Moonstruck Phonics

Teaching Manual

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Phonics

What is Phonics?

Phonics is a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes).

In UK primary schools, phonics is the method that is used for teaching reading and writing in the English language. It is based on developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns that represent them.

Once children can hear phonemes and identify the corresponding graphemes, they can be taught to use this phonic knowledge to create words by blending from left to right, for example, 'c – a – t', blended together gives 'cat'. As the number of phonemes and corresponding graphemes that the children know increases, so does the number of words they can decode (read) and subsequently construct (spell then write).

Phonics is essential for children to become successful readers, spellers and writers in the early years of schooling and beyond. In the first three years of their school life, it is a requirement that all children should have a daily lesson of phonics. Over these years (and beyond in certain cases), a systematic synthetic approach should be followed in order that the best possible outcomes are available for all children.

It is vitally important that children are taught phonics in a **systematic and synthetic** way. The definition of **systematic phonics** teaching is the direct teaching of a set of grapheme-phoneme correspondence (GPC) in a clearly defined sequence. If phonics teaching is truly systematic, the order is such that children become confident and successful readers, spellers and writers in a very short amount of time.

Synthetic phonics is the method that has been briefly mentioned previously, where words are broken up into the smallest units of sound (phonemes). An emphasis is placed on every sound within each word. Children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word. Children do not need to rely on any other cues to decode. They then spell and write the words using this approach as once the GPC is secure, the children can readily access the words needed for these skills.

The 44 Phonemes in English

The 26 letters in the English language combine in different ways to create approximately 44 sounds.

The letter combinations are called graphemes and the sounds are called phonemes.
We say 'approximately' 44 unique sounds because the sounds slightly change with accent and dialect, making 44 an approximation.

[44 Phonemes taken from 'Orchestrating Success in Reading' by Dawn Reithaug (2002)]

As teachers, it is important to recognise that each phoneme is created by different graphemes and that some of these graphemes are more frequently used to represent a phoneme than others. The position of the grapheme in the word also determines the frequency of the grapheme for any particular phoneme. For example, the long A phoneme at the end of words is more commonly represented by 'ay' and the 'c' phoneme is never represented by the 'ck' grapheme at the start of words. Frequent GPCs have been derived by Greg Brooks (Dictionary of the British English Spelling System. Cambridge, UK: Open Book Publishers. 2015. http.//dx.doi.org/10.11647/OBP.0053).

Although the International Phonetic Alphabet (IPA) is not used within the programme, it is useful to recognise how it represents phonemes and graphemes, as seen in the National Curriculum documents. For clarity, phonemes are shown with oblique lines and graphemes with angled brackets. This is also demonstrated in the Frequent GPC chart by Brooks.

Use of IPA notation within the National Spelling Curriculum

ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as **u–e**, **ue** and **ew**. If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief

How do children learn to read?

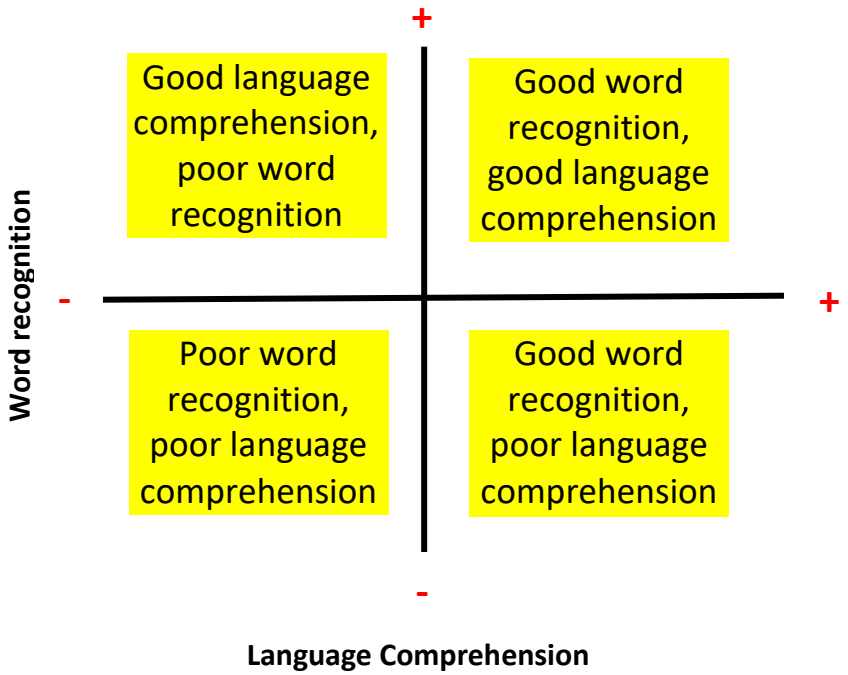
Two pieces of research that have had a significant impact on our understanding of how children learn to read are The Simple View of Reading and the Rose Review.

The Simple View of Reading

This is a formula which demonstrates that both decoding, and language comprehension are essential for reading. Excellent decoding skills and strong language comprehension will achieve a high reading comprehension score.

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

This is often represented in a diagram.



Gough and Turner (1986)

This is supported by a number of research studies. Understanding the formula also helps teachers with the assessment of reading weaknesses and intervention. Research also suggests that it is important to teach decoding as early as possible.

Phonics as the prime approach encourages children to focus on identifying and blending the phoneme of each grapheme to read unfamiliar words.

The Rose Review

This independent review of the teaching of early reading in primary schools identified five competencies that necessary for the successful acquisition of reading skills.

- The recognition of graphemes
- The ability to sound out phonemes
- The ability to hear and blend phonemes
- The reading of phonically regular words
- The reading of some irregular words

By showing how phonics provided 'the vast majority of beginners the best route to becoming skilled readers', the Rose Review had a significant influence on teaching, encouraging the universal use of systematic synthetic phonics.

What is the Monster Phonics Approach?

Monster Phonics is a highly-engaging, structured, synthetic phonics programme. It facilitates learning by allowing children to learn new graphemes by using monsters to group graphemes for recall and to provide an easy and fun memory cue for children. It also uses colour-coding to highlight the grapheme when teaching a new grapheme. Once taught and secure, the colour is removed.

Monster Phonics matches the Reception EYFS framework and KS1 Spelling Curriculum. It progresses from simple to more complex phonic knowledge and skills, and ensures that prior knowledge is built upon. The main principles of systematic synthetic phonics teaching are followed, allowing children to become confident and successful readers, spellers and writers from a very early stage in their school life.

Each monster has a back story, and these are used in all areas of the phonics programme, story and song hooks, teaching PowerPoints, worksheets and activity resources, online downloadable apps, and the inclusive reading scheme and eBooks.

The ten colours and corresponding monsters derived from Monster Phonics identifying the areas of phonics that present the biggest obstacles to learning, and each of these areas are outlined below:

The Alternative Graphemes for Long Vowel Phonemes

The long A phoneme is made by the red character called Angry Red A. The graphemes that make the long A phoneme are coloured red.

The long E phoneme is made by the green character called Green Froggy. The graphemes that make the long E phoneme are coloured green.

The long I phoneme is made by the yellow I character called Yellow I. The graphemes that make the long I sound are coloured yellow.

The long O phoneme is made by the pink character called Miss Oh No. The graphemes that make the long O sound are coloured pink.

The long U phoneme is made by the purple character called U-Hoo. The graphemes that make the long U sound are coloured purple.

The long oo phoneme is made by the blue character called Cool Blue. The graphemes that make the long oo sound are coloured blue.

The long ow phoneme is made by the brown character called Brown Owl. The graphemes that make the long ow sound are coloured brown.

Silent letters are represented by the Silent Ghosts which make no sound. They are coloured white.

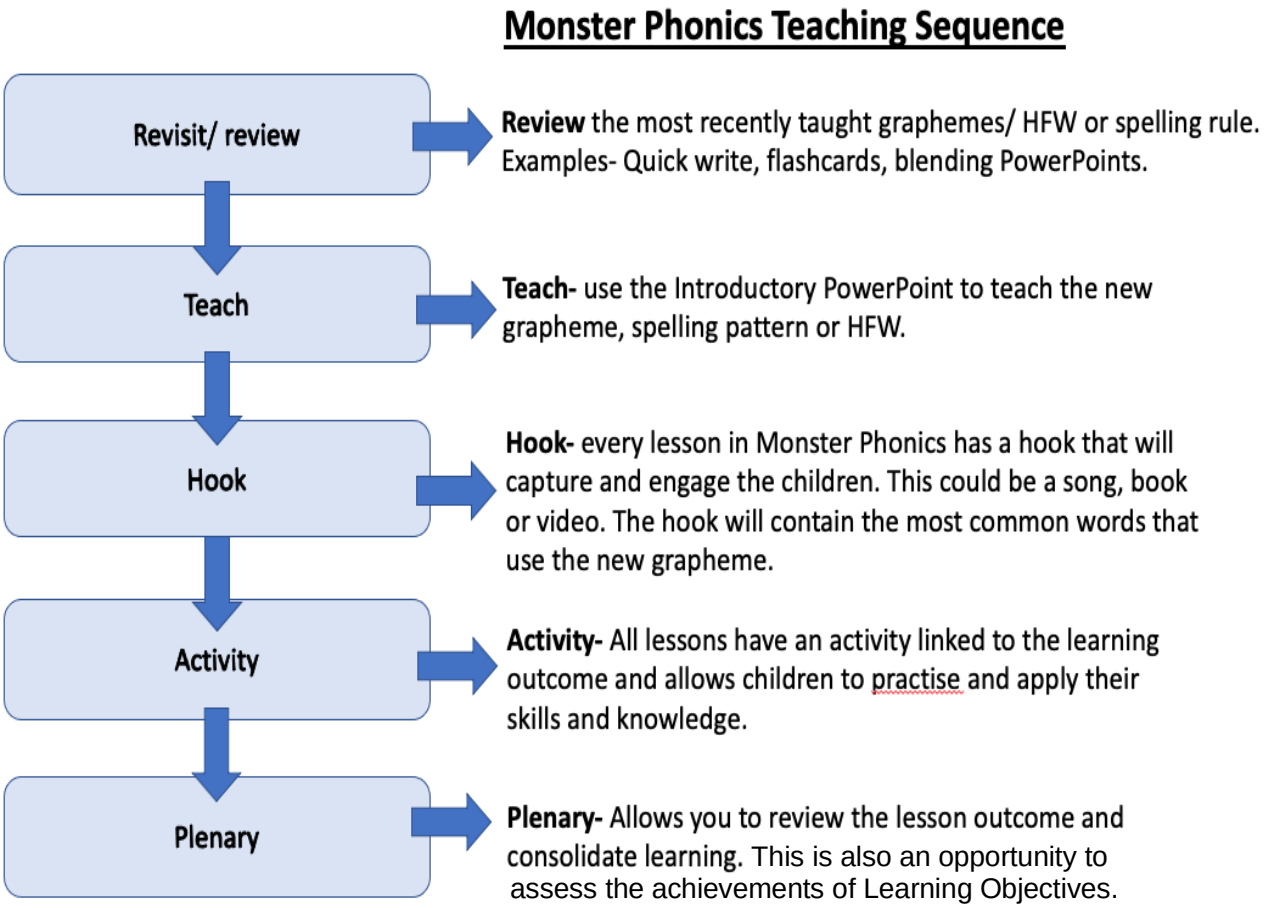
The Tricky Letters are graphemes that have a different phoneme from what has been taught previously. They do not show regular grapheme-phoneme correspondence.

At the heart of Monster Phonics are the multisensory activities focused on the specific Learning Objective. These enables all types of learners to have more access to the teaching and learning, again enhancing the amount of success that takes place within the area of phonics.

How to teach using Monster Phonics

Monster Phonics is designed as a whole-class Systematic Synthetic Phonics programme for children in Reception and Key Stage 1. Daily 20-30 minute discrete phonics sessions are delivered by trained teaching staff.

Monster Phonics uses a five-part lesson structure in KS1 which ensures children become familiar with the format of the sessions, allowing the entirety of lesson time to be focused on teaching and learning and not transitioning between activities. In Reception, the plenary review and assess of Learning Objectives takes place throughout each stage of the lesson, rather at the end.

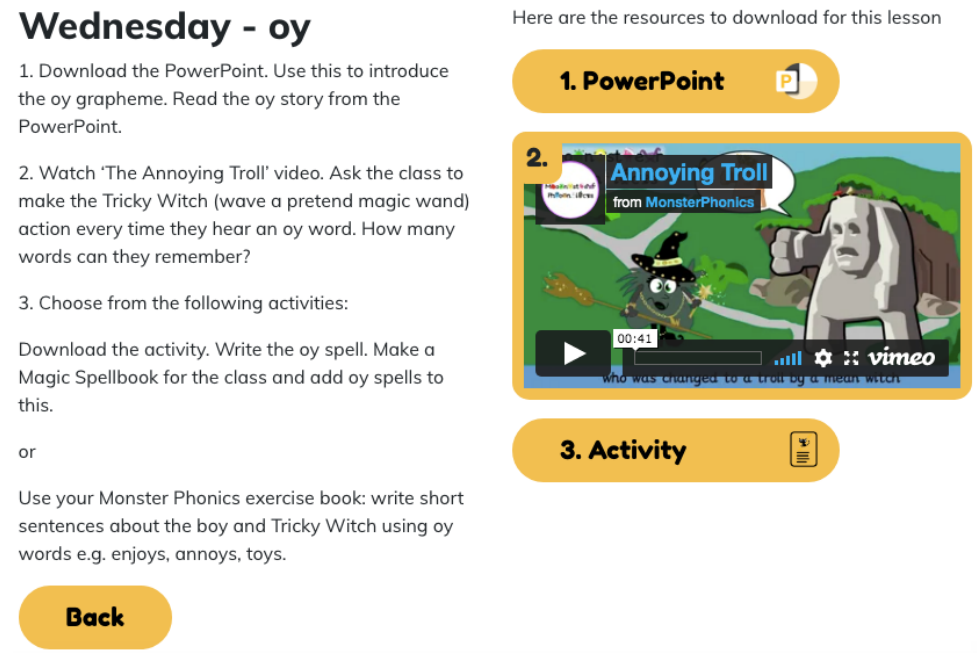


How the lesson structure looks in the planning and online

Lesson plans are on the log-in area of the website for teachers to download. The planning clearly shows the five-part lesson structure in a weekly planning grid. This is editable so that teachers can adapt to their cohort's needs.

