



Monster Phonics

DfE Validated Phonics Scheme

Parent Workshop

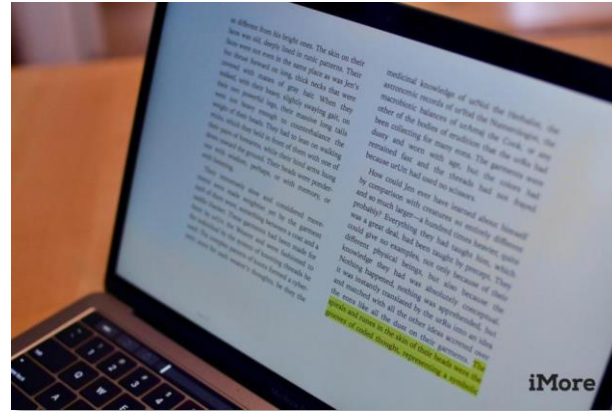
Phonics & Early Reading in Reception
(Age 4/5)

A love of reading is the biggest indicator of future academic success.



OCED (Organisation for Economic Co-operation & Development)

How many times have you read today?





Monster Phonics

Our school has chosen Monster Phonics as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



What is Phonics?



Phonics is the way we teach children to read and write.

Reception, Year 1 and Year 2 have a daily phonics lesson.



Terminology

Phoneme

The smallest unit of sound in a word.

- ✔ Approximately 44 phonemes in the English language
- ✔ Many different ways of representing the same phoneme

Grapheme

The written representation of a phoneme.

- ✓ e.g. 'cat' has **three** graphemes **C-A-T**
- ✓ Graphemes can 1, 2, 3 or 4 letters.

Digraph

Two letters that make one sound.

✓ **ch** in chip

✓ **ai** in **rain**

Trigraph

Three letters that make one sound.

✓ igh in light

✓ air in chair

Adjacent Consonant

Two or more consonants that appear next to one another within a word , and they each represent a different

✔ **'st'** in **stop**

✔ **'mp'** in **lamp**

Split Digraph

Two letters, that work together to make one sound, but are separated within the word.

✓ a-e cake made

✓ u-e rule flute

✓ o-e stone cone

✓ i-e kite bike



Blending

Merging individual phonemes to form a word.

Blending is READING



Segmenting

Breaking a word into its individual phonemes then writing the word by representing each phoneme with a grapheme.

Segmenting is SPELLING

The Monster Phonics System

The Monster Phonics System

Long Vowels Sounds

ay ai ei
a-e eigh
a ea
ey

Angry Red A

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ea ie ey
ee ei
y i
e e-e
i-e

Green Froggy

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i-e igh y
i ie
y-e

Yellow I

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oa
o-e ow
o oe
ou

Miss Oh No

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u-e ew
u ue
eu

U-Hoo

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oo ew ue
u-e ou
o ui
u o-e
eu

Cool Blue

Monster Phonics

ow ou

Brown Owl

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Silent Letters

u wh t a h k i
o w gh l
ea m b
wh e p s n

Silent Monsters

Monster Phonics

Tricky Letters

ere c oy le ear ir si
al ti g oo air aw ave
d o s au oi dg
ed a ture eer
er ar gh ure
ssi ci ou ce

Tricky

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Phonetic

k ss h l q v j w zz y sh
r e u ll f x z th ch
g c o b ff qu ng
m d n ph
s a t p i ur or
Black Cats

Black Cats

Monster Phonics

Colour coding

deep



deep



rain



rain



light



light



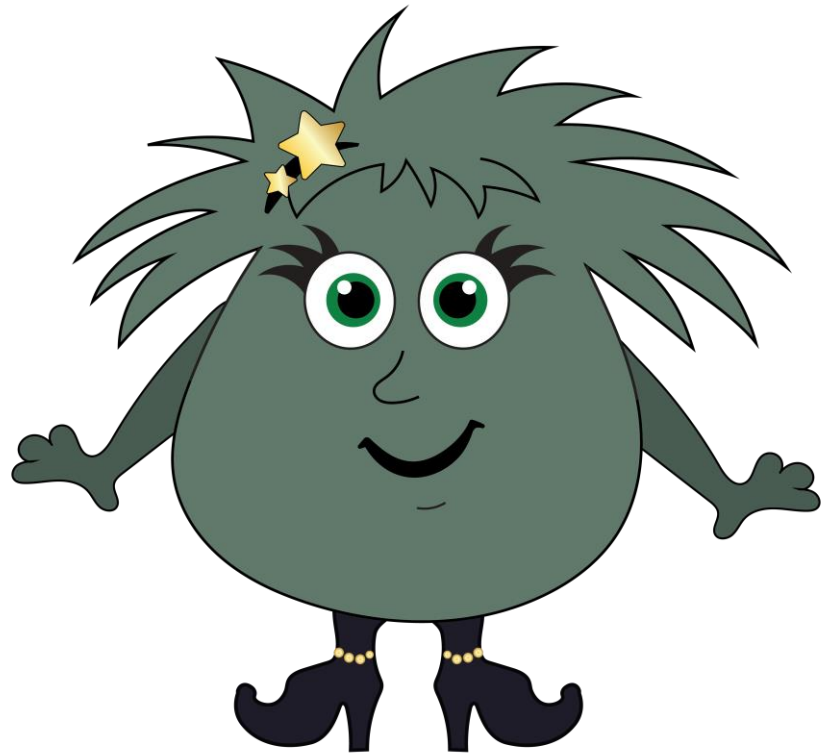
100 Words to Learn

<p>make made day came they Angry Red A a</p> 	<p>we be me see she very he people Green Froggy</p> 	
<p>my by like I'm time I Yellow I</p> 	<p>so oh don't no go old Miss Oh No</p> 	<p>into too do you to Cool Blue</p> 
<p>out about down house now Brown Owl</p> 	<p>when your have could Silent Monsters</p> 	
<p>was the there is said their as saw all his here her of asked Mr Tricky</p> 	<p>little some what look come were locked called are Mrs one</p>	
<p>a at not but can back that an up got for just went then in on get it's will with them it dad him off from this children if had mum and help Black Cats big put</p> 	<p>Phonics</p>	

High Frequency Words

- Words that occur most frequently in print
- Grouped and colour coded
- Builds confidence and independence

Common Exception Words



said

want

the

What we teach...

