



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)



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 be 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



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

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

Green Froggy

igh y
i-e ie
i y-e

Yellow I

oa
o-e ow
o oe
ou

Miss Oh No

u-e ew
u ue
eu

U-Hoo

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

Cool Blue

ow ou

Brown Owl

Silent Letters

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

Silent Monsters

Tricky Letters

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

Tricky

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 ch
m d n ph or
s a t p i ur or

Black Cats

The Monster Phonics System

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



Moonsies
Phonics
monsterphonics.com

Colour coding

deep



deep



rain



rain



light



light



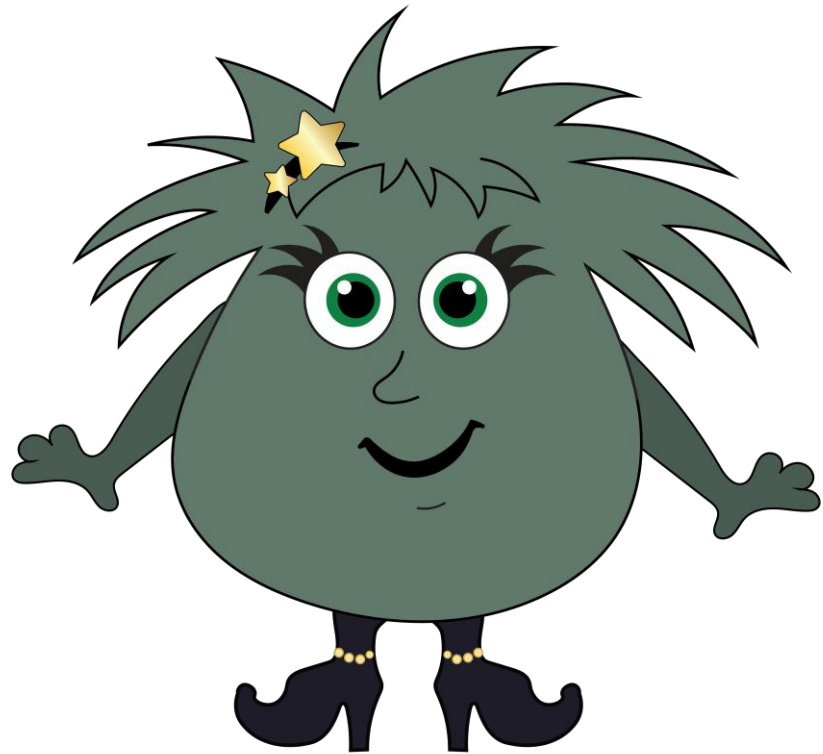
100 Words to Learn

| | | |
|---|---|---|
| <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 Miss Oh No go old</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...