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit previously learned graphemes.	Recap the **tch ve ai** graphemes learnt last week.	Recap the **oi** grapheme. Read through the flashcards. Did anyone find an oi item for the display? Recap **the said of**.	Recap the **ay** grapheme by reading the **ay** words in the PowerPoint. Recap **one once**.	Recap **oy** referring to the **oy** spells.	Use the PowerPoints to review the graphemes taught this week. Use the Year 1 CEWs PowerPoint (Grouped by Sound) to recap the CEWs taught this week. CEWs – **the said of once one house our.**
Teach Teach new graphemes.	Teach the **oi** grapheme. Introduce the grapheme with the PowerPoint. Action: Tricky Witch's wand. Watch the video 'Spell for **oi**'. Read the **oi** Flashcards as a class.	Teach the grapheme **ay**. Introduce with the **ay** PowerPoint. Action: Angry Red A angry action. Look at the examples for adding **ed**. Watch the video 'Play Away'.	Teach the **oy** grapheme. Introduce the grapheme with the **oy** PowerPoint. Action: Tricky Witch's wand. Read the oy story from the PowerPoint.	Review the graphemes **oi ay** and **oy**.	
Activity Reading and writing words with the new grapheme.	Complete the spell for **oi** by either: - recalling **oi** words, writing and drawing oi pictures. - writing **oi** words to match the pictures. Collect Tricky Spells to make a class Tricky Spell books.	Complete the **ay** Dinner sheet by writing Angry Red A's favourite ay words on the dinner plates.	Write the **oy** spell in the Magic Spell book. Collect Tricky Spells to make a class Tricky Spell books.	Introduce 'alien' nonsense words. Play flashcard activities using: - **ai oy** and **oi** words Complete the word searches.	Weekly Spelling Test.
Plenary	Repeat the 'Spell for **oi**' song. Ask if children can bring an oi item to school for an **oi** display table.	Play musical **ay** statues.	Share the **oy** spells. Can anyone remember the spell for **oy**?	Sing the 'Play Away' song to reinforce **ay** words.	Recap the songs 'Ghost Dog Patch' and 'Teddy Bear ai' to reinforce **tch** and **ai** words.
CEWs Show the flashcard print-out or the CEW PowerPoint. Resources found under the HFW/CEW tab. Highlight features, graphemes, silent and tricky letters.	**Year 1 CEWs** **the said of** – all have tricky letters. the – tricky **e** said – **ai** the makes an **e** sound of – **f** makes a **v** sound. This makes of sound differently to off.	**Year 1 CEWs** **here there** – **ere** is a tricky spelling, which makes two different sounds here.	**Year 1 CEWs** **you** – **ou** makes the long Cool Blue **oo** sound. Other words that have this grapheme are **group, soup, troupe**.	**Year 1 CEWs** **school** – has the long Cool Blue **oo** grapheme and a silent **h**.	**Homework** Send home **Year 1A Spelling Log Book** - tick words to learn for next week's test. - add any HFW/CEW/words commonly misspelt to the 'My Words' section.

The weekly planning aligns with the online programme. Every lesson has been preloaded and each section of the lesson is numbered for ease of use. All you need to do is follow the order of the numbered tabs to complete the lesson.



Learning Objectives and Success Criteria

It is important to share the learning outcome with the children. Every lesson should start with the learning outcome and why it is important for the children.

If children understand why they are learning something, it becomes purposeful and they are more engaged.

"*Today we are learning the t phoneme. We will be able to recognise and write the letter that represents the t phoneme."*

"Today we are practising our blending skills. By the end of the lesson we will be able to blend words made up of s,a,t graphemes. This means we will be able to read words!"

All schools have different ways of displaying or introducing learning outcomes. Some may use 'WALTs' (we are learning to) and 'WILFs' (what I am learning for), it may be that your school uses 'lesson objectives' and 'success criteria' or it could be that you simply share this verbally with your class. Here we will refer to them as 'Learning Objectives'. How you deliver the learning objective does not matter, what is important is that it is always used and shared with the children.

To make this easier for schools, the downloadable planning has a learning outcome and assessment grid to help you. All the PowerPoints are also editable so that you can add the learning outcome to them in your school's preferred format.

Year 1 | Term 1 | Week 3| oi, ay, oy

Learning Objective/Success Criteria	Assessment
Teach the oi, ay and oy graphemes.	Can they recognise the oi, ay and oy graphemes?
Practise blending for reading.	Can they blend the oi, ay and oy graphemes and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the oi, ay and oy graphemes and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: the, said, of, here, there, you, school.	Can they spell the HFWs: the, said, of, here, there, you, school?

Monster Phonics Approach to Teaching Letter Sounds

When teaching letter sounds, it is important to use pure speech sounds.

The most common mistake with pronouncing the sounds is adding “uh” to the end of the sound, for example saying ‘muh’ instead of ‘m’.

If the sounds are pronounced incorrectly, it makes it harder for the children to blend words to read. For example, mat becomes muh-a-tuh.

If children are struggling with pronouncing the sounds, model by exaggerating the tongue and mouth movements. Use mirrors for the children to check placement of their tongue and mouth. Let the children listen to the correct sound and then use phoneme phones or sound buttons to record their own attempts at pronouncing the sound.

The monster phonics video Pure Speech Sounds is great to share with children and parents to ensure correct pronunciation is being used.

(Click the image to view the video)

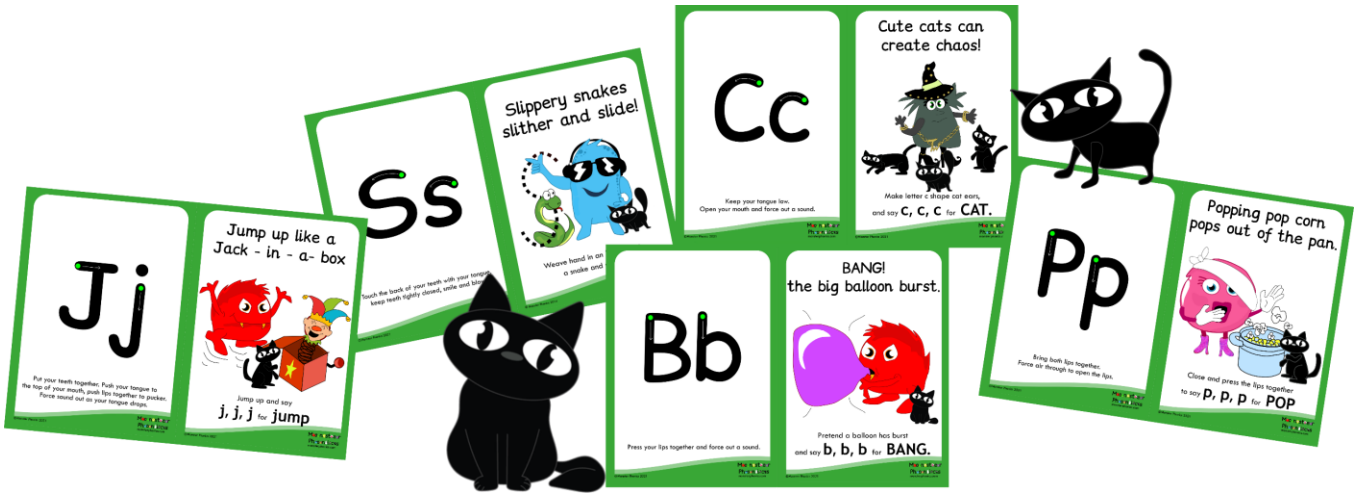
My Go – Our Go – Your Go

In the Monster Phonics programme, modelling by a teacher is used to scaffold the learning process. Whenever we are teaching we always use:

My Go – Our Go –Your Go

The teacher always models first as the children listen. The next step is repeating the process and the children joining in with you. Finally, the children complete the same process independently without the teacher. This is used for grapheme recognition, blending and segmenting.

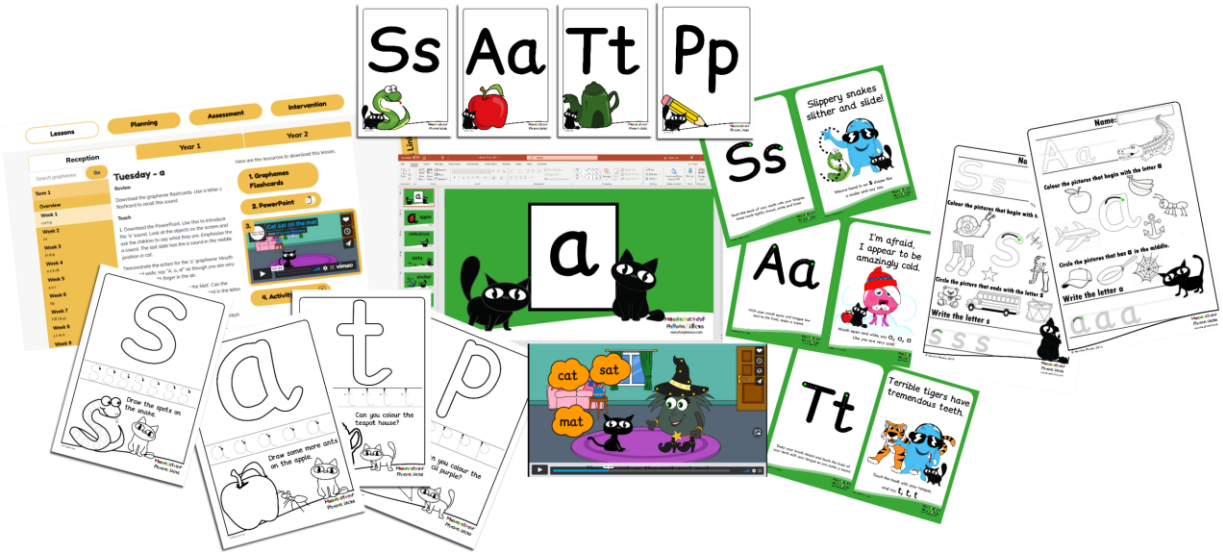
Introducing a new grapheme/ phoneme



When first introducing the graphemes to the children, Monster Phonics uses the Sound Action Flashcards. On these cards, it tells the children how to articulate the sound and the action for each sound. An alliteration sentence also helps to reinforce the grapheme phoneme correspondence. Fold the cards in half and introduce the sound as follows:

- Show the children the picture side of the card. Make the action as you say the sound. Use **my go- our go- your go** (first, model the sound to the children, next get the children to join in with you, finally the children say it independently).
- Turn the card over and show the children the grapheme. Use **my go- our go- your go**. Place the card behind your back and explain to the children that when you show them the grapheme, they say the sound and do the action. Repeat this several times.
- Show the children the grapheme side of the card and say the sound. Using the card, trace your finger over the letter saying the letter formation rhyme.
- Ask the children to get their magic writing fingers ready in the air. Ask the children to copy you forming the letter in the air saying the letter formation rhyme. Repeat a few times.

When the children are ready, move on to using the plain text flashcards as modelled in our training video 'Teaching Letter Sounds'.



Alongside the sound action cards, there are a lot of additional resources relating to each new sound which help engage the children and reinforce their knowledge.

This same technique can be used with the introductory PowerPoint for the grapheme you are teaching. All sounds have an action for the children to learn. The Sound Action flashcards could be sent home to parents on a weekly basis as the children learn them. The grid below can also be sent home. This explains the actions and sounds. This would help parents to support their child's learning at home.

Monster Phonics Sound Actions

Grapheme	How to say the sound	Action	Alliteration
s	Touch the back of your teeth with your tongue, keep teeth tightly closed, smile and blow.	Weave hand in an s shape like a snake and say ssss.	Slippery snakes slither and slide!
a	With your mouth open and tongue low and to the front, make a sound.	Mouth open and wide, say a, a, a like you are very cold!	An angry ant appears on an apple.
t	Keep your mouth closed and touch the back of your teeth with your tongue as you make a sound.	Touch the teeth with your tongue and say t, t, t.	Terrible tigers have tremendous teeth.
p	Bring both lips together. Force air through to open the lips.	Close and press the lips together to say p p p for pop.	Popping pop corn pops out of the pan.
i	Put your tongue high in your mouth, smile and make a noise.	Smile and say i, i, i	An indigo iguana is inky blue.
n	Push your tongue up to the roof of your mouth and make a sound.	Say nnnn and wave your arms like an alarm clock.	The naughty nanny goats nibble new newspapers
d	Place your tongue behind your upper teeth, force sound out of the mouth as you move away your tongue.	Beat hands up and down as if playing a drum and say d, d, d.	Don't dunk your donots in your drink or they will drop.
m	Press your lips together make a sound.	Mmmmm . . . . rub tummy in circular motion. m is a nasal sound.	My mum made melt in your mouth mints.
g	Touch the top of your mouth with your tongue and make a noise.	Gggggggg . . as though giggling and pretend to tickle with your fingers.	The gold goose greedily ate green grass.
c	Keep your tongue low. Open your mouth and force out a sound.	make letter c shaped 'cat ear's with hands saying c c c cat.	Cute cats can create chaos!

Monsterphonics.com

As the children progress and learn digraphs (two letters making one sound like sh, ch, ng) and trigraphs (three letters making one sound like igh, air, ure), it is important that we explain this to the children and use the correct terminology.

Recognising Graphemes and Saying the Sounds

Being able to recognise the graphemes and recall the sounds is important for the children to be able to blend to read and segment to spell.

Monster Phonics uses a range of strategies to support children with this process.

Monster Phonics' unique approach supports children learning new graphemes by using monsters to group graphemes for recall and to provide an easy memory cue for children when reading and spelling. This approach also uses colour coding to highlight the grapheme when teaching the new grapheme, but once taught and secure, the colour is removed.

Flashcards - The first flashcards used in the programme are the Sound Picture Flashcards. These flashcards give clues to support the children in their early development of grapheme recognition. As the children become secure, the flashcards are changed to plain text cards. The flashcards are ideal to use for quick fire recall at the start of lessons or when you have a few moments spare during the day.

Grapheme PowerPoint - Monster phonics has a Grapheme PowerPoint that can be used as a review at the start of lessons or as a game at some point during the school day. You could time how long it takes to complete the PowerPoint and then try to beat the time the next day.

Grapheme Frieze - As you learn the graphemes with your class, Monster Phonics encourages you to add the grapheme from the frieze to your display. This means it is visual for the children to use during the day and it can also be used as a review for the graphemes learned so far simply by the teacher pointing to the graphemes to see if the children can recall them.

Quick write Letters - Using whiteboards and pens the teacher says a grapheme and the children write the grapheme on their boards. Say the sound again and model writing the grapheme on the whiteboard for the children. Children can then check their grapheme is formed correctly.