In Reception

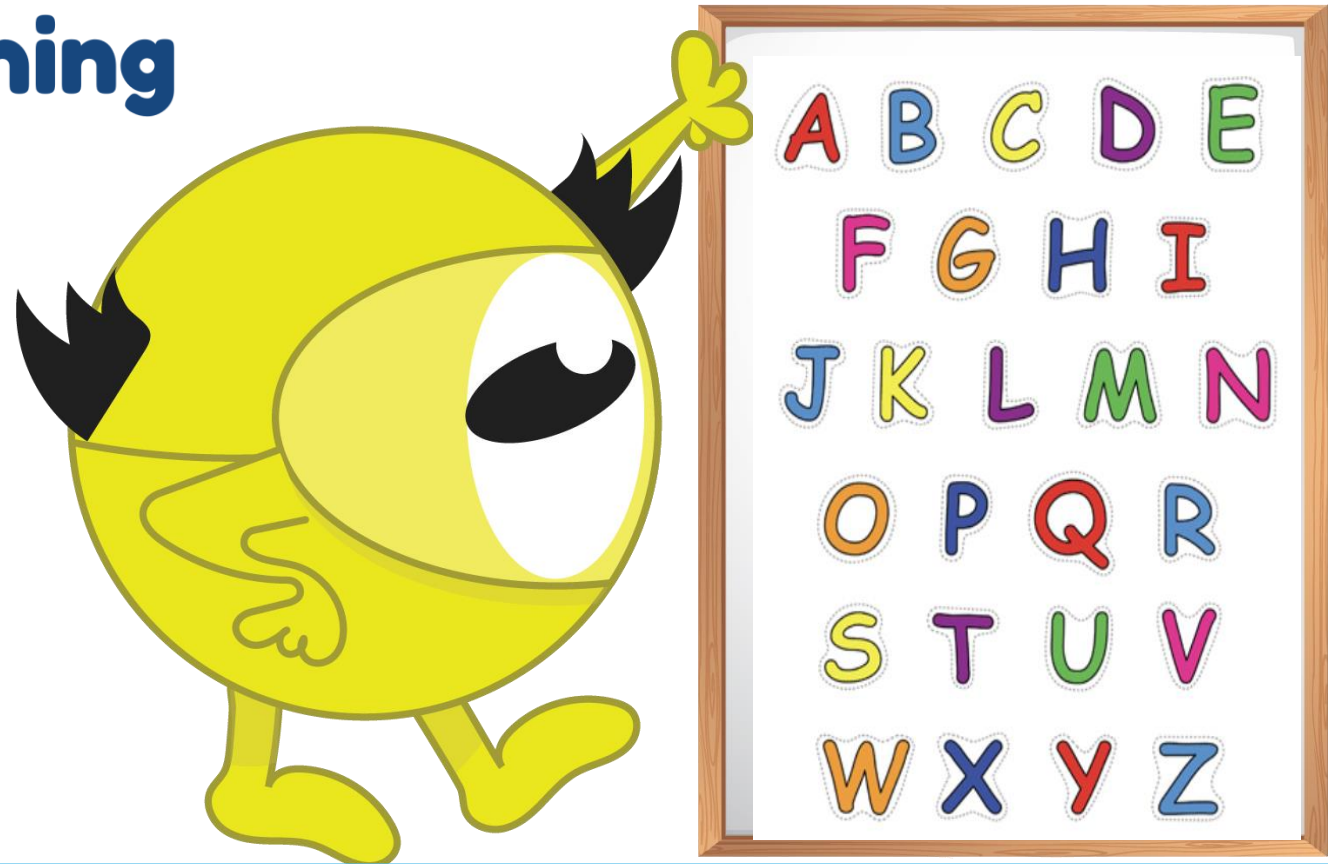
In Term 1 we teach...

- Single letter sounds and consonant digraphs plus high frequency words
- We start teaching from week 2 of Reception

The lessons are fun, interactive, engaging and have been designed to gradually build skills and knowledge.



Order of teaching



s a t p i n m d

s a t p i n m d

at	sap	pit	in	tan	mat	dad	did
a	as	tip	nip	nap	map	sad	Sid
sat	it	pip	pan	am	Pam	dim	and
pat	is	sip	tin	man	Tim	dip	
tap	sit	an	pin	mam	Sam	din	



Then we teach...

- **Term 2** introduces more digraphs and trigraphs
- **Term 3** no new graphemes are introduced.

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p a, at, as	i n in, it, is I, an	m d g and, am dad	o c k c k to, into, go no, the	e u r get, deg, can, got, on, not, cat	h b up, mum put, had oh, him his, big has	f f l l l ss he, she me, we be, of	j v w x if, off, you my, they for	y z z z qu will, all went, was from help	ch sh th th ng too, her with, are yes	Long oo then, them that this said	ar ASSESSMENT 2
TERM 2	oo (o) look now down	ow look now down	ee see going just have	ur see going just have	ai it's do so	or it's do so ASSESSMENT 1	oa come some were one	er come some were one	igh like, by when little what	air like, by when little what	oi day, away play children	ear ure day, away play children ASSESSMENT 2
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes your here saw	CVC+ with previously taught graphemes your here saw	CCVCC time out house about	CCVCC time out house about	CVC+ polysyllabic made make came	CVC+ compound words I'm very old	CCC onset words CCVCC+ with previously taught graphemes called asked looked	CCVCC+ with previously taught graphemes their our	CVC+ HFV Mr, Mrs don't	CVC+ HFV people could ASSESSMENT 1

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Skills focus on blending and segmenting and developing confidence independence and fluency.

