



SUPERsonic

Phonic Friends

Phonic Progression
Simple to the Complex

The image shows a book cover with a light brown wood-grain pattern. A central white rectangular box with a dark brown border contains the title. The word 'SUPERSONIC' is written in a large, stylized font where the letters are brown with green vine-like details. Below it, 'Phonic Friends' is written in a smaller, simple brown font. At the bottom of the box, 'Firm Foundations in Phonics 1' is written in a green font. The cover is decorated with several brown leaves and a vine on the left side. Two yellow circular buttons are visible on the left edge of the cover.

SUPERSONIC

Phonic Friends

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).

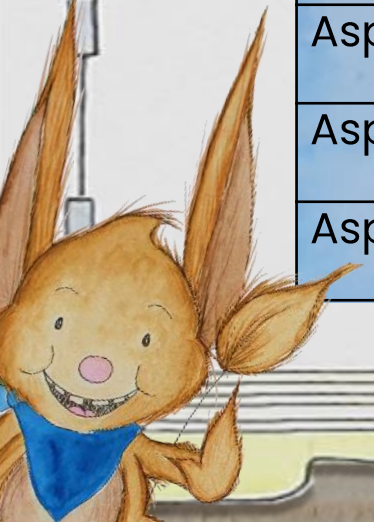
In order for a children to be ready for The Basics 1, they would need to demonstrate that they were able to tune in to, listen to and remember and talk about sounds. They would need to be skilled in Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting before they start to look at the shapes 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 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	• 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	



The background is a wood-grained texture in shades of brown and tan. Scattered across the surface are several brown autumn leaves of various shapes and sizes. On the left side, a thin brown vine with small leaves runs vertically. Two yellow circular buttons with a small 'P' are located on the left edge.

SUPERSONIC

Phonic Friends

Reception

The Basics 2 & 3

The Basics 2

Listen, Recognise, Build, Read and Write

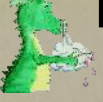
The Basics 2 teaches children at least one spelling for 18 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 to start to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and 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.

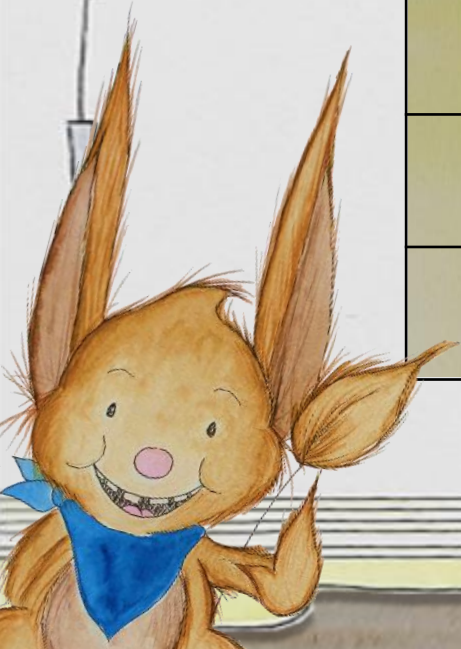
At the end of this Phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple CVC words with the 18 spellings for sounds. They will be able to read decodable texts with The Basics 2 spellings and make phonetically plausible attempts in their emerging stages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



Securing The Basics 2

CVC

Securing The Basics 2		Tricky Words
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	  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

