

# 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

 <p>Big ears</p>	<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>
 <p>Big glasses</p>	<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>
 <p>Axe</p>	<p>Segmenting Seb</p> <p>Seb chops full words up into the individual sounds and spellings.</p>	<p>"Segment with Seb!"</p>
 <p>Whisk</p>	<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>
 <p>Tools</p>	<p>Build with Bill</p> <p>Bill helps us build words using individual spellings.</p>	<p>"Build with Bill!"</p>

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 <p>Book</p>	<p>Read Rex Rex helps us to read words.</p>	<p>"Read with Rex!" "If in doubt, sound it out!" "There is no doubt, we must sound out!" "Let's read with speed!"</p>
 <p>Pencils</p>	<p>Write with Ron Ron helps us write words.</p>	<p>"Write with Ron!" "Let's write with all our might!"</p>
 <p>Detective</p>	<p>Tricky Tess Tess helps us identify the tricky part of a word that we cannot use our phonics to read and write.</p>	<p>"Tricky Tess Time!" "If it's in blue, I might have to show you what to do!" Let's find out where it is 'tricky!'</p>
 <p>Silly looking</p>	<p>Nonsense Nan Nan helps the children read words that make absolutely no sense. They are not real words, they are 'nonsense words.'</p>	<p>"It's absolute nonsense!" OR "It's the real deal!"</p>
 <p>Cheeky looking</p>	<p>Cheeky Sneaky Sid Sid makes the children laugh, does silly things and gives them a sneak peak of the learning for the next session.</p>	<p>"Very sneaky and very cheeky!"</p>

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 <p>Jazz hands and microphone</p>	<p>Jazzy Jack &amp; Magic Mack 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.” “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 Choose to use Suze helps us hear the same sound in words but identify the fact they have different spellings. “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.” “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?” (as a reader)</p>
 <p>Big ears and looking eyes</p>	<p>Switch it Mitch 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.” “They are switch it spell sounds. It can sound like an /?/, it can sound like an /?/.” “Let’s switch it!”</p>

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