

KS1 Reading Workshop

January 2023



SUPERSONIC

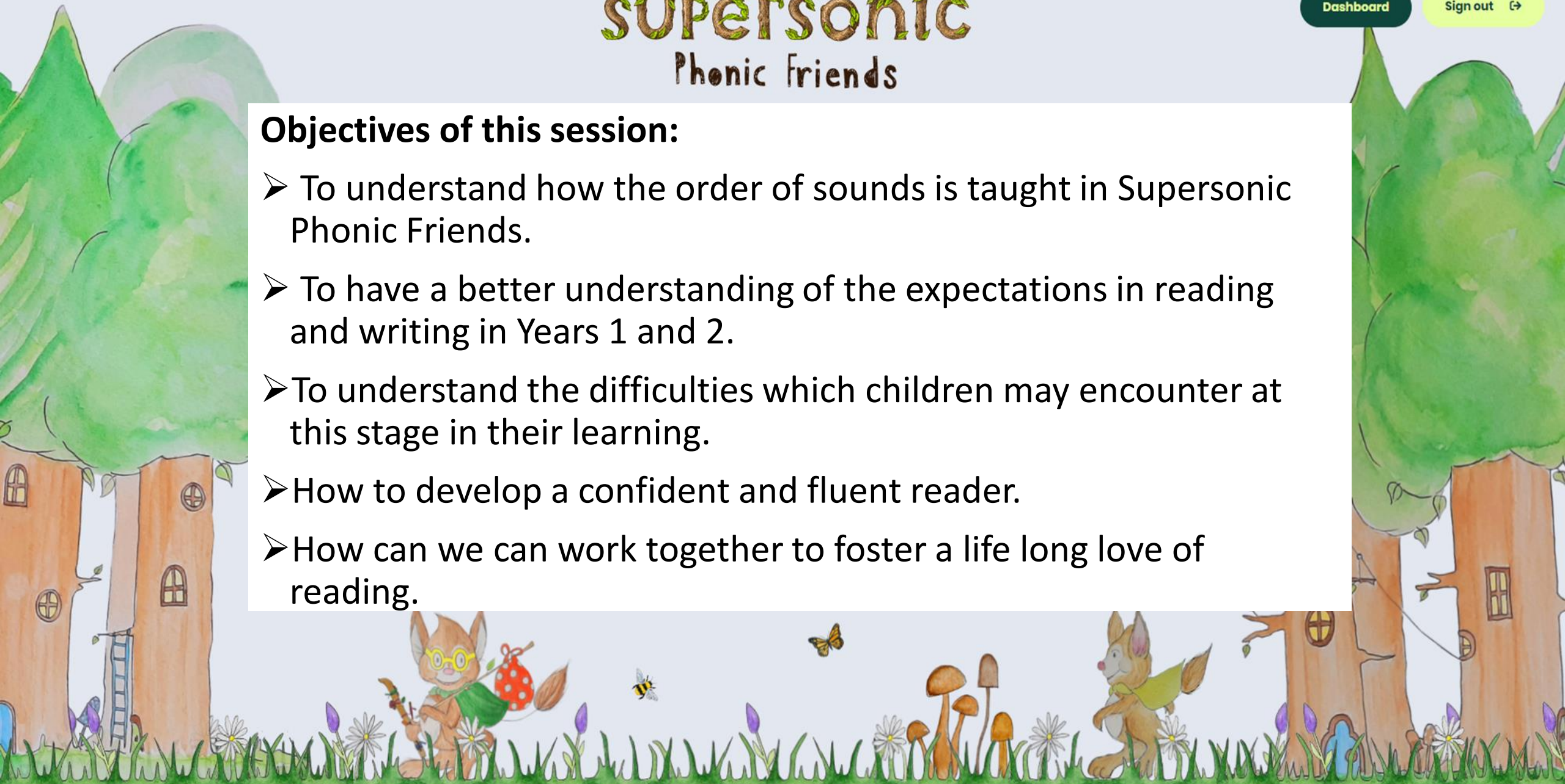
Phonic Friends

Dashboard

Sign out ↗

Objectives of this session:

- To understand how the order of sounds is taught in Supersonic Phonic Friends.
- To have a better understanding of the expectations in reading and writing in Years 1 and 2.
- To understand the difficulties which children may encounter at this stage in their learning.
- How to develop a confident and fluent reader.
- How can we can work together to foster a life long love of reading.



