



# Monster Phonics



What is phonics?

Phonics is a way of teaching children to read quickly and skilfully.

It develops phonemic awareness – the ability to hear, recognise and use the sounds within words.



Phonics is currently the main way in which children are taught to read in their earliest years.

Children will also be taught other skills, such as whole – word recognition, books skills and a love and enjoyment of reading.



**Hear phonemes**



**Identify graphemes**



**Manipulate**

Why is phonics so important?



goutough

dreatnail

towbarsh

whearem

neitgigh

anteanate

Can you read these words?

★ We use our phonics knowledge to decode unfamiliar words.

Being able to decode has a positive affect on reading comprehension. ★

★ It also improves spelling ability.

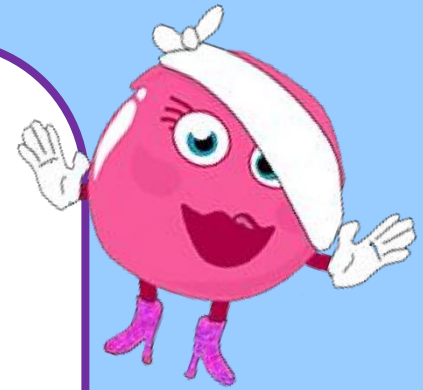
# Terminology

## Phoneme

Any one of the 44 sounds which make up words in the English Language.

## Grapheme

How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'Lady'.



## Digraph

A combination of two letters representing one sound e.g. *ch*, *th*, *sh*.

## Trigraph

A combination of three letters representing one sound e.g. *igh*, *air*, *ear*.

## CVC

A word that is made up of a consonant, vowel and consonant. e.g. 'cat', 'pin', 'cog'.



## Segmenting

Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f - r - o - g'.



Say the word



Count the phonemes on your fingers



Represent each phoneme with a grapheme



Read the word to check it is right



See the word

c-a-t

Say each phoneme

cat

blend the phonemes together



say the word



## BLending

Putting together the sounds in a word in order to read it, e.g. 'f - r - o - g, frog'





Engaging

Each set of phonemes are colour coded.



DFE Validated



Multi-sensory approach



It is based on the Letters and Sounds document which was developed by the Department of Education.


It engages the children by using all their senses. Lessons involve videos, action songs, games, story telling, use of magnetic letters, drawing, writing.

Characters (monsters) are linked to a colour. Having the characters and colour-coding makes it easier for the children to learn and recall their sounds and tricky words.



oa ow oe ou

o-e o



Miss Oh No

Miaolin's Phonics

ay ai ei eigh ea ey

a-e a



Angry Red A

Miaolin's Phonics

ow ou



Brown Owl

Miaolin's Phonics

ea ie ey ei i e-e i-e




Green Froggy

Miaolin's Phonics

One monster,  
one colour, one  
sound, many  
ways of  
representing  
that sound.

igh y ie y-e



Yellow I

Miaolin's Phonics

oo ew ue ou ui o-e eu



Cool Blue

Miaolin's Phonics


u-e ew ue eu



U-Hoo

Miaolin's Phonics


k c d b a y i m x mm  
 e ck bb j l ll n  
 ff ph f w ur p r nn  
 h t v nk th o pp  
 g u tt or z rr  
 s sh st ss zz



Black Cat

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



Tricky Witch

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



Silent Ghosts

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<https://monsterphonics.com/the-monster-phonics-approach/#video>

# What does a lesson look like?

## Monday - s

Visit the Planning Section to download the full Termly Plan with Learning Objectives and Assessment for each week.

1. Download the PowerPoint. Use this to introduce the s sound. Look at the objects on the screen and ask the children to say what they are. Emphasise the s sound.

Demonstrate the action for the s grapheme: Weave hand in an s shape like a snake, and say ssss. Next, trace s with a finger in the air. Look at objects in the PowerPoint with initial and final s. Can the children spot the sound?

2. Watch the video 'Cat Sat on the Mat'. Can the children hear any words that begin or end in the letter s?

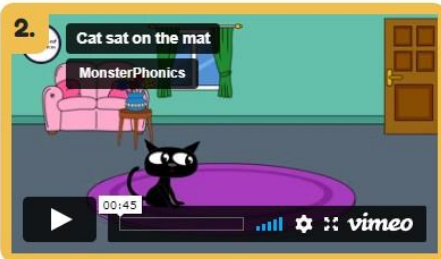
3. Download and cut out of the picture of Miss Oh No to practise oral blending and segmenting. Miss Oh No has a dance club. She is going to ask the children to

Here are the resources to download this lesson.

