

A red, round, fuzzy monster with large eyes, small fangs, and its arms raised in a happy gesture. It is standing on a green grassy hill.A pink, round, fuzzy monster with large eyes, wearing a white Santa hat with a red bow. It is standing on a blue patch of ground.

Monster Phonics

DfE Validated Phonics Scheme

Parent Workshop

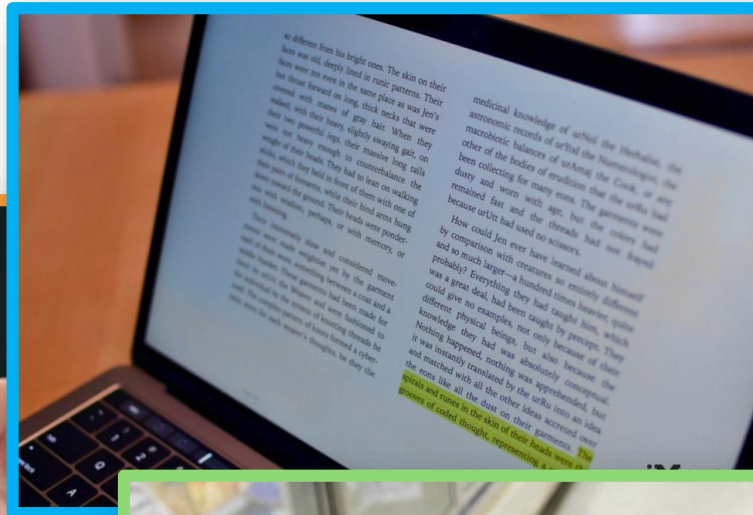
Phonics & Early Reading in Year 1
(Age 5/6)

**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.



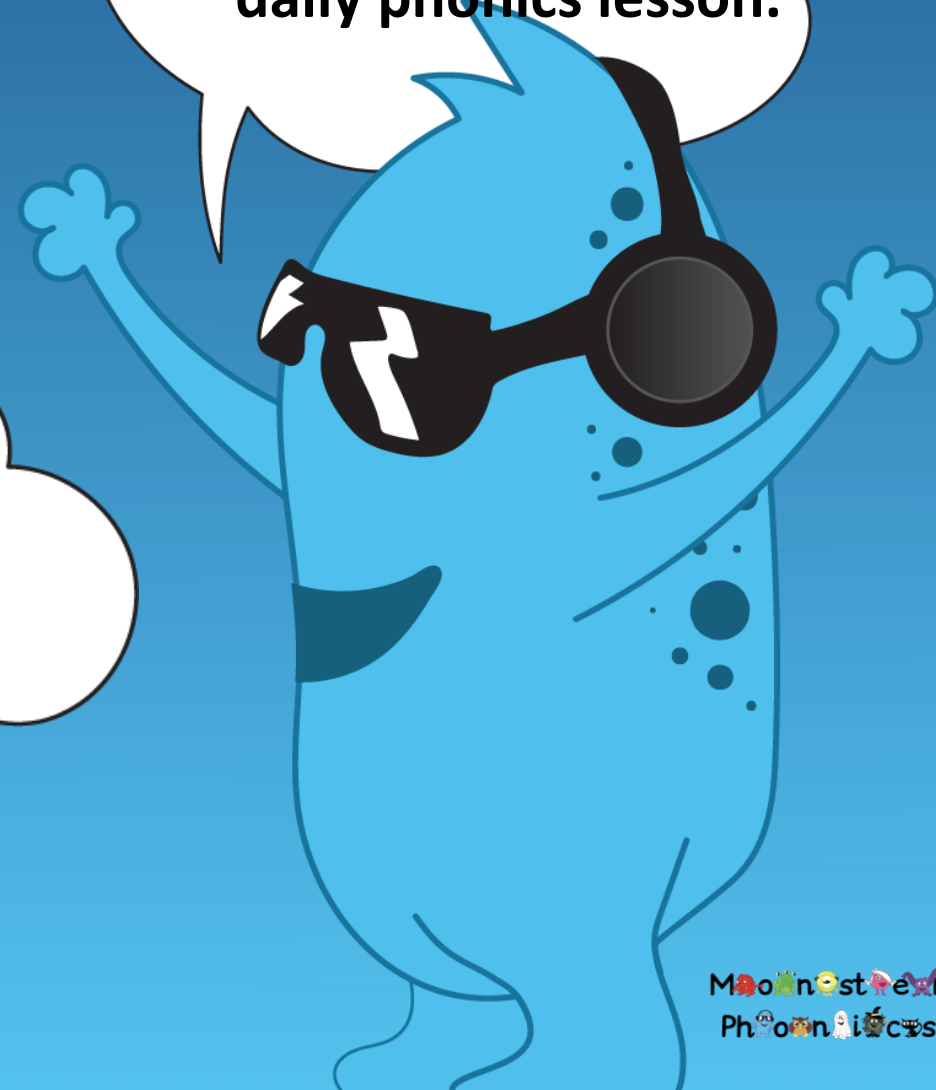
What is Phonics?