The Will & The Thrill

Experience, Exposure and Enjoyment

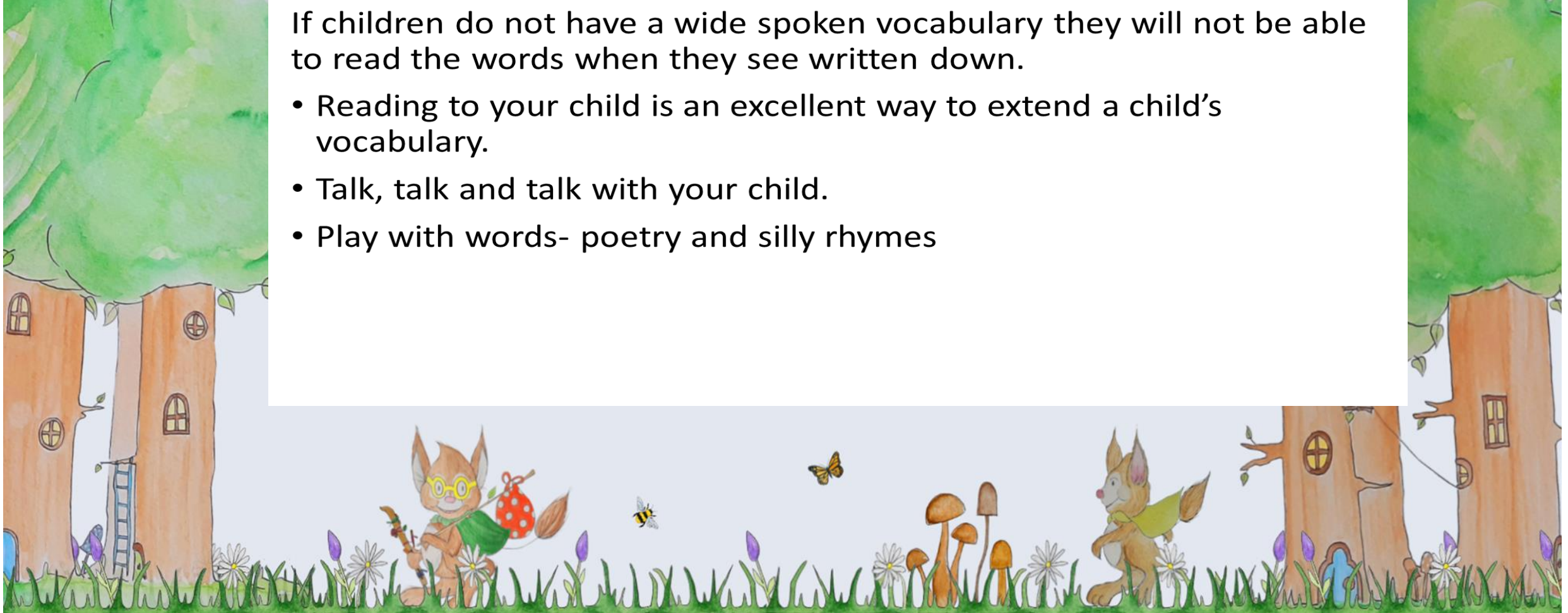
- Can do ethos
- Books
- Rhymes
- Poems
- Songs
- Clever conversations
- Vocabulary
- Story making and telling
- Bringing books to life
- Love, joy and laughter