What we teach...

In Year 1

In Term 1 we teach...



- Reviewing the digraphs taught in Reception.
- Teaching new graphemes for the sounds we already know e.g. ay, a-e plus more high frequency and common exception words.
- Teaching suffixes e.g. -ing, -ed.

The lessons are fun, interactive, engaging and have been designed to gradually build skills and knowledge.

Then we teach...

Year 1 Progression Map												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	ch ve ai	oi ay ou	suffix s/es a_e	e-e i-e a_e	u-e o-e ar	ee ou suffixes ed/ing	ea ea	er ir ur	oo oo oo	oe oe oe	ou ow ow
	be, he, me she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what, their little called	HFV REVISION	more, heree gone, live would, school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWS						100 HFWs					
TERM 2	ue ue ew	ew k before y i e	ie igh	or ore ow	au air ear	ASSASSMENT 5 ear ear ear	are y ph e	wh e	ASSASSMENT 6 ff ll ss zz ck nk ck ck	Review al ck ck ck	Review y a_e e_e a_e	Review ck ck ck ck
	three, tree trees, green, stop queen, please ever, never, four wider, better after	good, took, look looks, looking cup, dark, park hand, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, we're even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	flops, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried stopped	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
	200 HFWs						200 HFWs					
TERM 3	PHONICS SCREEN	Review ck ck ck	Review ur oo oo	Review ou ou ow	ASSASSMENT 7 ow ie igh	Review ow ie igh	Review or ore ow ow	Review ck ck ck ck	Review ck ck ck ck	Review ck ck ck ck	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have what, about out, people	down, new look, looked could saw, all	Mr, Mrs their little what called	HFV REVISION	HFV REVISION

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- **Term 2** introduces more new graphemes for the same sound plus graphemes with alternative pronunciations e.g. 'ie' as in 'pie' and 'chief'.
- **Term 2/3** revision of all year 1 graphemes.

Skills focus on blending and segmenting and developing confidence independence and fluency.

What we teach...

In Year 2

In Term 1 we teach...



- Teaching all graphemes from the Year 2 National Curriculum.
- Teaching Year 2 common exception words.
- Teaching spelling rules including vowel suffixes plus homophones.

The lessons are fun, interactive, engaging and have been designed to gradually build skills and knowledge.

Then we teach...

Year 2 Progression Map												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	dge g	c kn	gn wr	le ei ii	ai homophone	Vowel suffix (drop e rule) Vowel suffix (double rule)	Vowel suffix (Y to I rule) ASSESSMENT 1	y ai (er)	o (a) ey	after W-ai after W-or	after W-ar S (zah)	ti i
	great break steak find mind, kind behind	wild child climb old gold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	bath path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs
TERM 2	Constants suffixes Contractions	Possessive Apostrophe	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW ei ii ai Adding suffix	REVIEW y Adding suffix	REVIEW ai (er) Adding suffix
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, round break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, stand half	after, sure again, sugar
	may, say, way away, play, never ever, river, under better, after	grow, snow, know window, car, dark park, hurt garden	our, found, round around, mouse shouted, good took, book, looks	gone, more, horse live, lived pulled, want	game, more, horse live, lived pulled, want	need, feet, keep green, tree other, mother	over, meet going cold, told, love something dragon	see, tea, eat each, really first, please bird, girl	soon, food room, school air, where there	right, night use, new uk, has	head, door which, friends different would	
TERM 3	REVIEW o (a) Adding suffix	REVIEW ey Adding suffix	REVIEW W-ai Adding suffix	REVIEW W-or Adding suffix	REVIEW W-ar Adding suffix	REVIEW Z (zah) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix	Homophone Vowel suffix (drop e rule)	Vowel suffix (double rule) Vowel suffix (Y to I rule)	Constants suffixes Contractions	Possessive Apostrophe CEWs
	water parents beautiful	Mr, Mrs who who eye	thought laughed magic, comic I've, I'll who two	where once couldn't only, baby floppy every great	any many these small, bear boat home clothes	because we're everyone town	gene horse which pulled fly, why cried, find through eyes, bag again	different pulled lend grandad morning, rabbit that's things king, across along	great, break steak, every even, busy everybody pretty people any, money	find, mind kind, behind wild, child climb, bath most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve who half	wild, could, should door, poor, floor Christmas sure water, Mr, Mrs sugar, eye, parent pass, class, grass both, last, fast plant, after, again

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- **Term 2 & 3** focuses on revision of all Year 2 graphemes.
- Plus: contractions, possessive apostrophes and revision of suffixes.

Skills focus on increasing confidence, independence, fluency and reading and writing stamina.

Getting the sounds right!

- Important to use pure sounds

mat

muh - a - tuh



How to say the sounds



[Reception Video](#)



[Year 1 Video](#)



[Year 2 Video](#)

How we teach...