Phonics is the way
we teach children
to read and write.

Reception, Year 1
and Year 2 have a
daily phonics lesson.



Terminology





**The smallest unit of sound
in a word**



grapheme

**The letter or number of
letters that represent a
sound**



digraph

**Two letters that represent
one sound
e.g. ch in chip ai in tr**ai**n**



trigraph

**Three letters that represent
one sound
e.g. igh in light**

Split digraph




A digraph that is split by a
consonant
e.g. **stone** **race**

**adjacent
consonant**



Two or more consonants that appear next to one another within a word , and they each represent a different sound e.g. stop, train



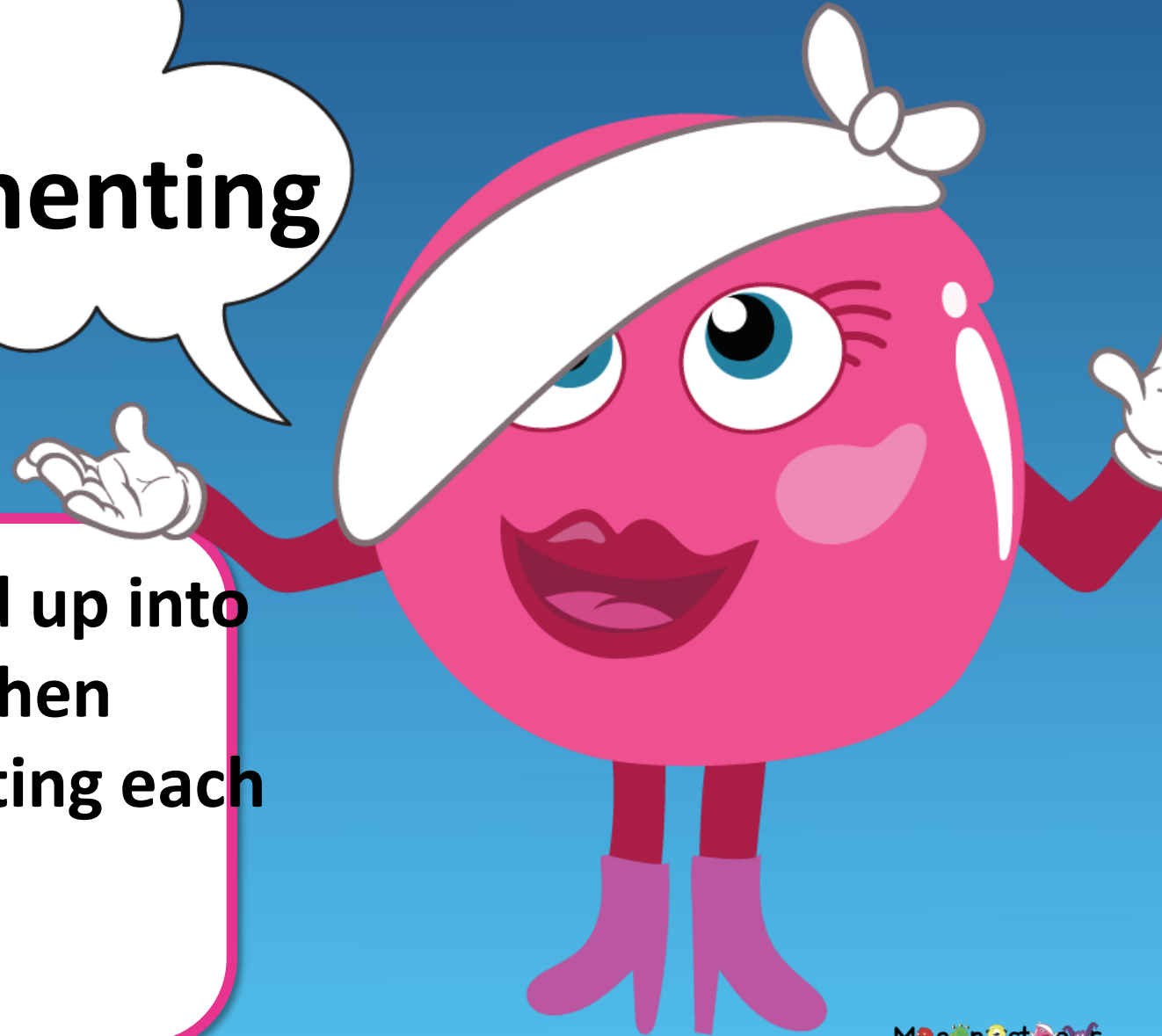
Blending is a merging the phonemes (sounds) you hear together to make a word. **Blending is READING.**