### 1. PowerPoint



2.



### 3. Miss Oh No Cut Out

### 4. Activity



Children have a daily phonic session.

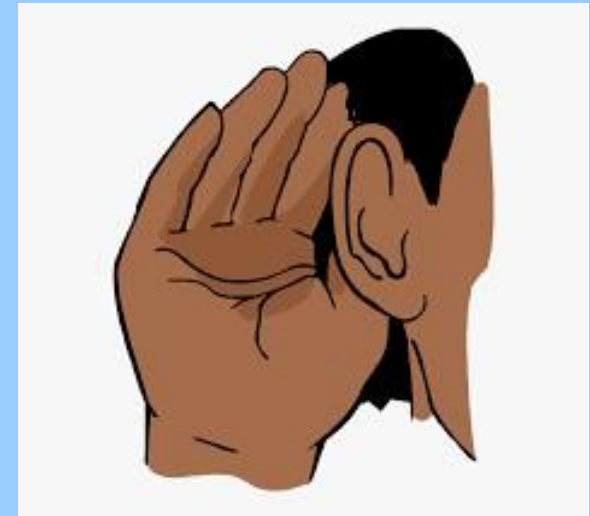
Sessions are split into four sections:

- **Revisit and review** – the previous sound and word building
- **Teach** – a new phonic sound
- **Practice** – the new sound
- **Apply** – in different situations, e.g. reading or writing, words or sentences
- Each lesson is planned with the use of visual, auditory and physical movements to help the children learn new phonic skills.

## How is Monster Phonics taught at St. Aidan's?

Our Foundations Programme develops speaking and listening skills. Children learn to become attuned to the sounds and begin to develop oral blending and segmenting skills. This teaching lays the foundations for teaching of systematic synthetic phonics.

Nursery



Parents can play a vital role in helping their child develop sound skills by encouraging their child to listen carefully and talk about what they hear, say and do.

# How is Monster Phonics taught at St. Aidan's?



Monster Phonics progression maps ensure that we teach children sounds, words and skills in a particular order.

We start with single letter sounds to enable children to read and spell simple words, leading to consonant diagraphs and vowel diagraphs and longer words.

Common exception words are also taught in a progression that fits within the phonics teaching programme.

Reception Progression Map

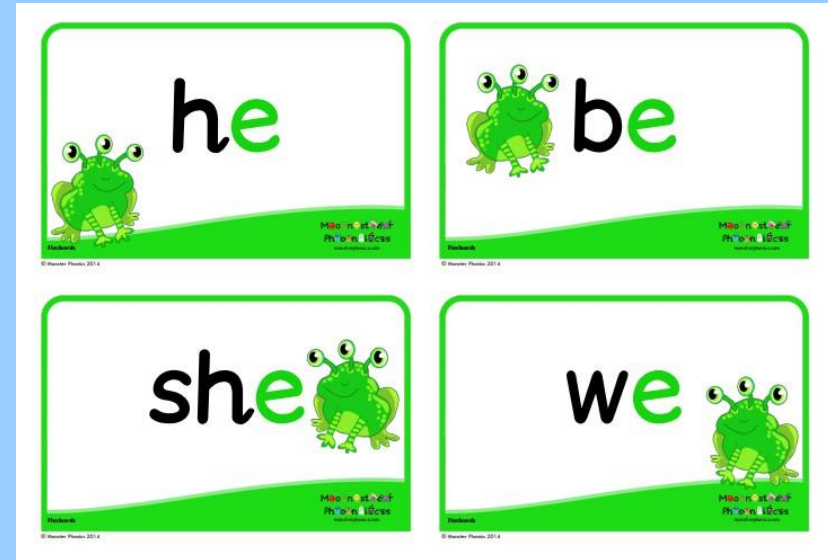
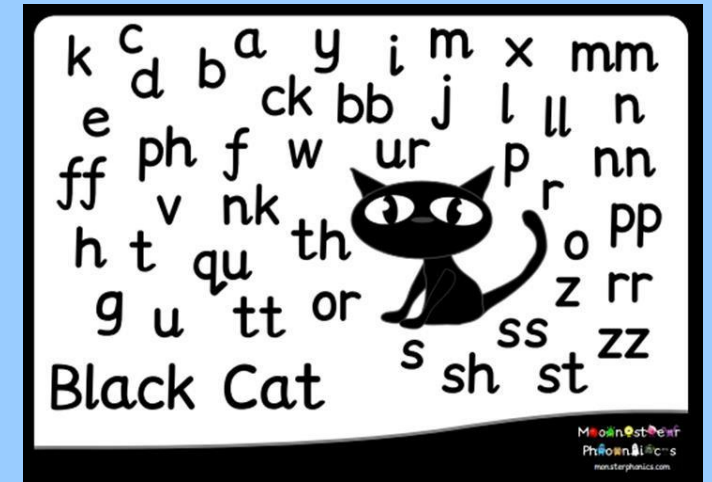
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
<b>TERM 1</b>	s a t p	i n	m d g	o c k c k	e u r	h b	f f l l s s	j v w x	y z z z q u	ch sh th ng	oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, get, on, not, cat	up, mum put, had oh, 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	
<b>TERM 2</b>	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	day away play children
<b>TERM 3</b>	CVCC	CCVC	CVC+ with primary taught graphemes	CVC+ with primary taught graphemes	CCVCC	CCVCC	CVC+ polyphthongs	CVC+ compound words	CCC onset words CCVCC+ with primary taught graphemes	CCVCC+ with primary 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