Monster Phonics Approach for Blending to Read

Blending is the ability to blend sounds together to read a word. For example, to read 'pin', a child sounds out each individual sound in the word p-i-n then says the sounds quicker, blending them together to read the word.

Blending is a skill that is crucial for children to be able to read. The first building block in this process is children being able to orally blend. You can provide children with lots of practise of oral blending and model this throughout the school day. For example, "put your c-oa-t on" or playing games like I-Spy, "I spy with my little eye a b-oo-k." The more practise children have of oral blending the easier it is for them to blend to read later.

The Monster Phonics programme teaches children to blend to read within the first week of the Reception planning. The order the graphemes are taught maximises the number of words children can read from the start of the programme.

Initially, Black Cats are used as sound buttons on words. To teach the children to blend, follow the steps below:

- Teachers model left-to-right orientation by pointing at the individual graphemes in the word using the black cat sound button underneath.
- As the teacher points to the grapheme they say the phoneme.
- Then the teacher sweeps their hand under the word (left to right) as they blend the word together.
- Again, the teacher starts this process with lots of modelling and using the **my go- our go- your go** process.
- An example of how to do this is provided in the video below.

(click the image to view the video)

Phoneme frames are also used to support children's blending skills as this makes it easier for children to see the word split into its individual sounds. The same principle applies to teaching using the phoneme frames. Teachers model left-to-right orientation by pointing at individual graphemes as they say the phoneme. Then the teacher sweeps their hand under the word (left to right) as they blend the word together.

Starting with graphemes s, a, t and p, children are able to blend and segment simple words such as sat, pit, tap. As additional graphemes are learnt each week, the number of simple words that can be blended and segmented increases. The sets increase in complexity as the scheme progresses, with single letters being taught first, leading to consonant digraphs. This is followed by the teaching of 13 digraphs and trigraphs in term 2. The blending and segmenting of longer words consisting of 4 letters or more (CVCC, CCVC, CCC onset, CCVCC words including those containing previously taught digraphs and polysyllabic words) is taught and practised in the final term.

Year 1 teaches digraphs and trigraphs, including alternative graphemes, plurals, prefix un, k before i/e/y, compound words, Common Exception Words (CEWs), and simple addition of vowel suffixes. Year 2 teaches further digraphs and trigraphs, consonant suffixes, contractions, possessive apostrophes, CEWs, and more complex spelling rules for adding vowel suffixes.

The Monster Phonics reading scheme GPCs and HFWs are included in the reading books once they have been first taught in the programme.

High Frequency Words (HFWs), including the statutory CEWs, are taught within the programme.

Monster Phonics uses teacher-led reading activities during the lessons to support children to develop their blending skills and become confident readers. All reading resources are fully decodable at the children's phonic ability and include resources like Blending PowerPoints, Caption and Sentence PowerPoints, word lists, flashcards and longer eBooks. Monster Phonics has a reading scheme matched to the progression of the programme that immerses the children in Monster Phonics Land, helping to develop a passion for reading.

Monster Phonics Approach to Segmenting to Spell

Throughout the programme, children learn to spell words by segmenting them into phonemes. Segmenting is breaking words down into individual sounds, effectively the opposite to blending. For example, shark we break down into 3 sounds sh-ar-k.

Initially, children develop this skill by orally segmenting words. You can practise this with children by playing games like Simon Says. The child sound-talks the instructions by breaking the word into its sounds—"Put your hands on your h-ea-d!" Providing lots of opportunities for practising oral segmenting during the school day will help children develop the skills to spell and write later.

The Monster Phonics programme starts teaching segmenting skills from the second week in the Reception year. Monster Phonics teaches the children to use phoneme frames and magnetic letters and/or flashcards initially as they practise segmenting words to spell. The children then move on to writing the correct graphemes in the phoneme frames. Eventually the child will be able to hear dictated words and sentences and write them. Teachers can model how to use the Monster Phonics sound charts for support if needed. The Monster Phonics sound chart is child friendly, and supports children with grapheme phoneme correspondences, their spelling and letter formation.

To teach the children to segment, follow the steps below:

- Show a picture card and say the word — "Cat"
- Model breaking the word down into its individual phonemes, raising a finger for each phoneme— "c-a-t"
- Count the number of fingers raised— "c-a-t has 3 phonemes"
- As you go through the sounds one at a time, select the correct magnetic letter and place it in the correct part of the phoneme frame.
- You then model checking the word is right by blending the word to read it. This reiterates that segmenting is the reverse of blending.
- Once children are confident with this process, they are then ready to use the same process but instead of using magnetic letters they write the graphemes

Again, the teacher starts this process with lots of modelling and using the **my go- our go- your go** process.

Handwriting and Letter Formation

Letter formation for all letters of the alphabet is taught within Reception Lesson. In addition, we recommend schools to provide 3 additional handwriting sessions each week. To support these sessions, the following resources are available for every grapheme:

- Letter formation videos and PowerPoints
  Children are shown how to write each letter by:
  Teachers using the PowerPoint animation and verbal instructions to model the letter formation, with clear start and end points. The children follow this by writing the letter in the air and reciting the instructions.

- Lowercase and uppercase handwriting practice sheets.

- Letter formation within words. As part of this structured programme, handwriting practice is provided only for the phonics that has already been taught. Our handwriting sheets provide practice of words that use only the cumulative phonics knowledge acquired from within the scheme.

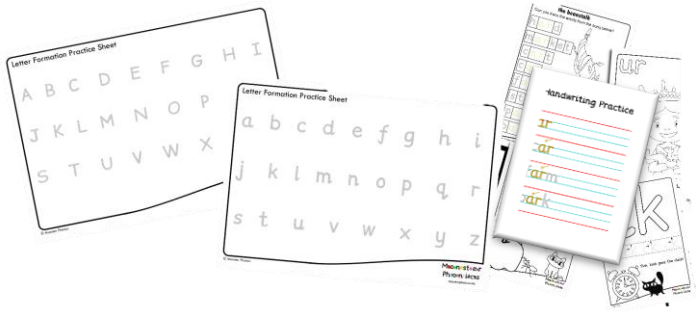
- Letter formation and phonics revision.

- Sound Action Cards, which highlight start and end points, as well as sound articulation, alliterative memorable rhyme, and action to recall the sound.

Monster Phonics Apps also support letter formation by encouraging children to write each letter by beginning at the correct start point, write the letter in the correct direction and finish at the correct point. This is a highly engaging aspect to the apps with rewards.

All resources are designed in a simple print across the scheme. This matches the magnetic letters, reading books, PowerPoints, Apps, and all printed resources used in the programme.

In the early stages of the programme, sound dictation is used in the review element of the lesson as a ‘quick write activity’. The programme is structured, moving children from sound dictation to word dictation, then advancing further to sentence dictation. Monster Phonics builds writing skills systematically throughout the programme. Using engaging activities for children to independently apply these skills means children soon develop a love of writing.



Teaching HFW/ CEW

When teaching Common Exception Words that have changed their grapheme-phoneme correspondence, Monster Phonics uses a character called Tricky Witch. Tricky Witch casts a spell on the irregular grapheme and changes the sound. Children are taught in lessons how to spell *Tricky Words* and to remember the Tricky Witch element to the words which make them difficult to spell.

To help children to recognise these words, *Tricky Witch* turns the graphemes that have changed to a gold colour. This helps children to understand that these graphemes are irregular and have changed from their usual grapheme-phoneme correspondence to something different. The gold colouring highlights to the children that they need to think about how to read the word. As with the rest of the Monster Phonics colour coding, once learnt, the colour is removed.

Children are introduced to these words gradually throughout the whole programme. Monster phonics provides a range of resources to support High Frequency Words and the Common Exception Words such as flashcards, PowerPoints, eBooks, reading scheme and posters.

Adapting the programme for online lessons

The online programme makes it easy to share lessons for live teaching or prerecorded lessons that can be uploaded to the school's preferred learning platform. The format of the online programme means it is easy for teachers to facilitate and continue delivering their daily phonics lessons.

In addition to this, parent logins are provided for every school which means parents can be directed to tasks, videos and games by simply sharing a link with them. To support parents further, Monster Phonics offers Parent Webinars so that they can learn about the programme and how to support their children at home.

Website Navigation Guide

The website has been designed to make teaching easy. This guide will show you how to use the website to navigate and download:

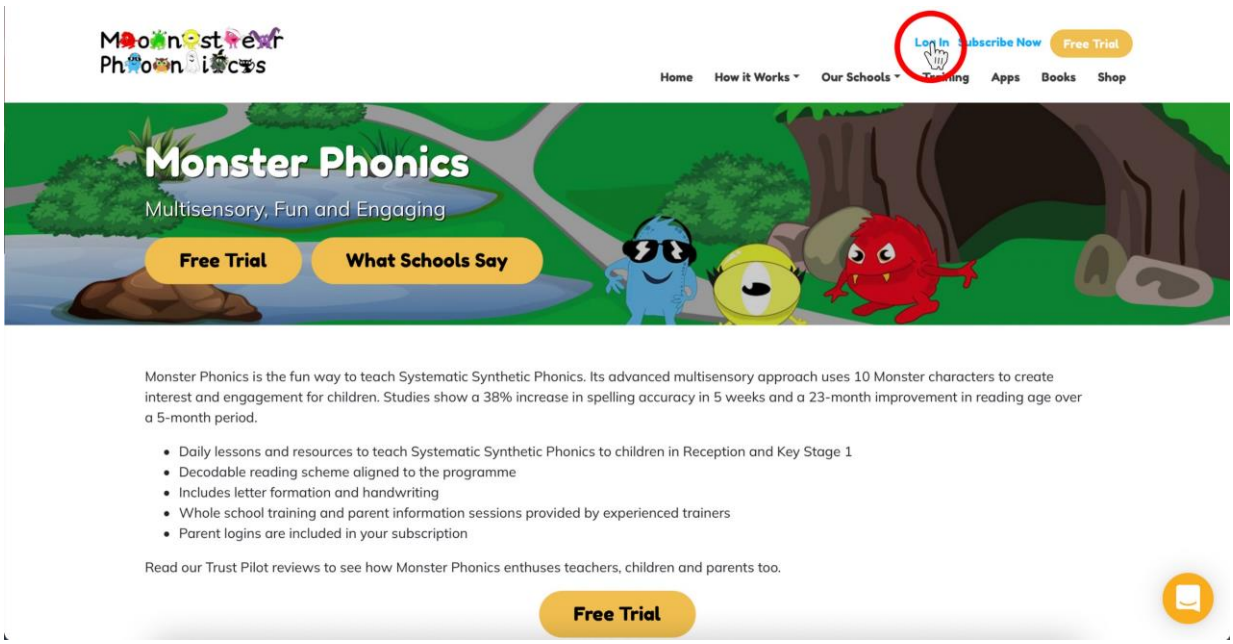
- Planning documents
- Lesson content
- Additional resources
- Intervention
- Assessments
- Handwriting
- Display, flashcards and other resources in the Quick Links

Log in to the Monster Phonics Programme

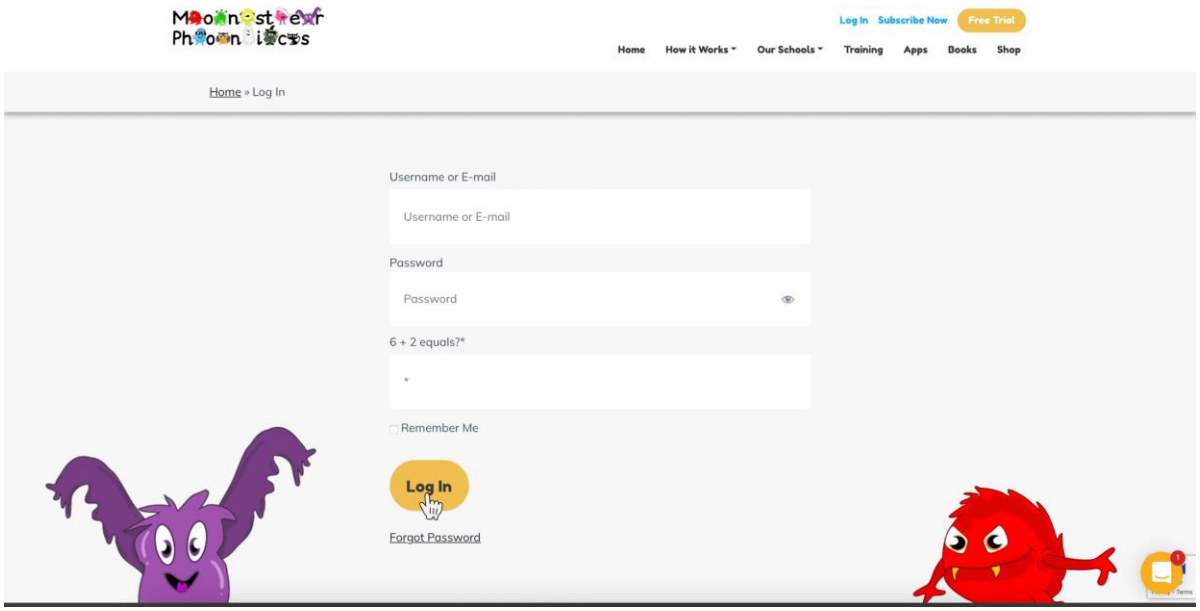
1. Go to the Monster Phonics homepage.
https://monsterphonics.com/

2. Click 'Monster Phonics Programme' to log in.

Monster Phonics Homepage



3. Enter your username and password. You should have your own individual username and password. Please contact your account holder or email info@monsterphonics.com if you do not have this.



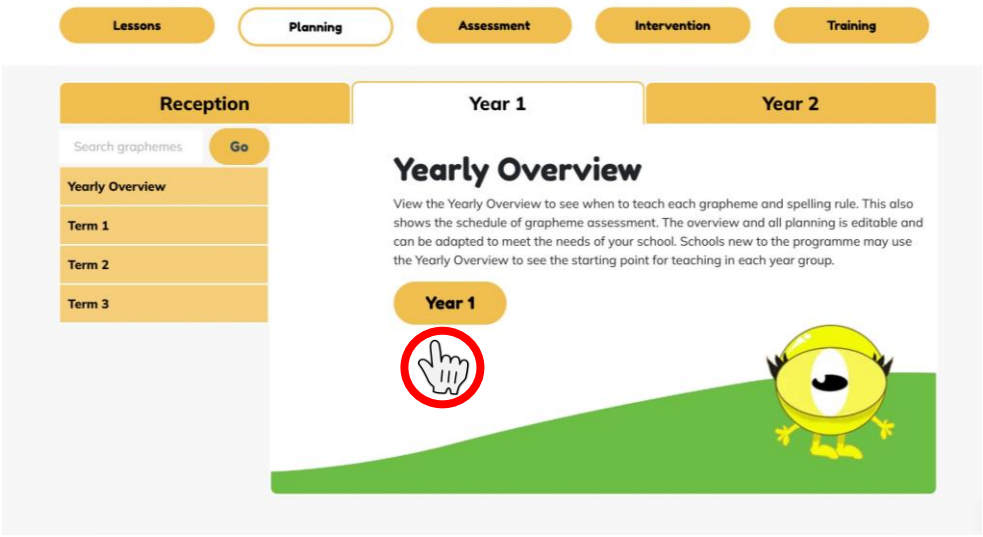
This takes you to the logged in Dashboard where you can access all of the planning and resources in your membership.

