

### Segmenting

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

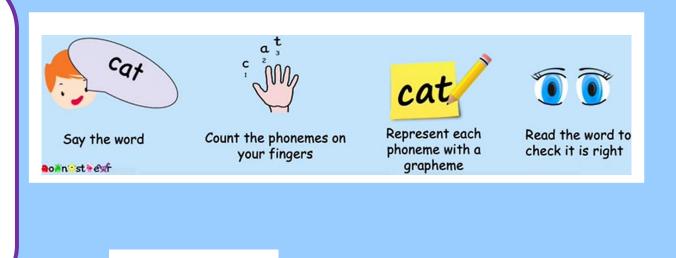


 Image: See the word
 Say each phoneme
 blend the phonemes together
 say the word



### Blending

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

> DFE Validated

Engaging

of phonemes are colour coded.

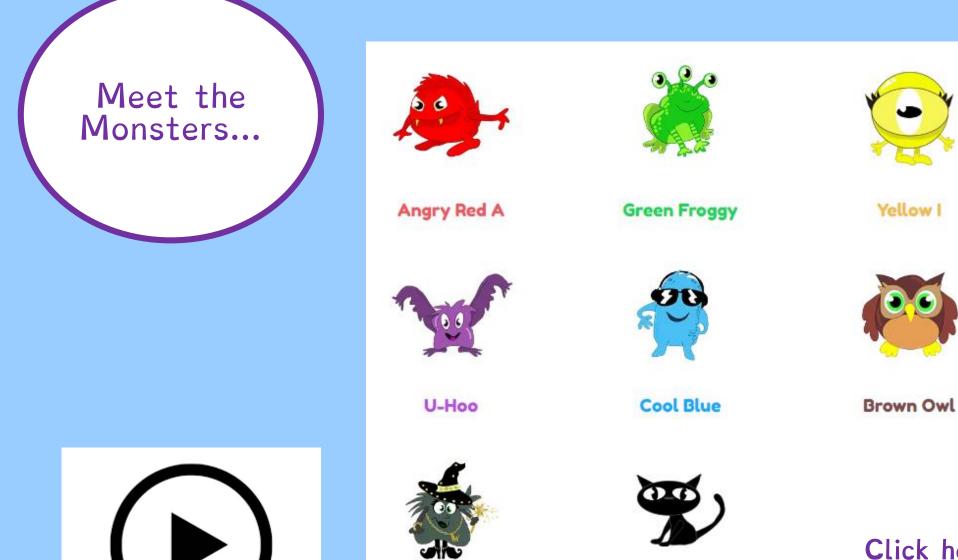
Each set

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. Multisensory approach

> 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.

00



**Tricky Witch** 

Click here to meet the monsters!