Reception children learn initial letter sounds (black cat sounds) and some tricky words.

Blending and segmenting are taught as a reversible process.

Children are taught to write the letters as they are taught them.

## Reception





# Key Stage 1

In Key Stage 1 children are taught to blend and segment longer words and longer words and more tricky words.

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	
<b>TERM 1</b>	ff ss zz ll ck nk	tch ve ai	oi ay ou	suffix s/es a_e	e-e i-e o-e	u-e ar	ee suffixes ed/ing	ea ea	er ir ur	oo oo oo	ASSESSMENT 3 oe ow ow	ou ow ow	
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, 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 come, 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	more, horse gene, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know		
	YEAR 1 CEWs						100 HFWs						
<b>TERM 2</b>	ue ue ew	ew k before y i e	le igh	or ore aw	au air ear	ASSESSMENT 5 ear ear	are y ph	wh e o	ASSESSMENT 6 ff ll ss zz ck nk tch	Review a o e ay	Review oi oi ie ie	Review u-e u-e ar	
	three, treat trees, green, sleep queen, please over, never, river under, better after	good, look book took, looking car, dark, pure hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, were even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, 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, bag	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I's, these	200 HFW REVISION	
	200 HFWs						200 HFWs						
<b>TERM 3</b>	PHONICS SCREEN	Review ee ee ee	Review ur oo oo	Review ic oo oo oo	ASSESSMENT 7 ue ue ue	Review or le le igh	Review or ore ar ar ar	Review g ph wh	Review i k before e, g, l 2 syllable words	Compound Words Numbers Contractions	Days Months Colours	Days Months Colours	
	Nonsense words	be, he, me, we 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 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 come, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked, could saw, all	Mr, Mrs their little what called	HFV REVISION	HFV REVISION	
	YEAR 1 CEWs						100 HFWs						