Reading and writing float on a sea of talk

Vocabulary

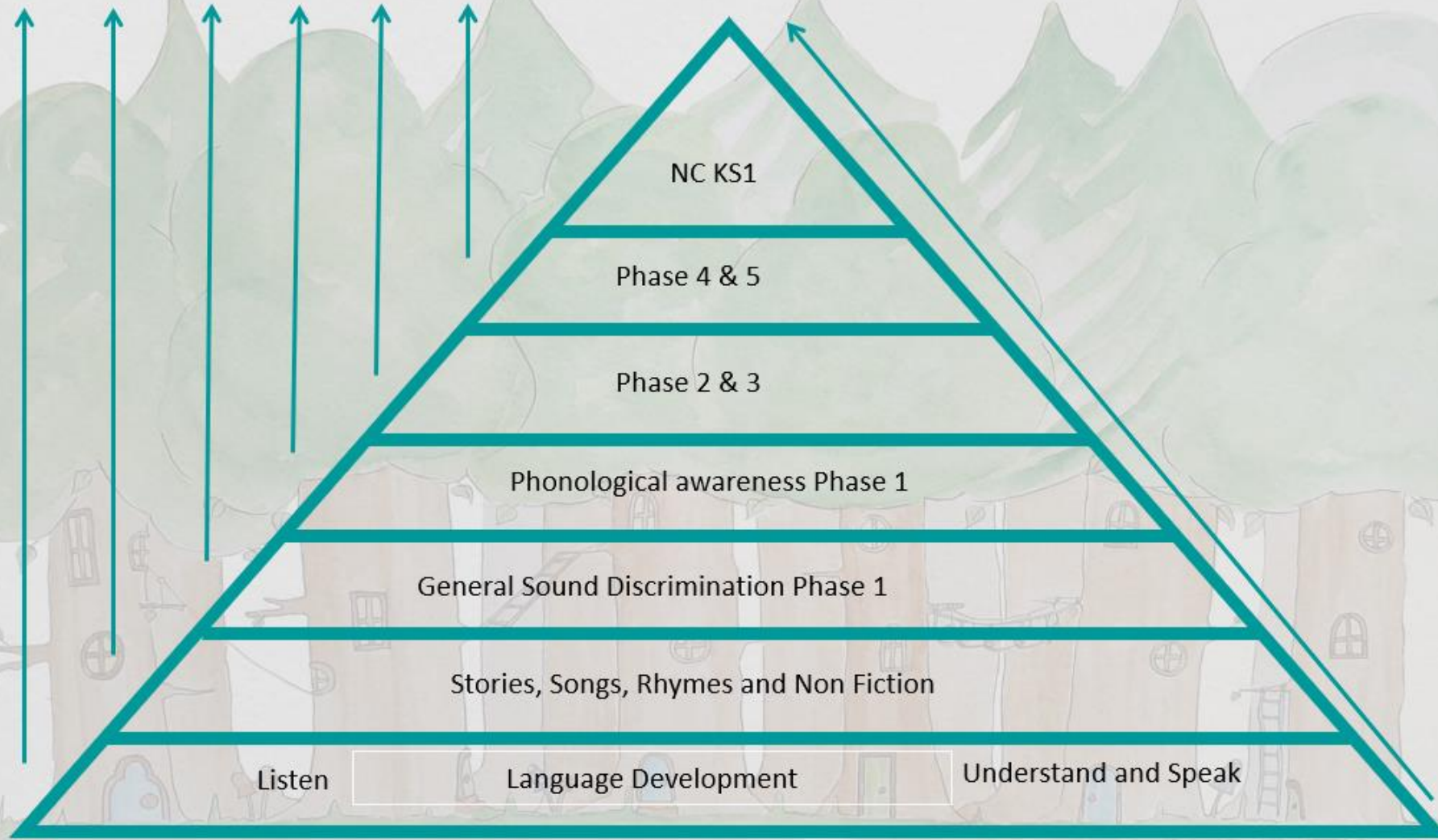
If children do not have a wide spoken vocabulary they will not be able to read the words when they see written down.

- Reading to your child is an excellent way to extend a child's vocabulary.
- Talk, talk and talk with your child.
- Play with words- poetry and silly rhymes

