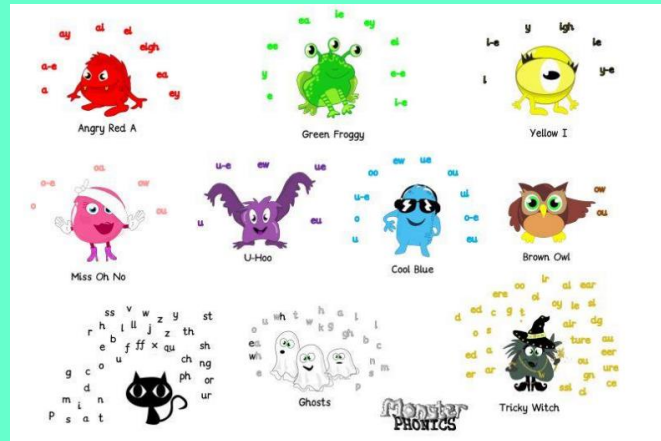




Monster Phonics Parent Workshop





Workshop Aims



- Introduce Monster Phonics and how it works.
- Explain the importance of phonics in early reading.
- Show how phonics is taught from Nursery to Year 2.
- Provide practical ways parents can support at home.



What is Phonics?

- A method of teaching children to read using sounds.
- Focus on letter-sound correspondence.
- Builds foundation for fluent reading and writing.



What is Monster Phonics?



- DfE-validated phonics scheme
- Multi-sensory (incorporating several senses—typically sight, hearing, and touch/movement—into learning activities to help children understand and remember letter sounds, words, and reading skills), colour-coded, character-led
- Each monster represents a sound/spelling pattern
- Supports all learners, especially visual (individuals who learn best by seeing and visualising information) and kinesthetic (someone who learns best through physical activity, hands-on experiences, and movement).





- The colour coding and monster sound cues support learning when children encounter long vowels (e.g. a in cake), silent letters (e.g. k in knife), and tricky letters (e.g. a in was). This additional support is used consistently and then cleverly phased out, creating confident independent readers.
- It's not just about the colours; the monsters themselves each represent a sound which brings phonics to life. This creates engagement, and speeds up the learning process for everyone.



Meet the Monsters

- Angry Red A
- Green Froggy
- Yellow I
- Miss Oh No
- U-Hoo
- Cool Blue
- Brown Owl
- Silent Ghosts
- Tricky Witch
- The Black Cats

 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		

Phonics in Nursery to Year 2

- Nursery: Phase 1 - Listening, rhymes, sound awareness
- Reception: Single sounds, blending (e.g., c-a-t), digraphs, trigraphs, tricky words
- Year 1: Digraphs, trigraphs, tricky words, phonics screening
- Year 2: Spelling rules, fluency, comprehension



Phonics in Nursery

Nursery Programme

Our Foundations Programme develops speaking and listening skills. Children learn to become attuned to the sounds and begin to develop oral blending and segmenting skills. This teaching lays the foundations for teaching of systematic synthetic phonics (method for teaching reading and writing that emphasises the connection between sounds (phonemes) and letters (graphemes) in a structured and sequential way).

The government Phase 1 curriculum consists of 7 aspects. Each aspect contains 3 strands:

Tuning into sounds (auditory (hearing) discrimination)

Listening and remembering sounds (auditory memory and sequencing)

Talking about sounds (developing vocabulary and language comprehension)





in



Nursery Programme

✓ Phase 1

✓ Aspect 1 - Environmental

✓ Aspect 2 - Instrumental

✓ Aspect 3 - Body Percussion

✓ Aspect 4 - Rhythm and Rhyme

✓ Aspect 5 - Alliteration

✓ Aspect 6 - Voice Sounds

✓ Aspect 7 - Oral Blending & Segmenting

✓ Songs

✓ Pre-Phase 2

✓ Storytime



Phonics in Nursery

The purpose of these different aspects is to develop students' language abilities in the following ways:

- Learning to listen attentively
- Enlarging their vocabulary
- Speaking confidently to adults and other children
- Discriminating between different phonemes
- Reproducing audibly the phonemes they hear
- Using sound-talk to segment words into phonemes

We make Phase 1 phonics part of our every day activities in the nursery by getting children to listen to the sounds around them.