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## Year 2 Progression Map

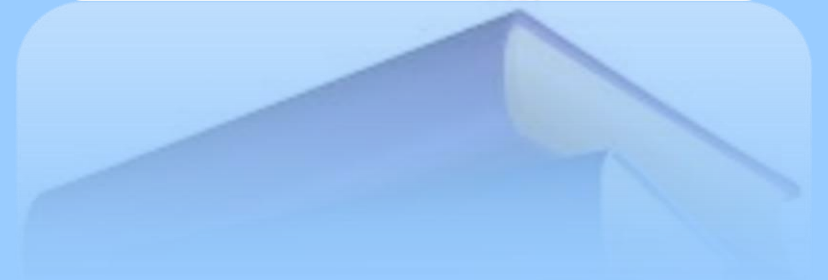
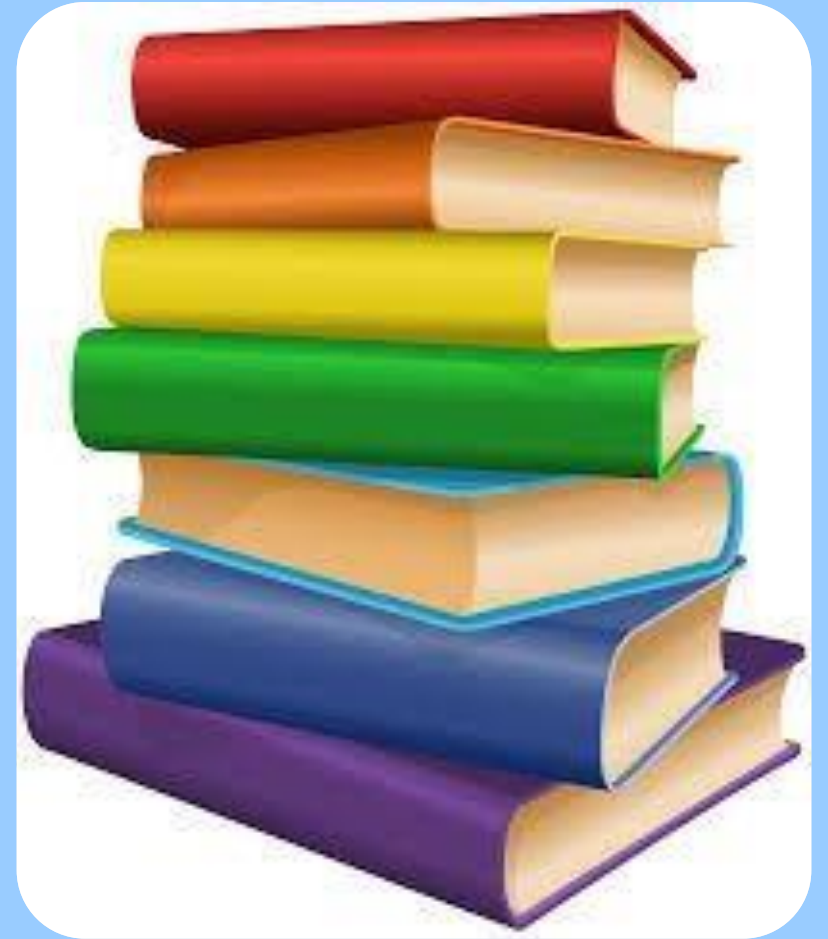
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	
<b>TERM 1</b>	dge g	c kn	gn wr	le ei il	ai homophone	Vowel suffix (drop e rule) Vowel suffix (double rule)	Vowel suffix (Y to I rule)	y ai (or)	o (a) ey	after W-ai W-or	after W-ar S-on	ti i	
	great break steak find mind, kind behind	wild, child climb old, gold held cold, told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes last	busy money hour Christmas	grass class pass past feet last	both path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs	
	YEAR 2 CEWs												
<b>TERM 2</b>	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 il ai Adding suffix	REVIEW y Adding suffix	REVIEW ti Adding suffix	
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, held, told, cold	would, door floor, could poor, should	any, more, prove, many improve, pretty	most, both only, every everybody	even, people, clothes, money	busy, hour Christmas, pass, past, feet, last	grass, class, pass, past, feet, last	both, path, father, plant, half	after, sure, again, sugar	
	200 HFWs												
<b>TERM 3</b>	REVIEW ai (a) Adding suffix	REVIEW ey Adding suffix	REVIEW W-ai Adding suffix	REVIEW W-or Adding suffix	REVIEW W-ar Adding suffix	REVIEW ti Adding suffix	REVIEW Z (zh) Adding suffix	ASSESSMENT 4 Adding suffix (drop e rule)	Homophone Vowel suffix (double rule) Vowel suffix (Y to I rule)	Constants suffixes Contractions	Possessive Apostrophe CEWs	ASSESSMENT 5	
	water parents beautiful	Mr, Mrs what their little called	thought laughed magic, wizard the, I, who tea	where there couldn't only baby happy, every suddenly great	any more everyone team bear boat home clothes	because there's through eyes, bag again	gene horse which pulled fu, why cried, giant narrator	different lived graded morning, rabbit that's things King, across along	great, break steak, every even, busy many everybody	find, mind kind, behind wild, child class, both most, old, gold told, cold, held whole, clothes only	beautiful door, near, floor prove, sure Christmas, sugar, high parent, grass bath, last, fast, past, after, again	who's, could, should door, near, floor Christmas, sure water, Mr, Mrs super, high parent, grass bath, last, fast, past, after, again	who's, could, should door, near, floor Christmas, sure water, Mr, Mrs super, high parent, grass bath, last, fast, past, after, again
	200 HFWs												