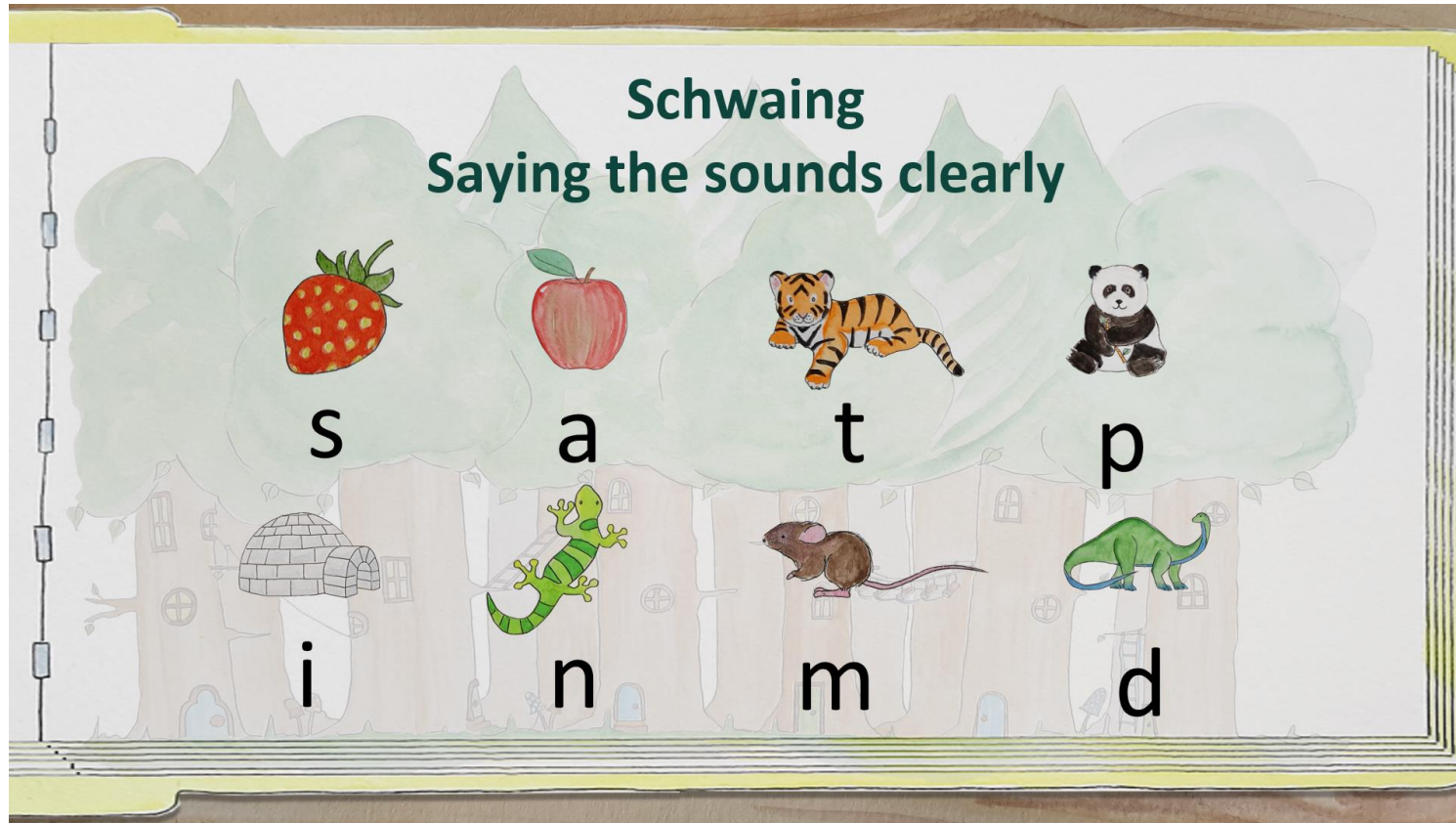


- Add pages from EYFS Reading PPT

The big picture



Enunciation of phonemes







Sounds should be articulated clearly and precisely.

<http://www.youtube.com/watch?v=DWQ6MeccRCU>

The Characters



What your child should have been introduced to in Reception:



The Basics 2
Listen, Recognise, Build, Read, Write
3 sounds only

Week	Recognise Spellings for the Sounds
1	s a t p
2	<u>i</u> n m d
3	g o c k
4	c k e u r
5	h b f l
6	l l f f s s

The Basics 3

Listen, Recognise, Build, Read, Write 3 sounds only



Week	Spellings for the Sounds
1	j v w x
2	y z zz qu
3	ch sh th ng
4	ai ee igh oa
5	oo oo ar or
6	ur ow oi er
7	ure ear air



Definitions

- Phoneme- single sound
- Grapheme- (spelling) –how the phoneme is written down
- Segmenting-Break down a word into it's individual sounds (phonemes) to spell
- Blending- putting the sounds together to read the word
- Digraph- two letters make one sound
- Trigraph- three letters make one sound
- Split Digraph- like a digraph but split e.g. make, stroke
- Tricky word- a word children cannot blend as they have not been taught those graphemes yet. Need to sight read
- Vowel- a, e, i, o, u
- Consonant- all other letters of the alphabet
- CVC words- words with three sounds e.g. cat, shop, sheep

As Children Enter KS1

- Children should be able to say the sounds of all or most of the Basics 2 & 3 graphemes/spellings.
- Children should be able to find all or most of the Basics 3 graphemes/spellings when given a sound.
- Children should be able to independently blend and read CVC words containing phase 2 and 3 sounds.
- Children should be able to make phonetically plausible attempts at blending CVC words in spelling.
- Children should be able to read and spell all Basics 2 tricky words and read all Basics 3 tricky words independently.