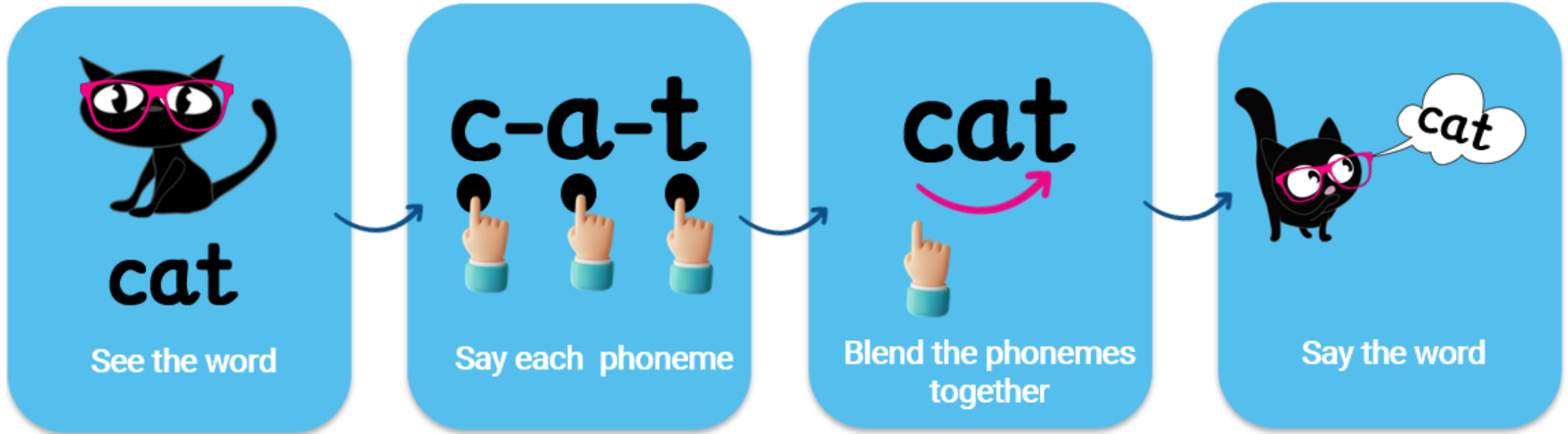
In Reception

Blending to read

- Teacher led blending is taught throughout term 1
- our aim is to get every child blending by the end of the term
- If your child needs additional practice, we will inform you

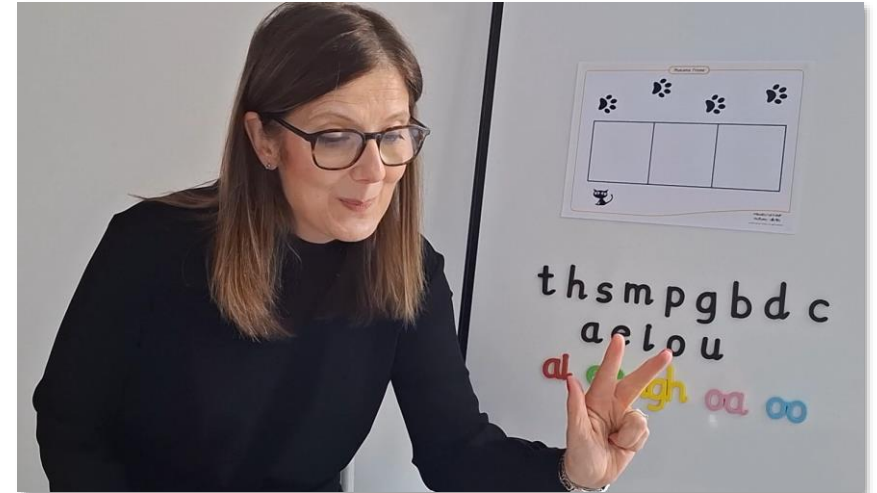


The Blending Process



Segmenting to spell

- Taught to spell simple words, using graphemes they have been taught
- Practise letter formation as part of term 1 lessons
- Extend into additional handwriting lessons



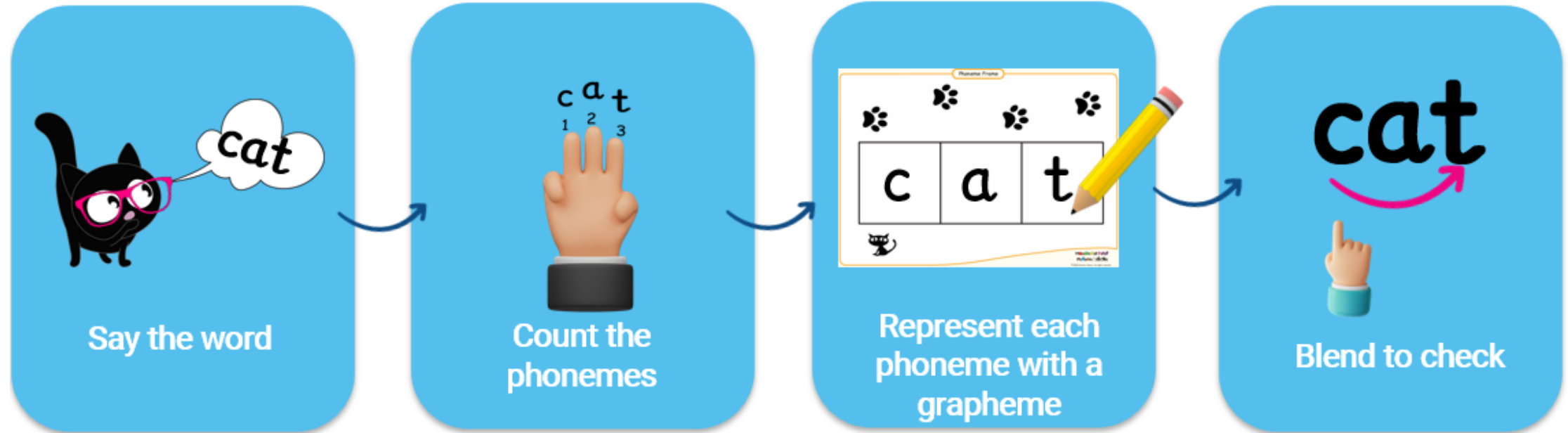
Formation

From her head to her feet,
up to her chest,
over her back,
and into the nest.

A cartoon illustration of a brown hen with a red comb and wattle, standing on a nest of brown eggs. The hen is facing forward and slightly to the right.