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*Children apply their phonics skills and knowledge to recognise and spell more complex words.*

*They read an increasing number of words independently and automatically. This continues throughout Year 2 and into Year 3.*



# Phonics Screening Check

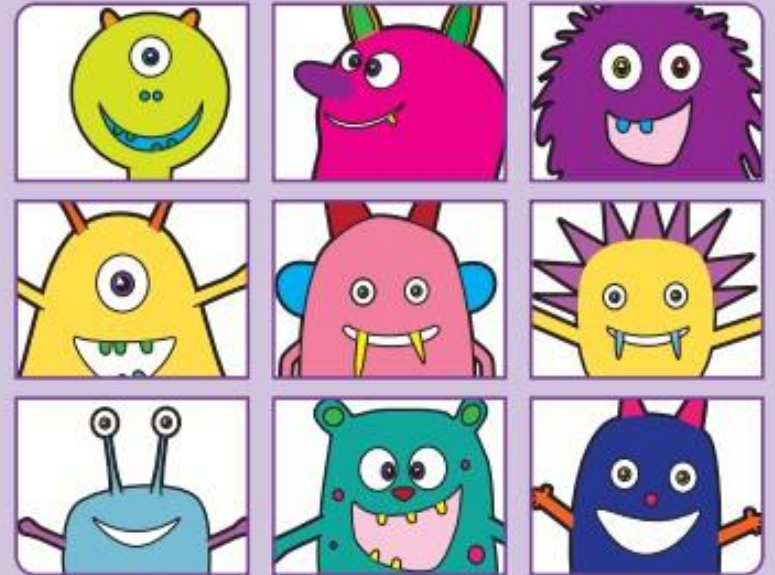
Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1, or they have not taken the test before. Head teachers should decide whether it is appropriate for each of their pupils to take the phonics screening check.

The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

## Key stage 1

### Phonics screening check

Pupils' materials



# What Happens During The Test?



The test contains 40 words.

Each child will sit one to one and read each word aloud to a teacher.

The test will take approximately 10 minutes per child; although all children are different and will complete the check at their own pace.

The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

## Practice sheet: Real Words

beg

at


sum

in

## Practice sheet: Pseudo Words

vap 

osk 

ot 

ect 

*Nonsense words allows the assessment to focus purely on decoding phonic knowledge.*



Phonics  
Screening  
Check

## Reporting To Parents

By the end of the Summer term all schools must report their child's results to parents.

They will also confirm if the child has met the standard threshold.

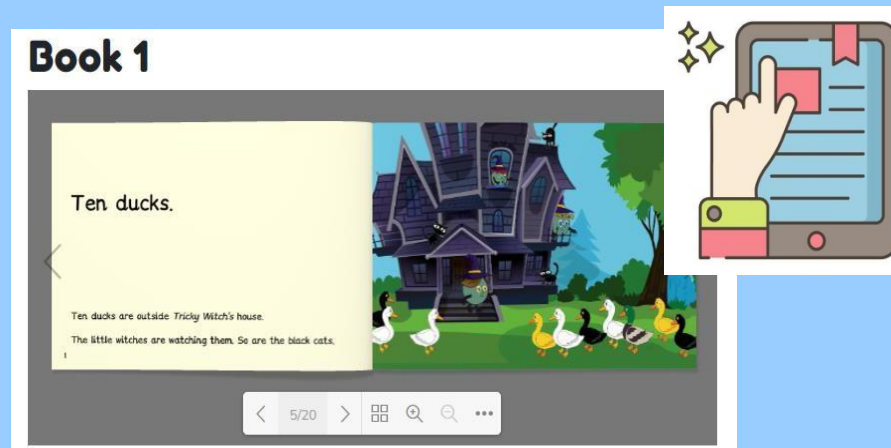
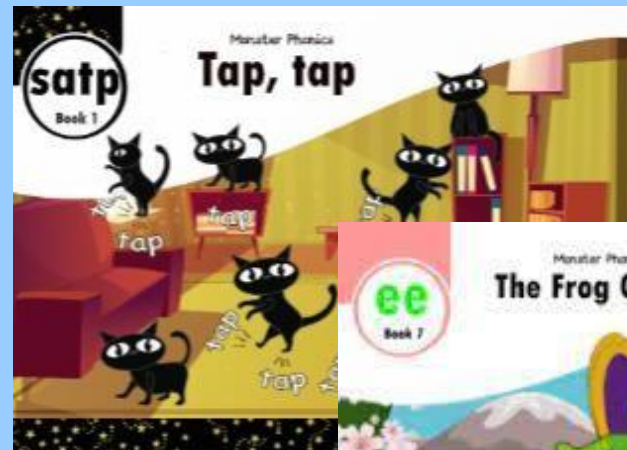
Children who do not achieve the expected level will retake the test when they are in Year 2.





