



Monster Phonics

A Guide to Phonics

Starting in Early years, children are taught phonics; the journey of learning to read, write and spell.

The process of learning to read and write begins from an early age, where children can learn and practise many skills. Exposing children to conversation and books is essential.

Spoken Language

Listening and talking to your child is essential. As part of everyday activities, talk to your child, explaining what you are doing. Speaking and listening are the building blocks for reading and writing. The more language your child is exposed to, the more they will understand and use for themselves.

Monster Phonics

At St Peter's we use Monster Phonics to support our teaching of phonics.

Monster Phonics is a whole-class systematic synthetic phonics scheme with decodable books for children in Reception and Key Stage 1. It can also be used as an intervention in Key Stages 1 and 2. It teaches children to read by enabling them to identify the individual graphemes (letter combinations) and blend the sounds (phonemes) together to read the words. It is a fun way to teach phonics as it is multi-sensory. Sounds are categorised into ten colour groups, and each colour has a corresponding monster character.

Phase 1

This is the beginning of the systematic learning of phonics and predominately takes place in Nursery or Pre-school and can be continued into Reception.

At St Peter's we use 'Monster Phonics Foundation Program' to support the teaching of Phase 1 phonics.

During this phase, children are exposed to a language-rich environment. The phase is divided into seven strands;

Aspect 1: Environmental sounds. Children are exposed to a variety of sounds in the environment, being encouraged to copy them.

Aspect 2: Instrumental Sounds. Children are encouraged to listen to and make sounds using different instruments.

Aspect 3: Body Percussion. Children use their body to accompany songs and rhymes, eg. clapping and tapping.

Aspect 4: Rhythm and Rhyme. Children are exposed to a range of books and rhymes. Children are encouraged to join in with repeated refrains and rhymes.

Aspect 5: Alliteration. Children are encouraged to listen to initial sounds within words. They are asked to think of other words beginning with the same sound.

Aspect 6: Voice Sounds. Children are asked to create different mouth movements and say a range of sounds.

Aspect 7: Oral Blending and Segmenting. This stage is vital before children are exposed to grapheme (letter) to phoneme (sound) correspondence. It is all done orally and is to encourage children to hear the separate sounds within words.

Oral Blending: The separate sounds (phonemes) are clearly spoken aloud, in order, fairly quickly and then merged together into the whole word eg. m-a-n man. The merging together of sounds is called blending.

Oral Segmenting: This is the opposite of oral blending. Children hear the whole word before it is broken into separate sounds (phonemes) dog d-o-g. This skill is called segmenting and is vital in order for children to be able to spell. Initially, children might only be able to hear the initial sound and will need frequent practise.

Ways you can support your child at home

- Share a range of rhymes.
- Practise oral blending in and around the home. You can do this by talking in the following way; c-a-t cat. Can you put on your s-o-ck?

Initially they will just listen, but in time they will be able to join in, hearing the words the sounds create.

Phase 2

This phase builds upon the oral blending and segmenting of phase 1. Children must continue to practise what they have been taught. They will be taught the grapheme (letter) and phoneme (sound) representations for 19 letters. Additionally, they will be taught that phonemes (sounds) can be represented by more than one letter eg. **fin**, **huff**.

The Monster Phonics teaching order;

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss

The process of learning a sound

- Saying a number of words with the same initial sound, exaggerating it, ssssssun, ssssssnake.
- Showing the grapheme (letter) that represents the sound.
- Read vc and cvc words
- Write vc and cvc words

VC and CVC words

During phase 2, children will be taught to read different words using the sounds and letters they have been taught.

V = vowel
C = consonant

VC words are those that consist of a vowel and then a consonant (am, on, it). CVC words are those that consist of a consonant then a vowel and then a consonant (cat, dog, pen). Some words such as bell are also CVC words because they only have 3 sounds b-e-ll.

- Pure sounds should be used when children are saying sounds. This means the 'uh' sounds after consonants should not be said, eg. the sound 'f' should be pronounced **ffff** rather than **fuh**.

The children will use magnetic letters to make and spell words, read words on a whiteboard or flashcards as well as beginning to write words.