- Listening and comparing the sounds of different toys or musical instruments
- Making sounds a part of your storytelling
- Singing songs and rhymes
- Clapping along to words or songs
- Introducing rhyming words



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 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	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
							ASSESSMENT 1					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	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 3						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 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	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	he's, we're 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	g c 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	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	HFW REVISION	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				200 HFWs			

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 el il	al homophone	Vowel suffix (drop e rule) Vowel suffix (double rule)	Vowel suffix (Y to i rule) ASSESSMENT 1	y al (or)	o (u) ey	after W-a after W-or	after W-ar 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 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	Consonant suffixes Contractions	Possessive Apostrophe ASSESSMENT 2	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 el il al Adding suffix	REVIEW y Adding suffix	REVIEW al (or) Adding suffix
	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 o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-a Adding suffix	REVIEW W-or Adding suffix	REVIEW W-ar Adding suffix	REVIEW S (zsh) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix ASSESSMENT 4	Homophone Vowel suffix (drop e rule)	Vowel suffix (double rule) Vowel suffix (Y to i rule)	Consonant suffixes Contractions	Possessive Apostrophes CEWs ASSESSMENT 5
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll two	where once only baby floppy, every suddenly great	any many these small, bear boat home clothes	because everyone town how through eyes, boy again	gone horse which pulled fly, why cried, find giant narrator	different 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											

Daily Phonics



Children have a daily 20-30 minute phonic session. Sessions are split into four sections:

- Revisit and review the previous sound and words taught
- Teach a new phonic sound - flashcards and video
- Practise the new sound, including saying it, forming it, and seeing it in words
- Apply in different situations, e.g. reading/writing it in a sentence, playing a game
- Each lesson is planned with the use of visual, auditory and physical movements to help the children learn new phonic skills and as we know each sound comes with an action and a rhyme.



Children will learn to spell certain sounds in many different ways, these are called alternative sounds. An example of this would be the long A sound. It can be spelled in 8 different ways, table, plate, day, rain, vein, eight, great, they.

Monster phonics speeds up this process with memory cues: t**a**ble pl**a**te, d**a**y, r**a**in, v**e**in, **e**igh**t**, gr**e**at, th**e**y.

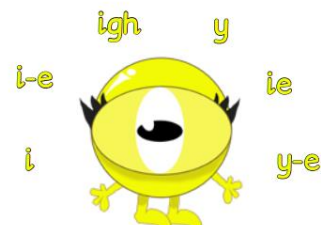




Angry Red A



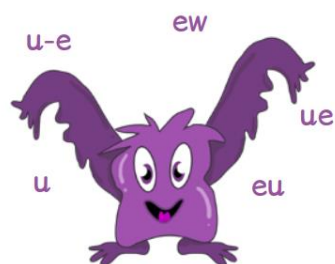
Green Froggy



Yellow I



Miss Oh No



U-hoo



Cool Blue



Brown Owl



Black Cat



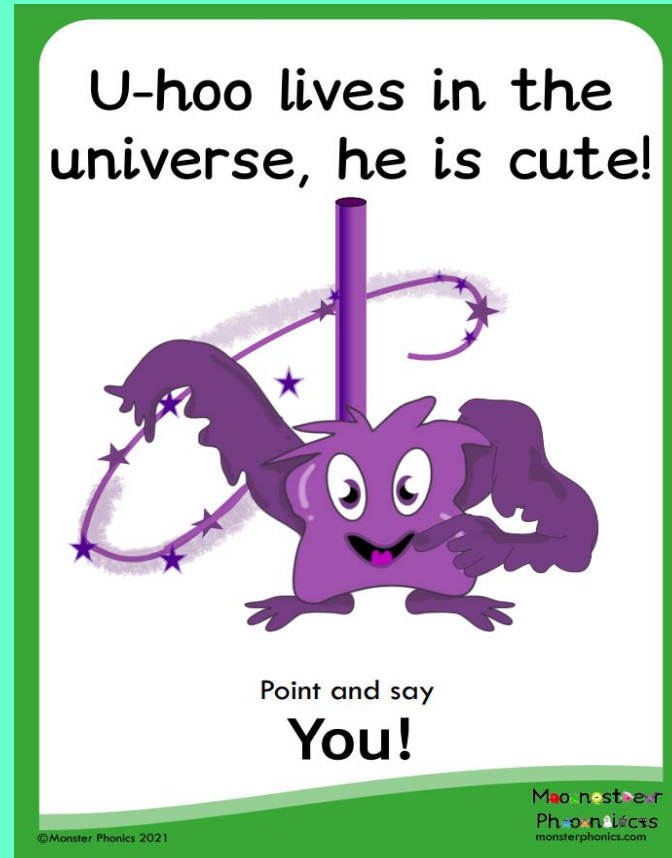
Silent Ghosts



Tricky Witch



Sounds also
have a rhyme
attached to
each sound too
and an action
that the
children learn.