blending

segmenting

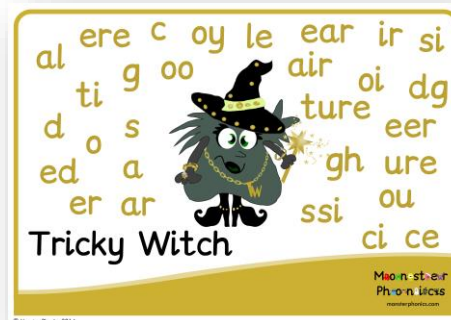
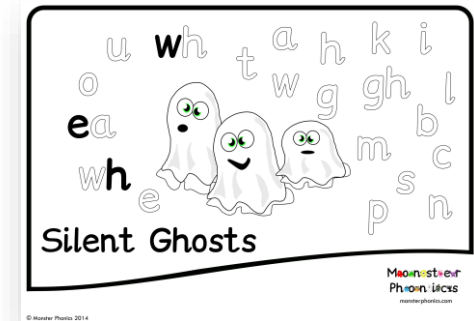
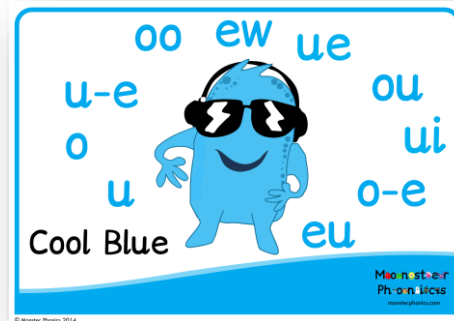
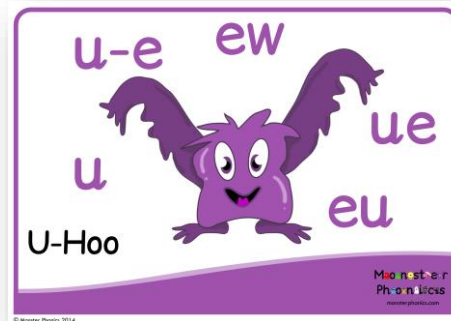
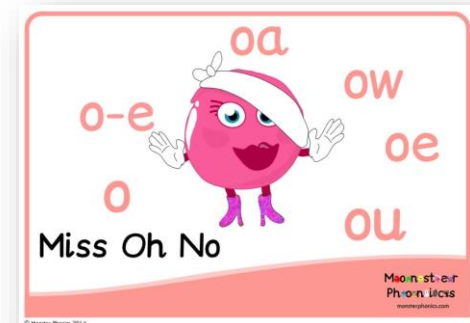
Segmenting is splitting a word up into the phonemes that make it. Then writing the word by representing each phoneme with a grapheme.