Logged in Dashboard

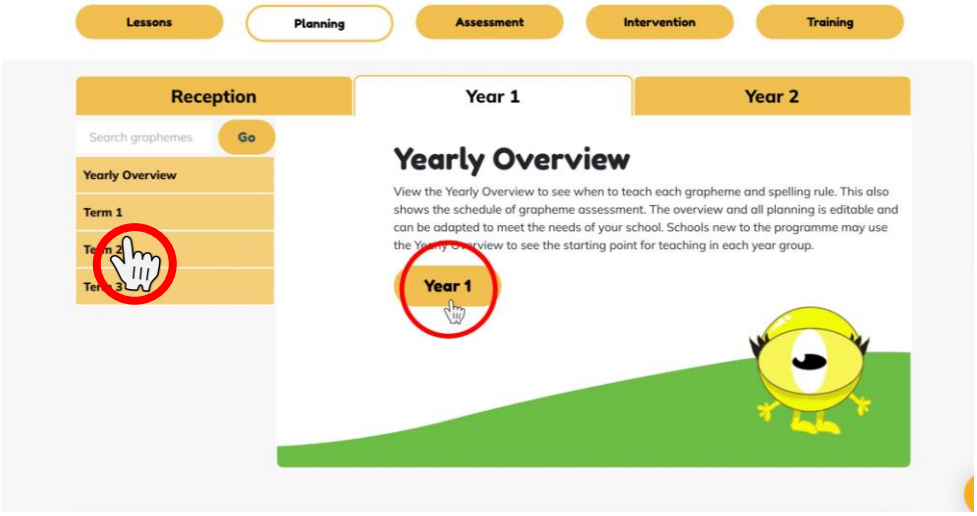
Navigation - Planning

From the Logged in Dashboard, click on the ‘Planning’ tab.

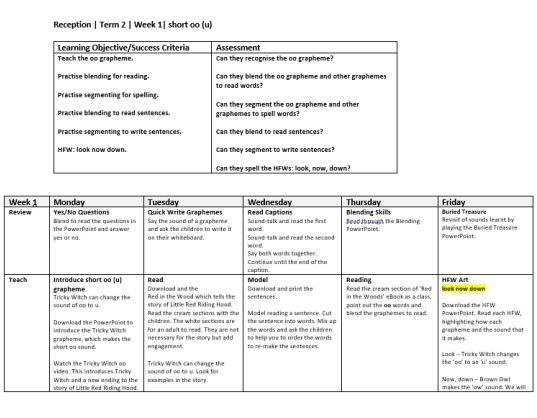
This shows the Year 1 Progression Map and Termly Plans. Click to download the Year 1 Progression Map.



Click on Term 1, 2 or 3 to download the Termly Plans for Year 1.



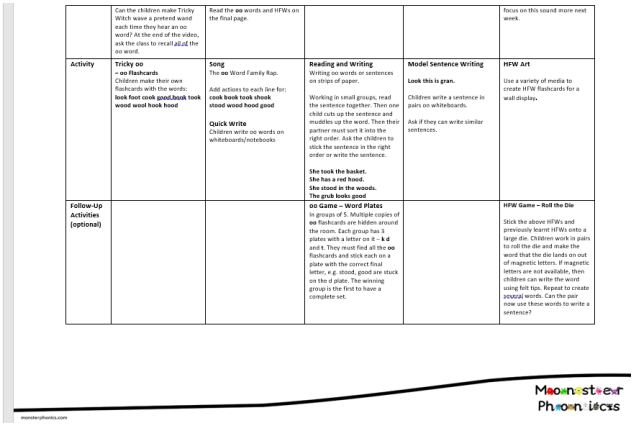
The Termly Plans explain the Review, Teach, Activity aspects each lesson. The Learning Objectives/Success Criteria and how to assess for these is also shown for each week. Use this to support continuous assessment. For each session, identify any pupils that have not met specific Success Criteria. Go to our Intervention section to set up targeted keep up activities for these pupils.



Reception | Term 2 | Week 1| short oo (u)

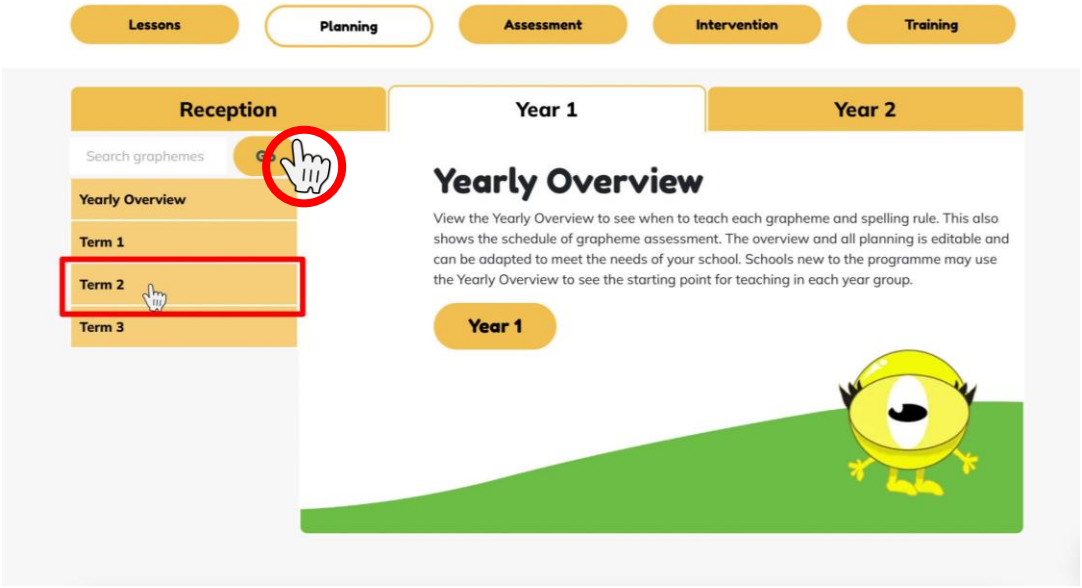
Learning Objective/Success Criteria	Assessment
Teach the oo grapheme. **Practise blending for reading.** **Practise segmenting for spelling.** **Practise blending to read sentences.** **Practise segmenting to write sentences.** **HFW: look now down.**	**Can they recognise the oo grapheme?** **Can they blend the oo grapheme and other graphemes to read words?** **Can they segment the oo grapheme and other graphemes to spell words?** **Can they blend to read sentences?** **Can they segment to write sentences?** **Can they spell the HFWs: look, now, down?**

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Review	**Yes/No Questions** Blend to read the questions in the PowerPoint and answer yes or no.	**Quick Write Graphemes** Say the sound of a grapheme and ask the children to write it on their whiteboard.	**Read Captions** Sound-talk and read the first word. Sound-talk and read the second word. Say both words together. Continue until the end of the caption.	**Blending Skills** Read through the Blending PowerPoint.	**Buried Treasure** Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	**Introduce short oo (u) grapheme** Tricky Witch can change the sound of oo to u. Download the PowerPoint to introduce the Tricky Witch grapheme, which makes the short oo sound. Watch the Tricky Witch oo video. This introduces Tricky Witch and a new ending to the story of Little Red Riding Hood.	**Read** Download and the Red in the Wood which tells the story of Little Red Riding Hood. Read the cream sections with the children. The white sections are for an adult to read. They are not necessary for the story but add engagement. Tricky Witch can change the sound of oo to u. Look for examples in the story.	**Model** Download and print the sentences. Model reading a sentence. Cut the sentence into words. Mix up the words and ask the children to help you to order the words to re-make the sentences.	**Reading** Read the cream section of 'Red in the Woods' eBook as a class, point out the **oo** words and blend the graphemes to read.	**HFW Art** look now down Download the HFW PowerPoint. Read each HFW, highlighting how each grapheme and the sound that it makes. Look – Tricky Witch changes the 'oo' to an 'u' sound. Now, down – Brown Owl makes the 'ow' sound. We will



	Can the children make Tricky Witch wave a pretend wand each time they hear an oo word? At the end of the video, ask the class to recall all of the oo word.	Read the **oo** words and HFWs on the final page.			focus on this sound more next week.
Activity	**Tricky oo** **– oo flashcards** Children make their own flashcards with the words: **look foot cook good book took wood wool hook hood**	**Song** The **oo** Word Family Rap. Add actions to each line for: **cook book took shook stood wood hood good** **Quick Write** Children write oo words on whiteboards/notebooks	**Reading and Writing** Writing oo words or sentences on strips of paper. Working in small groups, read the sentence together. Then one child cuts up the sentence and muddles up the word. Then their partner must sort it into the right order. Ask the children to stick the sentence in the right order or write the sentence. **She took the basket.** **She has a red hood.** **She stood in the woods.** **The grub looks good**	**Model Sentence Writing** **Look this is gran.** Children write a sentence in pairs on whiteboards. Ask if they can write similar sentences.	**HFW Art** Use a variety of media to create HFW flashcards for a wall display.
Follow-Up Activities (optional)			**oo Game – Word Plates** In groups of 5. Multiple copies of **oo** flashcards are hidden around the room. Each group has 3 plates with a letter on it – **k d** and t. They must find all the **oo** flashcards and stick each on a plate with the correct final letter, e.g. stood, good are stuck on the d plate. The winning group is the first to have a complete set.		**HFW Game – Roll the Die** Stick the above HFWs and previously learnt HFWs onto a large die. Children work in pairs to roll the die and make the word that the die lands on out of magnetic letters. If magnetic letters are not available, then children can write the word using felt tips. Repeat to create several words. Can the pair now use these words to write a sentence?

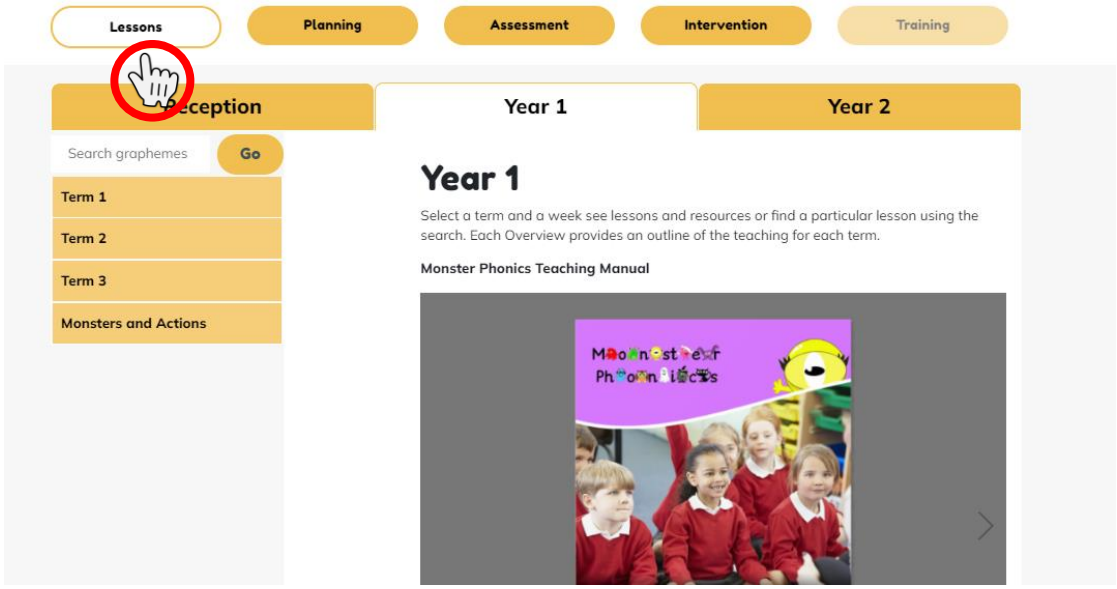
Click on an orange Year Group tab to look at the Progression Map and Termly Plan for Reception or Year 2.



Navigation - Lessons

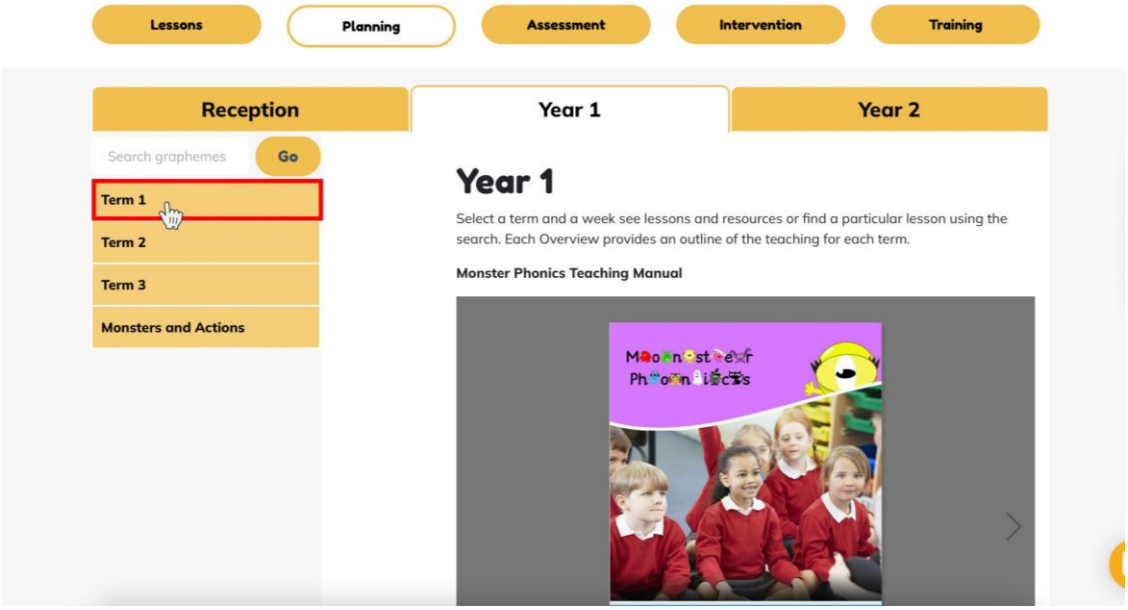
1. If you have just logged in then you can access the lessons and resources to teach the lesson by clicking on ‘Lessons’ on the logged in Dashboard.