The Basics 4

Listen, Recognise, Build, Read, Write 4 and more sounds only

No new spellings to remember

Week

Listening to more than 3
sounds in a word

1

CVCC tent camp

2

CCVC stop flag

3

CVCC roast paint

4

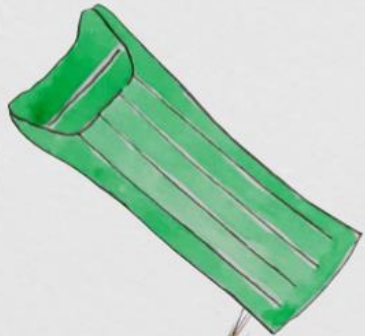
CCVC float brain

5

CCVCC splash

6

CCCVCC sprint



The Higher Levels of Phonics

Listen, Recognise, Build, Read, Write

Choose to use Suze 5c



Week	Choose to Use Spellings
Example	ai and ay
Example	ee and ea
Example	ie and igh
Example	oa and oe
Example	oo and ue
Example	oi and oy
	and more....



Supersonic Steps in Teaching

New Learning



The spelling for the sound we can hear in a word.

Choose to use
/ai/ and /ay/

Listen with Len

See it with Sam

Choose with Suze

Segment with Seb and Build with Bill

Read with Rex

Write with Ron

Choose with Suze

Supersonic Phonic Job

Practise
Read or Write

Choose to Use Read

Spelling frame

ai or ay

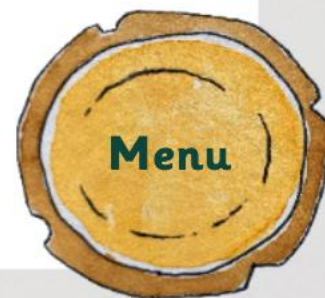
ai	ay
rain	play
paint	stay
brain	day
train	tray

Supersonic Phonic Job

Apply
Read or Write

Ben and Bill stay and play in the rain
and looked for a train.

Len has got some paint on the tray.



Teaching split digraphs



Split Digraphs



Higher Levels 5 Choose to Use with Suze

SUPERSONIC
Phonic Friends

oo ue u_e ew

A wooden-textured card with a central white box containing the text 'SUPERSONIC Phonic Friends' and four circular phonic friend icons labeled 'oo', 'ue', 'u_e', and 'ew'. The card is decorated with small brown leaves and a vine on the left side.

SUPERSONIC
Phonic Friends

or aw au ore

A wooden-textured card with a central white box containing the text 'SUPERSONIC Phonic Friends' and four circular phonic friend icons labeled 'or', 'aw', 'au', and 'ore'. The card is decorated with small brown leaves and a vine on the left side.

SUPERSONIC
Phonic Friends

n kn gn

A wooden-textured card with a central white box containing the text 'SUPERSONIC Phonic Friends' and three circular phonic friend icons labeled 'n', 'kn', and 'gn'. The card is decorated with small brown leaves and a vine on the left side.

SUPERSONIC
Phonic Friends

ee ea e_e ey y

A wooden-textured card with a central white box containing the text 'SUPERSONIC Phonic Friends' and five circular phonic friend icons labeled 'ee', 'ea', 'e_e', 'ey', and 'y'. The card is decorated with small brown leaves and a vine on the left side.

SUPERSONIC
Phonic Friends

j dge

A wooden-textured card with a central white box containing the text 'SUPERSONIC Phonic Friends' and two circular phonic friend icons labeled 'j' and 'dge'. The card is decorated with small brown leaves and a vine on the left side.

SUPERSONIC
Phonic Friends

ur ir or er

A wooden-textured card with a central white box containing the text 'SUPERSONIC Phonic Friends' and four circular phonic friend icons labeled 'ur', 'ir', 'or', and 'er'. The card is decorated with small brown leaves and a vine on the left side.

Supersonic Steps in Teaching

New Learning



The spelling for the sound we can hear in a word.

Choose to use
/ee/ /ea/ /e_e/ /ey/

Listen with Len

See it with Sam

Choose with Suze

Segment with Seb and

Build with Bill

Read with Rex

Write with Ron

Choose with Suze

Supersonic Phonic Job

Practise Read or Write

Spelling frame

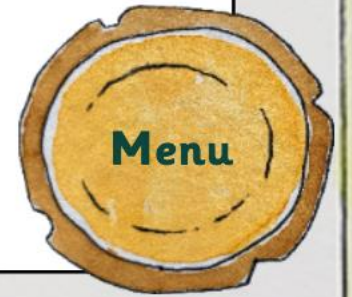
ee ea e_e ey

ee	ea	e_e	ey
sheep	cream	concrete	monkey
bee	dream	complete	donkey
sweet	leaf	delete	honey
feet	sea	swede	key
queen			jockey

Supersonic Phonic Job

Apply Read or Write

Ben lives in a house by the sea with a monkey and a sheep.



