



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

1 1	Listening Len	"Listen with Len, so you don't
A _A	Len helps us hear the sounds in the words	need a pen!"
	we speak. He introduces the focus sound	
	at the beginning of every lesson, through	
	the phonic tv.	
Big ears		
	See it Sam	"Let's see it with Sam!"
	Sam introduces the spelling for the sound	
	and what it looks like.	
Big glasses		
-	Segmenting Seb	"Segment with Seb!"
0	Seb chops full words up into the	
	individual sounds and spellings.	
Control of the Contro		
Axe		
	Blend it with Ben	"Blend with Ben!"
	Ben blends Seb's chopped up sounds/	
	spellings back into the full words.	
Whisk		
	Build with Bill	"Build with Bill!"
	Bill helps us build words using individual	
	spellings.	
Control of the last		
Tools		



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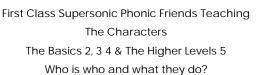
i A a A	Read with Rex	"Read with Rex!"
OVAN	Rex helps us to read words.	"If in doubt, sound it out!"
		"There is no doubt, we must
(m)		sound out!"
		"Let's read with speed!"
Book		
BOOK	Write with Ron	"Write with Ron!"
	Ron helps us write words.	"Let's write with all our might!"
Pencils		
21 34	Tricky Tess	"Tricky Tess Time!"
	Tess helps us identify the tricky part of a	"If it's in blue, I might have to
	word that we cannot use our phonics to	show you what to do!"
40.5	read and write.	Let's find out where it is 'tricky!'
Detective		
Le.	Nonsense Nan	"It's absolute nonsense!"
(a e	Nan helps the children read words that	OR
	make absolutely no sense. They are not	"It's the real deal!"
	real words, they are 'nonsense words.'	
Cilly looking		
Silly looking	Oh a alive Constallation Chil	W/an an an anima are discount in the later
	Cheeky Sneaky Sid	"Very sneaky and very cheeky!"
	Sid makes the children laugh, does silly	
	things and gives them a sneak peak of	
	the learning for the next session.	
Cheeky looking		



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	.1
1 4 k 1	Jazzy Jac
	Jack and Magic
	more than 3 sour
	have adjacent o
	help us with polys
	hear 2
Jazz hands and	
microphone	
·	
	Choos
A A	Choose to use S
	same sound in w

ck & Magic Mack c Mack help us to hear nds in a word where they consonants. They also syllabic words where we words in one.

"Say it a little bit louder and a little bit longer." "A long word! Listen very carefully, what can we do? ... it is one word but we can hear two!"



Big ears and looking eyes

se to use Suze Suze helps us hear the ords but identify the fact they have different spellings.

"It sounds the same but looks different!"

"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." "This is not cool, so what shall we do? Write with both/all spellings, have a good look and see, which one looks like



Reading Memory Band

Read with Rex (Reading Memory Activated)

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.

"Let's activate our reading memories and use our super sight, to make the right spelling choice when we write with all our might!"

the right spelling for me?" (as a reader)



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Write with Ron
(Reading Memory Activated)

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. "Let's activate our reading memories and use our super sight, to make the right spelling choice when we write with all our might!"

Reading Memory Band



Switch it Mitch

Switch it Mitch helps us to recognise that
the spellings that look the same can
make different sounds in different words.

"They look the same but they sound different."

"They are switch it spell sounds.

It can sound like an /?/, it can sound like an /?/."

"Let's switch it!"

supersonic