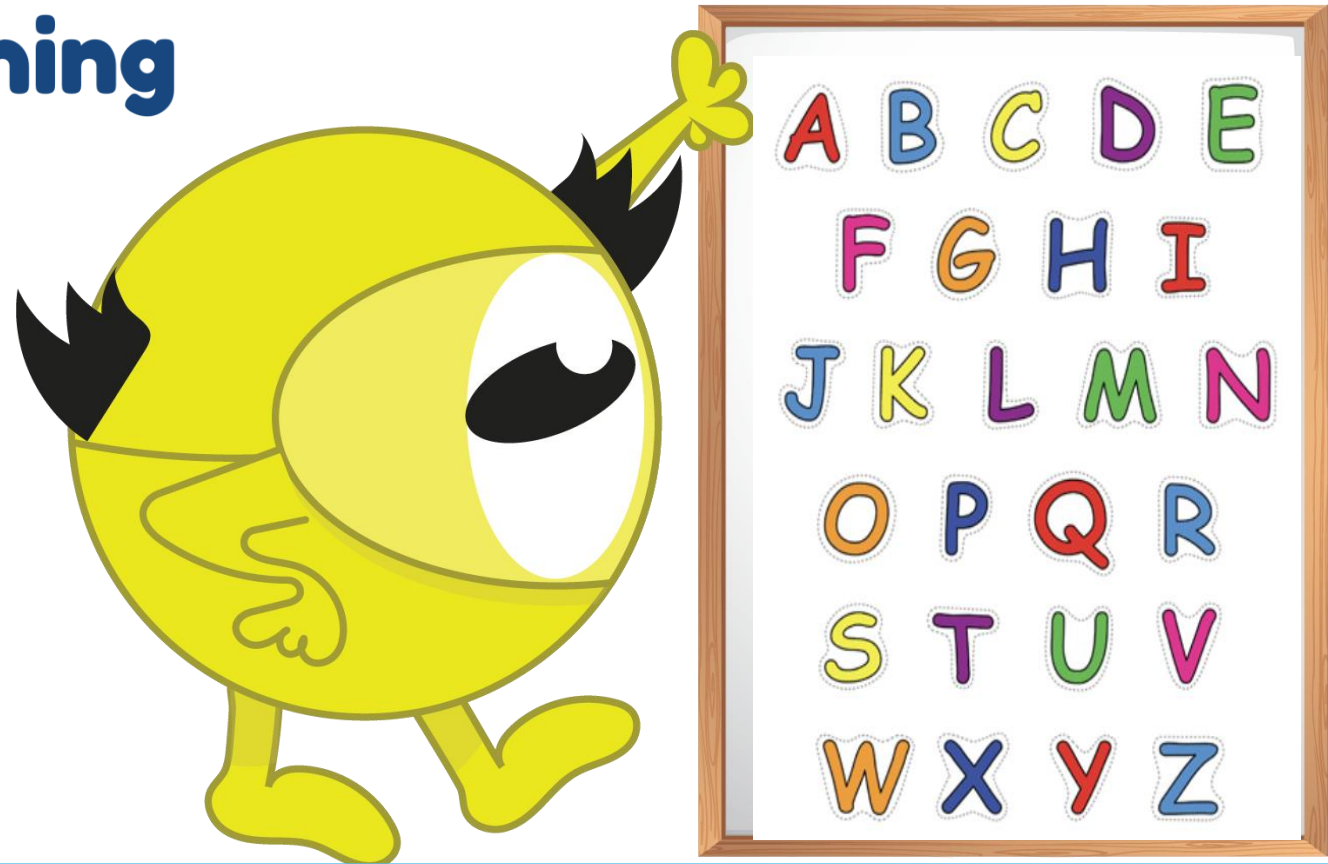
In Term 1 we teach...

- Single letter sounds and consonant digraphs plus high frequency words
- We start teaching from week 1 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

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 s s he, she me, we, be, of | j v w x if, off, you my, they for | y z z z q u will, all went, was from help | ch sh th w th ng too, her with, are yes | Long oo then, them that this said | ar ASSESSMENT 2 |
| TERM 2 | oo (w) 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 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+ with previously taught graphemes 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+ with previously taught graphemes Mr, Mrs don't | CVC+ with previously taught graphemes people could ASSESSMENT 1 |

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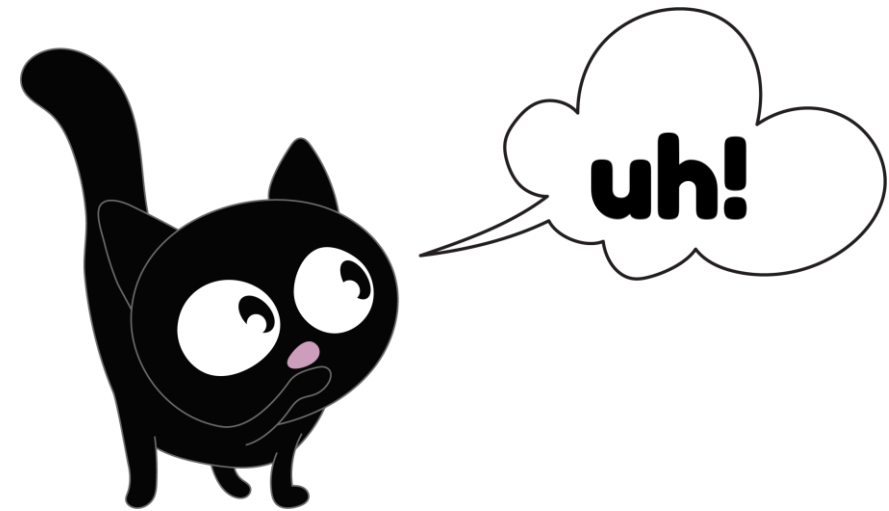
Skills focus on blending and segmenting and developing confidence independence and fluency.

