



SUPERSONIC

Phonic Friends

Phonic Progression
Simple to the Complex

The background is a light brown wood-grain pattern. On the left side, there is a vertical strip of darker wood-grain with two yellow pushpins. A brown vine with several leaves runs vertically along the left edge. Scattered across the wood-grain are several brown leaves of various shapes and sizes.

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Firm Foundations in Phonics 1

Firm Foundations in Phonics 1

General Sound Discrimination & Phonological Awareness

“The ability to hear the sounds in the words we speak”

No flashcards required

Firm Foundations in Phonics 1 gives children playful daily repeated experience, exposure and enjoyment of General Sound Discrimination (Environmental Sounds, Instrumental Sounds & Body Percussion) & Phonological Awareness (Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting).

In order for a children to be ready for The Basics 1, they would need to demonstrate that they were able to hear, to listen to and remember and talk about sounds. They would need to be skilled in Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting before they start to look at the shapes of the letters on flashcards and begin their systematic, synthetic phonics journey.

NB: This Phase does not come to an end and phonological awareness continues from The Basics 1 to The Higher Levels of Phonics and into Spelling Rules and Patterns.

Firm Foundations in Phonics 1

General Sound Discrimination		The Strands
Aspect 1	Environment Sounds	<ul style="list-style-type: none">• Tuning into sounds (auditory discrimination)• Listening and Remembering sounds (auditory memory and sequencing)• Talking about sounds (developing vocabulary and language comprehension)
Aspect 2	Instrumental Sounds	
Aspect 3	Body Percussion	
Phonological Awareness		
Aspect 4	Rhythm and Rhyme	
Aspect 5	Alliteration	
Aspect 6	Voice Sounds	
Aspect 7	Oral Blending & Segmenting	



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Reception

The Basics 2 & 3

The Basics 2

Listen, Recognise, Build, Read and Write



The Basics 2 teaches children at least one spelling for 18 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 to start to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will learn the early concepts of Choose to Use with Suze for a handful of multiple spellings for sounds.

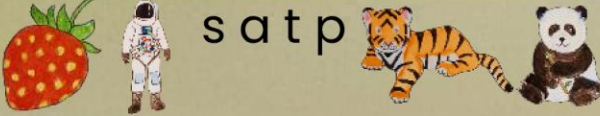
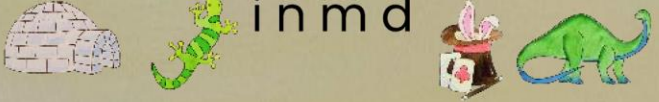
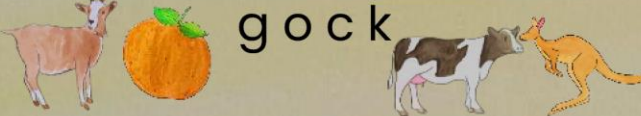
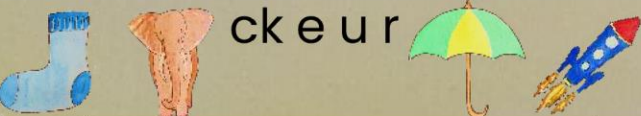
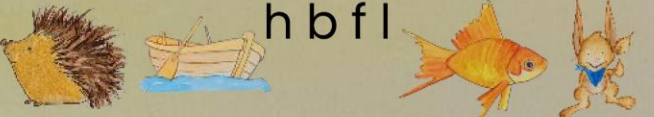
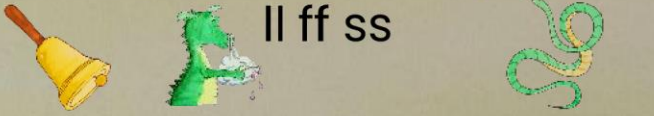
At the end of this Phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple CVC words with the 18 spellings for sounds. They will be able to read decodable texts with The Basics 2 spellings and make phonetically plausible attempts in their emerging stages of spelling in their writing journey.



