

MONSTER PHONICS

PHONICS BREAKFAST



WHAT IS PHONICS?

- The 26 letters of the alphabet and combinations of these letters make 44+ speech sounds in English. The 44+ sounds (phonemes) are spelt by 144 different letter combinations (graphemes). For example, the sound A is spelt several different ways, including ay (play) and ai (train).
- • Recognise the sounds that each individual letter makes.
- • Identify the sounds that different combinations of letters make - such as 'sh' or 'oo'.
- • Blend these sounds together from left to right to make a word.
- • Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

KEY VOCABULARY

- Decoding – the process of working out how to say (sounding out) an unfamiliar written word.
- Phoneme - a single sound that can be made by one or more letters.
- Grapheme - a written letter or a group of letters which represent one single sound (phoneme)
- Blend - when you say the individual sounds that make up a word and then merge or blend them together to say the word as used when reading.
- Segment - the opposite of blending as it means splitting a word up into individual sounds when spelling and writing.

WHAT IS THE MONSTER PHONICS APPROACH

- • Monster Phonics matches the Reception EYFS framework and KSI Spelling Curriculum and is a DFE approved Systematic Synthetic Phonics scheme. It progresses from simple to more complex phonic knowledge and skills, building on prior knowledge.
- • It uses ten monsters to group graphemes for recall and act as an easy and fun memory cue for children.
- • Each monster has a backstory, and these are used in all areas of the phonics programme. Ten monsters and corresponding colours represent the areas of phonics that present the biggest obstacles to learning.



MEET THE MONSTERS



Angry Red A
makes the **A** sound.
made day rain



Green Froggy
makes the **E** sound.
tree happy dream



Yellow I
makes the **I** sound.
my time find



Miss Oh No
makes the **O** sound.
soap note row



U-Hoo
makes the **U** sound.
cute few uniform



Cool Blue
makes the **oo** sound.
room fruit soup



Brown Owl
makes the **ow** sound.
down out



The Silent Ghosts
are the silent letters,
they make no sound.
when friend know



Tricky Witch
casts spells on gold letters
to change their sound.
wants said love



The Black Cats
are the phonetic letters.
black cat went

Angry Red **A** is actually very kind, always looking to give the other monsters presents even when it is not their birthday. However, when he gets angry he goes a little **crazy** and sometime **breaks** objects without thinking. He never ever hurts the other monsters.

He loves driving his **racing** car and visiting his best friends Cool Blue and Yellow **I**. Green Froggy gets cross with him at school sometimes. As of yet, he has never been pupil of the day.

Angry Red **A**'s job is to drive the monsters around in his car - a little like a taxi service.

His **cave** is seriously cool! On Fridays it becomes the Rave Cave for the weekly monster disco.



Green Froggy is a **teacher**. She loves **teaching** and telling people what to do.
She lives in a large **green** teapot house.
She has a beautiful garden school outside her **teapot** house.
The other monsters come and sit on **lily** pads in her garden school to listen to her **teach**.
On the wall she has a pupil of the day Poster which tends to be Brown Owl.
Although her pupils are basically well-behaved, some monsters tend to get in trouble during the school day:

- Miss Oh No for talking
- Cool Blue for singing
- Angry Red for breaking things
- At playtimes Yellow I likes to spy on people



Sometimes Tricky Witch messes up the school with a spell or two.
Like most teachers she drinks **tea** and **coffee**.
The monsters also do jobs as well as going to **Green** Froggy's school.

Yellow **I** is a **spy**.

He loves gadgets of all sorts including **iPads** and **iPhones**.

He is a tech wizard. He always has a magnifying glass hidden somewhere on his body. His main job is to watch over the other monsters from his **lighthouse**. When a monster is in trouble the **lighthouse** blinks and Yellow **I** jumps into action.
He is always willing to solve a mystery and to act as a **spy** on secret missions.

Yellow I can **fly** when he wears his secret cloak.

Here are some examples of his cool gadgets he keeps in his **lighthouse** home:

- **Lightsaber**
 - **iPhone**
 - **iPad**
- etc . . .



Miss **O** **N**o loves to dance more than anything else in the world. She loves to play with everyone. All the monsters like her but she has a special admirer - **Polo**. **Polo** is not a main monster but comes to visit from far away mainly to see Miss **O** **N**o. Although Miss **O** **N**o is friends with **Polo** she does not return his love.

Miss **O** **N**o loves the Friday dances in the Cave Disco. She loves to wear her amazing shoes and make up new dances. She is a disco dance teacher giving lessons after school to all the monsters.

She is also the lead singer in the Monsters' band which features U-Hoo on drums, Cool Blue on lead guitar and Angry Red on Base.



Miss **O** **N**o's house is amazing. She lives inside a massive pink-coated **donut** shaped house.

EYFS

	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 ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th ^(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of ASSESSMENT 1	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 ASSESSMENT 3	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 ASSESSMENT 4
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	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could ASSESSMENT 5

YEAR I

	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	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea e@	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, 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	HFW REVISION	more, horse 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					200 HFWs		
TERM 2	ue ue ew	ew k before y i e ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E-r) ear (air)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	hes, 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 where, boy	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'll, these	200 HFW REVISION
	200 HFWs											
TERM 3	PHONICS SCREEN	Review ee ea e@ er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew ie ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e ASSESSMENT 8	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	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 came, 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	HFW REVISION	HFW REVISION
	YEAR 1 CEWs					100 HFWs						

