

## **SHAPE International School - British Section**

At the British Section of SHAPE International School, we pride ourselves on delivering high-quality education tailored to the needs of our diverse and dynamic community.

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## **Supersonic Phonic Friends at SHAPE International School – British Section**

We use the highly esteemed *Supersonic Phonic Friends* programme to teach our children to read, spell, and write. This systematic synthetic phonics (SSP) programme is validated by the Department of Education.

*Supersonic Phonic Friends* is an effective, evidence-informed linguistic phonics programme that builds on what children know from an early age—the sounds of their own language. This sound-to-print approach is flexible and can be applied in whole-class settings, small groups, or one-on-one sessions. The programme guides children through carefully sequenced, incremental steps, teaching them how each of the 44 sounds in the English language can be spelled.

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## **How We Teach Reading, Spelling, and Writing**

Children become confident readers through explicit teaching and regular practice in the following areas:

### **Skills**

- **Blending:** Combining sounds to form words.
- **Segmenting:** Breaking words into individual sounds.
- **Phoneme Manipulation:** Adding, removing, or substituting sounds in words.

### **Concepts**

- Letters are symbols that represent sounds.
- Sounds can be spelled using 1, 2, 3, or 4 letters.
- The same sound can have multiple spellings (e.g., *rain, break, gate, stay*).
- Many spellings can represent different sounds (e.g., *head, seat, break*).

The teaching process introduces words and the alphabetic code in a structured progression, moving from simple to complex.

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## Appendix 1: An Overview of Supersonic Phonic Friends

### Firm Foundations in Phonics

This phase focuses on experience, exposure, and enjoyment of sound awareness. It establishes a strong sound-processing system, which is critical to children's success and enjoyment in later reading and writing.

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### The Basics 2

In *The Basics 2*, children start with straightforward, real words using one sound per spelling (CVC words, e.g., *mat*, *mum*, *jam*). Building on skills from *Firm Foundations in Phonics*, children will:

- Hear up to three sounds in words.
  - Recognise spellings and read and write simple CVC words using 18 spellings for sounds.
  - Read decodable texts featuring *The Basics 2* spellings.
  - Make phonetically plausible attempts at spelling as they begin their writing journey.
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### The Basics 3

*The Basics 3* introduces children to the remaining 26 spellings for the 44 sounds in the English language. Using their auditory processing and memory skills, as well as the foundation from *The Basics 2*, children will:

- Recognise spellings for sounds with *Sam*.
- Segment and build words with *Seb* and *Bill*.
- Read and blend with *Rex* and *Ben*.
- Write words with *Ron*.

Children will also:

- Explore early *Choose to Use* concepts with *Suze*, learning multiple spellings for sounds.
  - Begin *Switch it* with *Mitch*, discovering alternative pronunciations of spellings for sounds.
  - Continue learning tricky words with *Tess* and reading nonsense words with *Nan*.
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### The Basics 4

*The Basics 4* focuses on hearing more than three sounds in a word and building fluency with:

- 4-, 5-, and 6-sound words.
- Mastery of *Basics 1* and *Basics 2* spellings in more complex words.

*Magic Mack* and *Jazzy Jack* support children in hearing challenging adjacent consonants in multi-sound words. Children also continue to learn tricky words with *Tess* and read nonsense words with *Nan*.

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### **Higher Levels of Phonics: Choose to Use Spellings and Switch in Spell Sounds**

At higher levels, children delve into more complex phonics concepts:

- **Choose to Use Suze:** Teaching children that some sounds have multiple spellings (e.g., *sounds the same but looks different*). Children learn up to 85 spellings for the 44 sounds of the English language and apply cool and not-so-cool *choose-to-use* spelling rules.
- **Switch it Mitch:** Helping children discover that one spelling can represent two or more sounds (e.g., *looks the same but sounds different*).

Children continue to master tricky words with *Tess* and practice nonsense words with *Nan*, ensuring fluency and confidence in phonics.

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## Appendix 2: Phonics Lesson Structure

### Phonics Lesson Structure

All lessons follow a consistent structure using slides provided by the phonics scheme:

1. **Review and Revisit:**
  - Recap previously taught sounds through engaging activities or games.
  - Focus on recently introduced sounds and tricky words.
2. **Teach:**
  - Introduce new sounds, orally blending and segmenting words containing those sounds.
  - Explicitly teach graphemes representing the sound.
3. **Practice:**
  - Read and write words containing the new sound.
  - Engage in oral spelling and blending activities with their phonics buddy as part of *Turn, Talk, and Tell*.
  - Use a variety of resources for balanced reading and writing practice.
4. **Apply:**
  - Complete tasks such as reading and writing new words and sounds in a caption or sentence.
  - Embed vocabulary and fluency through tricky and high-frequency words.
  - Progress from magnetic letters and whiteboards to phonics books as fluency develops.

This structured approach ensures familiarity with characters and their roles while balancing reading and writing to strengthen phonics application skills.

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## Appendix 3: What Does Supersonic Phonic Friends Look Like at The British Section, SHAPE International School?

### FS1 Learners

Our youngest learners in Foundation Stage 1 are exposed daily to Supersonic Phonic Friends (SSPF) through developing the following skills within Aspects 1–7:

- **Environmental Sounds:** Recognising and identifying sounds in their surroundings.
- **Instrumental Sounds:** Exploring the sounds made by different instruments.
- **Body Percussion:** Engaging in activities like clapping and stamping to develop rhythm.
- **Rhythm and Rhyme:** Understanding patterns and rhyming words.
- **Alliteration:** Recognising words that start with the same sound.
- **Voice Sounds:** Exploring the variety of sounds the voice can make.
- **Oral Blending and Segmenting:** Learning to hear and blend sounds together (e.g., understanding that f-i-sh makes fish).