Tricky Words Basics 2 and 3



Tricky Words Basics 4 and Higher Levels 5



Tricky words Higher Levels 5 continued



SUPERSONIC
Phonic Friends

their
people
Mr
Mrs

oh
these
friend
asked

where
today
once

could
should
would
called

looked
son
says
want

after
half
only
with

This worksheet features a cartoon superhero monkey and a superhero fox. The background includes a forest and a town. The text is arranged in three columns and two rows within wooden frames.



SUPERSONIC
Phonic Friends

their
people
Mr
Mrs

oh
these
friend
asked

where
today
once

could
should
would
called


looked
son
says
want

after
half
only
with

This worksheet is identical to the first one, featuring the same cartoon characters, background, and text layout.

Higher Levels Five- Switch it Mitch Spellings

Tricky Tess



Tricky Tess Time

Group 1

- i
- o
- c
- g

Group 2

- u
- ow
- ie
- ea

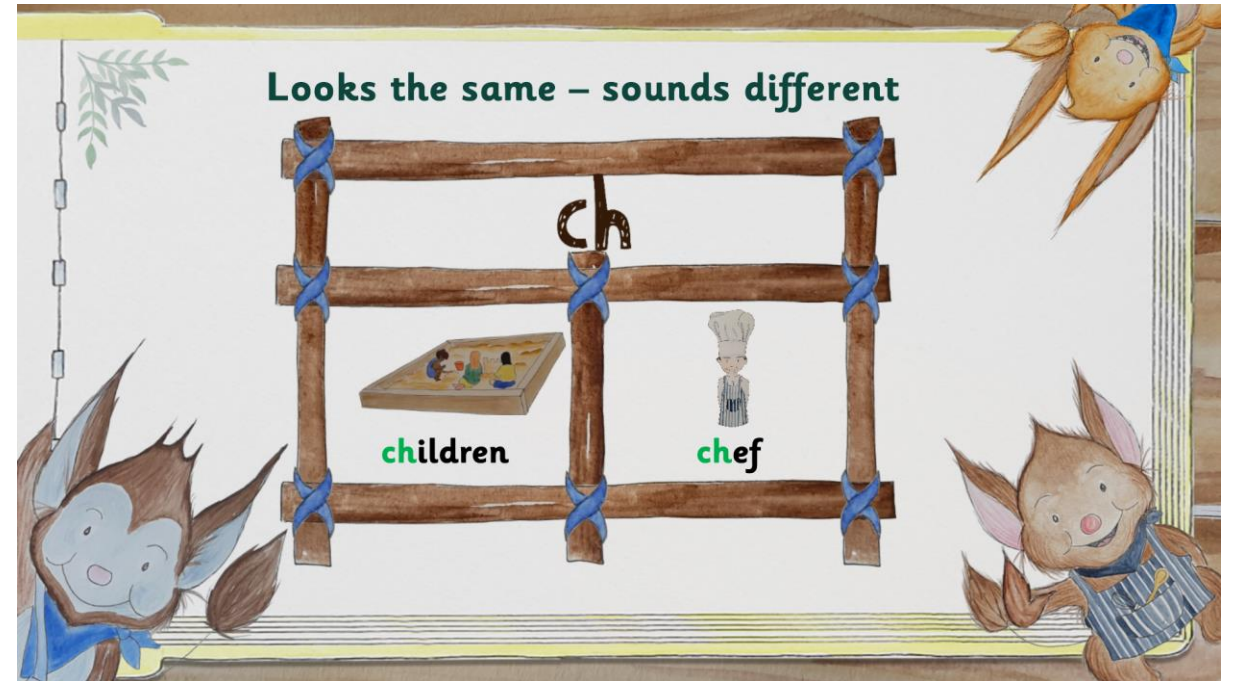
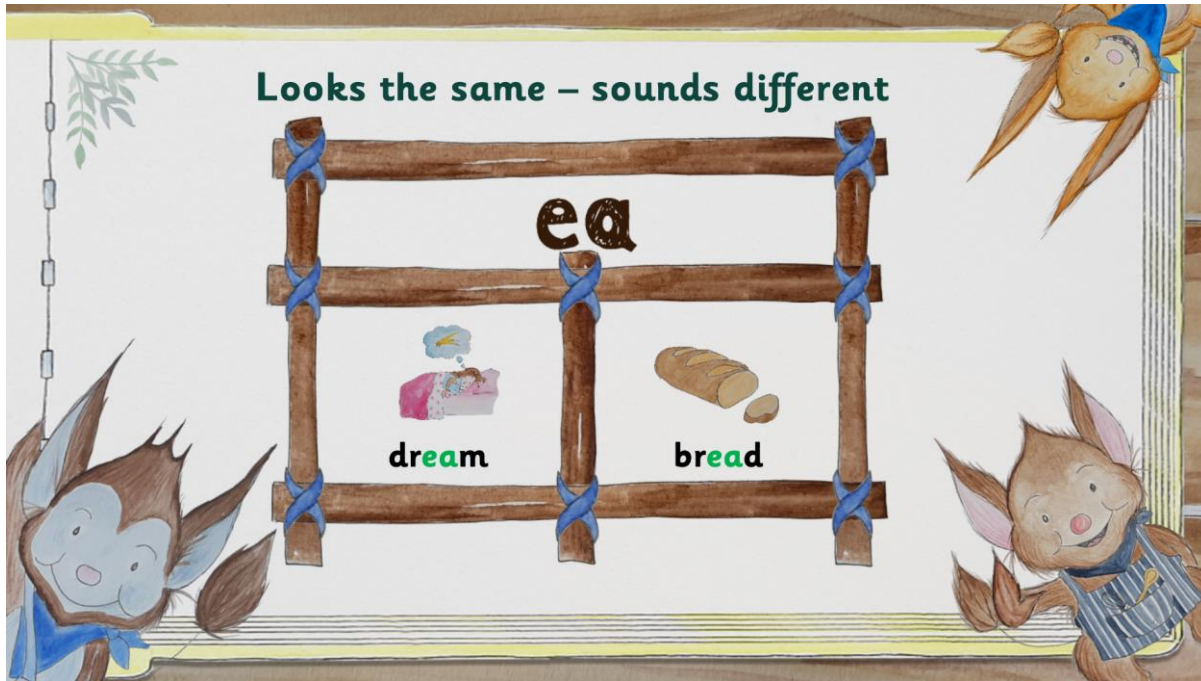
Group 3

