



Monster Phonics

DfE Validated Phonics Scheme

Parent Workshop

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



St Jude's Phonics Information Session Autumn 2026



Please scan this QR
code to find videos
all about our
Phonics scheme.



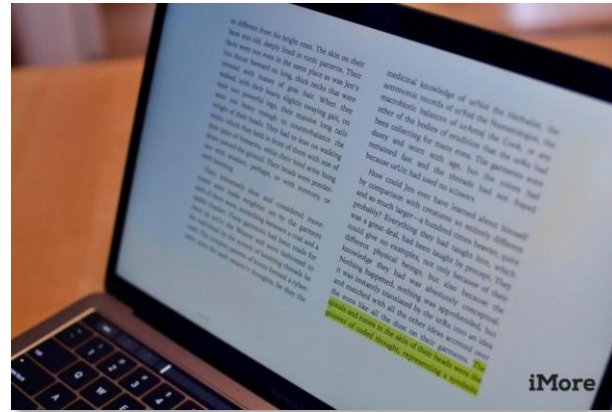
Monster Phonics Help

**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

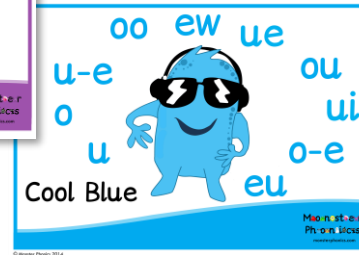
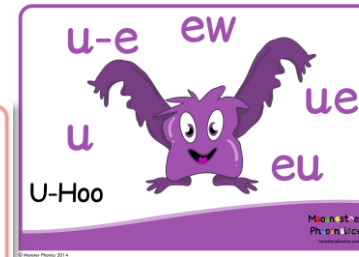
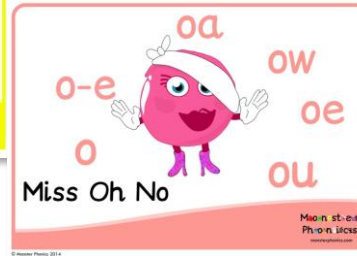
Breaking a word into its individual phonemes then writing the word by representing each phoneme with a grapheme.