Phonic Terminology



- **PHONEME** - is a sound that can be made by one or more letters. There are 44 phonemes in the English language. Phonemes are put together to make words. e.g s, k, ph, igh
- **GRAPHEME** - is a letter or group of letters which represent one single sound (phoneme). It is the way of writing down a phoneme. e.g. 1 letter - a, 2 letters - ck, sh, 3 letters - air, igh or 4 letters -ough
- **DIAGRAPH** - is 2 letters which make 1 sound (phoneme), e.g. ch, th, sh
- **TRIGRAPH** - is 3 letters which make 1 sound (phoneme), e.g. igh, ear, air
- **SEGMENTING** - is the ability to break words down into individual sounds, e.g. run would be broken down into r-u-n
- **BLENDING** - is the ability to build words from individual sounds by blending the sounds together, e.g. blending j-a-m to make jam.

The children know and use these terms in their daily lessons.



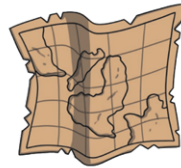


Blending is hearing / recognising the letter sounds in a word and merging them in order to pronounce the word...

cat



map



bat



SEGMENTING

for

Spelling



Segmenting is identifying the individual sounds in a spoken word and writing down/use letters for each sound to form the word.

Say the word. E.g. bug

Segment the sounds. E.g. b-u-g

Count the sounds. E.g. 1-2-3

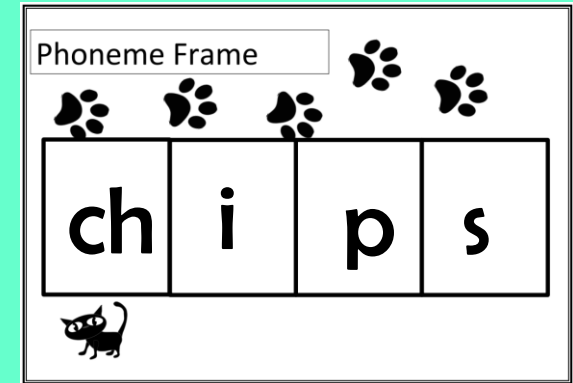
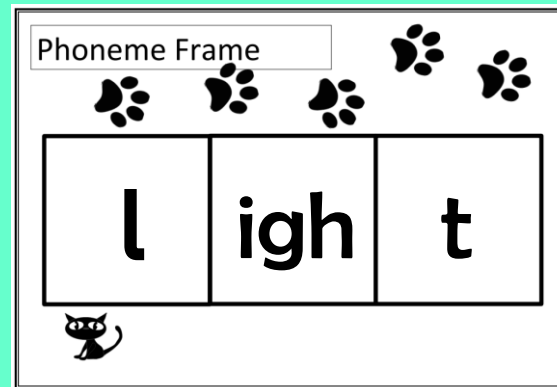
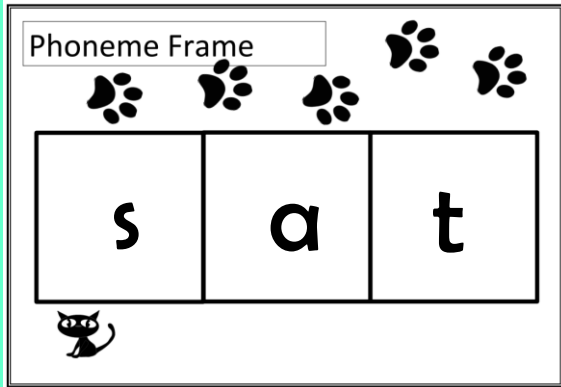
Write them down. E.g. b-u-g



Counting the sounds

Children learn each letter by its phoneme, then later its name. Children will learn to use a phoneme frame and will understand that 1 box gets 1 sound regardless of how many letters are in the sound. These are phoneme frames the children would be using to write

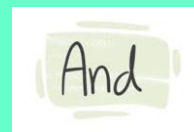
words.