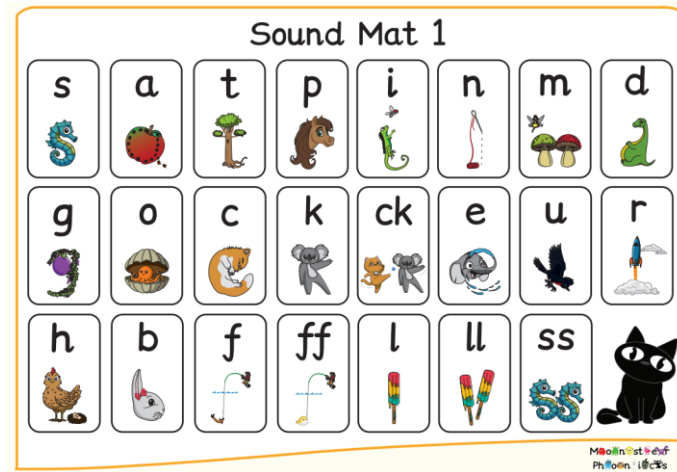
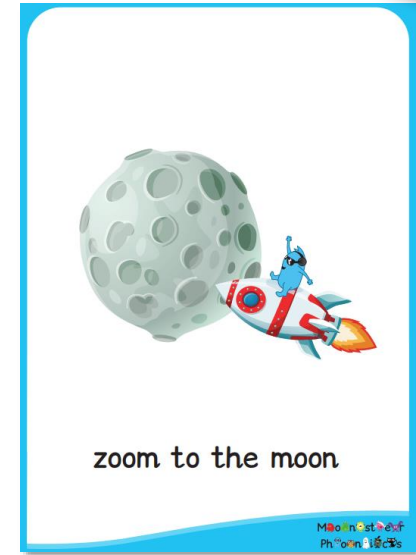
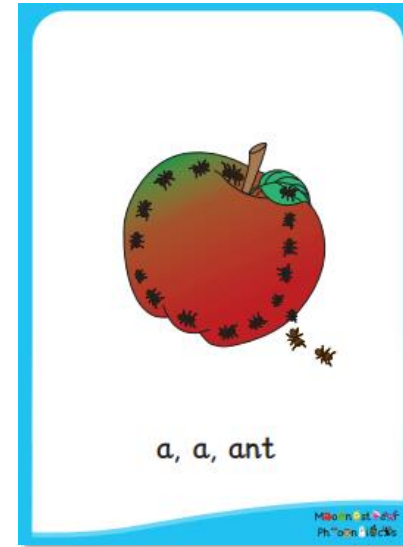
Phonics
Moon Street

The Segmenting Process



Supporting learning...

- Use mnemonics and sound cues
- Practise and apply reading words, captions and sentences
- Wealth of resources
- Displays



How we teach...

In Year 1

Reading words

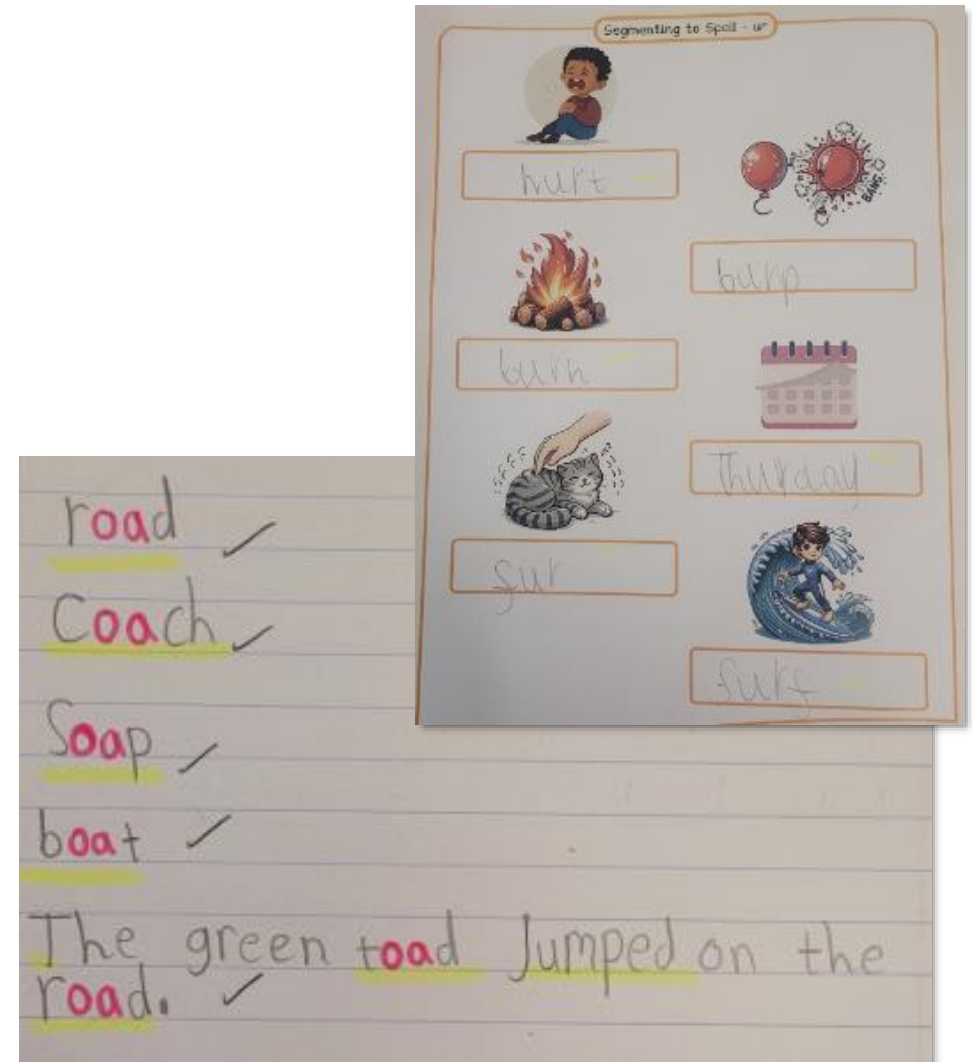
Children will be able to:

- Blend independently
- Whisper blend with increasing fluency and independence.
- Read simple sentences with increased fluency.