Getting the sounds right!

- Important to use pure sounds

mat

muh - a - tuh



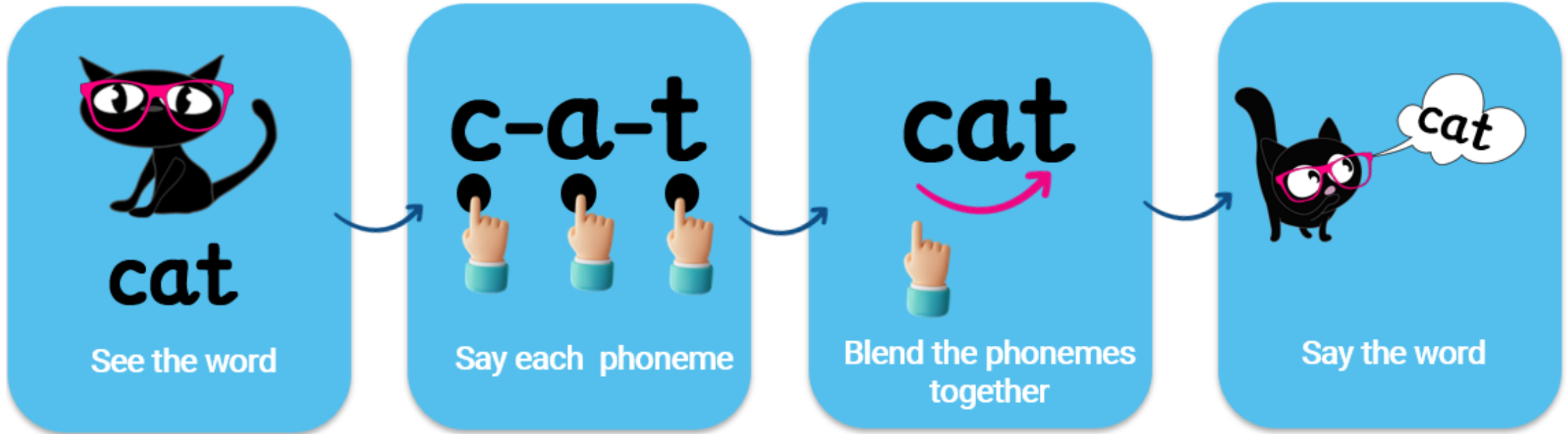
How we teach...