Segmenting is SPELLING.



The Monster Phonics System





The ten monsters

Colour coding

Phonics

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



What we teach...



In Term 1 we are ...



- 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...

- **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.

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	th ch ve ai	oi oy oy	suffix s/es a_e	e-e i-e o-e	u-e ar	ee suffices ed/ing	ASSESSMENT 1 ea ea	er ir ur	oo oo oa	ASSESSMENT 2 oe oe	ou ow 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	this, of said here there you school	house, our 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	HFV 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 CVCs					100 HFWs					200 HFWs	
TERM 2	ue ue ew	ew k before y i e	ie ie igh	or or ow	au air	ear ear ear	are y ph	wh e o	ff ll ss zz ck nk tch	Review ve at ai oi ay	Review ay a-e e-e i-e	Review o-e u-e u-e ar
	three, tree trees, green, sheep queen, please near, never, river under, letter after	good, look, book look, looking car, dark, park hard, garden round, round around, mouse should	going, most over, cold told, gave take, place	he's, we're even, began before because girls, birds first	see, 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 why, new use, there, bag	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stepped	thought through magic narrator once, air, who I've, I'll, these	200 HFV REVISION	
	200 HFWs					200 HFWs						
TERM 3	PHONICS SCREEN	Review ee oo oa oi oy	Review ur ur oi oi oi	Review oa oa ou ou ow	ASSESSMENT 3 ue ue ue ue ow	Review ee ee ie ie igh	Review or or oe oe ou	Review ar ar ar ar are	Review y ph ph ph ph	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	this, of said house, our were 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 CVCs											

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

How we teach...




Reading words

Children will be able to:


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





The birds flew high in the sky.