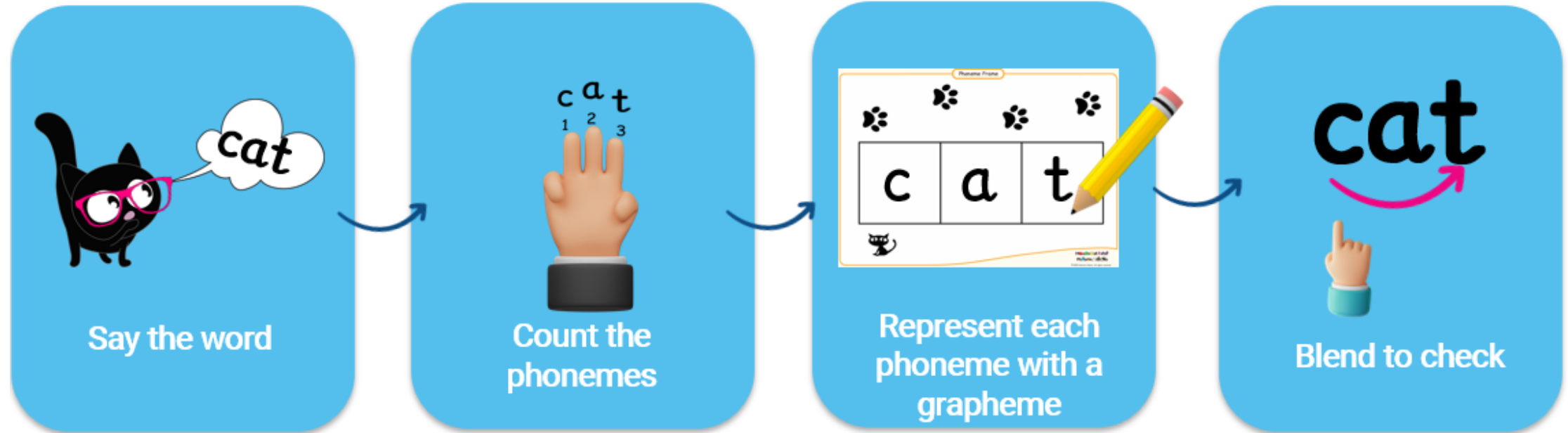


Spelling/writing

- Practise spelling words with taught graphemes.
- Practise writing through dictated sentences.
- Letter formation is referred to, but children will have additional handwriting lessons.



The Segmenting Process



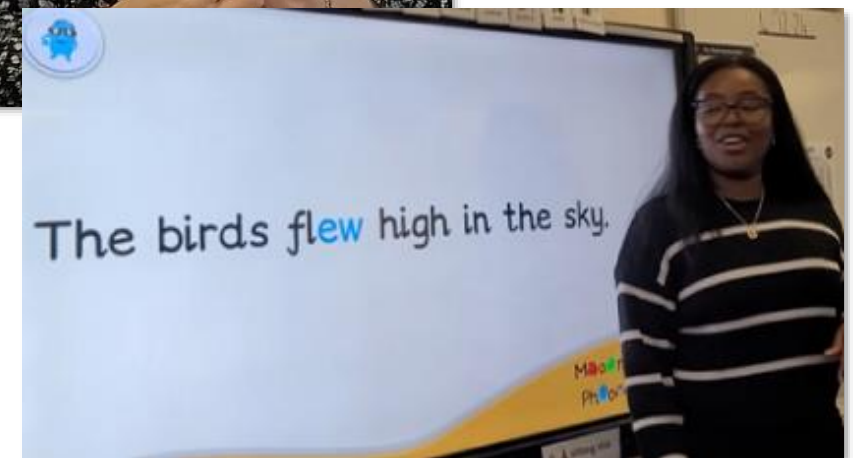
How we teach...

In Year 2

Reading

Children will be able to:

- Read words independently.
- Read more words automatically.
- Read sentences with increased fluency and independence.
- Read for meaning and comprehension.



Writing

- Practise spelling words with taught graphemes.
- Practise writing through dictated sentences.
- Letter formation is referred to, but children will have additional handwriting lessons.

Blending to read

Read the sentences and add the missing 'y' word.

Yellow I is a spy ✓.


He lives in a lighthouse by the sea.

He will always try ✓ to help his friends if they are crying ✓.

He likes flying ✓ his plane high in the sky ✓.

He enjoys frying ✓ eggs for his breakfast.