Blending to read

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

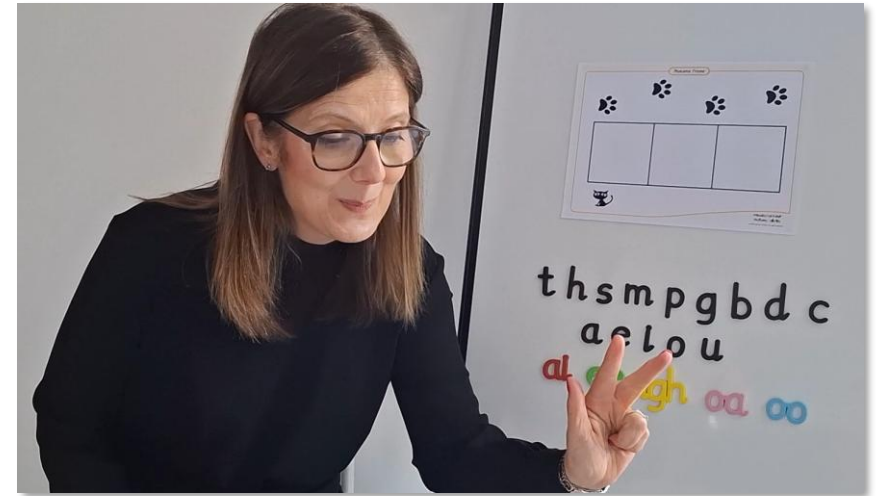


The Blending Process



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



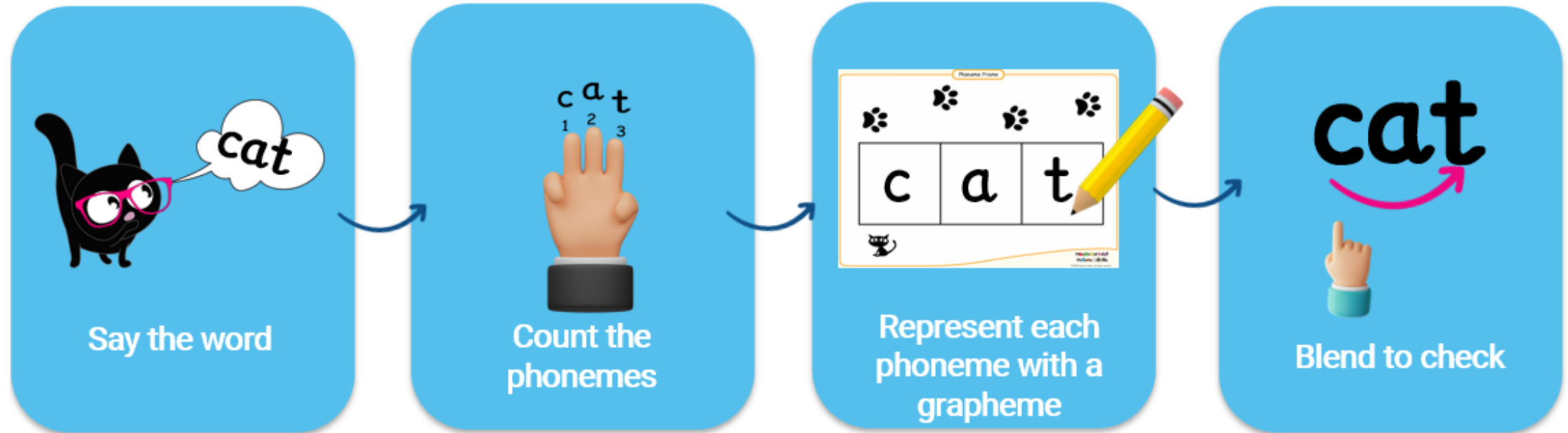
Formation

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

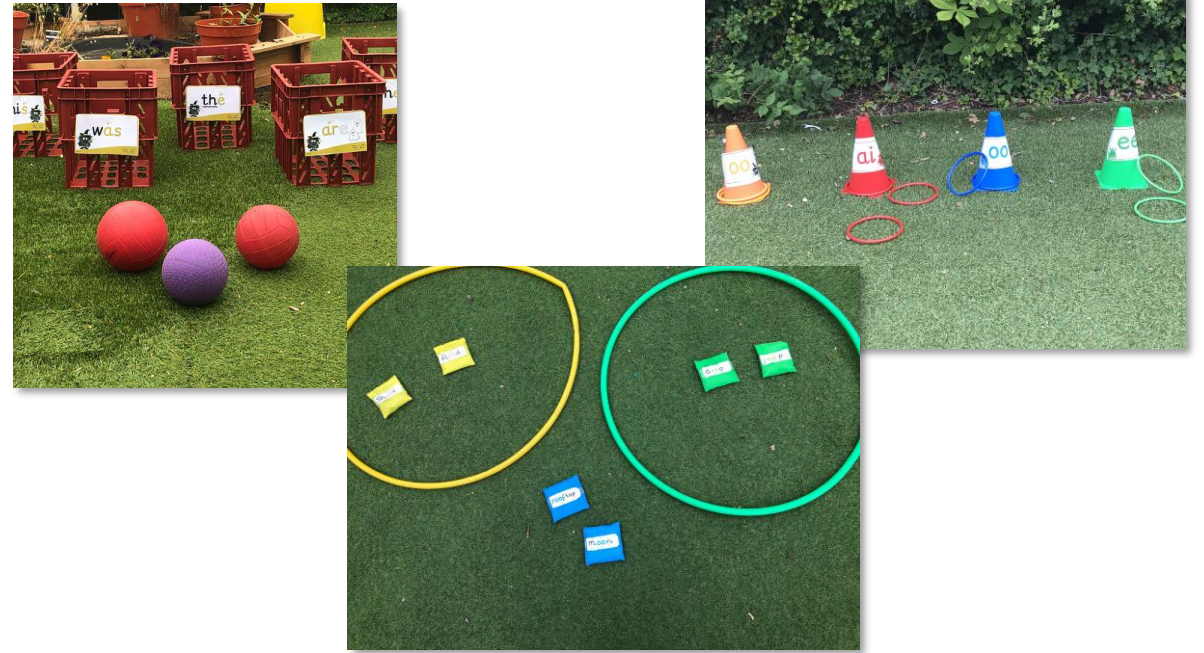
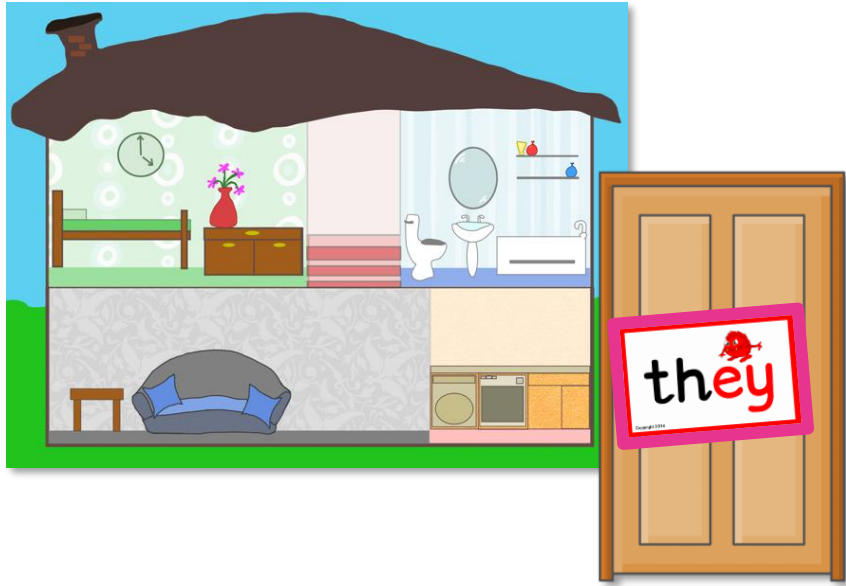
A cartoon illustration of a brown hen with a red comb and wattle, standing on a nest of three brown eggs. The hen is facing forward and slightly to the right.