Securing The Basics 2

Tricky Words

CVC

Securing The Basics 2		Tricky Words	
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		ck e u r	go no
Group 5		h b f l	has his as
Group 6		ll ff ss	of into



The Basics 3



- Recognise, Build, Read and Write

The Basics 3 teaches children the spellings for the further 26 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 and The Basics 2 skills to continue to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will continue to learn the early concepts of Choose to Use with Suze for some further multiple spellings for sounds and an introduction to Switch it with Mitch for alternative pronunciations of spellings for sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.




























At the end of this phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple and complex CVC words with the 44 spellings for sounds. They will be able to read decodable texts with The Basics 2 and 3 spellings and make phonetically plausible attempts in their early stages of spelling in their writing journey.



Securing The Basics 3

Tricky Words

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



Firm Foundations in Phonics 1

Year 1

Adjacent Consonants &
The Higher Levels

The Basics 4 Recognise, Build, Read and Write



Moving from 3 sounds (CVC) to four plus (CVCC, CCVC, CCVCC, CCCVCC)






The Basics 4 teaches children to be able to hear more than 3 sounds in a word. They will continue to embed their mastery of The Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word. They will be supported by Magic Mack and Jazzy Jack who will help them hear the tricky adjacent consonants that are challenging to hear in words of more than 3 sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase, children will be able to hear more than 3 sounds in words, recognise spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds of the English Language. They will be able to read decodeable texts with The Basics 2 and 3 spellings with adjacent consonants and make phonetically plausible attempts in their evolving stages of spelling in their writing journey.



Securing The Basics 4 Adjacent Consonants

Tricky Words

Group 1	CVCC 	were what like have
Group 2	CVCC & Polysyllabic 	there here said one
Group 3	CCVC 	house when our your
Group 4	CCVC & Polysyllabic 	love school
Group 5	CCVCC CCCVCC & Polysyllabic 	then them that this



The Higher Levels of Phonics 5 c & b - Recognise, Build, Read and Write



Choose to Use and Switch it

The Higher Levels of Phonics teaches children the concept that there are more than one spelling for a sound that they can hear in a word. With the help of Choose to Use Suze, they will find out all about 'sounds the same but looks different' and cool and not so cool choose to use spelling rules for the 44 sounds of the English Language.

With the help of Switch it Mitch, they will also find out all about 'looks the same, sounds different' and switch it spelling sounds where one spelling can make up to 2 different sounds in words.

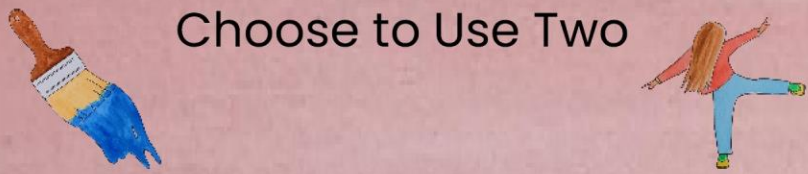

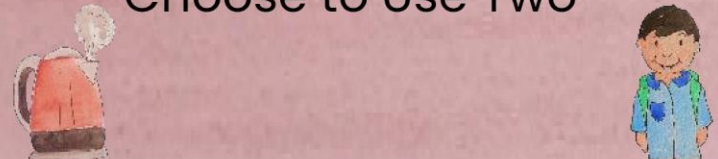
Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read decodeable texts with The Basics to The Higher Levels spellings including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

The Higher Levels

Choose to Use Spellings

Tricky Words




<p>Group 1</p> <p>Choose to Use Two</p> 	<p>ai and ay</p> <p>ee and ea</p> <p>igh and ie</p> <p>oa and oe</p> <p>oo and ue</p>	<p>their people Mr Mrs</p>
<p>Group 2</p> <p>Choose to Use – Split digraph</p> 	<p>ai ay and a_e</p> <p>ee ea and e_e</p> <p>igh ie and i_e</p> <p>oa oe and o_e</p> <p>oo and ue and u-e</p>	<p>Oh these friends asked</p>
<p>Group 3</p> <p>Choose to Use Two</p> 	<p>oi and oy</p> <p>ur and ir</p> <p>ow and ou</p> <p>or and aw</p> <p>w and wh</p>	<p>where today once</p>