You can also access this area from any page within the Monster Phonics Programme by clicking on the ‘Lessons’ tab.

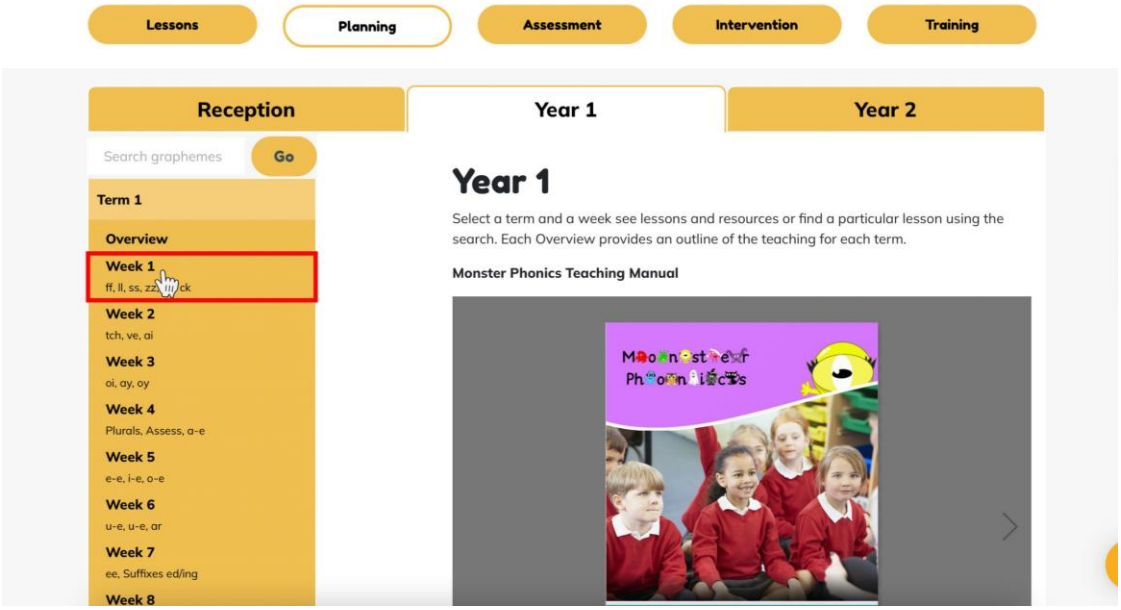


2. Check that you have selected the correct year group – Reception, Year 1 or Year 2. The website automatically shows Year 1. Click ‘Reception’ or ‘Year 2’ if this is required.

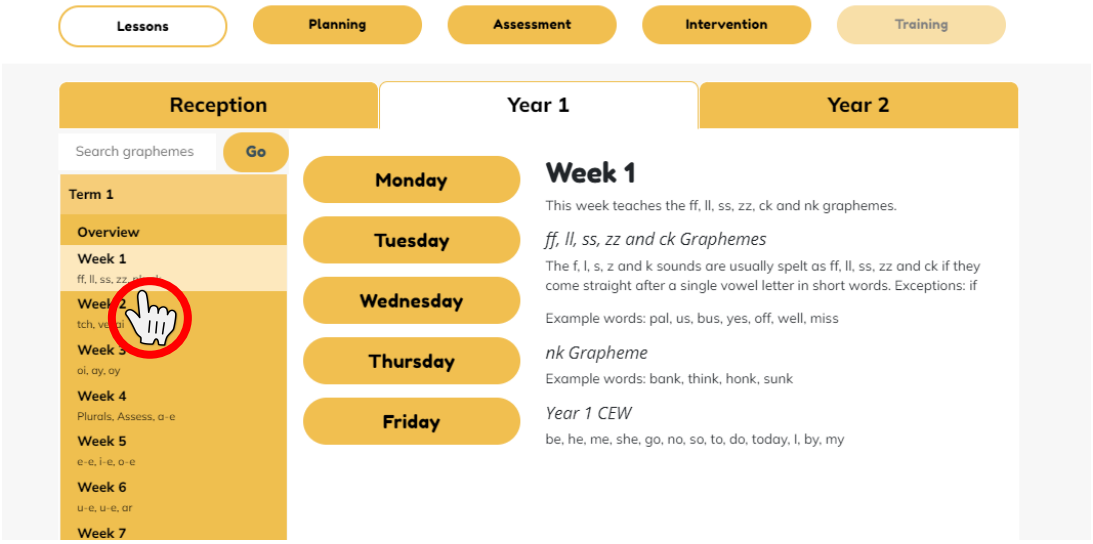
3. Now select the term that you are teaching from the dropdown menu on the left.



4. The focus for teaching is shown for each week. Select the week that you wish to teach.



5. Read the overview of the teaching this week. It is important to refer back to the Termly Lesson Plan for this week of lessons to make a note of the continuous assessment required to determine that the Success Criteria have been met for this week. Next, select a day to teach.



6. Read the plan for the day. Download all resources. Print and prepare resources where necessary.

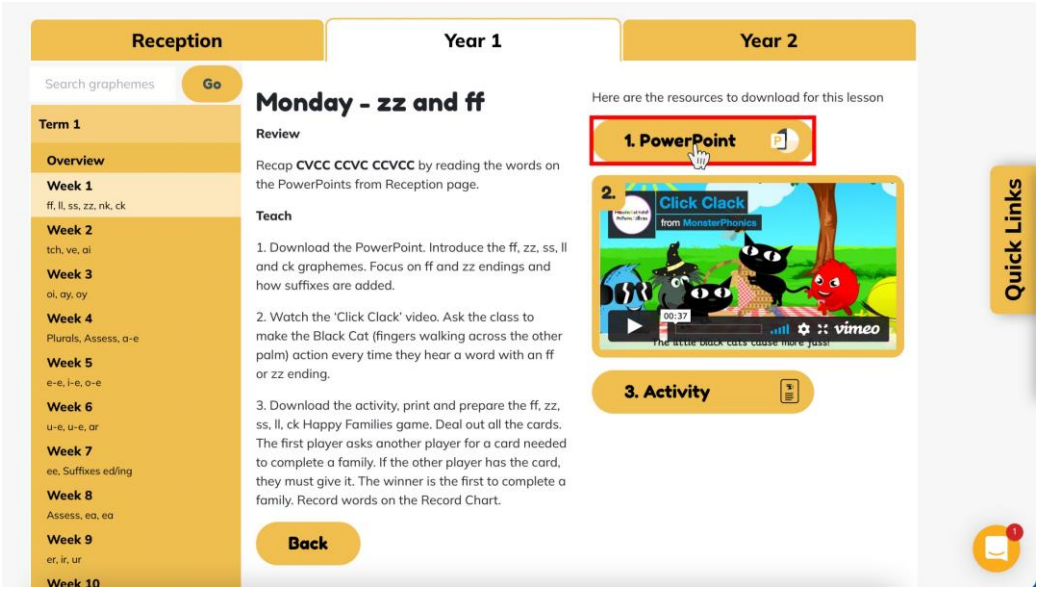
All lessons follow a similar format:
- Review
- Teach
- Activity
- Optional follow-up activities are available

Follow the instructions provided to teach the lesson. Make a note of pupil achievement of the Success Criteria.

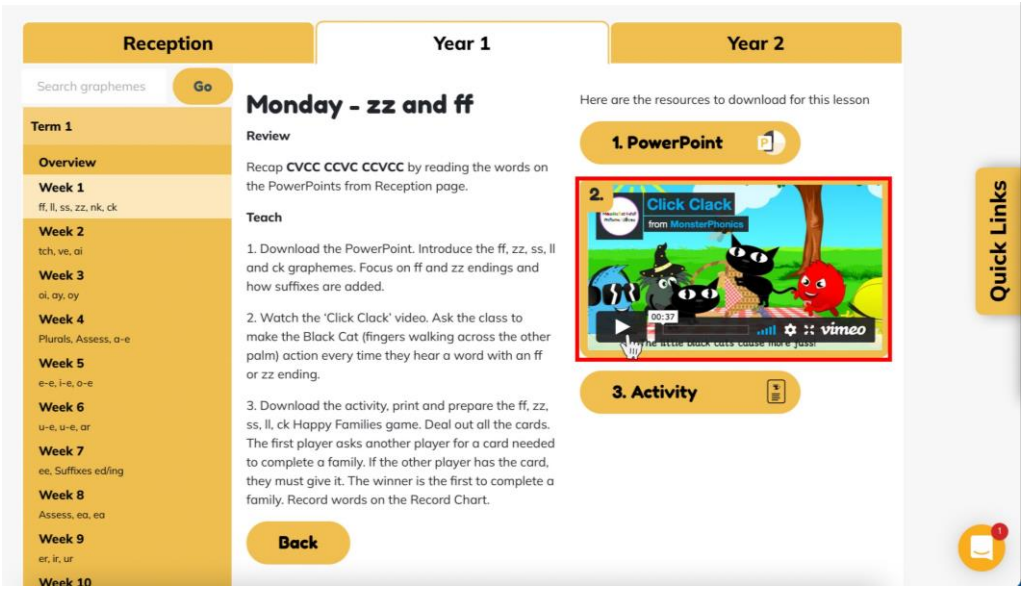
Resources are shown on the right of the screen, in the order in which they are used in the lesson.

The teaching element of the lesson often consists of:

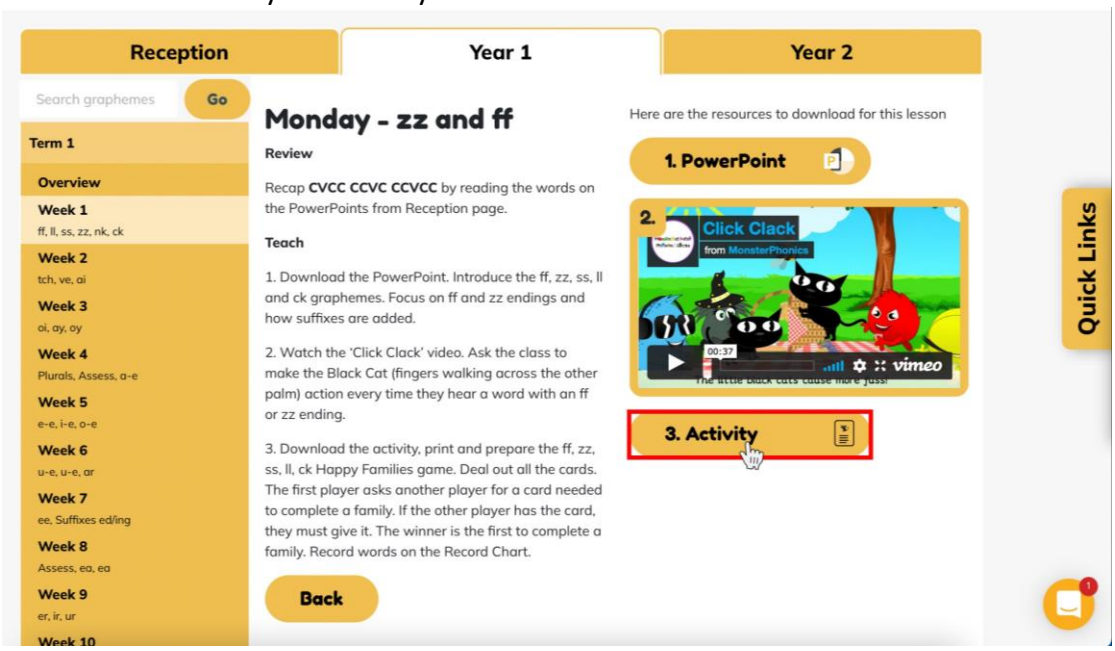
i. PowerPoint introduction



ii. Song video hook. Play the video in the screen. Click to make this full screen.



iii. This is followed by the activity.

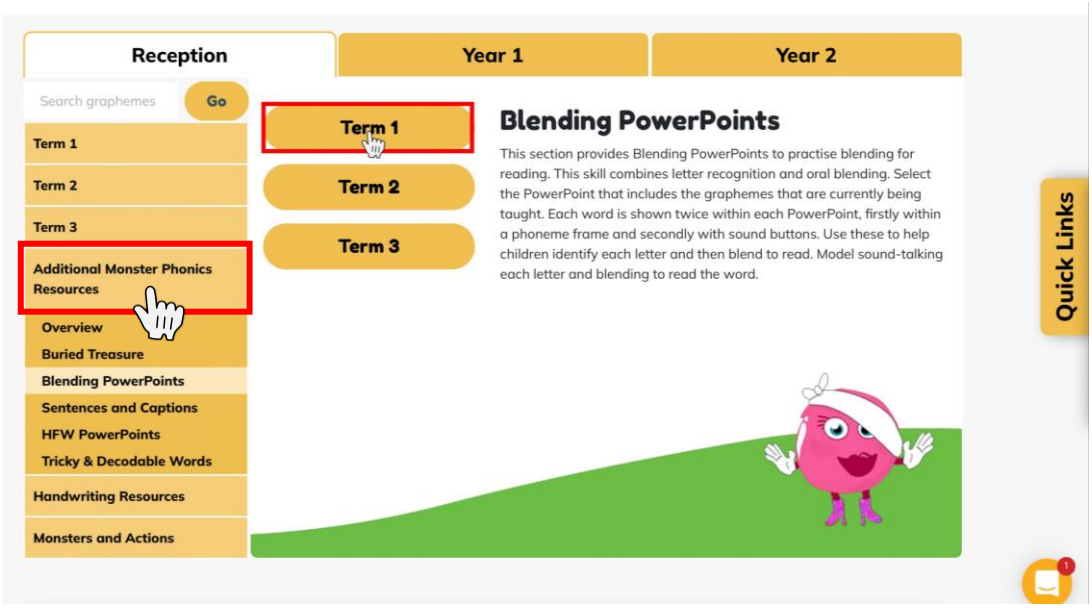


Navigation - Additional Resources

Many additional resources are available within the programme. Here are some examples.

Sets of additional resources are located in the Reception Lessons section. Click ‘Additional Monster Phonics Resources’ section situated in the menu on the left.

Blending and Buried Treasure PowerPoints for all Reception GPCs.