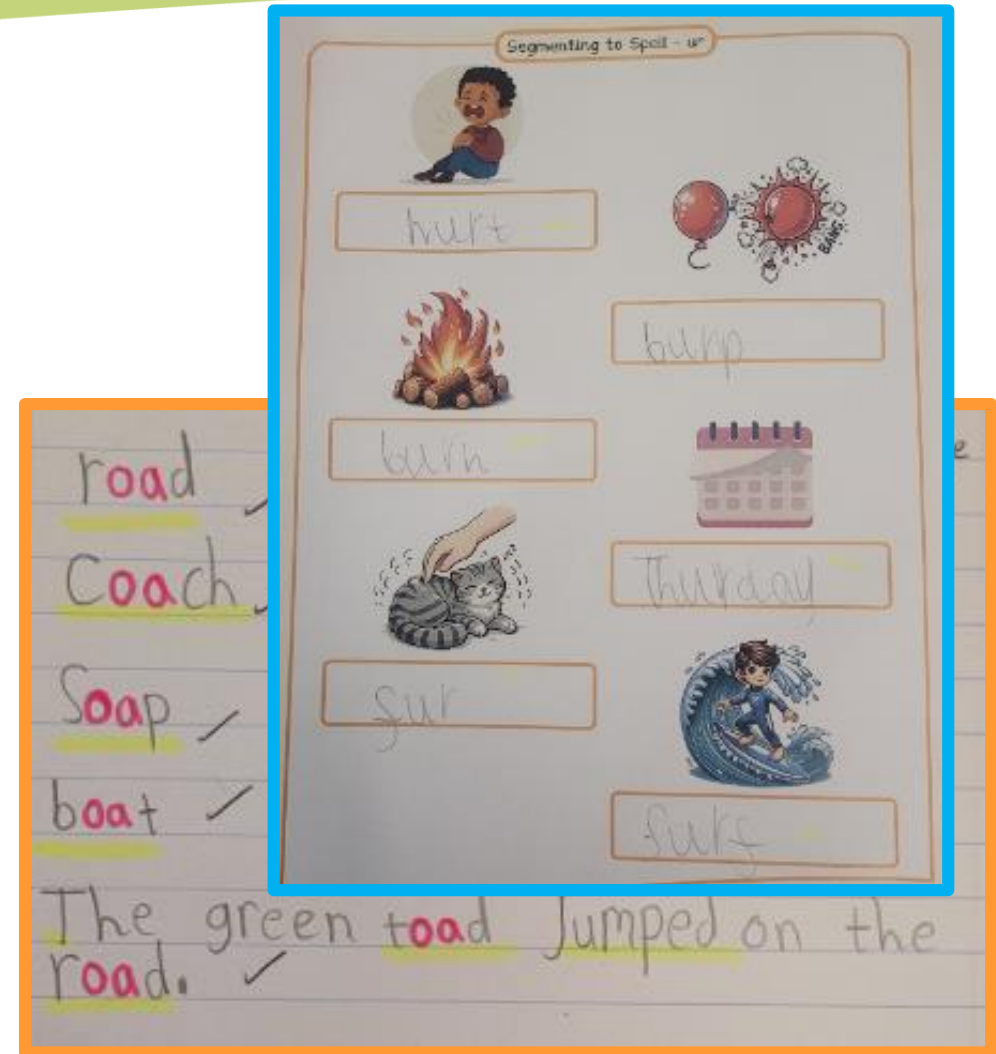
Moon
Phonics

 sitting still



Spelling/writing

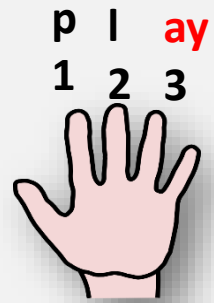
- Practise spelling words with taught graphemes.
- Practise writing through dictated sentences.
- Letter formation is referred to, but children will have additional handwriting lessons.



Segmenting to Spell



Say the word



Count the phonemes
on your fingers



Represent each
phoneme with a
grapheme



play

Read the word to
check it is right

How you can support at
home...

Supporting learning at home...

- Read MPRB regularly
- Support with reading and spelling of CEW/HFW
- Weekly homework
- Reading alien words



Homework
Moonster Phonics

The sounds we have learnt this week are **ur** **oo**

Read/Spell

hurt	
Thursday	
surf	
boot	
baboon	
balloon	



Can you write a sentence about this picture?

Remember to use a capital letter, full stop and finger spaces.



How we practise reading using books...



Decodable Books



Reading books in school...

- Reading books are closely matched to your child's secure phonics knowledge.
- Timetabled reading sessions 3 times a week.
- Taught in small groups with trained members of staff.
- The book is then sent home.

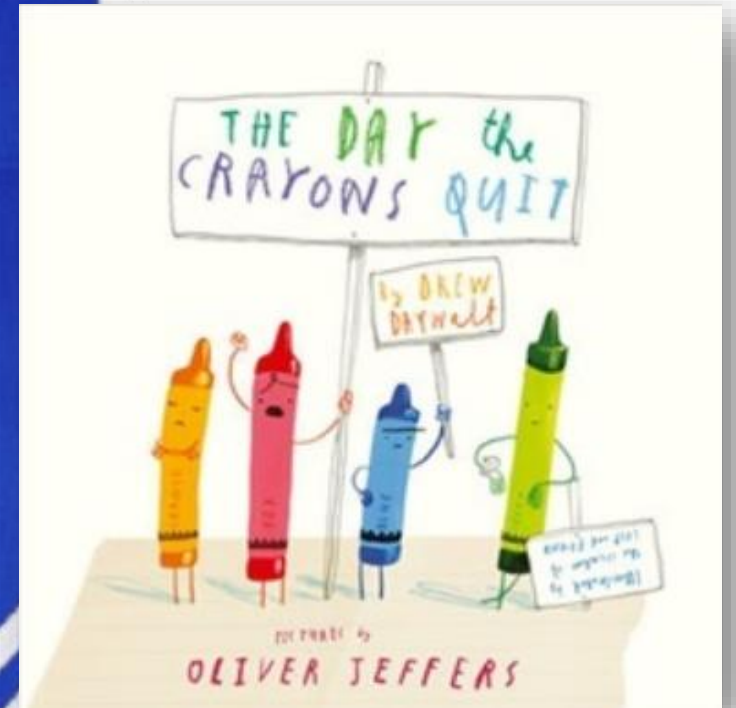


Matching the books...