frying try sky by
 spy flying crying

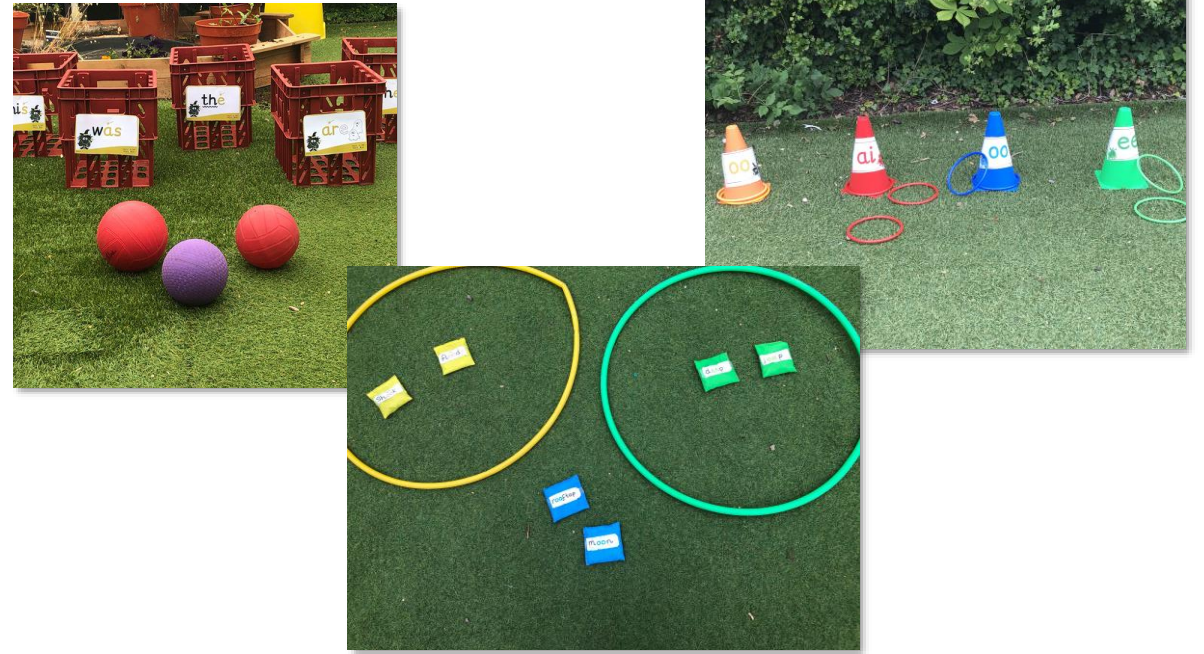
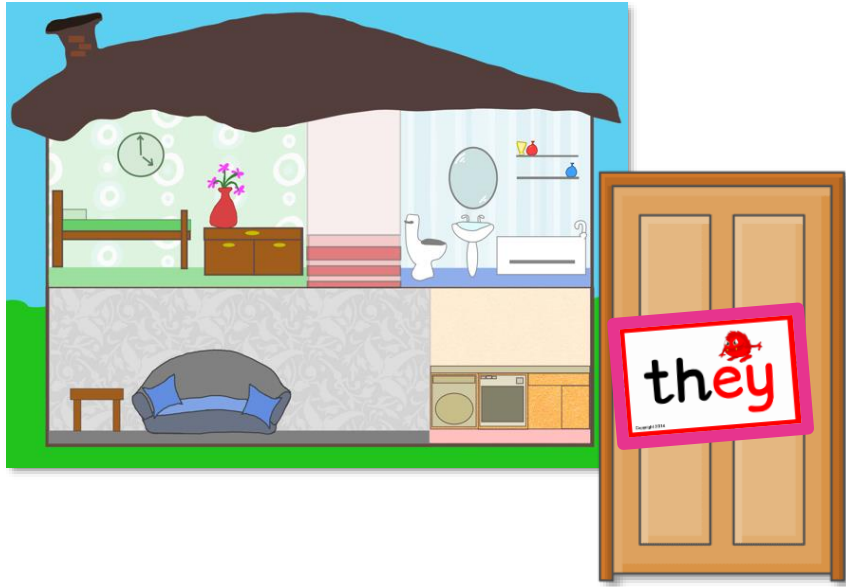


The knight travelled by night to the castle.

I made a cake with flour.

I saw a flower in my garden and it was nice and chise.

How can you support at home



In Year 1 and Year 2...

Practical tips

- Practise high frequency and common exception words.
- Encourage writing activities like shopping lists, letters.
- Practise reading daily...everywhere!
- Celebrate progress to build confidence

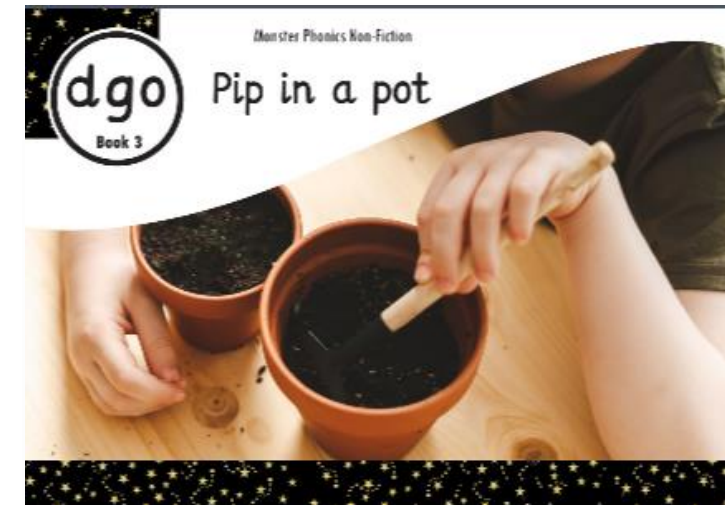
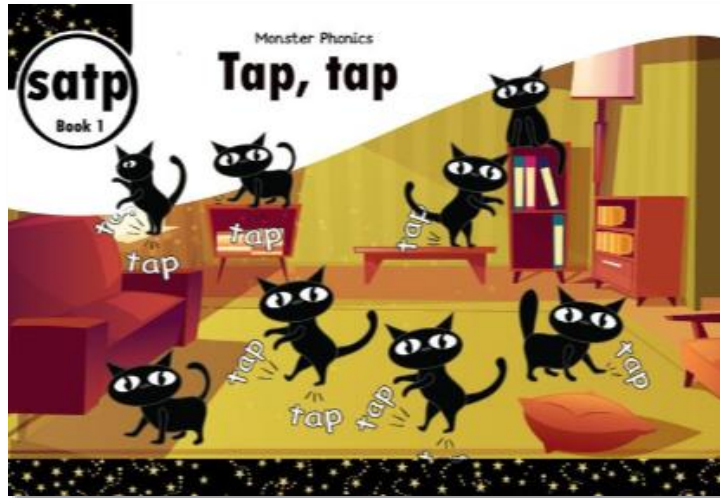
am	did	man	ran	dog	cat	sat	hot
red	bed	bad	run	fun	sun	top	yes
let	box	fox	end	its	well	tell	fell
or	lots	let's	next	gran	fast	last	eggs
stop	still	must	much	best	fish	wish	across
wind	king	thing	things	think	miss	than	that's
duck	rabbit	long	along	plants	grandad	morning	
away	play	way	gave	may	say	again	
place	take	great	narrator				
been	need	keep	feet	sleep	green	queen	tree
trees	three	eat	tea	each	sea	really	please
these	began	before	because	even	he's	we're	baby
floppy	every	any	only	many	suddenly	everyone	key
I'll	I've	right	night	white	inside	liked	
find	giant	fly	why	cried			