- a
- a
- ou
- o

Group 4

- y
- y
- ch
- ch
- ou

Alternative Pronunciation of Graphemes



Phonics screen check end of year 1 and 2.

Section 1

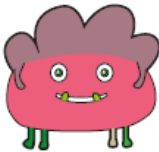
vuss



quop



zook



chack



Section 2

blast

groans

spray

strike

Section 2

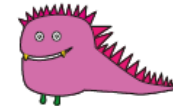
flisp



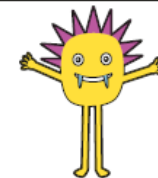
braint



scrid



splote



Section 2

delay

modern

saucers

charming

Year One Spelling Rules

Dashboard

Group 1
Spelling Rules
Adding /s/ and /es/

Group 2
Spelling Rules
Adding /ing/

Group 3
Spelling Rules
Adding /ed/

Group 4
Spelling Rules
Adding /est/

Group 5
Spelling Rules
Adding /er/

Group 6
Spelling Rules
Adding /un/

Group 7
Spelling Rules
Compound Words



The image shows a wooden frame with seven panels, each representing a group of spelling rules. Each panel has a title 'Group 1' through 'Group 7' in a wooden sign at the top. Below the title is the text 'Spelling Rules'. In the center of each panel are three circular icons. At the bottom of each panel is a specific rule: 'Adding /s/ and /es/' for Group 1, 'Adding /ing/' for Group 2, 'Adding /ed/' for Group 3, 'Adding /est/' for Group 4, 'Adding /er/' for Group 5, 'Adding /un/' for Group 6, and 'Compound Words' for Group 7. A green 'Dashboard' button is located in the top right corner of the frame.