YEAR 2

	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	ċ kn	gn wr	lē ē il	āl homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i ASSESSMENT 1	y ā (or)	ō (u) ey	after W-ā after W-ōr	after W-ār S (zsh)	ti i	
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes	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	
	YEAR 2 CEWs												
TERM 2	Constants suffixes Contractions	Possessive Apostrophe ASSESSMENT 2	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW ċ Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW lē Adding suffix	REVIEW ē ī ā Adding suffix	REVIEW y Adding suffix	REVIEW āl (or) Adding suffix	ASSESSMENT 3
	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 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, plant half	after, sure again, sugar	
	YEAR 2 CEWs												
TERM 3	REVIEW ō (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-ā Adding suffix	REVIEW W-ōr Adding suffix	REVIEW W-ār Adding suffix	REVIEW z (zsh) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix	ASSESSMENT 4	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions	Possessive Apostrophe CEWs ASSESSMENT 5
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby floppy, every suddenly great	any many these small, bear boat home clothes	because we're everyone town how through eyes, boy again	gone horse which pulled fly, why cried, find giant narrator	different pulled lived grandad 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, both most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve Who half	would, could, should door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again	
	YEAR 2 CEWs												

MONSTER PHONICS BOOKS

- Decodable books encourage children to read using systematic synthetic phonics as the prime approach. When children read decodable books, they are more likely to try to use phonics to decode to read. Studies show that this improves the accuracy of a child's reading.
- Children should practise reading using books in which 90% of the words are read accurately and with fluency. Our Placement Procedure is a simple assessment to match children's secure phonic knowledge to the correct level book.



FOUNDATION BOOKS (EYFS)

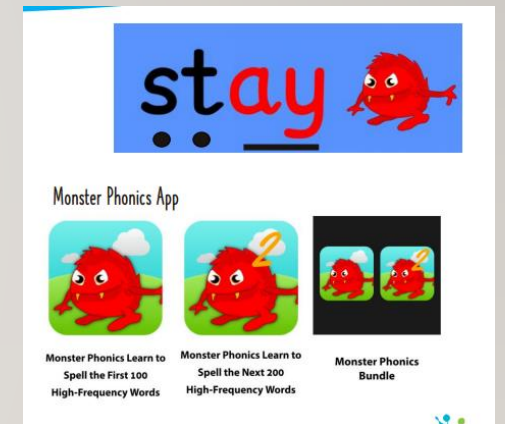
- The Foundations in Phonics resources teach children the key skills needed to ensure they are ready to learn grapheme-phoneme correspondence and blending in Reception.
- • These larger A4 books are designed for an adult to share with children. Each books includes activities which teach children to:
 - - Tune into sounds (auditory discrimination)
 - - Listen and remember sounds (auditory memory and sequencing)
 - - Talk about sounds (developing vocabulary and language comprehension)

FICTION AND NON-FICTION BOOKS

- Books are matched to the EYFS and KSI curriculum.
- - Stages progress from blending letters to digraphs and trigraphs.
- - There are phonics focus words and high-frequency word practice boxes at the start of each book.
- - Comprehensions questions are suggested to help aid children's development and comprehension skills.

HOW TO SUPPORT YOUR CHILD AT HOME

- • Daily reading of phonetically decodable books (Monster Phonics) for 5-10 minutes
- • Practice weekly spellings – Year 1 and 2 CEW and KS2 Spelling Lists
- • Share a range of texts to encourage a love for reading
- • Find a calm, quiet place to sit together
- • Ask questions and talk as you are reading
- • Encourage children to ‘break up’ the sounds in a word they are struggling with



HOW TO SUPPORT YOUR CHILD AT HOME

- • Pure speech sounds: <https://www.youtube.com/watch?v=mRoFpvC0yn0> Questions to ask:
- • Can you break it up?
- • If I read the sounds can you blend them together?
- • Shall we add the sound buttons together?
- • Are there any sounds you know?
- • Do you know a word that looks like it?
- • What could it say?

QUESTIONS FOR COMPREHENSION

- • Why do you think that the author used the word... to describe...?
- • Can you find a word in the text that means the same as...?
- • Who is/are the main character(s)?
- • When/where is this story set?
- • Which is your favourite/worst/ funniest/scariest part of the story? Why?
- • Tell me three facts you have learnt from the text.
- • Find the part where... • Where do you think.... will go next?
- • What do you think... will say / do next?
- • What do you think this book will be about? Why?
- Who do you think has done it?
- • What might.... say about that?
- • What would you do if you were...?
- • If you had done that, what might... have said?
- • If we know that.... means..., what might... mean?
- • Does the picture help us?
- • Where else could we look for a clue?
- • What happens in the beginning of the story?
- • How/where does the story start?
- • What happened at the end of the...?
- • Can you retell the story to me in 20 words or less?
- • What happened before that?



YEAR 1 PHONICS SCREENING

- The phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June. It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage. Further support will be provided nearing the time.



FAMILY SUPPORT SESSION READY STEADY READ!

TUESDAY 19TH NOVEMBER

2-3PM ON ZOOM

ILSHAM ENGLISH HUB WOULD LIKE TO INVITE YOU TO
ATTEND A FREE SESSION TO SUPPORT YOUR CHILD'S
READING JOURNEY AT HOME.

DURING THIS FREE HOUR-LONG SESSION, PROFESSOR
TERESA CREMIN AND KELLY ASHLEY FROM THE OPEN
UNIVERSITY READING FOR PLEASURE TEAM WILL SHARE
IDEAS FOR ENCOURAGING READING AT HOME AS FAMILIES
SUPPORT THE READING JOURNEY.

THE SESSION WILL INVOLVE PRACTICAL TIPS ON USING
LOCAL LIBRARY SERVICES AND FUN WAYS TO PROMOTE
READING.

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