Segmenting is SPELLING

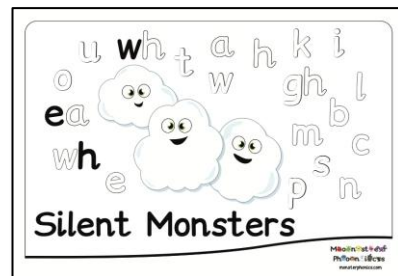
The Monster Phonics System

The Monster Phonics System

Long Vowels Sounds



Silent Letters



Tricky Letters



Phonetic



Colour coding

deep



deep



rain



rain



light



light

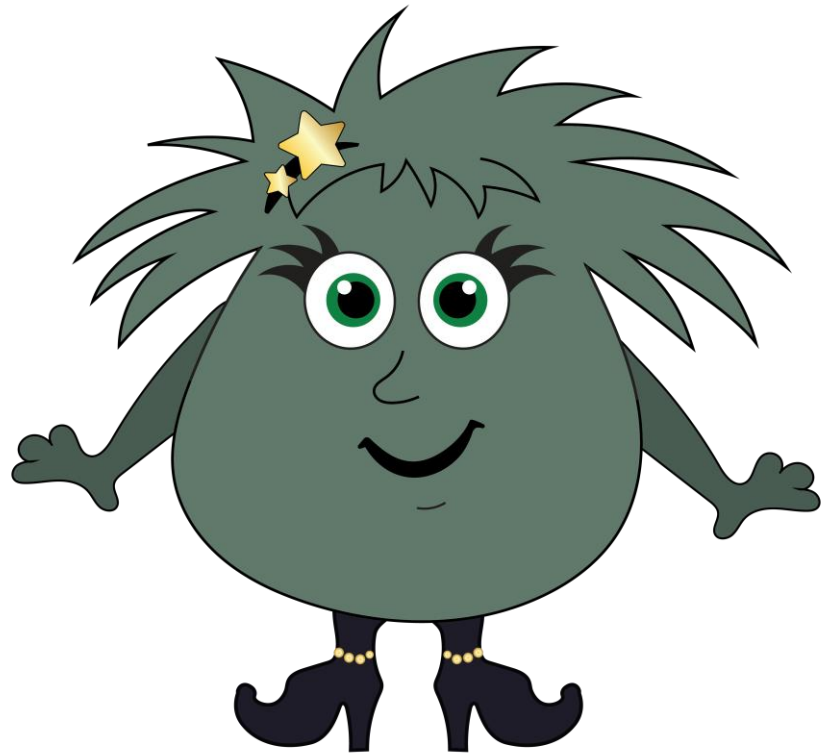




High Frequency Words

- 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

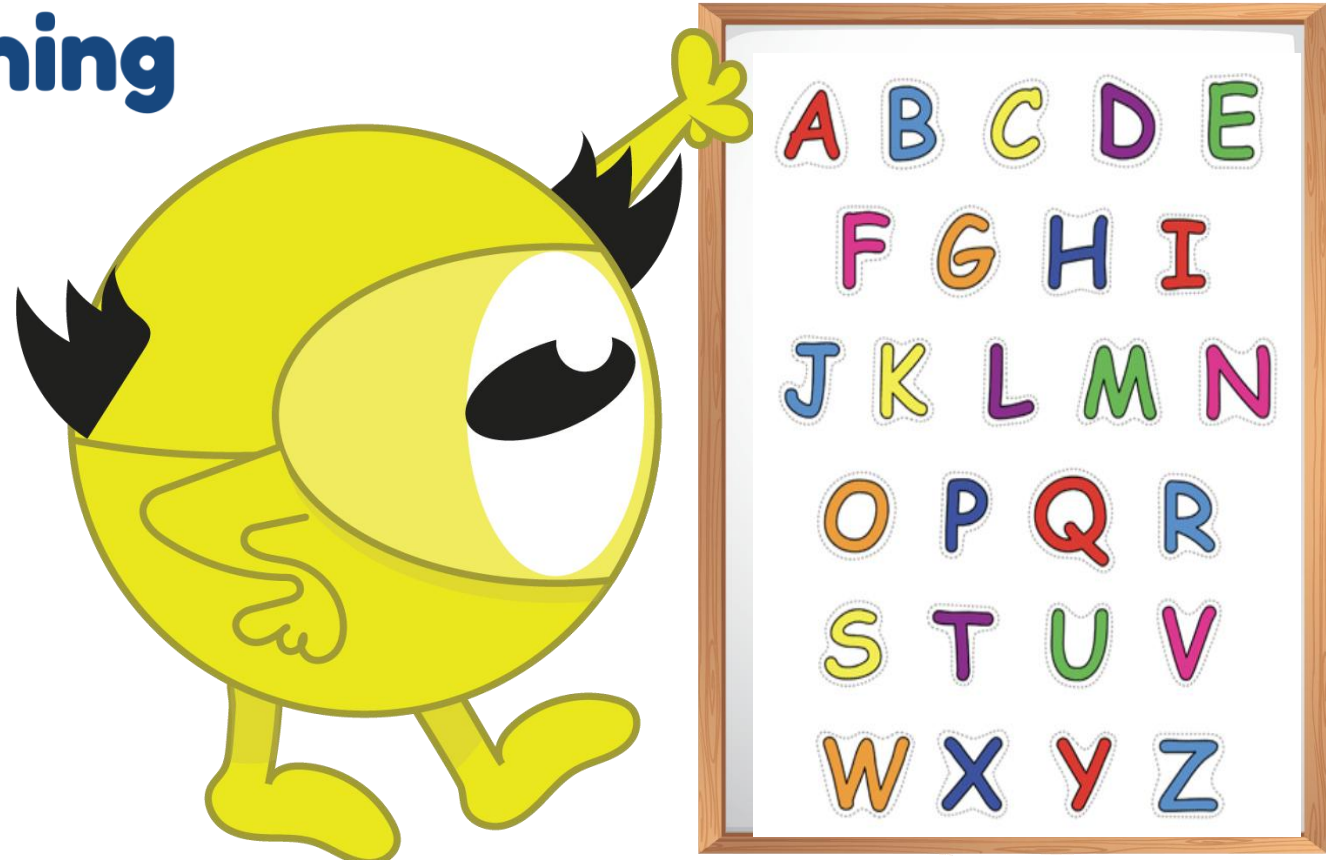
In Term 1 we teach...