Past Tense: Adding -ed

The spelling rule

To change to the past, add -ed last.

root word	ed	new word
jump	ed	jumped



Adding suffix /ed/









The spelling rule









Just add /ed/








1	2	3	4	5
---	---	---	---	---



start **started**

Year Two Spelling Rules

<p>Group 1</p> <p>Spelling Rules</p>  <p>Change the /y/ to an /i/ and add /es/</p>	<p>Group 2</p> <p>Spelling Rules</p>  <p>Words ending in /y/ simply add /ing/</p>	<p>Group 3</p> <p>Spelling Rules</p>  <p>Change the /y/ to an /i/ and add /ed/</p>	<p>Group 4</p> <p>Spelling Rules</p>  <p>Change the /y/ to an /i/ and add /er/</p>
<p>Group 5</p> <p>Spelling Rules</p>  <p>Change the /y/ to an /i/ and add /est/</p>	<p>Group 6</p> <p>Spelling Rules</p>  <p>Drop the /e/ and add /ed/</p>	<p>Group 7</p> <p>Spelling Rules</p>  <p>Drop the /e/ and add /ing/</p>	<p>Group 8</p> <p>Spelling Rules</p>  <p>Drop the /e/ and add /y/</p>

<p>Group 9</p> <p>Spelling Rules</p>  <p>Drop the /e/ and add /er/</p>	<p>Group 10</p> <p>Spelling Rules</p>  <p>Drop the /e/ and add /est/</p>	<p>Group 11</p> <p>Spelling Rules</p>  <p>Double the consonant and add /ed/</p>	<p>Group 12</p> <p>Spelling Rules</p>  <p>Double the consonant and add /ing/</p>
<p>Group 13</p> <p>Spelling Rules</p>  <p>Double the consonant and add /y/</p>	<p>Group 14</p> <p>Spelling Rules</p>  <p>Double the consonant and add /er/</p>	<p>Group 15</p> <p>Spelling Rules</p>  <p>Double the consonant and add /est/</p>	<p>Group 16</p> <p>Spelling Rules</p>  <p>Add - less</p>

<p>Group 17</p> <p>Spelling Rules</p>  <p>Add ~ ness</p>	<p>Group 18</p> <p>Spelling Rules</p>  <p>Add ~ ment</p>	<p>Group 19</p> <p>Spelling Rules</p>  <p>Add ~ ful</p>	<p>Group 20</p> <p>Spelling Rules</p>  <p>Add ~ ly</p>
<p>Group 21</p> <p>Spelling Rules</p>  <p>Choose to Use /ie/ /ei/ /ai/ /ii/</p>	<p>Group 22</p> <p>Spelling Rules</p>  <p>Choose to Use /j/ /age/ & /ge/</p>	<p>Group 23</p> <p>Spelling Rules</p>  <p>/tion/</p>	<p>Group 24</p> <p>Spelling Rules</p>  <p>Contractions</p>

<p>Group 25</p> <p>Spelling Rules</p>  <p>Possessive Apostrophes</p>	<p>Group 26</p> <p>Spelling Rules</p>  <p>Homophones</p>
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Spelling Rules When Adding Suffixes

Suffix
Adding /ed/ words to words ending with a single
consonant after a single vowel

If the vowel sound
is short, double the
consonant..

The spelling rule



shop **shopped**



Suffix
Adding /est/ words to words ending with a single
consonant after a single vowel

If the vowel sound
is short, double the
consonant..

The spelling rule



sad **saddest**



Adding Suffixes to Words

- **-s** and **-es**: added to nouns and verbs, as in cats, runs, bushes, catches;
- **-ed** and **-ing**: added to verbs, as in hopped, hopping, hoped, hoping;
- **-ful**: added to nouns, as in careful, painful, playful, restful, mouthful;
- **-er**: added to verbs to denote the person doing the action and to adjectives to give the comparative form, as in runner, reader, writer, bigger, slower;
- **-est**: added to adjectives, as in biggest, slowest, happiest, latest;
- **-ly**: added to adjectives to form adverbs, as in sadly, happily, brightly, lately;
- **-ment**: added to verbs to form nouns, as in payment, advertisement,

How to Help at Home

- **Join the library**
- Browse and choose a good one!
- Read a variety of text types
- Check for understanding
- Read to your child
- Let your child see you reading.
- Discuss the pictures.
- Explain meaning of words children may not know

Please remember that phonics is not the only skill needed to become a fluent reader.

Sharing reading

1. It's still good to share
2. Read with expression
3. Talk about books, words and pictures
4. Retell stories or events
5. Make Links

Practising early reading skills

1. Listen to your child read
2. Sound it out
3. Clap and chunk
4. Try expression and flow
5. Don't be afraid to back track
6. Spot letter patterns in words.
7. Read, read, read!

And most of all...

ENJOY READING!