How to say the sounds



Phonics



Reception: Grapheme Recognition	
s	x
a	y
t	z
p	zz
i	qu
n	ch
m	sh
d	th (v)
g	th
o	ng
c	oo (long)
k	ar
ck	oo (u)
e	ow
u	ee
r	ur
h	ai
b	or
f	oa
ff	er
l	igh
ll	air
ss	oi
j	ear
v	ure
w	

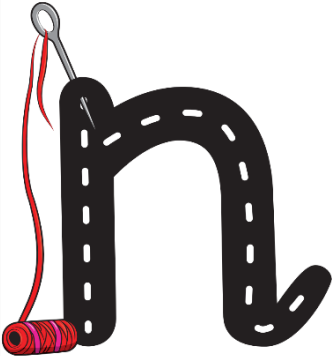
Year 1: Grapheme Recognition	
ff	oo (Tricky Witch)
ss	oa
zz	oe
ll	ou
ck	ow (Brown Owl)
nk	ow (Miss Oh No)
tch	ue (Cool Blue)
ve	ue (U-Hoo)
ai	ew (Cool Blue)
oi	ew (U-Hoo)
ay	ie (Yellow I)
oy	ie (Green Froggy)
a-e	igh
e-e	or
i-e	ore
o-e	aw
u-e (Cool Blue)	au
u-e (U-Hoo)	air
ar	ear (long e-r)
ee	ear (air)
ea (Green Froggy)	are
ea (Silent Ghost)	y (Green Froggy)
er	ph
ir	wh
ur	e
oo (Cool Blue)	o

Year 2: Grapheme Recognition	
dge	y (Yellow I)
g (j)	al (or)
c (s)	o (u)
kn (Silent Ghost)	ey (Green Froggy)
gn (Silent Ghost)	w-a (o)
wr (Silent Ghost)	w-or (er)
le	w-ar (or)
el	s (zsh)
il	ti (si)
al	i (Yellow I)

Moonster
Phonics









Weave the needle,
straight down low,
then back up high,
and over we go.

Week 2

i, n, in, tin

Is your letter a sitting, climbing or hanging cat?

~~is~~ ~~it~~ ~~sp~~



i i i i i i i i i i

n n n n n n n n n n

in in in in in in in in in in

tin tin tin tin tin tin tin tin tin tin

Moonstex
Phonics



Phonics

Key Stage
One
igh ea

And

Key Stage 2



Spelling Books

Monster Phonics **SPELLING**

Look, Say, Cover, Write, Check

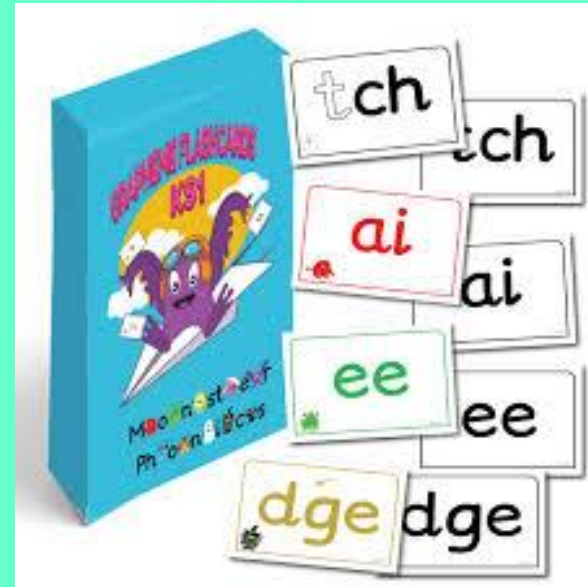
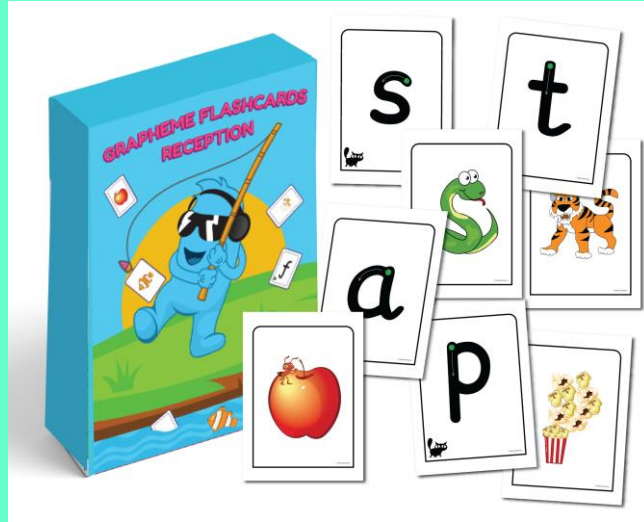
Look, Say, Cover	Write and Check	Write and Check	Write and Check



