

Moonstær

Phonics

at

Spinfield School



# Why the change?

- Previously schools were guided by Letters and Sounds 2007 which involved schools themselves building a programme around the handbook.
- However, the government recognised, 2007 Letters and Sounds was not fit for purpose because it does not provide the support, guidance, resources or training needed for consistency.
- The government directive is that schools must take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils.
- The validation scheme indicates that a programme meets all of the most recent Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme.



# Why the change?

- By ensuring high-quality phonics teaching the government aims to improve literacy levels to:
  - give all children a solid base upon which to build as they progress through school
  - help children to develop the habit of reading widely and often, for both pleasure and information

<https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation>

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>



# Why Monster Phonics?



<https://youtu.be/AJslpcXdI7Y>



ay ai ei  
a-e eigh  
a ea  
Angry Red A ey



oa ow  
o-e oe  
o ou  
Miss Oh No



ow ou  
Brown Owl




k c a y i m x mm  
e d b ck bb j l ll n  
ff ph f w ur p r nn  
h t qu th o pp  
g u tt or s z rr  
Black Cat s sh ss zz  
st



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



ue u  
eu ew  
U-hoo u-e



u wh a h k t  
o t w g gh l  
ea wh e m b c n  
Silent Ghosts p s n



igh y  
i-e ie  
i y-e  
Yellow I



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



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



# Monster Phonics Electronic Reading Books

- Children will engage in **two guided sessions** a week in school
- This Ebook will be directed to you on **Wednesday afternoons with other homework**
  - <https://monsterphonics.com/books-old/stage-1-sample/>
- You will have access to the whole stage however, **It is essential you do not read ahead**
- These books are carefully selected and are in line with the child's ability to read fluently without sounding and blending out loud
- You may notice that these books seem easier than books sent the previously, however, this is a crucial part of their learning
- Your class teacher will regularly placement assess them to ensure that they are at 90% fluency
  - <https://monsterphonics.com/guide-to-reading-monster-phonics-books/>



# Sharing Books

- Alongside **one** Monster Phonics electronic reading book you will receive three sharing books. The aim of the sharing books are to create a love for reading
- **Two** books will be chosen by your child from the old banded reading scheme
- **THEY WILL NOT BE ASSESSED AGAINST THE OLD COLOUR BANDS**
- The old bands will be grouped together for each year group
  - For example: Lilac to Yellow for Reception
- The children will then be able to choose **two** books independently
- These books will encourage children to have a go, expose them to new sounds and a range of texts, however, these are still sharing books and will range in difficulty. Therefore, parents will need to engage with these books.
  
- **One** sharing book will be sent home following the children's library visit, this book is for you to read and enjoy with your child



## On Wednesdays:

- **One Monster Phonics Electronic Reading Book**
  - Reception will not receive reading books until they are able to read 90% of a book without sounding and blending out loud but will be sent flashcards to practise

## On Fridays:

- **Two** books from the old scheme - randomly selected by your child
- **One** sharing book from the library



# Spellings and Handwriting

- Spellings and Handwriting will also be aligned to the Monster Phonics Scheme



# Timetable

- Five 25 minute Phonics Lesson per week
- Two guided reading sessions per week
- Three handwriting sessions per week
- One shared read per week
  - This will replace group reading in the wider school and is to encourage children to develop a love for reading as opposed to learning to read
- Five 10 - 15 minute intervention sessions per week (where needed)

**It is important to note that it will differ slightly between the year groups**



# Reception

- Reception children will have five Monster Phonic sessions a week
- All children will work on the same sounds, HFW and CEW words as a whole class and will engage in small group activities
- They will have two guided reading sessions a week using the Monster Phonics books
- Reading books will not be sent home until children are able to sound and blend in their heads 90% of the words in the first reading stage
- Initially, reading at home will focus on individual sounds, blends, HFW and CEW
- We will have one shared reading session a week
- Interventions for those who need it are provided daily

# 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	i n	m d g	o c k c k	e u r	h b	f f f l l l s s	j v w x	y z z z q u	ch sh th <sup>(s)</sup> 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+ <small>with previously taught graphemes</small>	CVC+ <small>with previously taught graphemes</small>	CCVCC	CCVCC	CVC+ <small>polysyllabic</small>	CVC+ <small>compound words</small>	CCC onset words CCVCC+ <small>with previously taught graphemes</small>	CCVCC+ <small>with previously taught graphemes</small>	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Beginning made make came	Blending Beginning I'm very old	Blending Beginning called asked looked	Blending Beginning their our	Blending Beginning Mr, Mrs don't	Blending Beginning people could ASSESSMENT 5

# Year One

- Year One children will have five Monster Phonic sessions a week
- All children will work on the same sounds, HFW and CEW as a whole class
- Homework may include activities to reinforce what has been learnt in class
- They will have two guided reading sessions a week using the Monster Phonics books aligned to their individual placement on the scheme
- The same reading book will be sent electronically on a **Wednesday**
- We will have one shared reading session a week which will require parent volunteers. These books will not be from the scheme
- Interventions for those who need it will be timetabled in addition to the daily phonic sessions
- All children in Year one have a statutory Phonics check in June. Please see the link in the last slide. There will be more information nearer the time