Phonics
Moon Street

The Segmenting Process

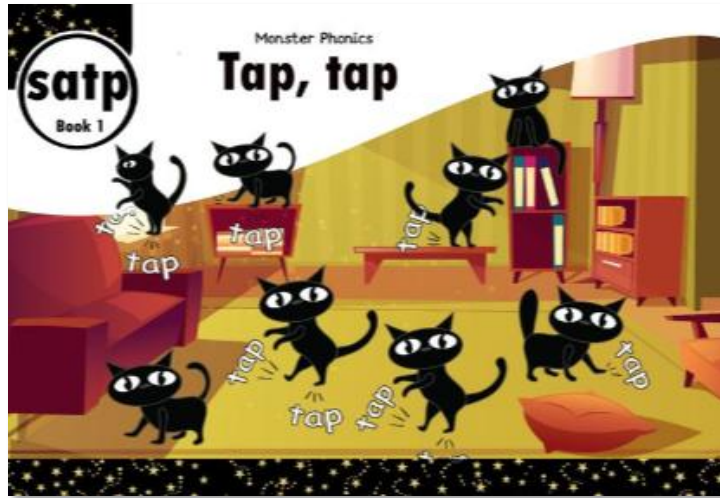


How can you support at home

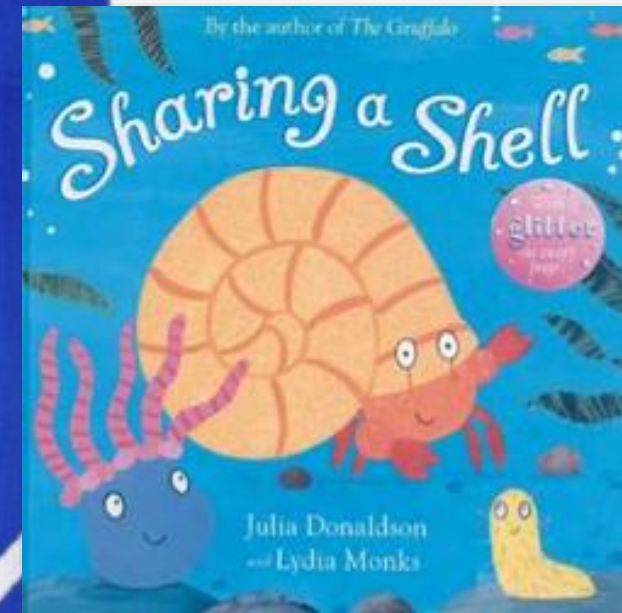


How we practise reading using books

Decodable Books



What will be sent home...