Phonics



Phonics



Phonics



100 Words to Learn

make day made came they a Angry Red A	we be me see she very people he Green Froggy
my by like time I'm I Yellow I	so oh don't no go old Miss Oh No
out about down now Brown Owl	when your have could Silent Ghosts
was the there little is said their look a saw all looked his here her Mrs of asked Mr Tricky Witch	somewhat come were called are one
a at not but can back that an up got for just went then in on get it's will with them it dad him off from this children if had mum and help Black Cats	Minister Phonics

200 Words to Learn

away play gave take way place say again may great narrator Angry Red A	need tree any sea really been tree. many tea pleas keep he's floppy eat these feet were only baby each key queen begin baby every green before everyon sleep because everyone three even suddenly Green Froggy
night fly wried right white I've inside I'll liked Yellow I	boat home clothes window over know most snow going grow cold Miss Oh No
mouse around shouted round how found our Brown Owl	new use live livd pulled head hors more gon gon U-hoo
jumped went car ever stopp wanted dark never good water park river took work hard under book girls garden better looks birds us aft looking first has a Tricky Witch	other moth n a c in th dragon snail animals boy there's can't bear didn't eyes
or am man ran fun run	its ho dog did red bed
end tap yes lots let let's	miss gran mind duck next
eggs plants long along across	stop still fast last best must
then that's think thing things king	then that's think thing things king



Phonics



A	E	I	O	U
a	e	i	o	u
a-e	y	i-e	o-e	u-e
ay	ee	y	oa	ew
ai	ea	igh	ow	ue
ei	ie	ie	oe	eu
eigh	ey	y-e	ou	
ea	ei			
ey	e-e			
	i-e			
oo	ow	silent	tricky	
u	ow	ea	ar	g dge (j)
o	ou	ve	er ir	c (s)
u-e		wh	w-or (er)	le el al il
oo		tch	oo o (u)	(ul)
ew	e out	wr	oy oi	al (or)
ue	ag il	kn	air ear	ti (sh)
ou	n m sp	gn	aw au	w-a (o)
ui		mb	ear	w-ar (or)
o-e		wh	ure	s(zsh)
eu		ore		
a	g	n nn	u	nk
b bb	h	o	v	ch
c ck k	i y	p pp	w	sh
d	j	qu	x	st
e	l ll	r rr	z zz	th th
f ff ph	m mm	s ss	ng	or
		t tt		ur





Helping at Home



- Read with your child daily
- Use Monster Phonics decodable books and the eBooks online (Remember the MP eBooks website is different to the MP website).
- Encourage sounding out words
- Play phonics games
- Use Monster Phonics website/app



Links to support phonics at home

These are all on the website for the parents.

Websites

Monster Phonics - <https://monsterphonics.com/>

Phonics Play (games) - <https://www.phonicsplay.co.uk/resources>

Phonics Bloom (games) - <https://www.phonicsbloom.com>

Letters and Sounds (games) - <https://letters-and-sounds.com/phase-2-games/>

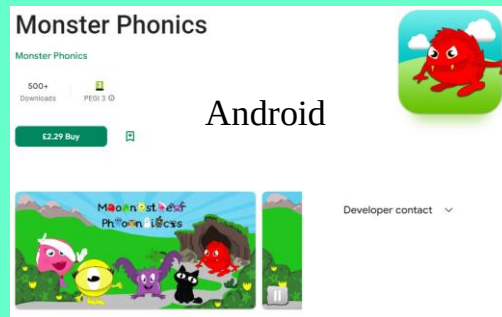
Top Marks (games) - <https://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>
www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds

ICT Games (games) - <https://www.ictgames.com/mobilePage/literacy.html>

Mr Thorne Does Phonics - https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw

App

Monster Phonics



Parents
and carers

GUIDE

Monster
Phonics

Validated by



Department
for Education

A Guide For Parents



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www.monsterphonics.com

0800 211 8052

"If a child memorises 10 words,
the child can only read 10 words.
But if a child learns 10 sounds,
the child will be able to read
350 three sound words, 4 320
four sound words and 21 650
five sound words."

Moonster
Phonics

Let's make phonics magical for every child!

and

Working Together



Let's work together to support your child's learning.



Thank you for listening and any other support you need please come and see me.