- 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.

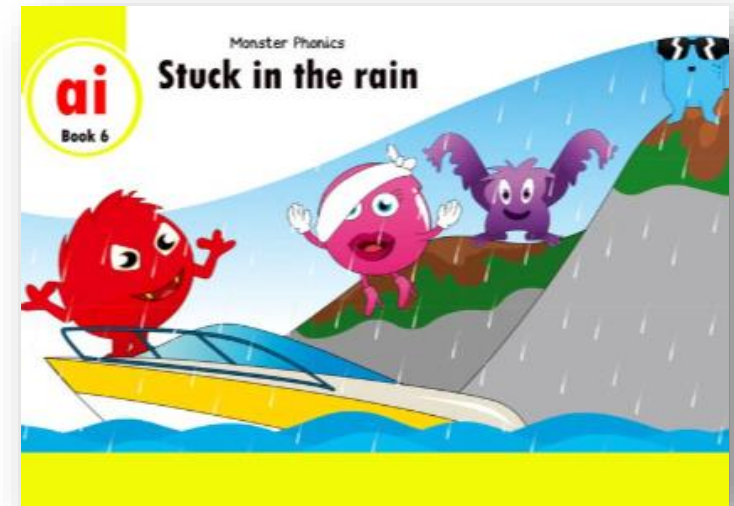


What will be sent home...