# 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
<b>TERM 1</b>	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es <b>ASSESSMENT 1</b> a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	<b>ASSESSMENT 2</b> ea e@	er ir ur	oo oo oa	<b>ASSESSMENT 3</b> 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	HPW 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			
<b>TERM 2</b>	ue ue ew	ew k before y i e <b>ASSESSMENT 4</b>	ie ie igh	or ore aw	au air Prefix un	<b>ASSESSMENT 5</b> ear Long E - i ear oo	are y ph	wh e o	<b>ASSESSMENT 6</b> Review ff ll ss zz ck nk tch	Review ve ai ai 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 HPW REVISION
	YEAR 1 CEWs				200 HFws				200 HFws			
<b>TERM 3</b>	PHONICS SCREEN	Review ee ed ea er	Review ir ur oo oo (a)	Review oa oe ou ow	<b>ASSESSMENT 7</b> 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	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	HPW REVISION	HPW REVISION
	YEAR 1 CEWs				100 HFws				100 HFws			

# Year Two

- Year Two children will have five Monster Phonic sessions a week
- All children will work on the same sounds, HFW and CEW as a whole class
- There is much more of a focus on spelling patterns and rules, grammar and punctuation
- Homework may include activities to reinforce what has been learnt in class
- They will have two guided reading sessions a week using the Monster Phonics books aligned to their individual placement on the scheme
- Some children may no longer require reading books from the Monster Phonics scheme and these children will be assigned a reading book from our selection of age appropriate materials.
- Those reading monster phonics books, the same same reading book will be sent electronically on a **Wednesday**
- We will have one shared reading session a week which will require parent volunteers. These books will not be from the scheme
- Interventions for those who need it will be timetabled in addition to the daily phonic sessions

# Year 2 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	dge g	c kn	gn wr	le ei ii	ai homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i  ASSESSMENT 1	y ai (or)	o (u) ey	after W-ā after W-ōr	after W-ār S (zh)	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  thought	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	Possessive Apostrophe	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW ei ii ai Adding suffix	REVIEW y Adding suffix	REVIEW ai (or) Adding suffix	
	Contractions	ASSESSMENT 2											ASSESSMENT 3
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, held 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	
			may, say, way away, play, never over, river, under better, after	grow, snow, know window, car, dark park, hard garden	our, found, round around, mouse shouted, good took, book, looks	gone, more, horse live, lived pulled, want wanted	need, feet, keep queen, tree other, mother another, coming	over, most going cold, told, love something dragon	sea, tea, eat each, really, first, please bird, girl	seen, food room, school air, where there	right, night use, new us, has	head, deer which, friends different would	
YEAR 2 CEWs													
300 NPWs													

TERM 3	REVIEW o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-ā Adding suffix	REVIEW W-ōr Adding suffix	REVIEW W-ār Adding suffix	REVIEW z (zh) Adding suffix	REVIEW ti Adding suffix	REVIEW ↓ Adding suffix	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions	Possessive Apostrophe CEWs
	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 beat 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 everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, held whole, clothes only	beautiful move prove improve Who half	would, could, should door, peer, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again
	YEAR 3 CEWs											
300 NPWs												
YEAR 3 CEWs												

# Interventions

- Interventions operate on a same-day approach
- This allows gaps in phonics knowledge to be addressed before the next phonics session
- The intervention activities are simple, with reduced cognitive load and targeted using a multisensory approach to facilitate learning
- Blending and segmenting are practised within the sessions. Following on from this, children should be encouraged to blend and segment in their heads and eventually chunk longer words to read. This facilitates fluency



# Parent Partnerships

- Monster Phonics accelerates progress, so it is important to use this approach at home whenever you are helping your child with phonics or learning spellings
- We know that children learn best when parents and teachers follow the same methods. Working in the same way is vital for reinforcing learning
- Aspects of the scheme are new to all of us, whilst we may not have all of the answers immediately we will endeavour to answer any questions to the best of our ability.
- As we learn more about the Monster Phonics approach at Spinfield School, there may be small adjustments made along the way



# Monster Phonics Parent Account

- Create an account to access EBooks
  - <https://monsterphonics.com/register/ebooks-whole-scheme/?ca=97ea07fc9d7e8bc7f07b200157a97ddf>
- Please use your child's name - not yours!
- If you have used your name for the account please delete/edit



# Parent Webinars

- Thursday 6th October 2022 - 20:00pm - 20:30pm
  - <https://www.eventbrite.co.uk/e/parent-webinar-phonics-explained-how-to-help-your-child-with-phonics-tickets-424521263527?utm-campaign=social&utm-content=attendeeshare&utm-medium=discovery&utm-term=listing&utm-source=cp&aff=escb>
- Thursday 20th October 2022 - 20:00 pm - 20:30 pm
  - <https://www.eventbrite.co.uk/e/parent-webinar-phonics-explained-how-to-help-your-child-with-phonics-tickets-392982480177?utm-campaign=social&utm-content=attendeeshare&utm-medium=discovery&utm-term=listing&utm-source=cp&aff=escb>



# Resources for Parents

- Activities

<https://monsterphonics.com/free-phonics-worksheets/>

- Ideas for learning spellings

<https://monsterphonics.com/free-resources/fun-ways-to-help-children-learn-phonics-spelling/>

- Games

<https://monsterphonics.com/games/>

- Flashcards

<https://monsterphonics.com/flashcards-2/>

- Information about the phonics screening check

<https://monsterphonics.com/how-it-works/letters-and-sounds/>

<https://monsterphonics.com/how-it-works/ks1-spelling-curriculum/>

<https://monsterphonics.com/the-phonics-screening-check/>