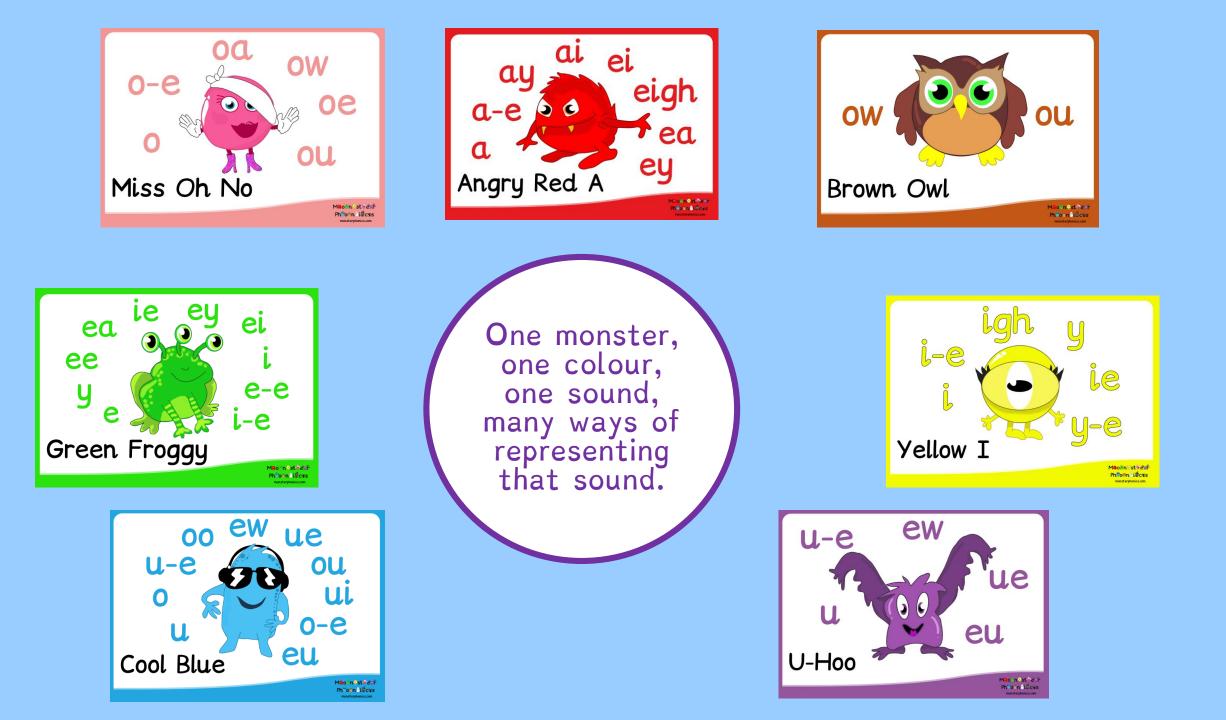
Miss Oh No

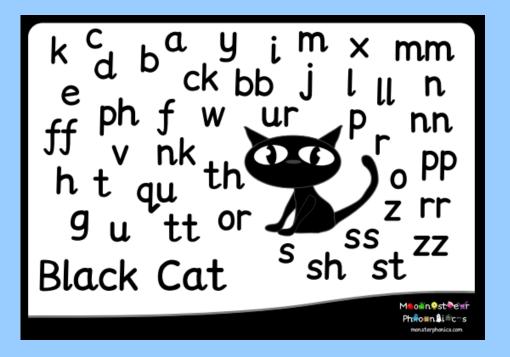
00

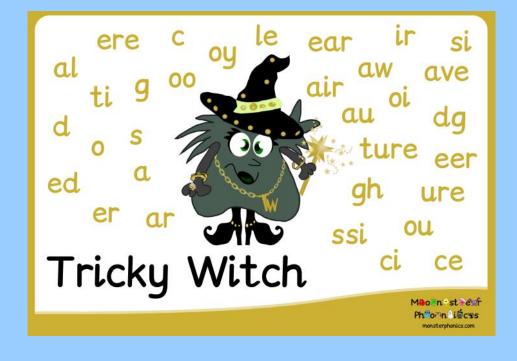
Ghosts

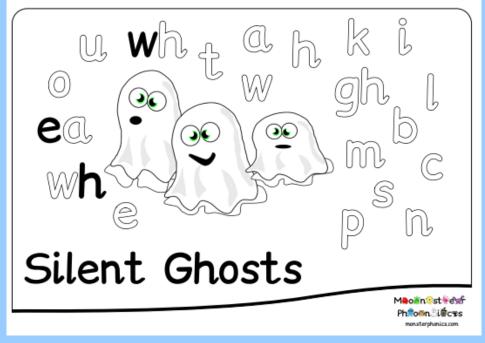
00

The Black Cats













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

	UNEEK 1	2	B B	4	<sup>wеек</sup>	<sup>week</sup>	7	BWEEK	9	10	week 11	12
TERM 1	satp	in	mdg	oc k ck	eur	h b	fffl∥ ss	jvw×	y z zz qu	ch sh th∞ th ng	Long 00	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	00 (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	ссус	CVC+ with previously tought graphenes	CVC+ with previously taught grapherres	ссусс	ссусс	polysyllabic	CVC+	CCC onset words CCVCC+ with previously tought graphenes	CCVCC+ with previously taught graphenes	HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	made make came	I'm I'm very old	called asked looked	their their our	Bandhy Segmenting Mr, Mrs don't ASSES	People could SMENT 5
											Maoan	ste

We start with single letter sounds to enable children to read and spell simple words, leading to consonant digraphs and vowel digraphs (2 and 3 letter units) and longer words.

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

Phase 1

Odd One Out

 Begins in pre-school and is covered in the first few weeks of Reception. Develops speaking and listening skills. • Focuses on environmental sounds, listening and tuning into sounds they hear around them. Prepares children for learning to read with phonics.

Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

- Starts in Reception.
- Focuses on learning the first sounds (black cat sounds) and some tricky words.
  - Children are taught how to make 'pure sounds'.
  - Blending and segmenting are taught as reversible processes.
- Children are taught to write the letters as they learn them.



 Continues in Reception and introduces diagraphs, trigraphs and more tricky words.