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

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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	ASSASSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSASSMENT 2 ea ea	er ir ur	oo oo oo	ASSASSMENT 3 oe oe	ou 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, haree gone, live would, school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CFWs						100 HFWs			200 HFWs		
TERM 2	ue ue ew	ew k before y i e	ie ie igh	or ore ow	au air ear	ASSASSMENT 4 are ear	are y e	wh e	ASSASSMENT 5 ff ll ss zz ck nk	Review u ai o	Review a-e e-e u-e	Review ou ow
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took look looks, looking car, dark, park hand, garden found, round around, make 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	flepp, 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, now use, there where, boy	which, head dragon animals couldn't eyes, lived bont, cried stopped	giant, find laughed again, friends different door, jumped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
	200 HFWs						200 HFWs			200 HFWs		
TERM 3	PHONICS SCREEN	Review oa oo	Review ur oo oo oo	Review ou oo ow	ASSASSMENT 7 ow ue ue	Review le igh	Review or ore	Review ph ear	Review ph wh	Review k before e, y, i 2 syllable words	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 one 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 when, about out, people	down, how look, looked asked, could saw, all	Mr, Mrs their little what called	HFV REVISION	HFV REVISION
	YEAR 1 CFWs											

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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...

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

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 (u) ey	after W-ai after W-or	after W-ai after W-or	ti i
	great break steak find mind, kind behind	wild, child climb old, gold cold told	would could should door floor poor	any both many pretty move prove improve	most people only every everybody	even money whole clothes Christmas thought	grass class pass past fast last	both again father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs	
	YEAR 2 CEWS											
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
	ASSESSMENT 2	ASSESSMENT 3	ASSESSMENT 4	ASSESSMENT 5	ASSESSMENT 6	ASSESSMENT 7	ASSESSMENT 8	ASSESSMENT 9	ASSESSMENT 10	ASSESSMENT 11	ASSESSMENT 12	ASSESSMENT 13
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move grass, 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, plant half	after, sure again, sugar
TERM 3	REVIEW o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-ai Adding suffix	REVIEW W-or Adding suffix	REVIEW W-ai Adding suffix	REVIEW Z (ah) Adding suffix	REVIEW ti Adding suffix	REVIEW l Adding suffix	Homophone Vowel suffix (drop e rule)	Vowel suffix (double rule) Vowel suffix (Y to i rule)	Constants suffixes Contractions	Possessive Apostrophe CEWs
	ASSESSMENT 14	ASSESSMENT 15	ASSESSMENT 16	ASSESSMENT 17	ASSESSMENT 18	ASSESSMENT 19	ASSESSMENT 20	ASSESSMENT 21	ASSESSMENT 22	ASSESSMENT 23	ASSESSMENT 24	ASSESSMENT 25
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, omigod I've, I'll who two	where once couldn't only baby floppy, every suddenly great	any many these email, boor boor home clothes	because we're everyone toon how through eyes, bag again	gene horse which pulled fig, why cried, find giant narrator	different pulled land granted morning, rabbit that's, things king, across along	great, break steak, every even, busy many 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 who half	would, could, should door, poor, floor Christmas, sure water, Mr, Mrs nagar, eye, parent pass, class, grass bath, last, fast plant, after, again
YEAR 2 CEWS												
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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...