200 High Frequency Words
 Monster Phonics
 HeavensPhonics.com



How we practise reading using books

Decodable Books



Reading books in school

- Children will bring home a reading book when they are blending independently
- Timetabled reading sessions 3 times a week
- Taught in small groups with trained members of staff
- The book is then sent home



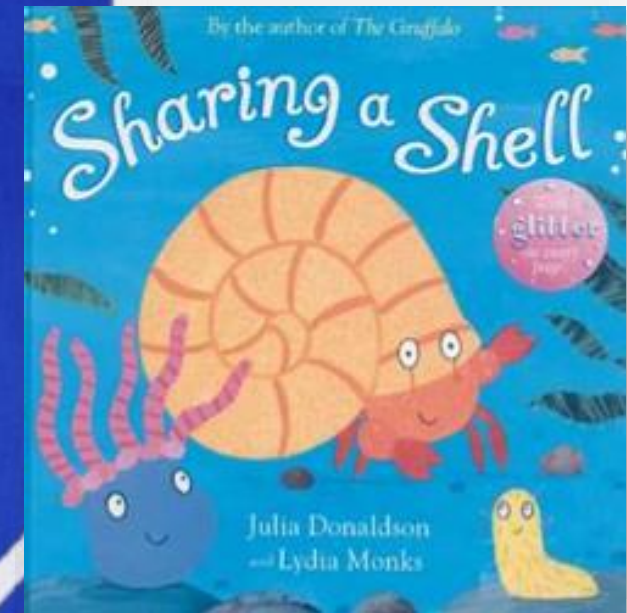
In Year 1 and Year 2...

Matching the books

- They know all the sounds, high frequency words and common exception words.
- Encouraging 'whisper' blending develops automatic reading.
- Reading the book with 90% fluency and accuracy.

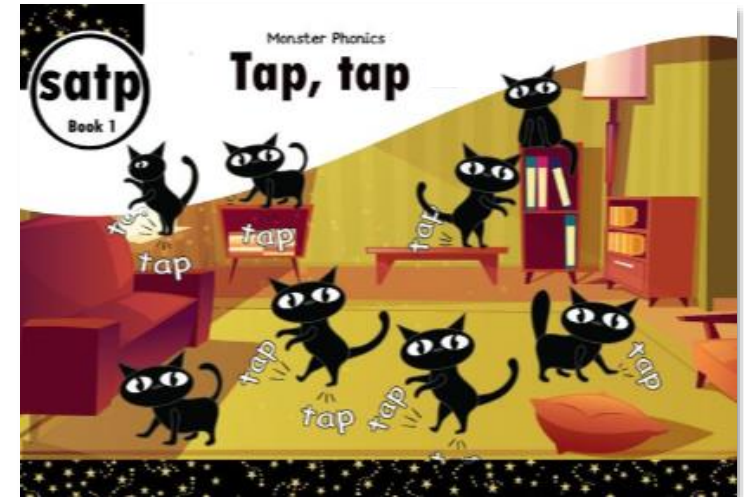


What will be sent home...



Reading the 'decodable' book

- Your child will need little help
- Support if needed
- Talk about the book
- Praise their success



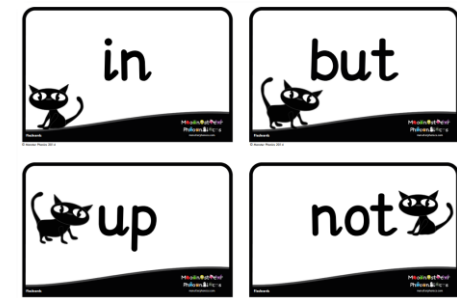
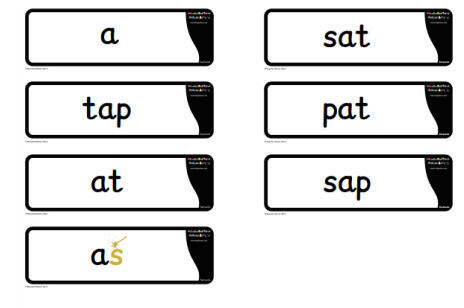
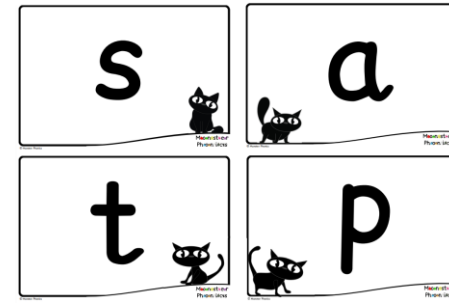
Reading the 'sharing' book

- Read the sharing book together
- Talk about the pictures, the characters, the setting
- Make up voices together for the characters
- Explore the vocabulary



Before on reading books...

- Practise the graphemes
- Practise blending
- Practise reading the high frequency words
- Share your 'sharing' book



Reading is the key to success...

A love of reading is the biggest indicator of future academic success.



OCED (Organisation for Economic Co-operation & Development)

Reading helps children to:

- understand words and sentences
- Extend vocabulary
- Develop listening skills
- Develop comprehension skills



Thank You!

For your time!



Any questions?

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