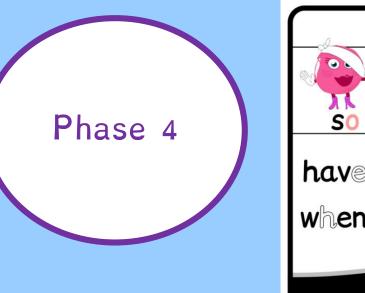
Phase 3

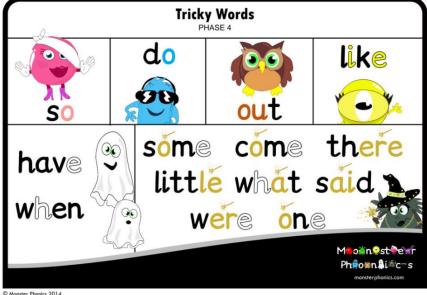


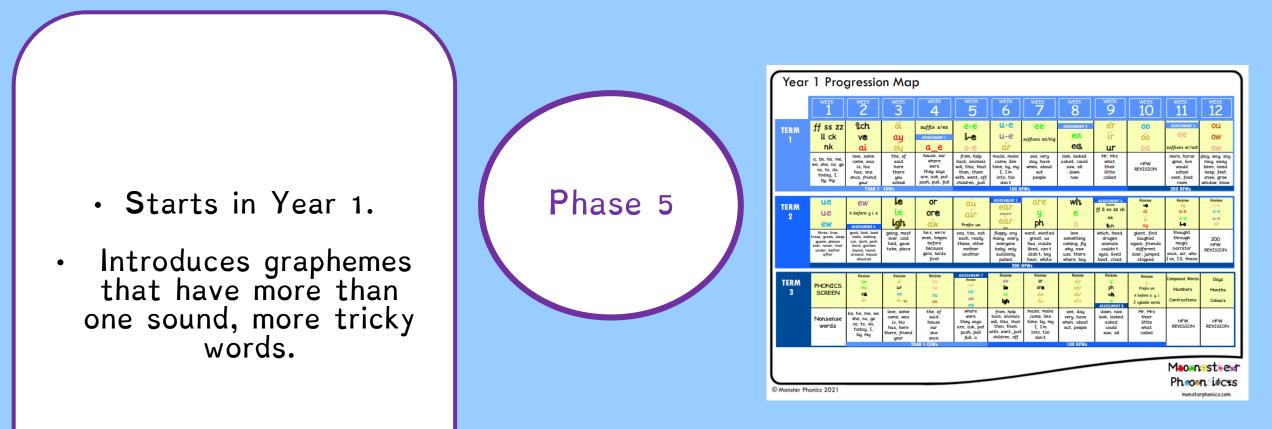




- Continues in Reception.
  - Children consolidate learning by manipulating phonemes and graphemes they have already learnt.
- Children are taught to blend and segment longer words with adjacent consonants.



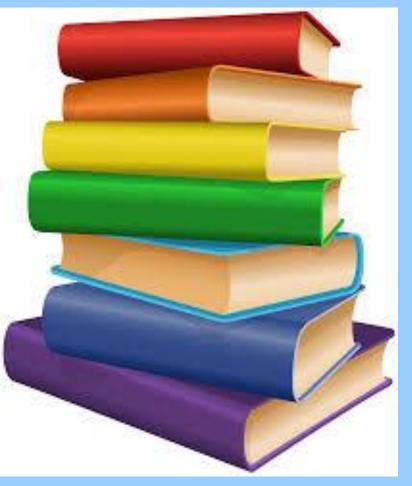




- Children apply their phonic skills and knowledge to recognise and spell more complex words.
- They read an increasing number of high and medium frequency words independently and automatically.

 This continues throughout Year 2 and into Year 3.





#### What does a lesson look like?

#### Monday - s

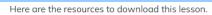
Visit the Planning Section to download the full Termly Plan with Learning Objectives and Assessment for each week.

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.

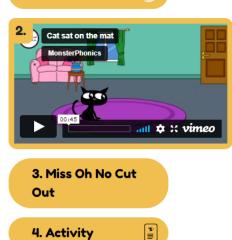
Demonstrate the action for the s grapheme: Weave hand in an s shape like a snake, and say ssss. Next, trace s with a finger in the air. Look at objects in the PowerPoint with initial and final s. Can the children spot the sound?

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 get the children to



1. PowerPoint

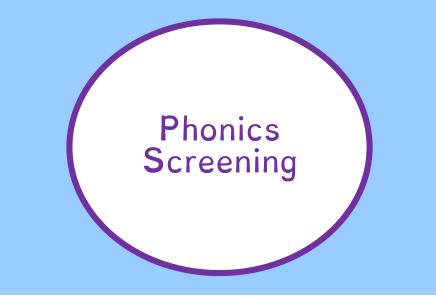


#### Children have a daily 20 minute phonic session.

Sessions are split into four sections:

- **Revisit & review** the previous sound and word building.
- Teach a new phonic sound.
- Practise the new sound.
- Apply in different situations, e.g. Reading in a sentence or writing the word in a sentence.