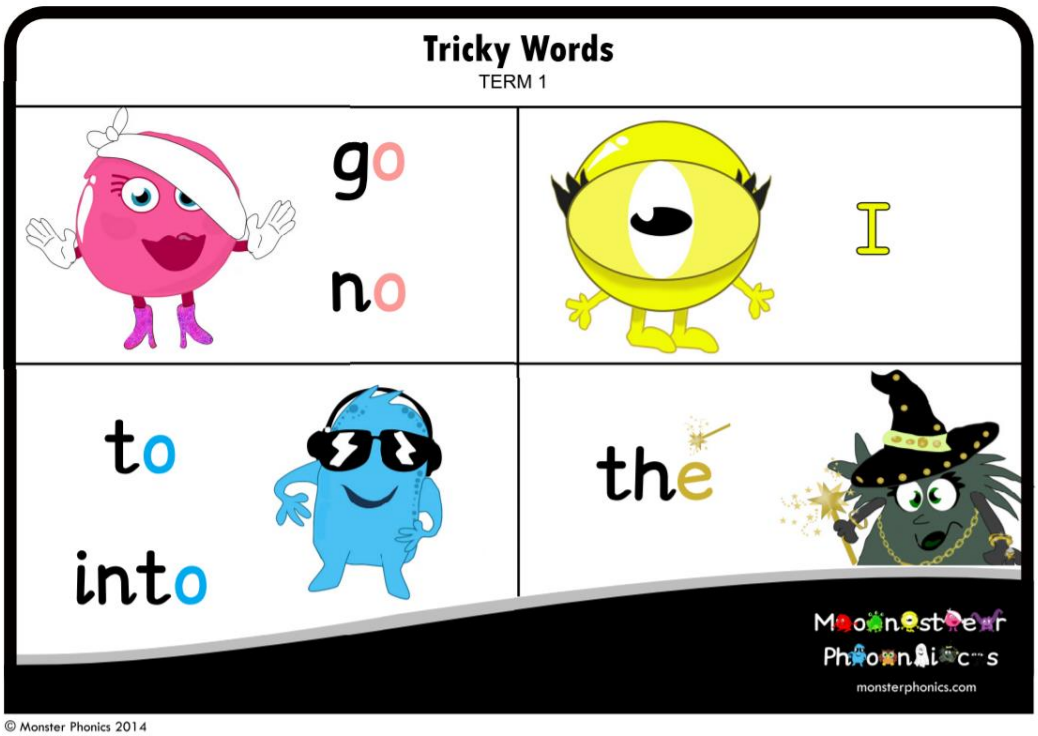


Sentences and Captions PowerPoints and Flashcards

- **HFW PowerPoints**

These are to be used weekly as shown in the Termly Plan. The HFWs are show in a caption or sentence at the end of each PowerPoint.

- **Tricky and Decodable Word Cards**



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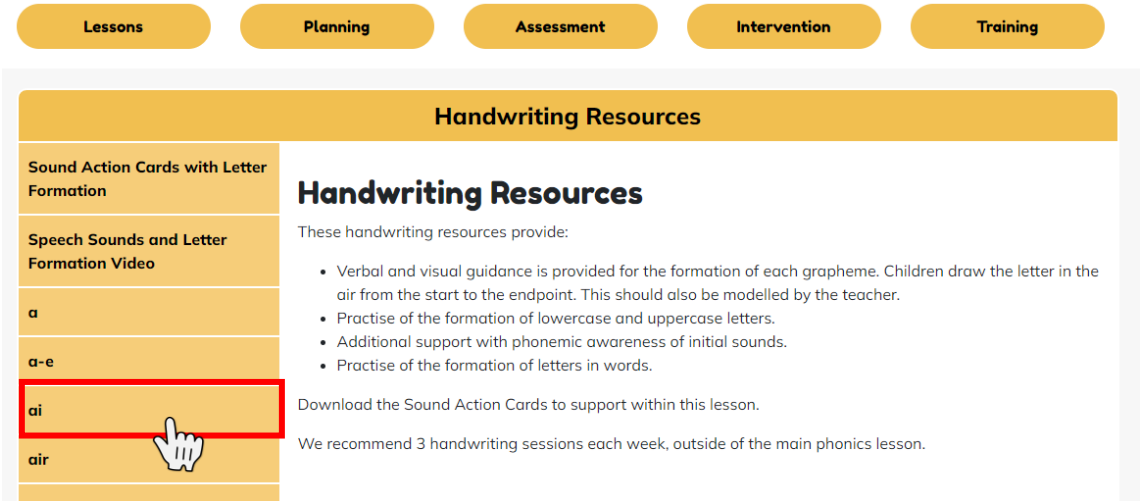
Navigation - Handwriting

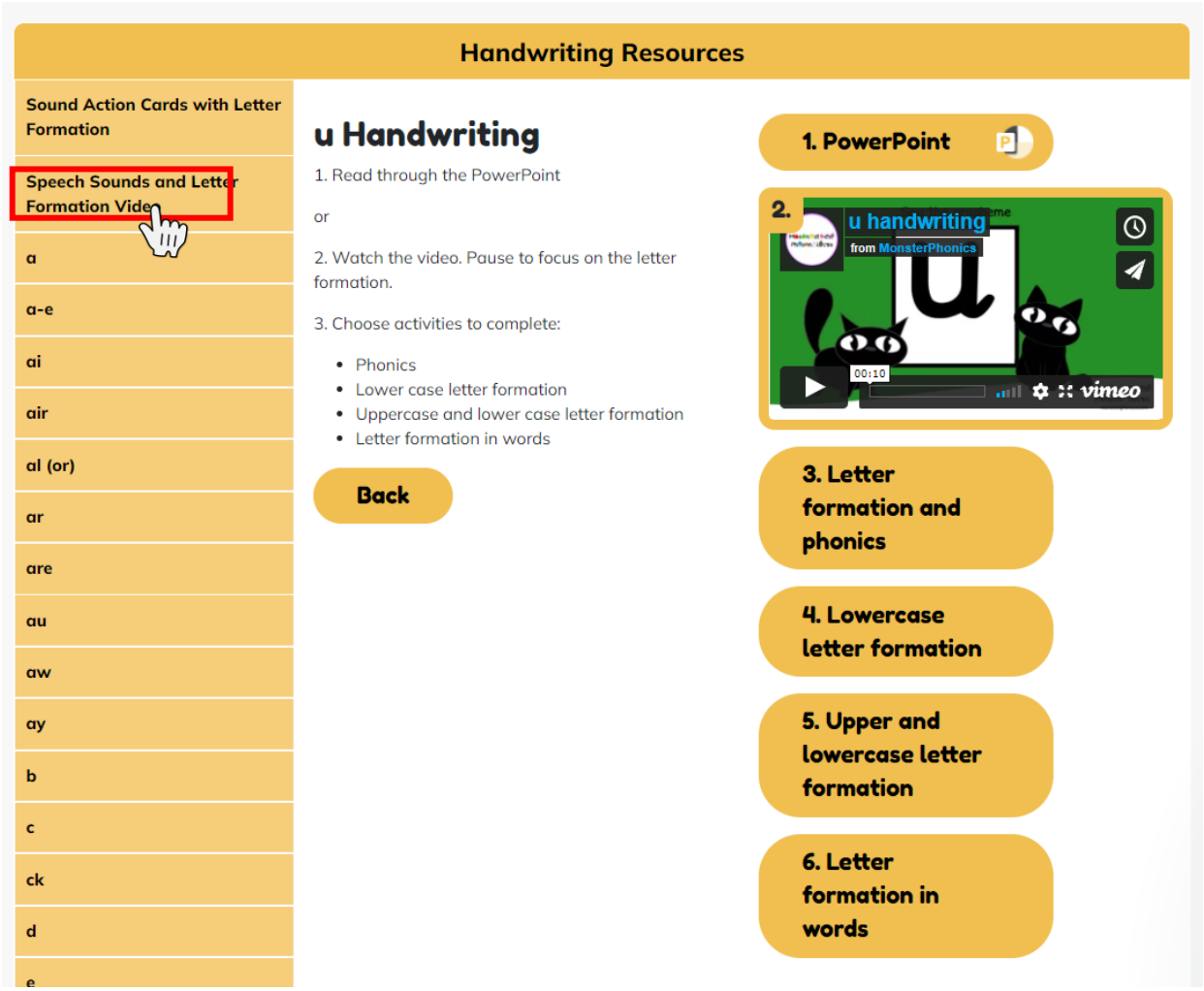
Handwriting Resources are available. These are accessible from the Quick Links section accessible from the tab on the right of the screen. They can also be accessed within the Reception section from the menu on the left.

Handwriting resources can be selected for specific graphemes and include:

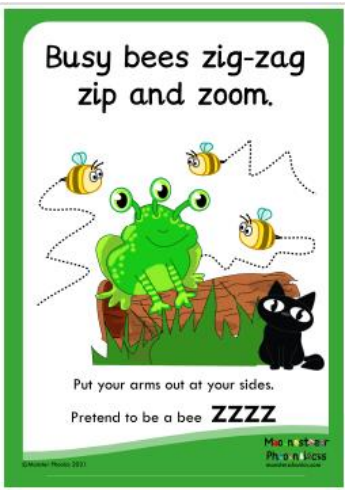
- Verbal and visual guidance for the formation of each grapheme. Children draw the letter in the air from the start to the endpoint. This should also be modelled by the teacher.
- Practise of the formation of lowercase and uppercase letters.
- Additional support with phonemic awareness of initial sounds.
- Practise of the formation of letters in words.



We recommend 3 handwriting sessions each week, outside of the main phonics lesson.



Download the Sound Action Cards to support within this lesson.

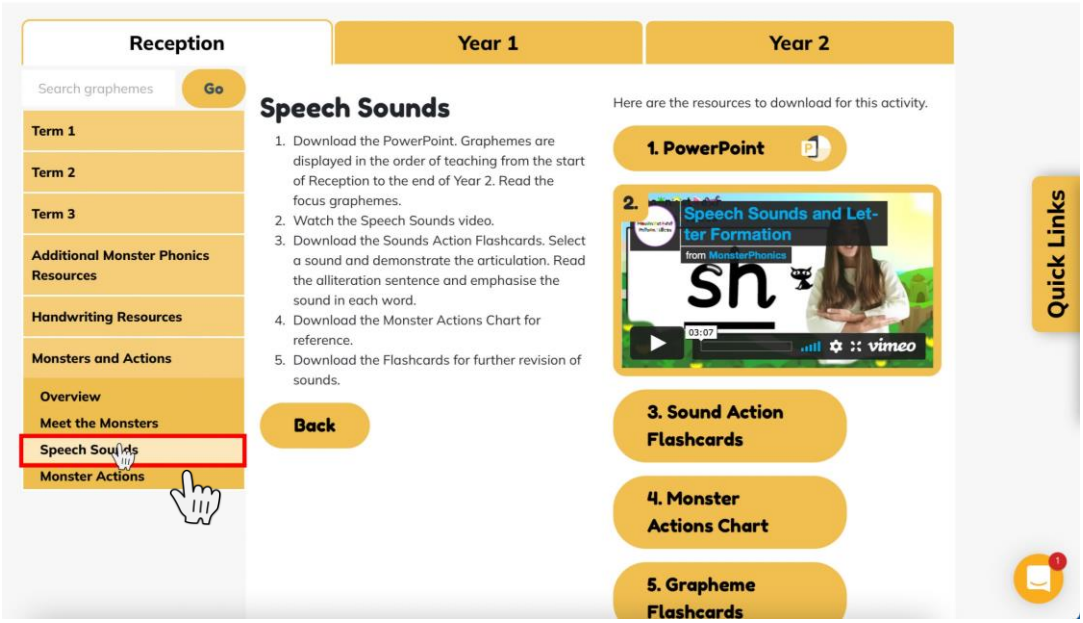


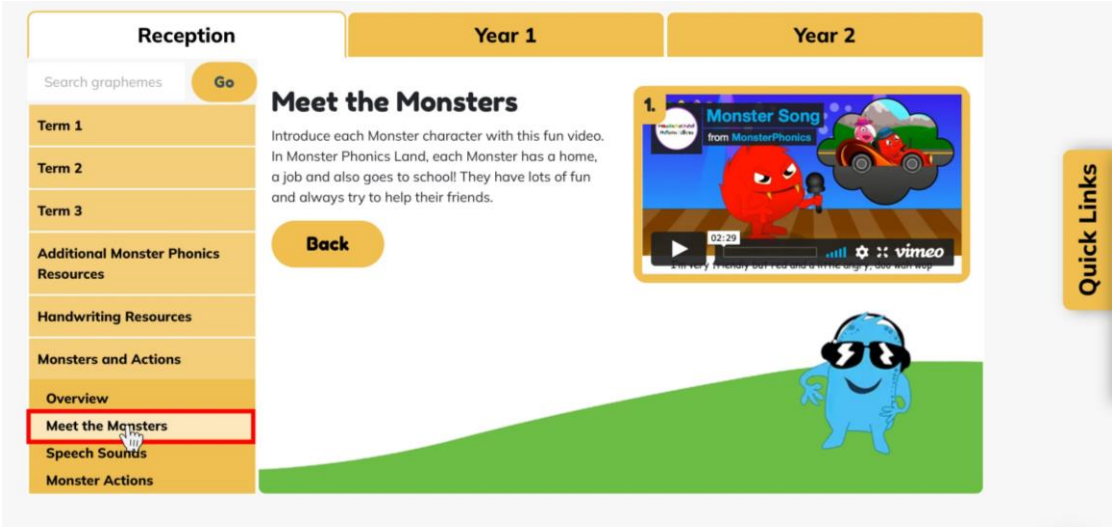
Navigation - Monsters and Actions

This section contains additional resources for the learning of GPCs. It is located at the bottom of the Lessons page for each year group.