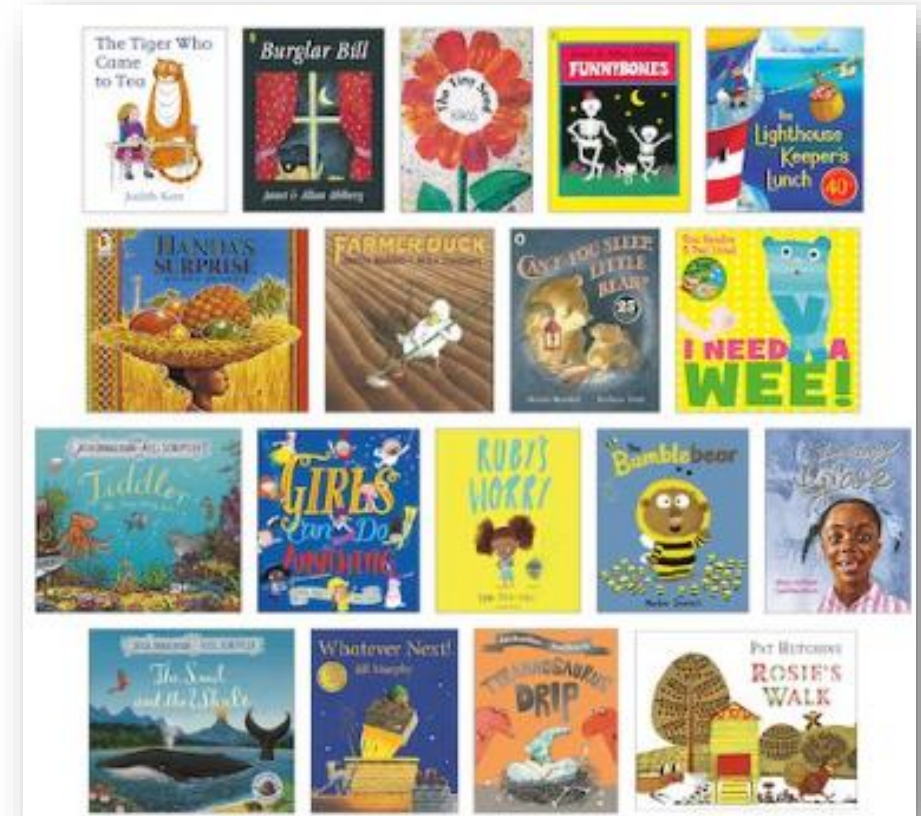
Reading the 'decodable' book

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

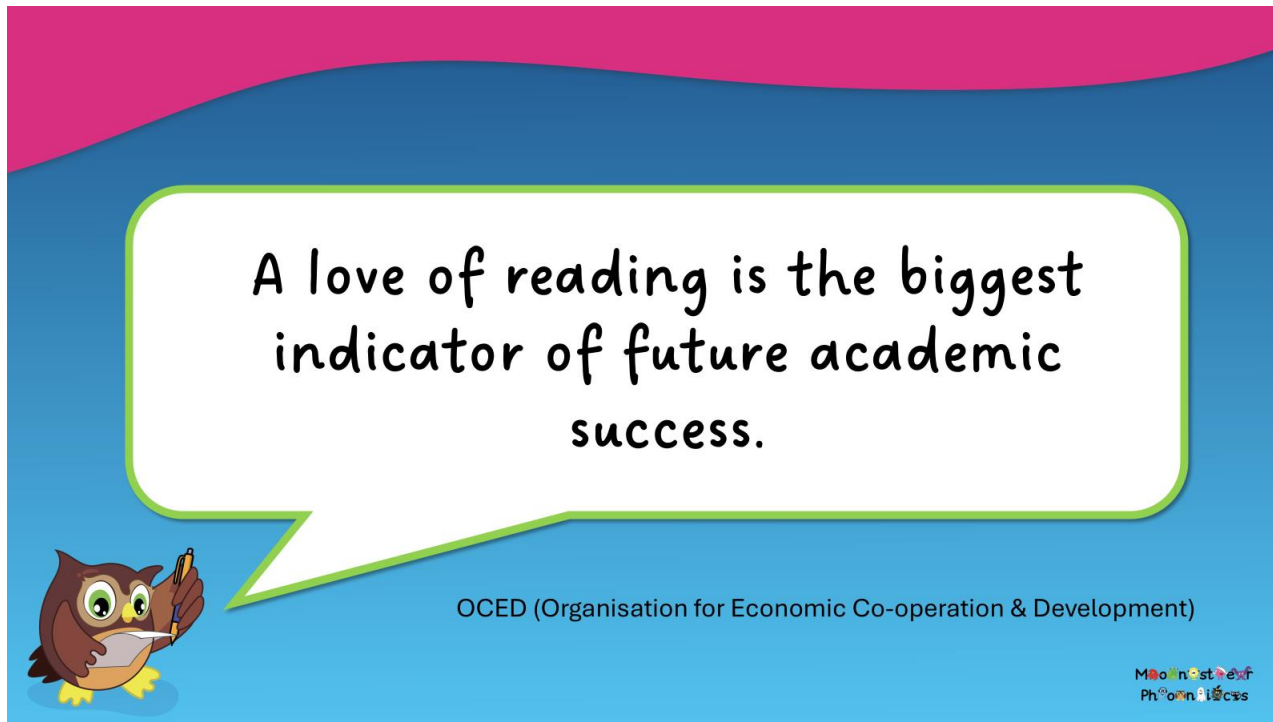


Reading the 'sharing' book

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



Reading is the key to success...



Reading helps children to:

- understand words and sentences
- Extend vocabulary
- Develop listening skills
- Develop comprehension skills



Monster Phonics

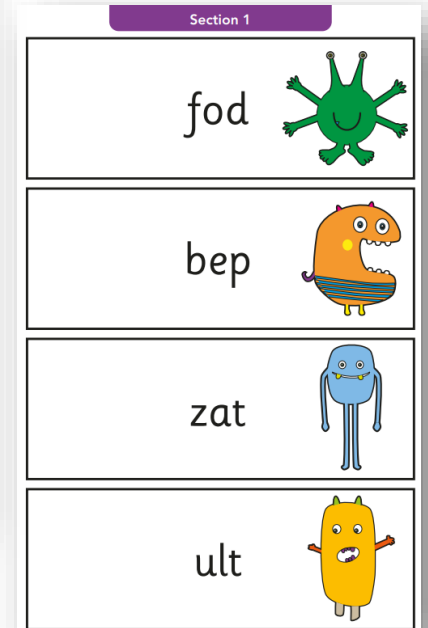
DfE Validated Phonics Scheme

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The Phonics Screening Check

What is the Phonics Screening Check?