*Note:* Flashcards are neither required nor allowed at this phase. The focus is solely on sound recognition through the use of objects and pictures.

### Phrases and Learning Behaviours:

- "Listen with Len, so you don't need a pen."
- "My turn to help your brain learn."
- "Turn, talk, and tell – 1, 2, 3."
- "Everyone tell me – 1, 2, 3."
- "Somebody tell me."

### Characters Used:

- **Listen with Len** – Introduces the focus sound.
- **Segment with Seb** – supports oral segmenting.
- **Blend with Ben** – Supports oral blending.

### Working Wall:

Children benefit from a working wall that includes photographs of their learning and Firm Foundations Alliteration logs introduced alongside new sounds.

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### FS2 Learners

In Foundation Stage 2, pupils participate in **30-minute daily phonics sessions** following the structured, cumulative SSPF programme.

From the beginning of FS2, pupils start learning **The Basics 2** and progress to **The Basics 3**, using key skills to read and spell CV, CVC, and VCC words. SSPF lesson

structures provide pupils with a predictable format that focuses on word-building while teaching essential skills.

### Phrases and Learning Behaviours:

- "Listen with Len, so you don't need a pen."
- "What can you see in the phonics TV?"
- "Turn, talk, and tell – word whisper."
- "It can be seen if it's in green."
- "Hey diddle diddle, it's in the middle."
- "Phonics fingers."
- "Brilliant blend."

### Characters Used:

- Listen with Len, See it with Sam, Segment with Seb, and Blend with Ben.

### Working Wall:

- Logs are added as new sounds are introduced in **The Basics 2** and **The Basics 3**.
- Common exception words (CEWs) for FS2.

Learning is initially recorded on whiteboards. When children are ready, they progress to a phonics book. Learning snapshots are shared with parents via **Famly**.

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### Key Stage 1 Learners

In Years 1 and 2, children continue with **30-minute daily phonics sessions**, during which they:

- Develop the ability to hear and remember more than three sounds in sequence.
- Explore adjacent consonants to read CVCC and CCVC words (e.g., think, coast, blink).
- Gain fluency in recognising and applying alternative sounds for the 44 graphemes learned in FS2.
- Learn alternative ways to spell the digraphs they previously mastered.

With the help of characters like **Switch it Mitch** and **Choose to Use Suze**, children identify spelling patterns and rules, helping them determine the correct spelling for specific sounds. By the end of Year 1, children will have encountered over **100 spellings** for the 44 sounds of the English language.

### Additional Learning Elements:

- **Nonsense Nan** helps children practice reading both real and "alien" words in preparation for the **Year 1 Phonics Screening Check**.

- Introduction to tricky and high-frequency words.
- From Year 2 onwards, learners continue to explore **grapheme-phoneme correspondence**, progressing to the **Spelling Shed** programme when ready.

### Key Stage 1 Characters:

- **Listen with Len** – Introduces the focus sound.
- **See it with Sam** – Introduces spelling.
- **Segment with Seb & Blend with Ben** – Support segmenting and blending.
- **Read with Rex** – Activates reading memory.
- **Write with Ron** – Uses reading memory to write words.
- **Nonsense Nan** – Introduces pseudo-words.
- **Choose to Use Suze** – Explores spelling rules.
- **Tricky Tess** – Identifies tricky parts of CEWs.

### Working Walls/Tabletops:

- Alphabet display.
- "This Week's Spellings" area – Focus graphemes.
- Tricky Words & Common Exception Words.
- Choose to Use Spellings & Switch It Logs.
- Punctuation and Appendix 1 Posters.
- CEW posters for Year 1 and 2.

### Recording Learning:

- Initially on whiteboards, progressing to **Green Phonics/Spelling Books**.

### Key Stage 2 Learners

Some learners in Key Stage 2 may require **additional phonics teaching**. The **Keys to the Code** programme supports these pupils, maintaining SSPF principles but adapting content for older learners. *There are no characters in Keys to the Code.*

### Working Walls/Tabletops:

- "This Week's Spellings" area – Focus graphemes and spelling patterns.
- Tricky Words & Common Exception Words (CEWs).
- Choose to Use Spellings & Switch It Logs.
- Punctuation & Grammar Posters.
- Appendix Posters – Prefixes, suffixes, and spelling rules.
- CEW Posters for KS1 reference.

### Key Rhymes and Phrases:

- "Turn, talk, and tell – word whisper."
- "Phonics fingers!"
- "1-2-3, everyone tell me!"

- "Absolute nonsense or real deal?"
- "If in doubt, sound it out!"
- "It is in green, so it can be seen!"
- "It's no longer in green—can it still be seen?"
- "Looks the same, sounds different."
- "Sounds the same, looks different."
- "Give yourself a tick or fix it quick!"
- "Write with both spellings, look and see... which one looks right for me?"
- "This is the spelling for the sound...!"

### **Recording Learning:**

- Initially on whiteboards, progressing to **Green Phonics/Spelling Books** when ready.

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This policy ensures a structured, engaging, and progressive approach to phonics education at **The British Section, SHAPE International School**, fostering confident readers and writers at every stage.