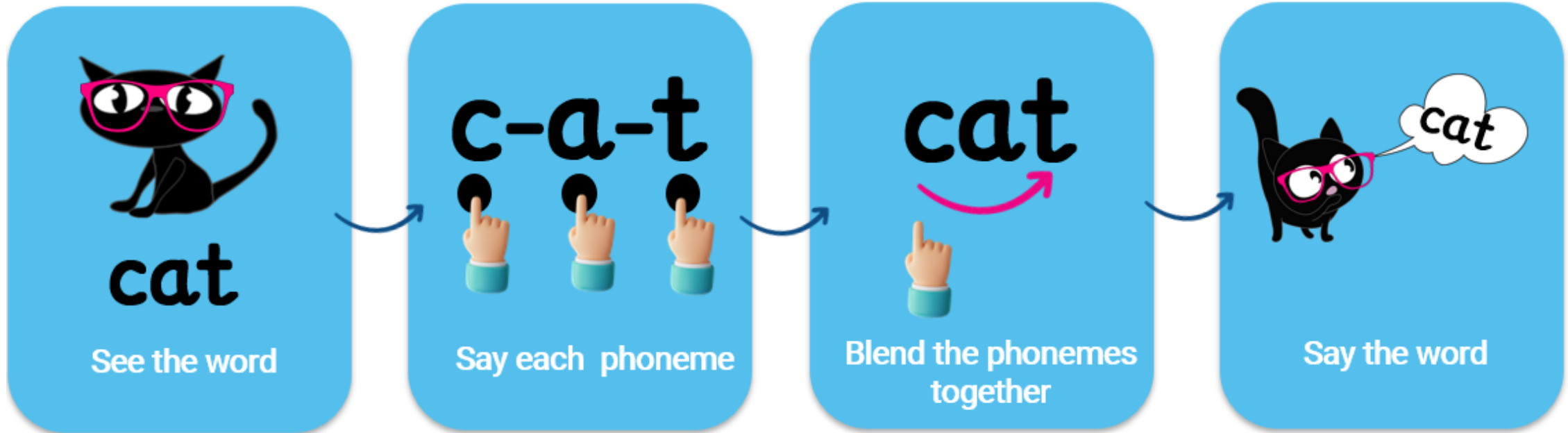
In Reception

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

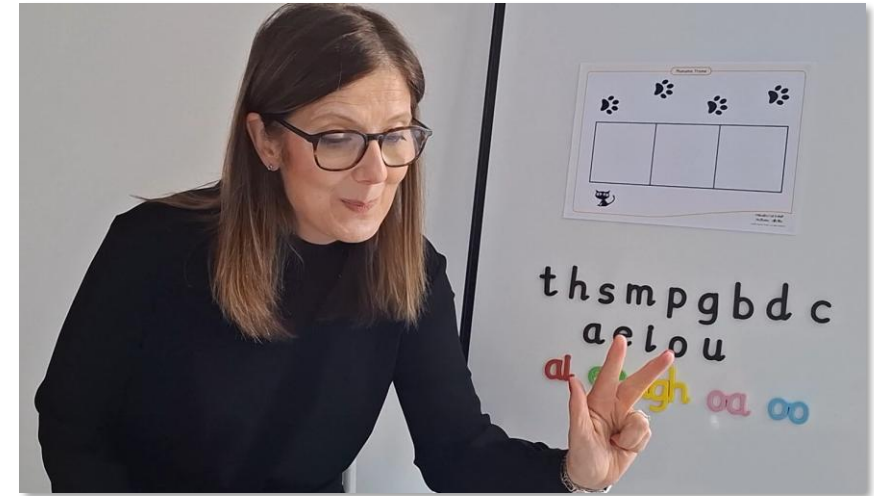


The Blending Process

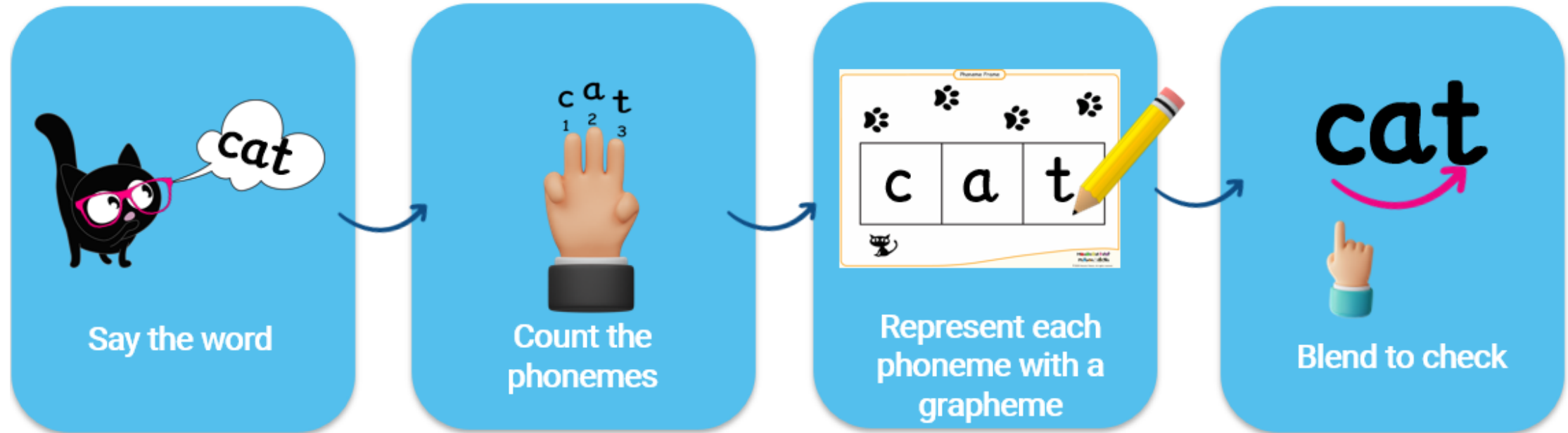


Segmenting to spell