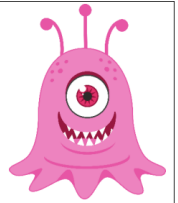
- Check of your child's **phonics knowledge** and **decoding skills**.
- Consists of 40 words to read (20 real words and 20 'alien' words).
- Designed to be non-stressful.
- Administered in June.
- Will be retaken at the end of Year 2 if required score is not met in Year 1.



What are 'alien' (pseudo) words?

- Nonsense words that mimic the structure and phonetic rules of real words. However they do not have meaning.
- Used to check decoding alone as they cannot be read using memory or known vocabulary.
- Children will be familiar with alien words from their phonics lessons.

moot



shabe

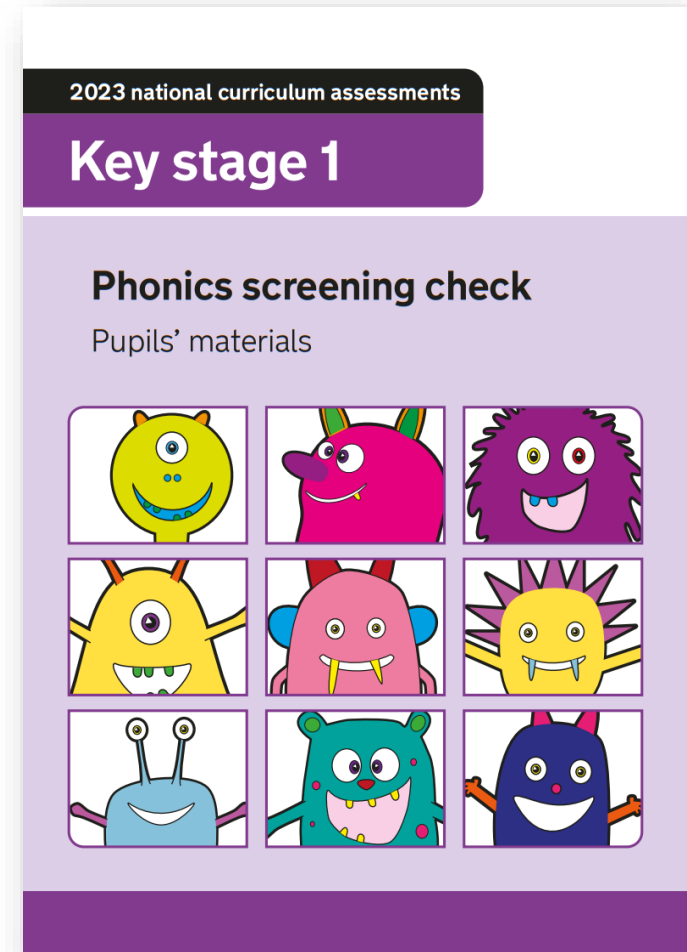


plays



What happens?

- One to one check with a known member of staff.
- Read the 40 words out loud.
- The check will take approximately 10mins but can go at the pace of the individual child.
- The test contains 20 real words and 20 pseudo words.



Reporting to Parents

- By the end of the summer term all schools must report each child's results to their parents, this will be done through your child's annual report.
- We will also confirm if your child has met the standard threshold.
- Children who do not achieve the expected level will retake the test when they are in Year 2.
- Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.

How to help at home

- Play lots of sound and listening games with your child.
(Phonics play)
- Read as much as possible to and with your child.
- Encourage and praise
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each one – children could add sound buttons or spot the diagraph
- Discuss the meaning of words if your child does not know what they have read.

Supporting learning at home...

- Read MPRB regularly
- Support with reading and spelling of CEW/HFW
- Weekly homework
- Reading alien words



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The sounds we have learnt this week are **ur** **oo**

Read/Spell

hurt	
Thursday	
surf	
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baboon	
balloon	



Can you write a sentence about this picture?

Remember to use a capital letter, full stop and finger spaces.





Thank You!

For your time!



Any questions?

info@monsterphonics.com