The Higher Levels

Choose to Use Spellings

Tricky Words

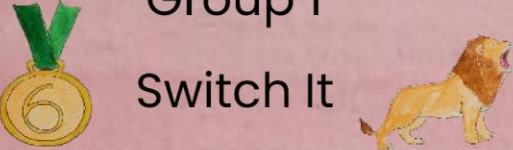
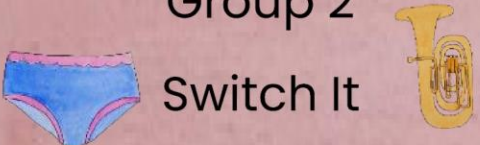
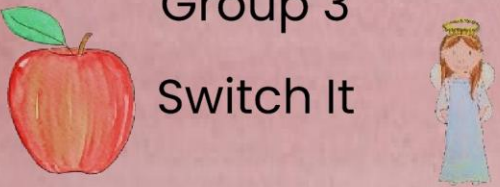
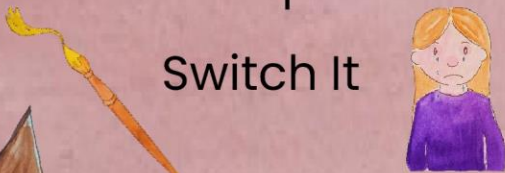
<p>Group 4</p> <p>Choose to Use Two & Three</p> 	<p>air and are</p> <p>n and kn</p> <p>r and wr</p> <p>f and ff and ph</p> <p>or aw and au</p>	<p>could should would called</p>
<p>Group 5</p> <p>Choose to Use Three and Four</p> 	<p>n kn and gn</p> <p>or aw au and ore</p> <p>ee ea e_e and ey</p> <p>ee ea e_e ey and y</p> <p>oo ue u_e and ew</p>	<p>looked son says want</p>
<p>Group 6</p> <p>Choose to Use</p> 	<p>air, are and ear</p> <p>ur, ir and or</p> <p>ch and tch</p> <p>j and dge</p> <p>ur, ir, or and er</p>	<p>after half only with</p>



The Higher Levels

Switch it Spell Sounds

Tricky Words

 <p>Group 1 Switch It</p>	i	sixth and wild	does goes tall call small laughed
	o	frog and old	
	c	crisp and cement	
	g	growl and gem	
 <p>Group 2 Switch It</p>	u	underpants and tuba	why over above live please
	ow	clown and yellow	
	ie	pie and chief	
	ea	dream and bread	
 <p>Group 3 Switch It</p>	a	apple and angel	water because break work
	a	apple angel and watch	
	ou	mouse and mouldy	
	o	frog old and monk	
 <p>Group 4 Switch It</p>	y	yellow and cry	who any many move eye
	y	yellow cry and crystal	
	ch	children and chef	
	ch	children chef and chorus	
	ou	mouse mouldy and soup	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Secure Foundation 1 if needed, then start Basics 2 letter sets (1-3) and tricky words I is the to</p>	<p>Phase 2 Know grapheme phoneme correspondence of 23 letters. Groups 1-6</p> <p>Know high-frequency common words I, is, the, to, go, no, has, his, as, of, into</p>	<p>Phase 2 Consolidate skills as in Autumn 2.</p> <p>Letters group 1-6</p> <p>Know tricky words - I, is, the, to, go, no, has, his, as, of, into</p> <p>Some children moving to Phase 3 where appropriate letter sets 1-7</p>	<p>Phase 2/3 Consolidate Phase 2 skills.</p> <p>Begin Basics 3 skills – Letter sets 1-7</p> <p>Know tricky words, her, was, you, he, she, we, me, be, they, my, by, are, all, some, come, so, do, little, out</p>	<p>Phase 3 Consolidate phase 2 and 3 skills.</p> <p>Read tricky words her, was, you, he, she, we, me, be, they, my, by, are, all, some, come, so, do, little, out</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Phase 3/4 Consolidate phase 2 and 3 skills.</p> <p>Read tricky words her, was, you, he, she, we, me, be, they, my, by, are, all, some, come, so, do, little, out</p> <p>Represent each of 44 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p> <p>Some children may be ready to move onto Basics 4</p>

