

SUPERSONIC Phonic Friends

We are very excited to be introducing Supersonic Phonics Friends to our nursery. This programme is a fully systematic phonic approach created by Phonics' expert, Anna Lucas and is beautifully illustrated with engaging woodland characters to support the teaching of specific skills.

We will be focusing on the first phase of the programme 'Firm Foundations in Phonics'. This phase teaches and develops the skills that are the essential starting point for children to become confident readers and writers. Children will be learning to:

- listen carefully
- have fun with sounds
- develop their vocabulary
- distinguish between different sounds
- join in with rhymes
- understand that words are made up of different sounds

Firm Foundations in Phonics consists of seven aspects which are taught throughout the nursery year.

Aspect 1 – Environmental Sounds

Aspect 2 – Instrumental Sounds

Aspect 3 – Body Percussion

Aspect 4 – Rhythm and Rhyme

Aspect 5 – Alliteration

Aspect 6 – Voice Sounds

Aspect 7 – Oral Blending and Segmenting

These aspects will be taught during phonics group sessions, adult led activities and within the nursery provision as children play. Check the weekly parent plan to see which aspects we are focusing on.

You can find out more about Supersonic Phonic Friends at www.supersonicphonicfriends.co.uk



WAYS TO SUPPORT YOUR CHILD AT HOME

Aspect 1 – Environmental Sounds

- Go on a listening walk. When walking down the road, make a point of listening to different sounds: cars revving, people talking, birds singing, dogs barking. When you get home, try to remember all the sounds you heard.
- Make sounds, using a range of props, such as running a stick along a fence or tapping the bin lid.

Aspect 2 – Instrumental Sounds

- Make your own musical instruments, using cardboard rolls, tins, dried peas, beans, stones. Shake these loudly, softly, as you are marching, skipping or stomping
- Sing known songs loudly and then softly, stretch words in known songs and add new words or sounds.
- Listen to a range of music with your child. Encourage your child to move in response to the variety of musical styles and moods

Aspect 3 – Body Percussion

- Learn some action rhymes, such as 'Wind the bobbin up'.
- Clap along with familiar songs and rhymes.
- Listen to the sounds your feet make when walking, running or skipping: slowly, softly, fast, stomping hard, in flipflops, boots, high heels.
- Try different types of clapping: clap your hands softly, quickly and make a pattern for your child to follow. Do the same clapping your thighs or stamping your feet. Tap your fingers. Click your tongue.

Aspect 4 – Rhythm and Rhyme

- Get into the rhythm of language: bounce your child on your knee to the rhythm of a song or nursery rhyme; march or clap to a chant or poem.
- Help your child move to the rhythm of a song or rhyme.
- Read or say poems, songs, nursery songs and rhyming stories as often as you can. Try to use gestures, tap regular beats and pause to emphasise the rhythm.
- Add percussion to mark the beats using your hands, feet or instruments. Try out some rhythmic chanting such as 'two, four, six, eight, hurry up or we'll be late' or 'bip bop boo, who are you?'

Aspect 5 – Alliteration

- Alliteration is a lot of fun to play around with. Your child's name can be a good place to start, for example, say: 'Connor caught a cat', 'Jolly Jessie jumped', 'Happy Hafsa hopped'. Encourage other family members to have a go, for example: 'Mummy munches muffins', 'Daddy is doing the dishes'.
- Emphasise alliteration in songs and stories, for example: 'Peter Piper picked a peck of pickled peppers'. Play around with familiar songs, such as 'Old MacDonald had some sheep, shoes, shorts, with a sh sh here and a sh sh there', to emphasise alliteration.
- Collect items that start with the same sound from the park, the garden and around the house.
- When shopping, think about items you are buying and say: 'a tall tin of tomatoes', 'a lovely little lemon'

Aspect 6 – Voice Sounds

- Say words in different ways (fast, slowly, high, low, using a funny voice)
- Sing known songs using only sounds (for example, 'la, la, la') and ask your child to guess the song.
- Vary your tempo and pitch when reading stories.

Aspect 7 – Oral Blending and Segmenting

Oral blending and segmenting is a later skill that will be important when the time comes for your child to read and write. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds. Your child will not be expected to match the letter to the sound at this stage.

- Blending is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud, in order, all through the word and are then merged together into the whole word. This merging is called blending. For example, the adult would say c-a-t = cat.
- Segmenting is a vital skill for spelling. The whole word is spoken aloud, then broken up into its separate sounds (phonemes) in order, all through the word. For example, the adult would say cat = c-a-t.
- Practice oral blending at home e.g. Can you put on your h-a-t?
- Play blending I Spy e.g. I spy a d-o-g, I spy a sh-ee-p?