- 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

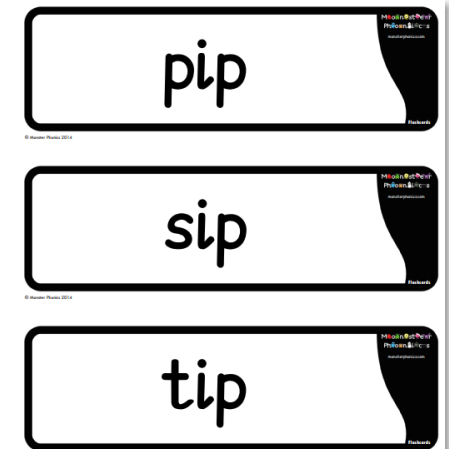
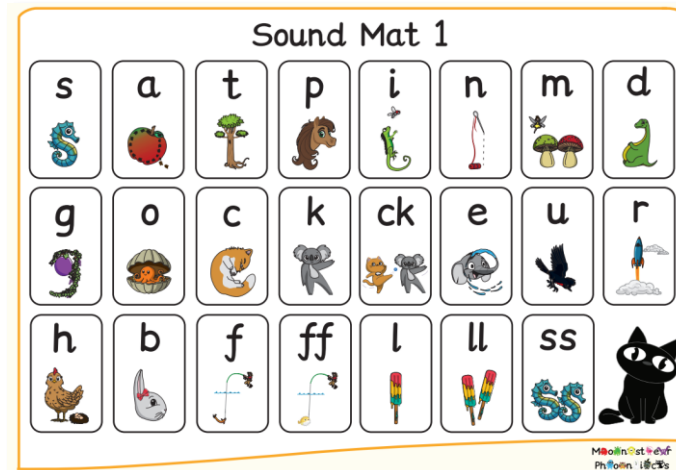
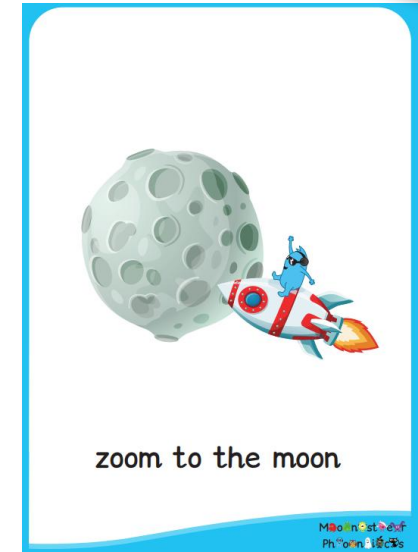
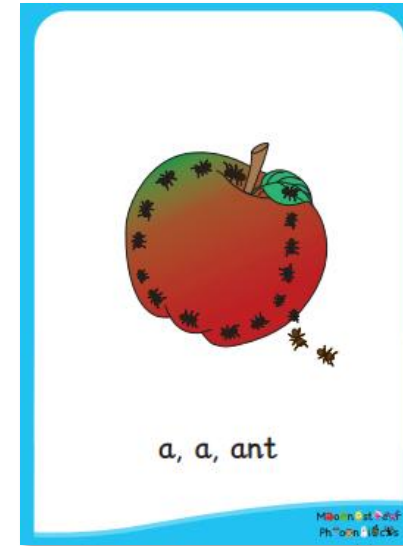