Including

- Meet the Monsters





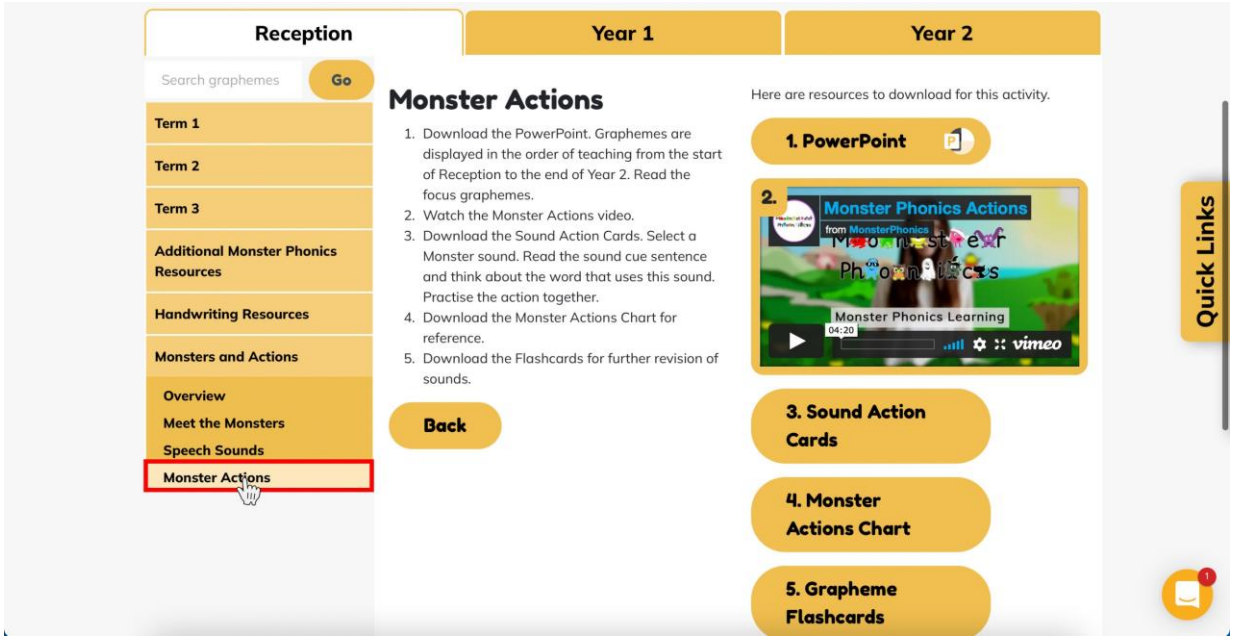
Introduce the monsters to your class with this video.

- Speech Sounds

Teach the letter formation, sounds and the actions of the alphabet and consonant digraphs.

- Monster Actions

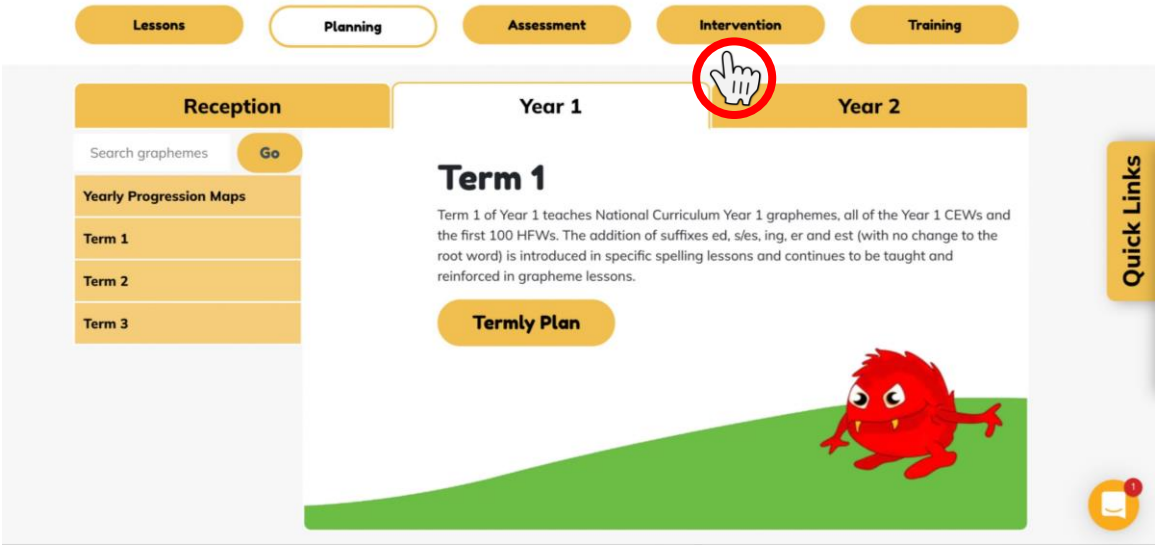
Teach the sounds and actions for each of the monsters and the GPCs which make these sounds.



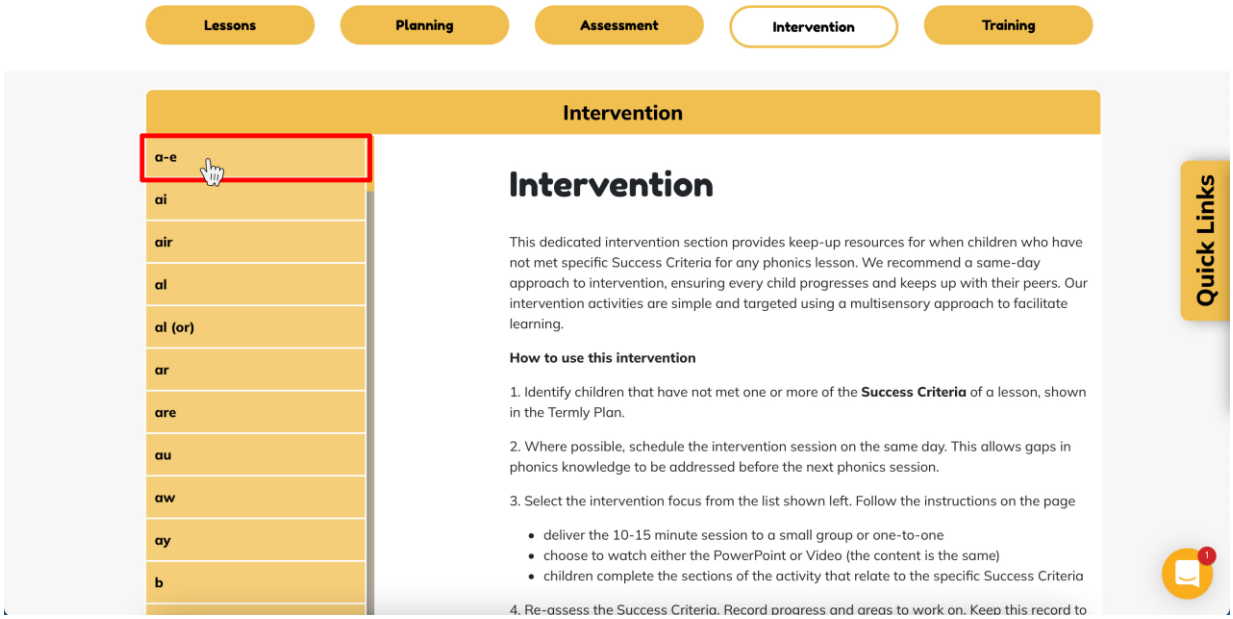
Navigation - Intervention

1. If you have just logged in then you can access the Intervention section by clicking on ‘Interventions’ on the logged in Dashboard.

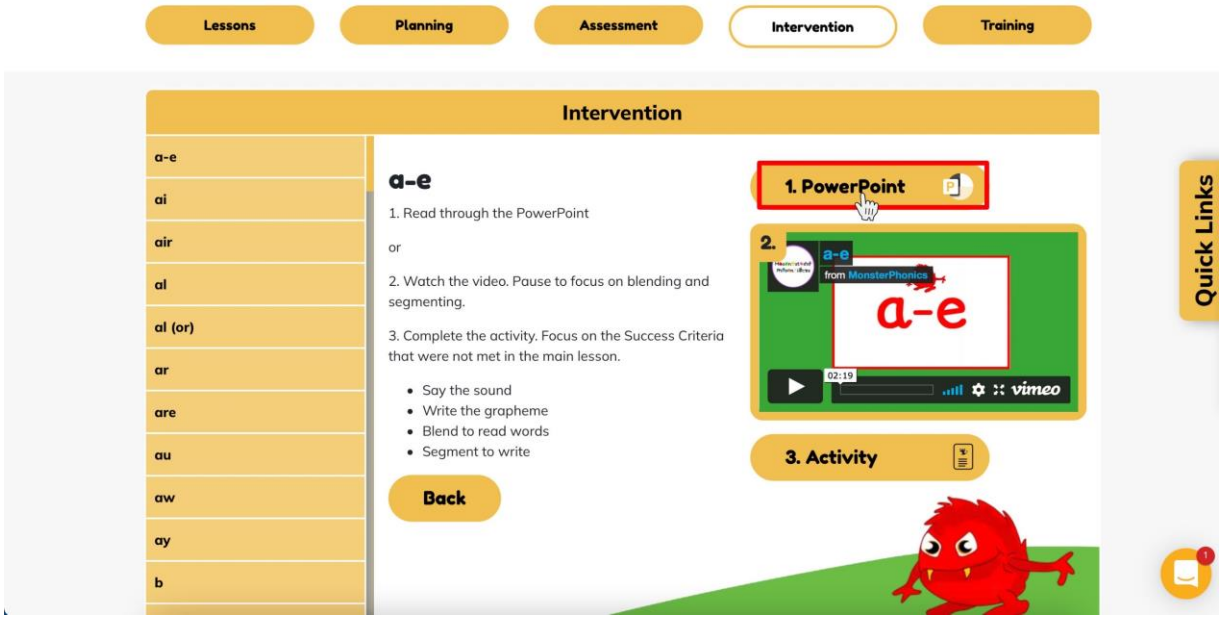
You can also access this area from any page within the Monster Phonics Programme by clicking on the ‘Intervention’ tab.

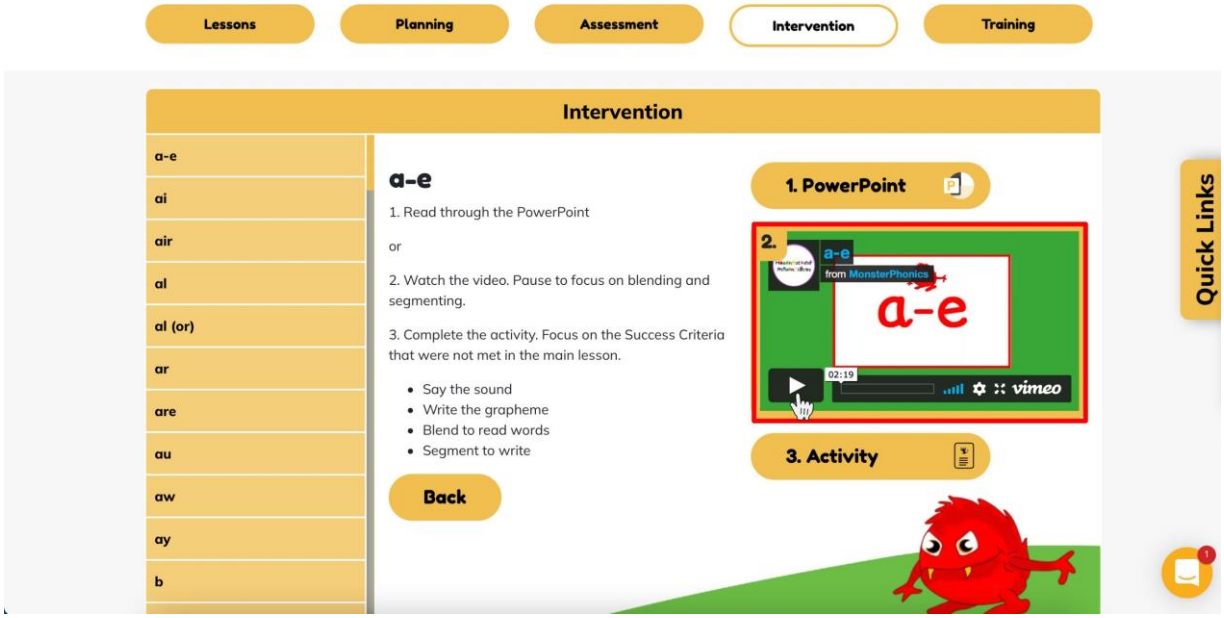


Each separate interventions can be used to accelerate progress and to respond to gap analysis outcomes. Use this intervention for children who have not met specific Success Criteria outlined for each week in the Termly Plan. Scroll the menu on the left of the page to find the focus. GPC.

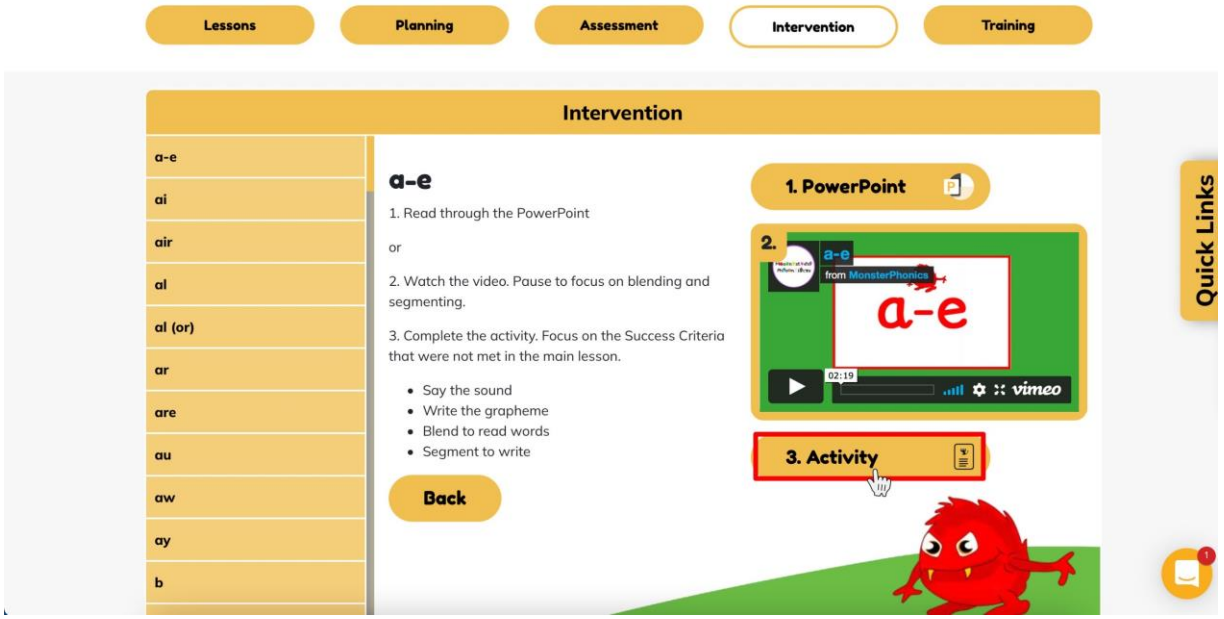


Follow the instructions. Choose either to teach using the PowerPoint or the video. Download the PowerPoint or play the video in the screen. Click to make this full screen. Focus on the identified knowledge and/or skills gaps.