# Reading at home

Children read Monster Phonics books and other texts according to age range.



Your child will also bring home a reading for pleasure book, chosen from our library.

During Key Stage 1 you will also get an additional reading book to support reading of high frequency word.



## Why reading at home is important ....

Here's how many words children will have heard by the time they are five years old.



Never read to - 4,662 words

1-2 times per week - 63,570 words

3-5 times per week - 169,520 words

Daily - 296,660 words

Five books per day - 1,483,300 words

### Learning to read

At St Aidan's, we teach phonics using Monster Phonics, a DfE validated scheme. Monster Phonics is a highly-engaging, structured, synthetic phonics programme. It facilitates learning by allowing children to learn new graphemes by using monsters to group graphemes for recall and to provide an easy and fun memory cue for children.



### Foundations in Nursery

Nursery children follow the Foundations Programme to develop speaking and listening skills. Children learn to become attuned to the sounds and begin to develop oral blending and segmenting skills. This teaching lays the foundations for teaching of systematic synthetic phonics.

### Phonic lessons

Phonics is taught in daily in thirty minute sessions in Reception, Year 1 and Year 2. The class teacher delivers the lessons with the support of a teaching assistant, who will identify and support any children not keeping up with the learning. The phonics lessons are fun, engaging and focused, using a wide range of resources.

### Assessment

Following a daily assessment during every lesson, any children who are not keeping up with the learning use the same day Monster Phonics Interventions.

Regular assessments are built into the yearly phonics progression map.

In Year 1 children take part in the screening check.

### Involving Parents

It is essential that reading is supported at home. We provide information on how to support reading at home along with a recommended book list for each year group. Parents are invited to Year 1 phonics meetings about how to support their child for the phonics screening check.



## Top Ten Tips for all stages of reading:

1. Give lots of praise and encouragement.
2. Lots of discussion about what is being read improves comprehension skills.
3. Reading aloud to children of all ages, even when they become fluent readers develops reading and writing skills.
4. Find a comfortable and quiet place to read and share books.
5. Stop when children are tired.
6. Read at all times of the day, not just at bedtime.
7. A range of reading material is important; fiction, non-fiction and poetry.
8. Join the local library.
9. All adults are good reading role models.
10. Reading and re-reading of old favourites or a simpler text every now and again develops many skills, repetition aids learning.

## A Guide for parents



Check out the recommended reads for your child's age group, on our school's web site.



As parents you play a very important part in helping your child to read. Encouraging children to develop a love of books and an interest in written language helps their literacy now and makes a difference to their whole future.

The most important thing is that reading should be a positive, enjoyable experience for both the adult and child, not a chore. Studies show that reading a variety of literature independently by age 15 is the biggest indicator of future success



### The importance of reading

Pupils at St. Aidan's love to read and share books. Children are immersed in stories, poems and non-fiction texts from Nursery up to Year 6.

Throughout the year we ensure that children develop a love of reading in a myriad of ways:-

Every child receives a fully decodable reading books matched to their reading ability.

Children have access to eBooks. Children choose a reading for pleasure book to share with their family.

Parents are given recommended books lists.

We celebrate World Book Day through reading challenges which are linked to reading at home.

Book Fairs are held so children can purchase books with their parents.

We have a stimulating school library which class regularly use.

## Developing a love for reading

### Reading in class

Pupils have an allocated reading time every day in class, whether individual, group, whole class or listening to a class book.

In addition to this children explore texts as part of book focused activities in Literacy lessons.

### Developing reading skills

Children in Reception – Year 2 follow Monster Phonics, this is a synthetic phonics programme which provides a systematic approach to the teaching of reading.

Phonic interventions (whether in KS1 or KS2) is included in Monster Phonics. Shine interventions develop reading skills (Rising Stars Assessments).

### Reading comprehension

Comprehension skills are taught explicitly during whole class reading lessons from Year 1 upwards.

#### **Reading Vipers**

**V**ocabulary  
**I**nterpret  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



Question  
time

Thank you!

Monster  
Phonics