The Segmenting Process



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

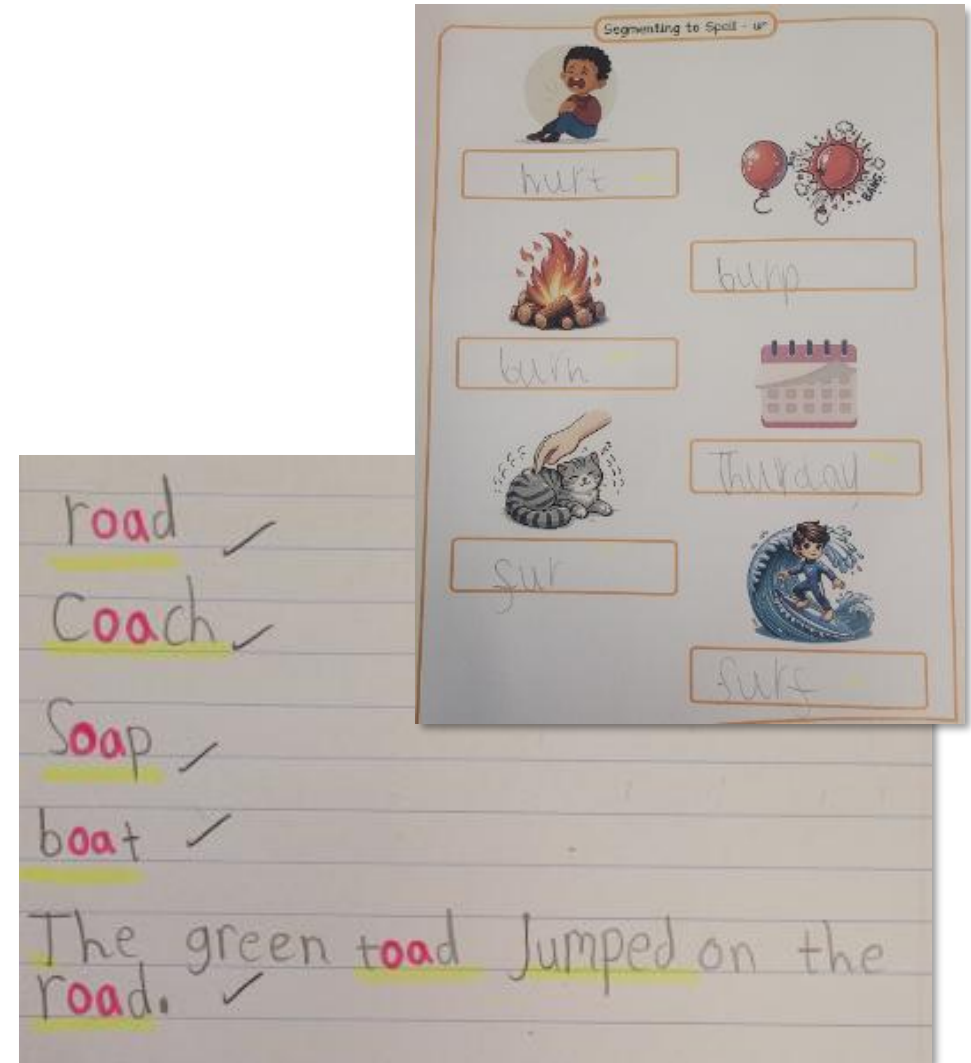
Children will be able to:

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

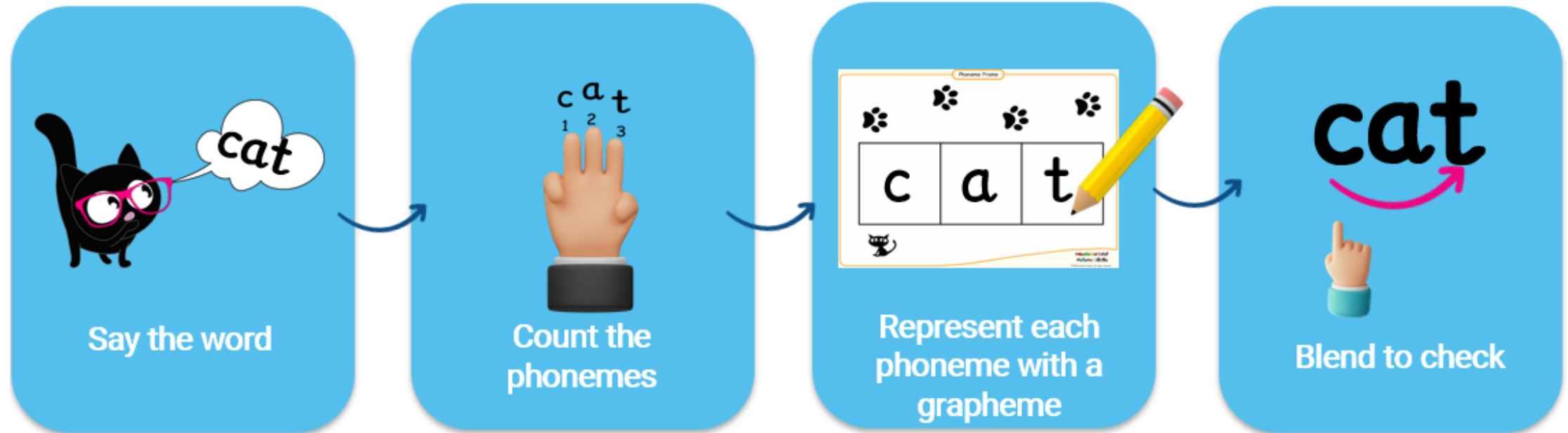


Spelling/writing

- 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	

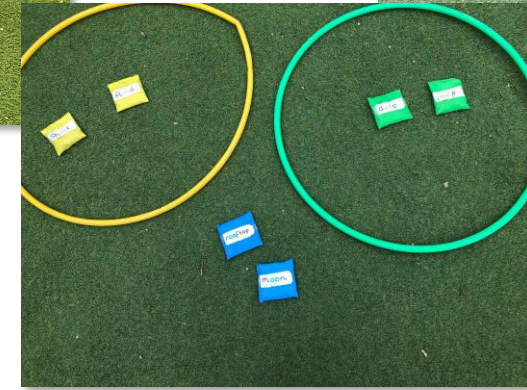
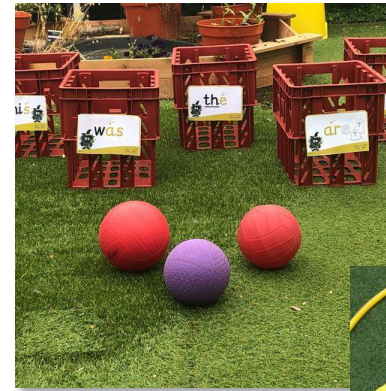
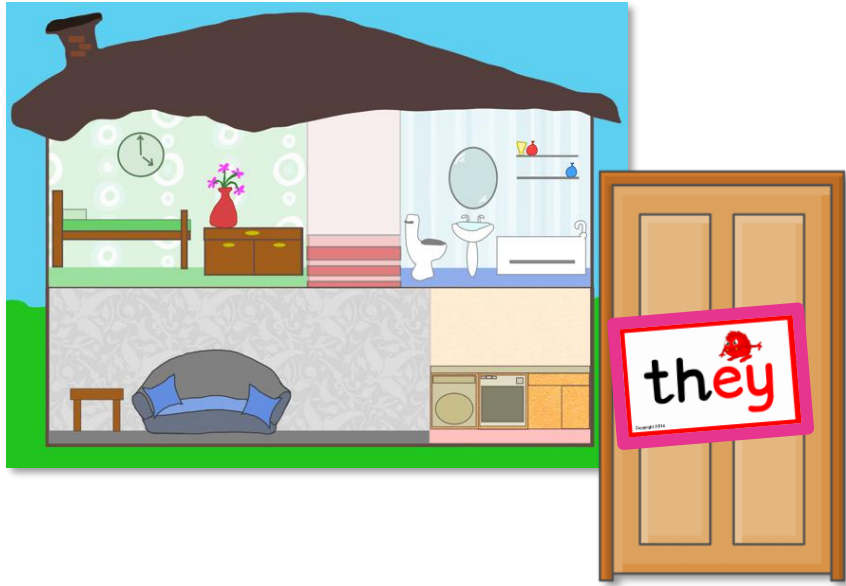


The knight travelled by night to the castle.

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			

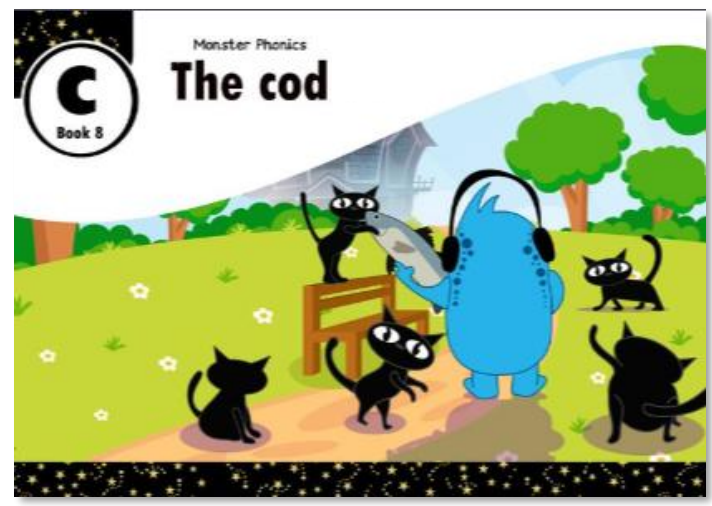
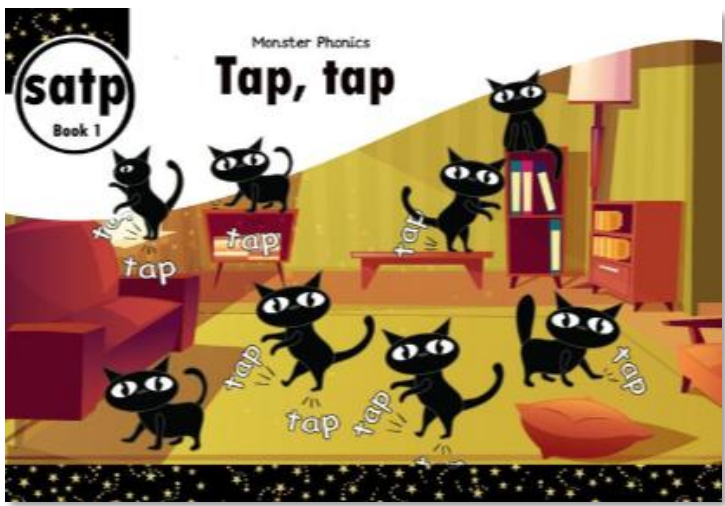
200 High Frequency Words
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How we practise reading using books