CVC

Tricky Words

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



SUPERsonic

Phonic Friends

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

Group 1

Choose to Use Two



ai and ay

ee and ea

igh and ie

oa and oe

oo and ue

their people Mr Mrs

Group 2

Choose to Use – Split digraph



ai ay and a_e

ee ea and e_e

igh ie and i_e

oa oe and o_e

oo and ue and u-e

Oh these friend asked

Group 3

Choose to Use Two



oi and oy

ur and ir

ow and ou

or and aw

w and wh

where today once

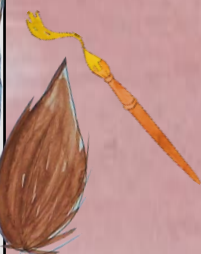


The Higher Levels

Choose to Use Spellings

Tricky Words

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

The Higher Levels				Tricky Words
Switch it Spell Sounds				
 Group 1 Switch It 	i	sixth and wild	does goes tall call small laughed	
	o	frog and old		
	c	crisp and cement		
	g	growl and gem		
 Group 2 Switch It 	u	underpants and tuba	why over above live please	
	ow	clown and yellow		
	ie	pie and chief		
	ea	dream and bread		
 Group 3 Switch It 	a	apple and angel	water because break work	
	a	apple angel and watch		
	ou	mouse and mouldy		
	o	frog old and monk		
 Group 4 Switch It 	ue	glue and rescue	who any many move eye	
	u_e	flute and cute		
	ew	screw and stew		
 Group 5 Switch It 	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		



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SUPERSONIC

Phonic Friends

Year 2

Spelling Rules & Appendices



Year 1 & 2

Spelling Rules & Appendices Read and Write

Suze's Spelling Rules & Patterns

Suze's Spelling Rules & Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, est and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language.

Children will learn their tricky words with Tess.

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 texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

Spelling Patterns & Rules

Year 1 Appendices

Common Exception Words

Adding s and es to words (plural of nouns and the third person singular of verbs)

cats dogs rocks
churches beaches watches

Adding the endings -ing -ed to verbs where no change is needed to the root word

yelling cooking glowing
washed shouted quacked

Adding -er and -est to adjectives where no change is needed to the root word

brighter younger neater
softer sharper greener

Adding the prefix -un

unzip unlucky untidy

Compound words

playground snowman raincoat

door floor poor because find kind
mind behind child children* wild
climb most only both old cold gold
hold told every everybody even
great break steak pretty beautiful
after fast last past father class
grass pass plant path bath hour
move prove improve sure sugar
eye could should would who whole
any many clothes busy people
water again half money Mr Mrs
parents Christmas



Spelling Patterns & Rules Year 2 Appendices		Common Exception Words
Adding -es to nouns and verbs ending in -y	ladies babies countries	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
Adding -ed -ing -er and -est to a root word ending in -y with a consonant before it.	studying drying flying carried hurried married cheekier dirtier sunnier craziest thirstiest angriest	
Adding the endings -ing -ed -er -est and -y to words ending in -e with a consonant before it	baked cycled phoned loving joking gluing juicy shiny lazy cuter braver wider largest wisest finest	
Adding -ing -ed -er -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	yapped clapped shopped running wrapping gripping sunny funny snappy sadder dimmer winner swimmer thinnest fittest flattest	
The suffixes - less -ness -ment -ful and -ly	homeless fearless speechless sadness kindness madness payment assessment enjoyment playful joyful helpful kindly bravely brightly	



Spelling Patterns & Rules		Common Exception Words
Year 2 Appendices		Year
The /l/ or /əl/ sound spelt -le at the end of words	table apple bottle little	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
The /l/ or /əl/ sound spelt -el at the end of words	easel jewel travel tunnel	
The /l/ or /əl/ sound spelt -al at the end of words	pedal medical animal arrival	
Words ending -il	pencil fossil nostril pupil	
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y j/dge/ge	badge hedge bridge	
The /ɔ:/ sound spelt a before l and ll /a/ as in /or/	talk call ball tall	
The /ɔ:/ sound spelt ar after w /ar/ as in /or/	swarm warm reward award	
The /z/ sound spelt s /s/ as in /zh/	treasure television casual	



Spelling Patterns & Rules Year 2 Appendices		Common Exception Words Year
Words ending in -tion	fiction motion national section	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
Contractions	can't didn't hasn't couldn't it's I	
The possessive apostrophe (singular nouns)	Harry's farmer's the man's the table's	
Homophones and near-homophones	there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two, be/bee blue/blew night/knight	