Reading the 'decodable' book

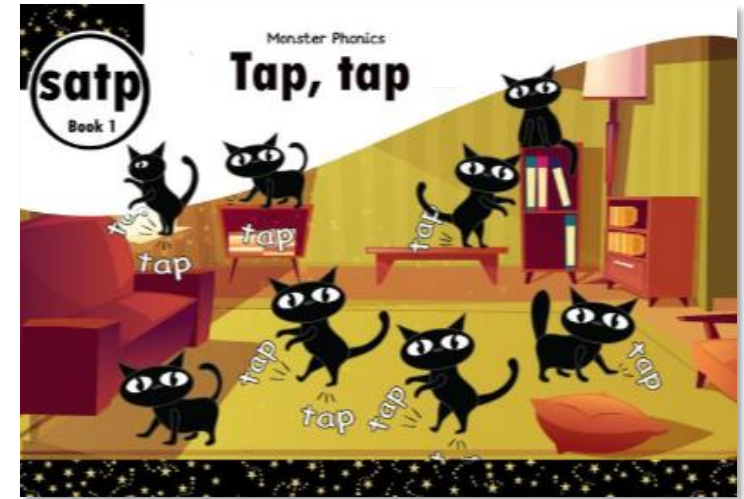


Tap, tap.

The black cats are at home, they are walking on tiptoes.
Their claws make a tapping sound on the floor.

Reading the 'decodable' book

- For your child to blend the words.
- You read the bottom bit (storytelling)
- Support if needed
- Talk about the book
- Praise their success

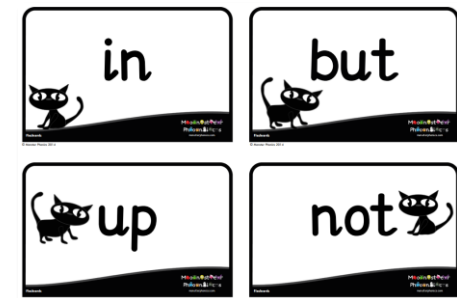
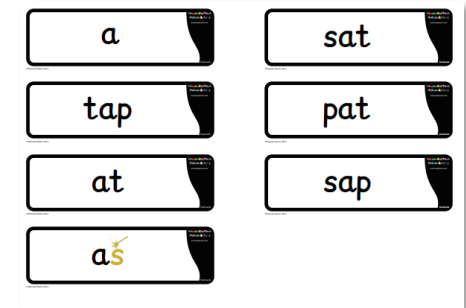
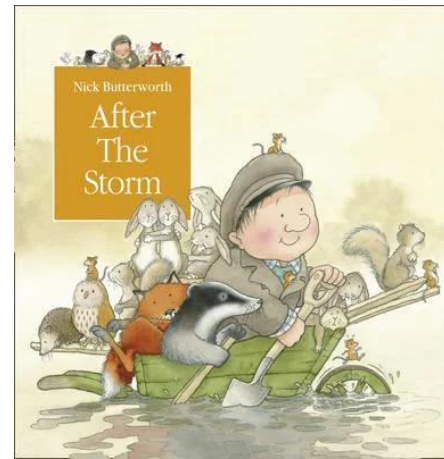
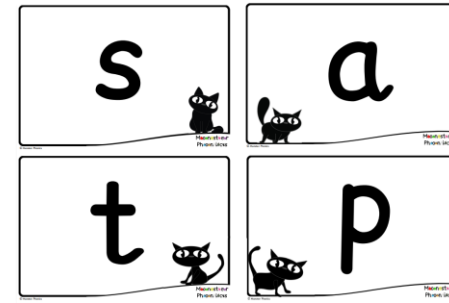


Reading the 'sharing' book

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



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





Thank You!

For your time!



Any questions?

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