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



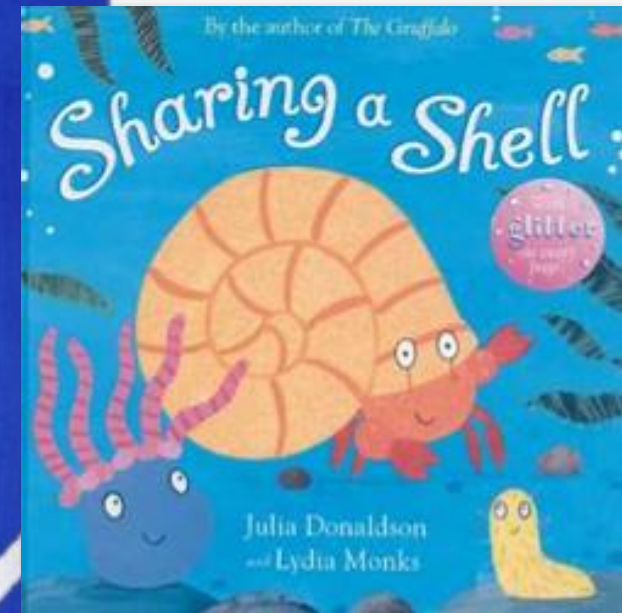
In Year 1 and Year 2...

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.

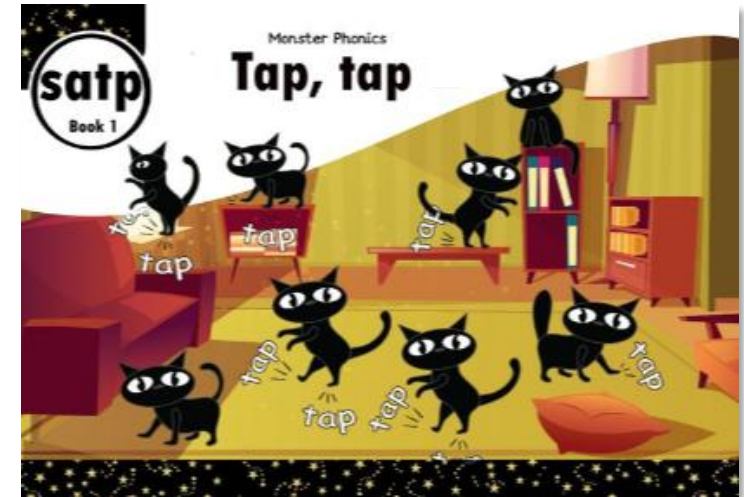


What will be sent home...



Reading the 'decodable' book

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



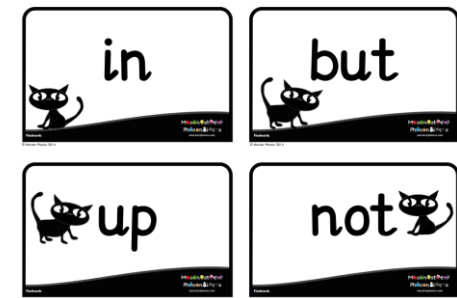
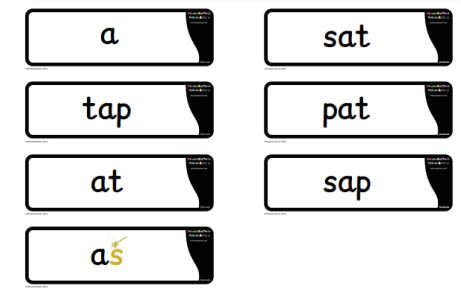
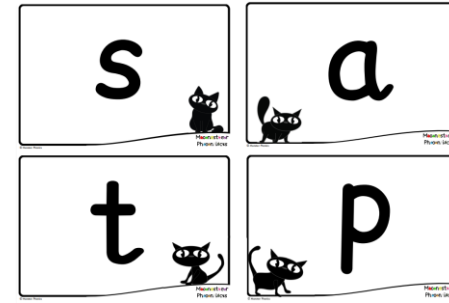
Reading the 'sharing' book

- 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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