Ways you can support your child at home

- Practise the weekly sounds in their phonics book. Remember to use pure sounds.
- Using magnetic letters or cut up pieces of paper with the graphemes on, children can practise making words.
- Practise reading words containing sounds they have been taught.
- Ask them to spell out CV and CVC words both orally and on paper.
- Read school reading books at least three times a week.

Phase 3

The purpose of this phase is to:

- Teach more graphemes; the remaining letters of the alphabet and some sounds of which are made up of two or three letters, known as diagraphs and trigraphs, eg. 'ee' as in bee
- Practise blending and segmenting a wider range of CVC words.
- To read familiar words on sight, rather than decoding them.

The Monster Phonics teaching order;

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6&7	Week 8&9	Week 10&11	Week 12&13	Week 14&15	Week 16&17
j v w x	y z zz qu	ch sh th (v) th ng	long oo	ar	oo (u) ow	ee ur	ai or	oa er	igh air	oi ear ure

CVC words containing Diagraphs and Trigraphs

Below are some examples of the words the children will be reading and writing in this phase

ship cook fork high beard chair

- It is important that children quickly learn to recognise digraphs and trigraphs as one sound, rather than as separate letters, eg. rain should be read as r-ai-n not r-a-i-n

Ways you can support your child at home

- Continue to practise the weekly sounds in their phonics book. Remember to use pure sounds.
- Using magnetic letters or cut up pieces of paper with the graphemes on, children can practise making words.
- Practise reading words containing sounds they have been taught.
- Ask them to spell out words both orally and on paper.
- Read school reading books at least three times a week.

Phase 4

The purpose of this phase is to consolidate the sounds already taught. Children are also introduced to adjacent consonants and multisyllabic words.

CVCC and CCVC words

Below are some examples of words the children will be reading and writing in this phase

tent toast plum spoon brown hand

In Monster Phonics this phase is taught over 12 weeks.

Ways you can support your child at home

- Continue to practise sounds already taught in their phonics book. Remember to use pure sounds.
- Practise sounding out a range of CVCC and CCVC words.
- Ask your child to make a word using magnetic letters or write it down.

Phase 5

Typically, phase 5 is taught in Year 1.

The purpose of this phase is to broaden a child's knowledge of graphemes and phonemes for use in reading and spelling. When spelling words, children will now need to choose the appropriate graphemes to represent the phonemes.

New graphemes for Reading:

ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e

Split digraphs are introduced in phase 5; a-e e-e i-e o-e u-e

Children will learn that the 'e' on the end causes the initial vowel to make the longer vowel sound rather than the shorter one; ay ee igh ow oo

Ways you can support your child at home

- Practise the weekly sounds in their phonics book. Remember to use pure sounds.
- Ask your child to make or spell words with the sounds they have been taught. They may need support to select which grapheme is needed to represent the sound.
- Focus on reading words with split digraphs.
- Encourage them to write as many sounds/words as possible in a set amount of time.
- Read their school reading books at least three times a week.
- Expose them to a wider range of stories which include longer texts.

Phase 6

This phase is typically taught in Year 2.

When children enter this phase, they should know most of the common grapheme-phoneme correspondences. As a result of this, they should be able to read hundreds of words. This will be in one of three ways:

- Reading the word on sight when they are very familiar.
- Decoding the word quickly and/or silently.

- Decoding the word aloud.

During this phase, the aim is for children to become fluent readers and increasingly accurate spellers.

Ways you can support your child at home

- Ask your child to make or spell words. They may need support to select which grapheme is needed to represent the sound.
- Focus on different suffixes, adding them to root words. Ask them to read and write words.
- Encourage them to write as many sounds/words as possible in a set amount of time.
- Read their school reading books at least three times a week.
- Expose them to a wider range of stories which include longer texts.

Assessment

All children in Reception, Year 1 and Year 2 are assessed regularly by a familiar adult using an online tool Phonics Tracker. They are assessed on recognition of phonemes and blending to read words including previously taught phonemes.

Phonics Screening Check

Since 2012 all children in Year 1 have been assessed to determine whether they have learnt phonic decoding to an appropriate standard. This is called Phonics Screening Check. They are asked to read 40 words, 20 real and 20 nonsense words.

Throughout phase 2-5, they practise decoding nonsense words out loud to develop accuracy. In the screening check, these words have a picture of an alien alongside to remind them they are a nonsense word.