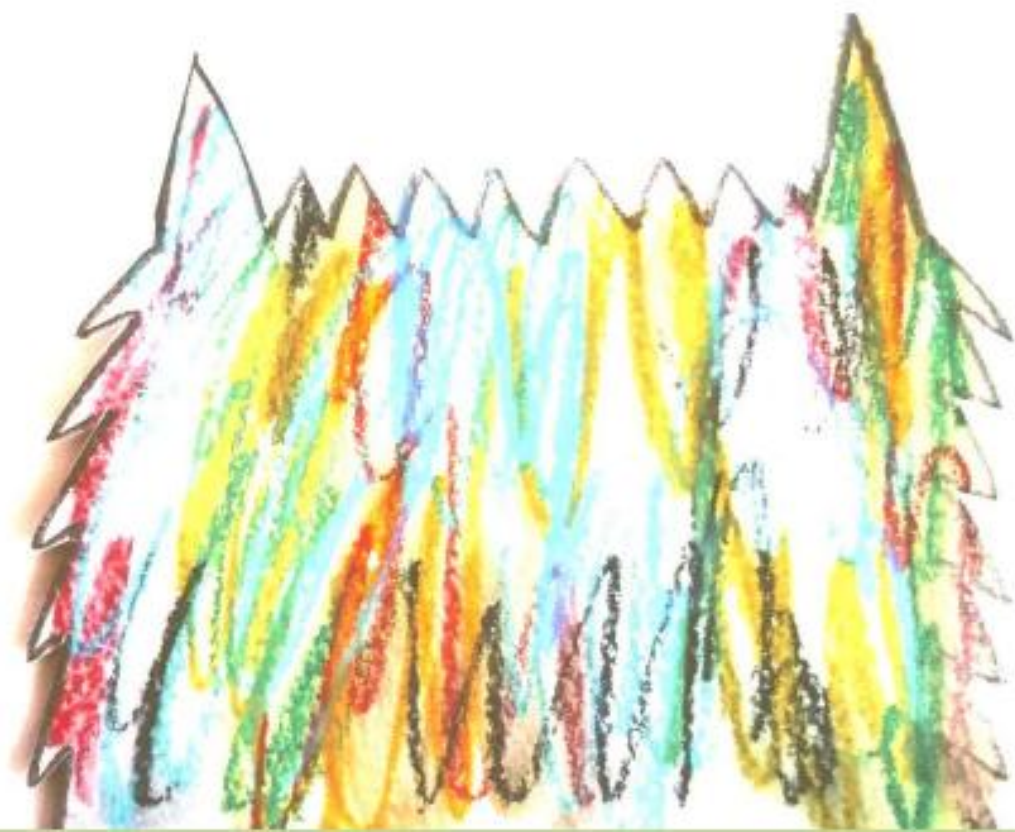
This is my friend the colour monster. Today he's all mixed up

and very confused. He doesn't know why.





the







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.





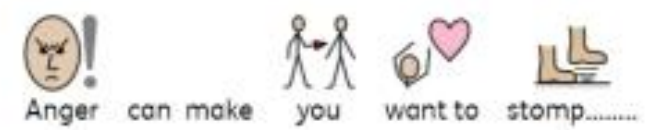


 Sadness can make  you  cry.

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.

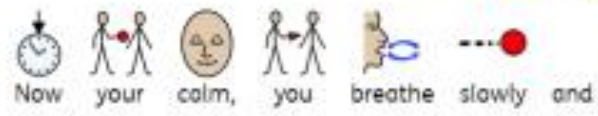
 It's quiet  like the trees

 and soft  like their  leaves.



Now your calm, you breathe slowly and

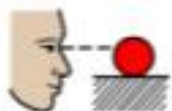
deeply. Ahhhhhh! You feel at peace.



'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

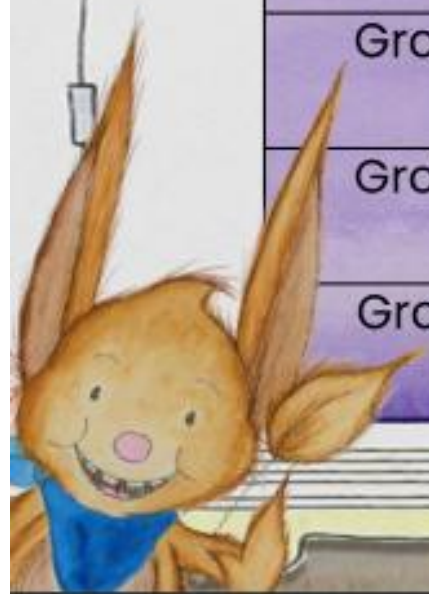


Securing The Basics 3

CVC

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

Tricky Words





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



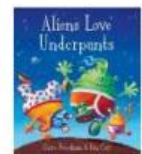
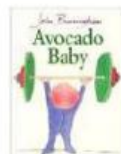
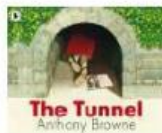
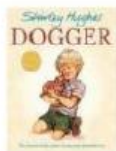
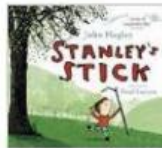
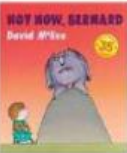
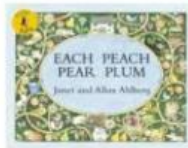
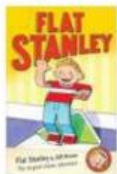
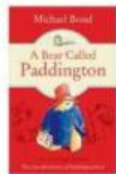
tip tap







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.

