

Implementation

First Class Supersonic Phonic Friends Teaching

The Characters

The Basics 2, 3 4 & The Higher Levels 5

Who is who and what they do?

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Phonic Friends

 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, so you don't need 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 spellings.	"Segment with Seb!" "Bossy phonic fingers" "Bossy up high, bossy down low, bossy at the screen ready to go"
 Whisk	Blending Ben Ben blends Seb's chopped up sounds/ spellings back into the full words.	"Blend with Ben!" "Bossy Blend at the end"
 Tools	Building Bill Bill helps us build words using individual spellings.	"Build with Bill!"

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 Book	Reading Rex Rex helps us to read words.	"Read with Rex!" "If in doubt, sound it out!" "There is no doubt, we must sound out!" "Let's read with speed!"
 Pencils	Writing Ron Ron helps us write words.	"Write with Ron!" "Let's write with all our might!"
 Detective	Tricky Tess Tess helps us identify the tricky part of a word that we cannot use our phonics to read and write.	"Tricky Tess Time!" "If it's in blue, I might have to show you what to do!" Let's find out where it is 'tricky!'
 Silly looking	Nonsense Nan Nan helps the children read words that make absolutely no sense. They are not real words, they are 'nonsense words.'	"It's absolute nonsense!" OR "It's the real deal!"
 Cheeky looking	Cheeky Sneaky Sid Sid makes the children laugh, does silly things and gives them a sneak peak of the learning for the next session.	"Very sneaky and very cheeky!"

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 Jazz hands and microphone	Jack and Magic Mack help us to hear more than 3 sounds in a word where they have adjacent consonants. They also help us with polysyllabic words where we hear 2 words in one.	"Say it a little bit louder and a little bit longer." "A long word! Listen very carefully, what can we do? ... it is one word but we can hear two!"
 Big ears and looking eyes	Choose to use Suze Choose to use Suze helps us hear the same sound in words but identify the fact they have different spellings. "It sounds the same but looks different!"	"This is so cool, we have a choose to use rule. If I hear the sound in the middle, I choose to use the /?/ spelling. If I hear the sound at the end, I choose to use the /?/ spelling my friend." "This is not cool, so what shall we do? Write with both/all spellings, have a good look and see, which one looks like the right spelling for me?" (as a reader)
 Reading Memory Band	Reading Rex (Reading Memory Activated) Helps us to read words. Activates our reading memory to remember what the word looks like and which 'choose to use' spelling for the sound has been used.	"Let's activate our reading memories and use our super sight, to make the right spelling choice when we write with all our might!"

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 Reading Memory Band	Writing Ron (Reading Memory Activated) Helps us to write words using our reading memory to remember what the word looks like and which 'choose to use' spelling for the sound to use when writing.	"Let's activate our reading memories and use our super sight, to make the right spelling choice when we write with all our might!"
 Big ears and looking eyes	Switch it Mitch Switch it Mitch helps us to recognise that the spellings that look the same can make different sounds in different words.	"They look the same but they sound different." "They are switch it spell sounds. It can sound like an /?/, it can sound like an /?/." "Let's switch it!"

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