<p>Year 1 Tricky Word lesson each week</p>	<p>Tricky words: Week 1: Read – Phase 4 tricky word recap Write – he she we me be</p> <p>Week 2: Read Phase 4 tricky word recap Write – was her you</p> <p>Week 3: Read: Phase 4 tricky word recap Write: they my by</p> <p>Week 4: Read - Phase 4 tricky word recap Write – are all</p> <p>Week 5:</p>	<p>Week 1: Read could should would called Write – have like</p> <p>Week 2: Read – looked son says want Write – here were</p> <p>Week 3: Read – after half only with Write – when what</p> <p>Week 4 Read – recap choose to use phase 5 Write – little out</p> <p>Week 5 – Read – recap choose to use phase 5 Write – them then</p> <p>Week 6 Read – recap chose to use phase 5 Write – today said</p>	<p>Week 1: Read – Match phonics level and week Write – was is his</p> <p>Week 2 Read – Match phonics level and week Write – has I you</p> <p>Week 3 Read – Match phonics level and week Write – you your they</p> <p>Week 4 Read – Match phonics level and week Write – be he me she we no go so</p> <p>Week 5</p>	<p>Week 1 Read: Match phonics level and week Write – love come some</p> <p>Week 2 Read Match phonics level and week Write – one once ask</p> <p>Week 3 Read; Match phonics level and week Write – friend school put</p> <p>Week 4 Read ; Match phonics level and week Write – push pull full</p> <p>Week 5</p>	<p>Week 1 Read Match phonics level and week Write: Spelling Lessons Group 1 lesson 1</p> <p>Week 2 Read Match phonics level and week Write: Spelling Lessons Group 2 lesson 1</p> <p>Week 3 Read Match phonics level and week Write: Spelling Lessons Group 3 lesson 1</p> <p>Week 4 Read Match phonics level and week Write: Spelling Lessons Group 4 lesson 1</p> <p>Week 5 Read Match phonics level and week Write: Spelling Lessons Group 5 lesson 1</p>	<p>Week 1 Write: Spelling Lessons Group 7 lesson 1</p> <p>Week 2 Write: Spelling Lessons Group 1 lesson 2</p> <p>Week 3 Write: Spelling Lessons Group 2 lesson 2</p> <p>Week 4 Write: Spelling Lessons Group 3 lesson 2</p> <p>Week 5 Write: Spelling Lessons Group 4 lesson 2</p> <p>Week 6 Write: Spelling Lessons Group 5 lesson 2</p> <p>Week 7 Write: Spelling Lessons Group 6 Lesson 2</p>
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	<p>Read – their people, Mr , Mrs Write – some come</p> <p>Week 6: Read – oh friend these asked Write – so do little out</p> <p>Week 7: Read – where today once</p> <p>Write – little out</p> <p>Week 8 - Assess reading B4 and B5 and writing of tricky words B3 and B2</p>	<p>Week 7 – Read – recap choose to use phase 5 Write – says, are were</p>	<p>Read – Match phonics level and week Write – by my</p> <p>Week 6 Read Match phonics level and week Write – here there where</p>	<p>Read - Match phonics level and week Write – house our</p>	<p>Week 6 Read Match phonics level and week Write: Spelling Lessons Group 6 lesson 1</p>	
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