

# 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?

**supersonic**  
Phonic Friends

|  |  |  |
|--|--|--|
| <br>Big ears    | <p>Listening Len</p> <p>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.</p> | <p>"Listen with Len, so you don't need a pen!"</p> |
| <br>Big glasses | <p>See it Sam</p> <p>Sam introduces the spelling for the sound and what it looks like.</p>   | <p>"Let's see it with Sam!"</p>                    |
| <br>Axe        | <p>Segmenting Seb</p> <p>Seb chops full words up into the individual sounds and spellings.</p>   | <p>"Segment with Seb!"</p>                         |
| <br>Whisk     | <p>Blend it with Ben</p> <p>Ben blends Seb's chopped up sounds/ spellings back into the full words.</p>  | <p>"Blend with Ben!"</p>                           |
| <br>Tools     | <p>Build with Bill</p> <p>Bill helps us build words using individual spellings.</p>  | <p>"Build with Bill!"</p>                          |

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| <br>Book             | Read with Rex<br>Rex helps us to read words.   | "Read with Rex!"<br>"If in doubt, sound it out!"<br>"There is no doubt, we must sound out!"<br>"Let's read with speed!" |
| <br>Pencils          | Write with Ron<br>Ron helps us write words.  | "Write with Ron!"<br>"Let's write with all our might!"  |
| <br>Detective       | Tricky Tess<br>Tess helps us identify the tricky part of a word that we cannot use our phonics to read and write.                      | "Tricky Tess Time!"<br>"If it's in blue, I might have to show you what to do!"<br>Let's find out where it is 'tricky!'  |
| <br>Silly looking  | Nonsense Nan<br>Nan helps the children read words that make absolutely no sense. They are not real words, they are 'nonsense words.'   | "It's absolute nonsense!"<br>OR<br>"It's the real deal!"  |
| <br>Cheeky looking | Cheeky Sneaky Sid<br>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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|  <p>Jazz hands and microphone</p>  | <p>Jazzy Jack &amp; Magic Mack<br/>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.</p> | <p>“Say it a little bit louder and a little bit longer.”<br/>“A long word! Listen very carefully, what can we do? ... it is one word but we can hear two!”</p>   |
|  <p>Big ears and looking eyes</p> | <p>Choose to use Suze<br/>Choose to use Suze helps us hear the same sound in words but identify the fact they have different spellings.<br/>“It sounds the same but looks different!”</p>                            | <p>“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.”<br/>“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?”<br/>(as a reader)</p> |
|  <p>Reading Memory Band</p>      | <p>Read with Rex<br/>(Reading Memory Activated)<br/>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.</p>    | <p>“Let’s activate our reading memories and use our super sight, to make the right spelling choice when we write with all our might!”</p>  |

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|---|---|---|
|  <p>Reading Memory Band</p>        | <p>Write with Ron<br/>(Reading Memory Activated)</p> <p>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.</p> | <p>"Let's activate our reading memories and use our super sight, to make the right spelling choice when we write with all our might!"</p>                               |
|  <p>Big ears and looking eyes</p> | <p>Switch it Mitch</p> <p>Switch it Mitch helps us to recognise that the spellings that look the same can make different sounds in different words.</p>   | <p>"They look the same but they sound different."<br/>"They are switch it spell sounds. It can sound like an /?/, it can sound like an /?/."<br/>"Let's switch it!"</p> |

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