Each lesson is planned with the use of visual, auditory and physical movements to help the children learn new phonic skills.



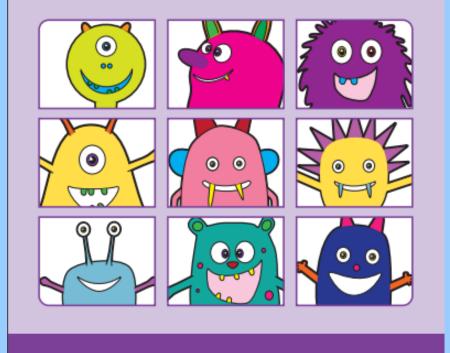
Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1, or they have not taken the test before. Head teachers should decide whether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



### Phonics Screening

### 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 beq at sum in Pseudo words allow the assessment to focus purely on decoding phonic knowledge.

Practice sheet: Pseudo Words vap osk ot ect



## **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.

The threshold for the last few years has remained at 80% (32 out of 40)



Reading at home...

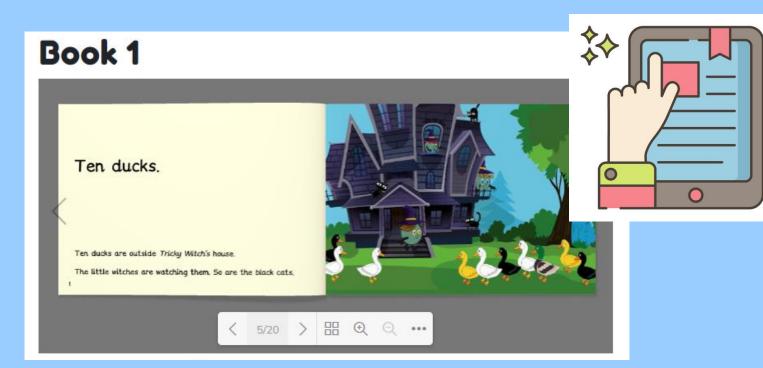
All our children in Year R and 1 will read a Monster Phonics book twice a week in class, in small groups.



These books are carefully allocated so that they match your child's phonic knowledge. This means that the children should be able to read most of the text confidently, using sounds they have recently been using in class.



After your child has read the book twice in class, you will be able to help them practise their skills at home by reading the same book online.



These books can be found in the eBook section on the Monster Phonics website. You will soon receive an email inviting you to register for Monster Phonics eBooks. Each week, the class teacher will send home a slip in your child's reading record to let you know which book to read online. You can record any comments you may have in their reading record. Your child will still bring home an additional colourcoded reading book to supplement the eBooks. These books are to encourage reading for enjoyment.



### Why is reading at home important?

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



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

# What else can you do at home to support your child's reading?

- Make it fun and share as many books as possible.
- Encourage independence by giving them time to solve new words using meaning, syntax and visual information.
  - Revisit books. There is nothing wrong with reading a familiar book or a familiar text.
  - Focus on how the reading sounds, as this will add more meaning to a story.
- Praise them in their efforts and make them feel as though they are achieving.
  - Do not worry or be concerned about what your child's peers are reading.



# What else can you do at home to support your child's reading?



#### 'SPLAT' One person

calls out a sound

and the other person splats the corresponding cards. How quickly can you spot it?

turn them all over. Select

two sound cards and if they

match then you get to keep



'We're going on a phonics hunt! Ask someone to hide some of your sounds around the

house or garden. Then go on a sound hunt to find them all!



#### Shoot the sound' Listen to the sound being called and shoot it. This could

also be done with water guns and chalk sounds written in the garden.



them.

#### Matching Pairs Make two sets of your

sounds and



### SNAP!

You will also need two sets of sounds for this game. Each player has half the cards (if there

are 2 of you). You take it in turns to lay a card, if they match then you say the sound out loud. The quickest player wins all the cards in the pile.



#### Stepping Stones

Say the sounds as you hop, skip or jump from sound to sound in your house or in the garden.

### Useful sites to access at home...

- Godinton school <u>website</u>
- ICT games
- Phonics Play
- Letters and Sounds
- Oxford Owl
- <u>Twinkl</u>
- <u>Top Marks</u>
- You Tube