Download the activity. Focus on the identified knowledge and/or skills gaps. Assess again for achievement of the Success Criteria and follow the instructions on the main intervention page regarding next steps.



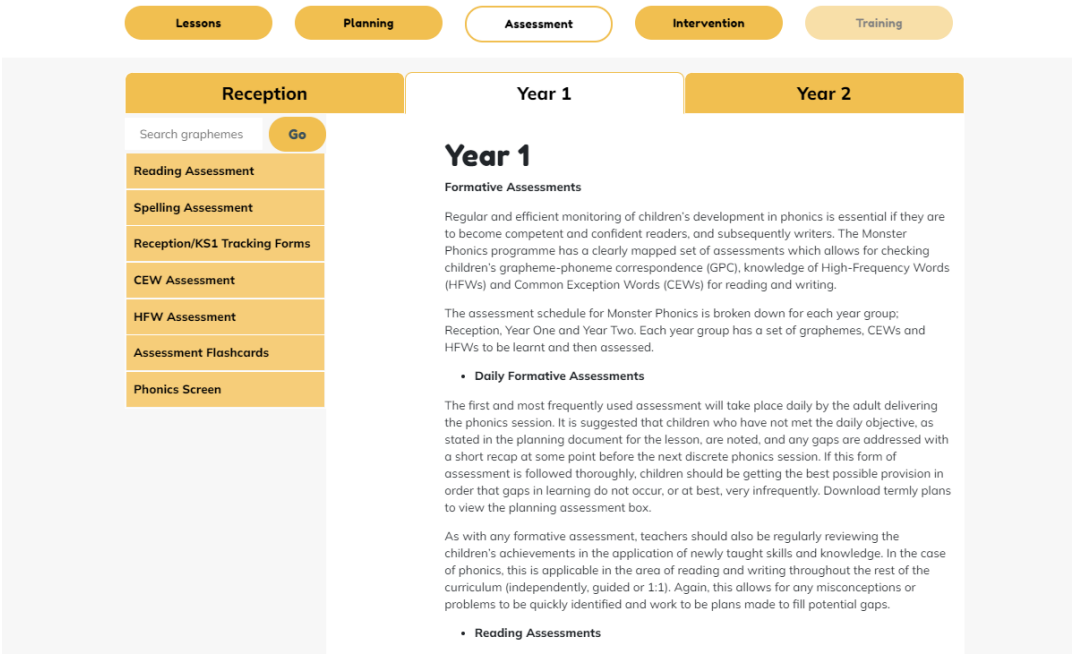
Assessment

1. If you have just logged in then you can access the Assessment section by clicking on ‘Assessment’ on the logged in Dashboard.

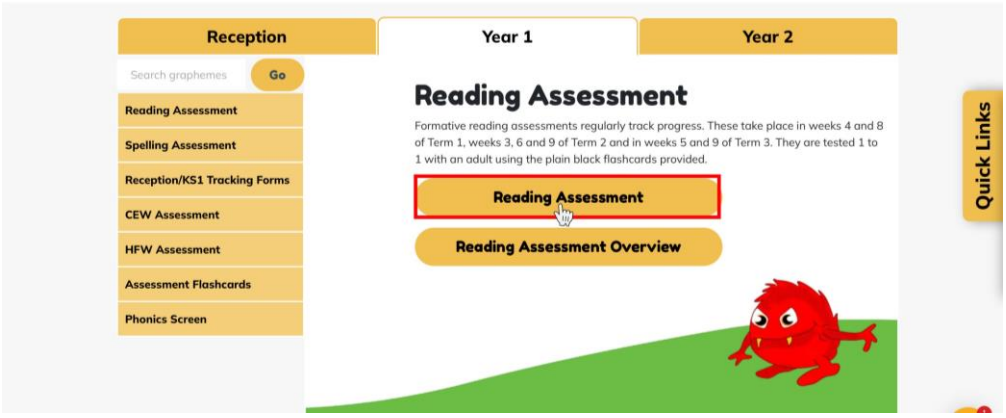
You can also access this area from any page within the Monster Phonics Programme by clicking on the ‘Assessment’ tab.

You will see the Year 1 Assessment section. Click the ‘Reception’ or ‘Year 2’ tabs to see the Assessment section for these year groups.

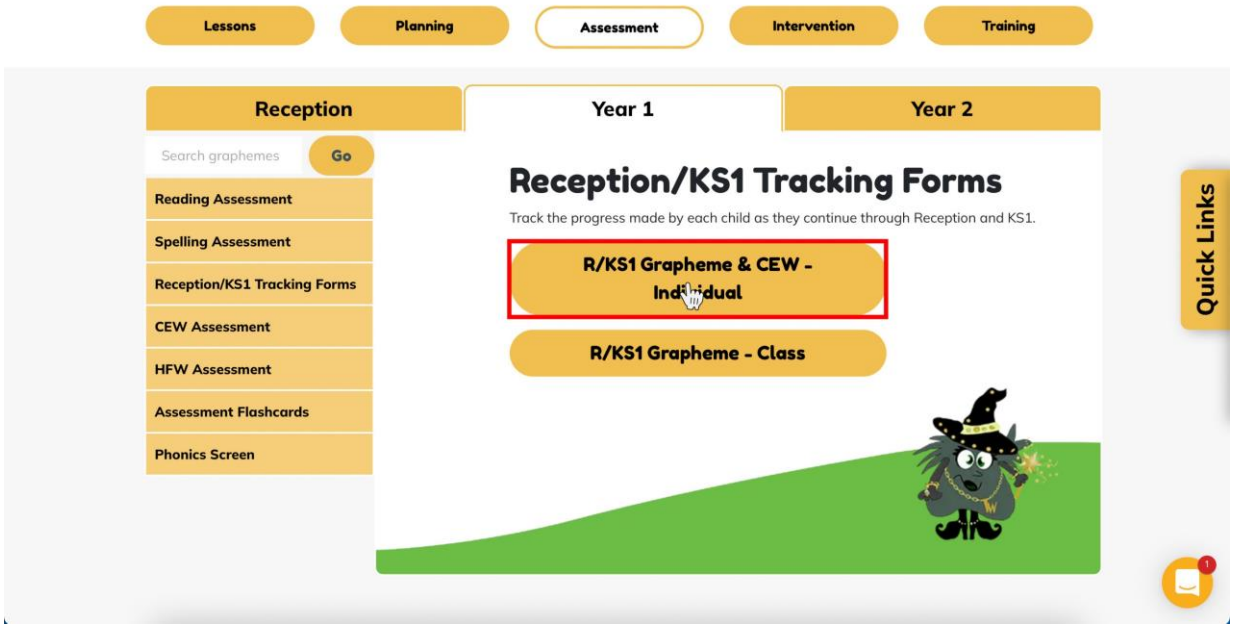
The information on this page explains the different types of assessments, and how and when these take place.



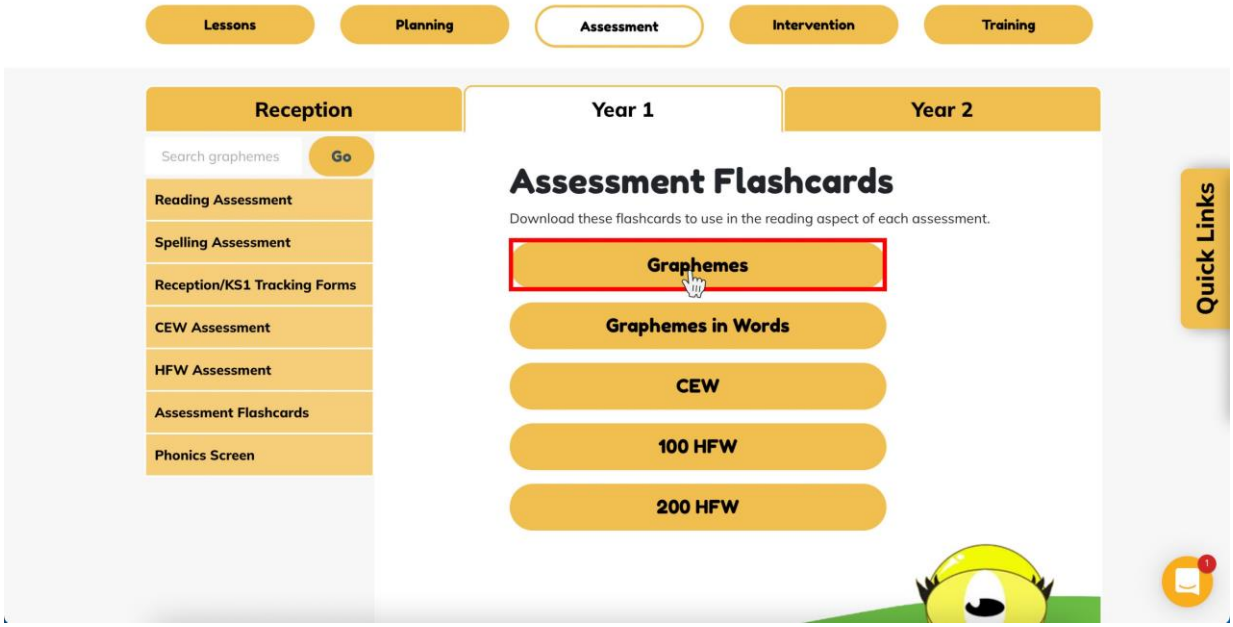
Assessments are available for reading and spelling of GPCs individually and in words, as well as HFWs and CEWs.



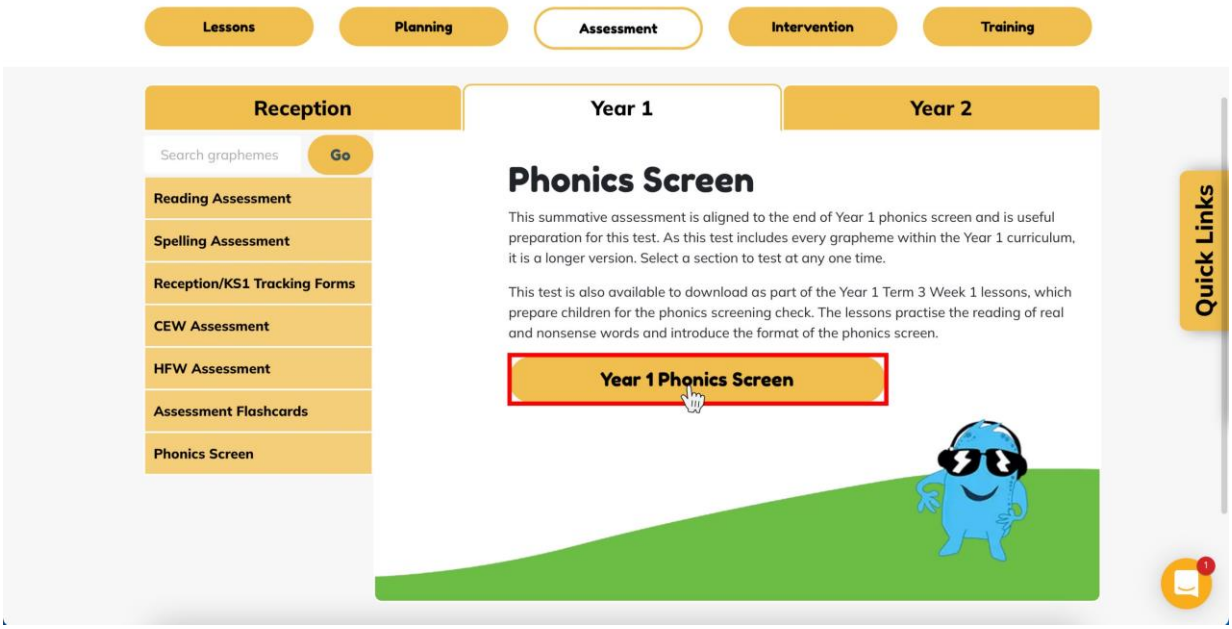
Tracking forms are also available for GPCs, CEW and HFWs for Reception, Year 1 and 2.



Flashcards can be downloaded here for the Reading Assessments.



The Phonics Screen has practice for every GPC taught so far.

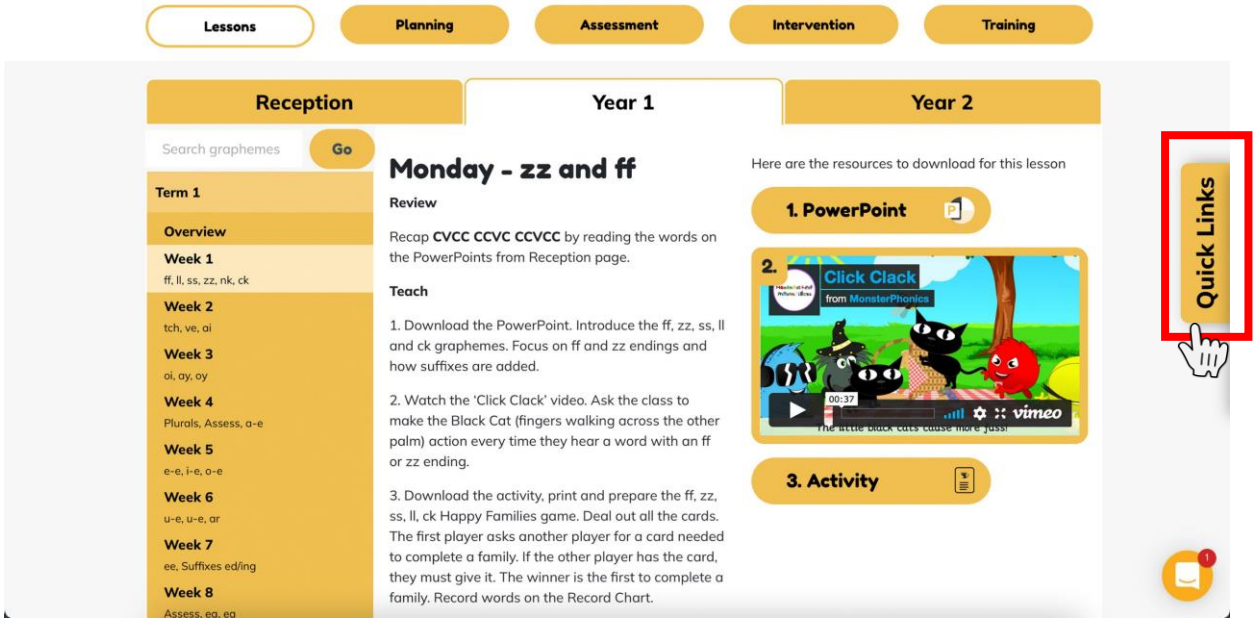


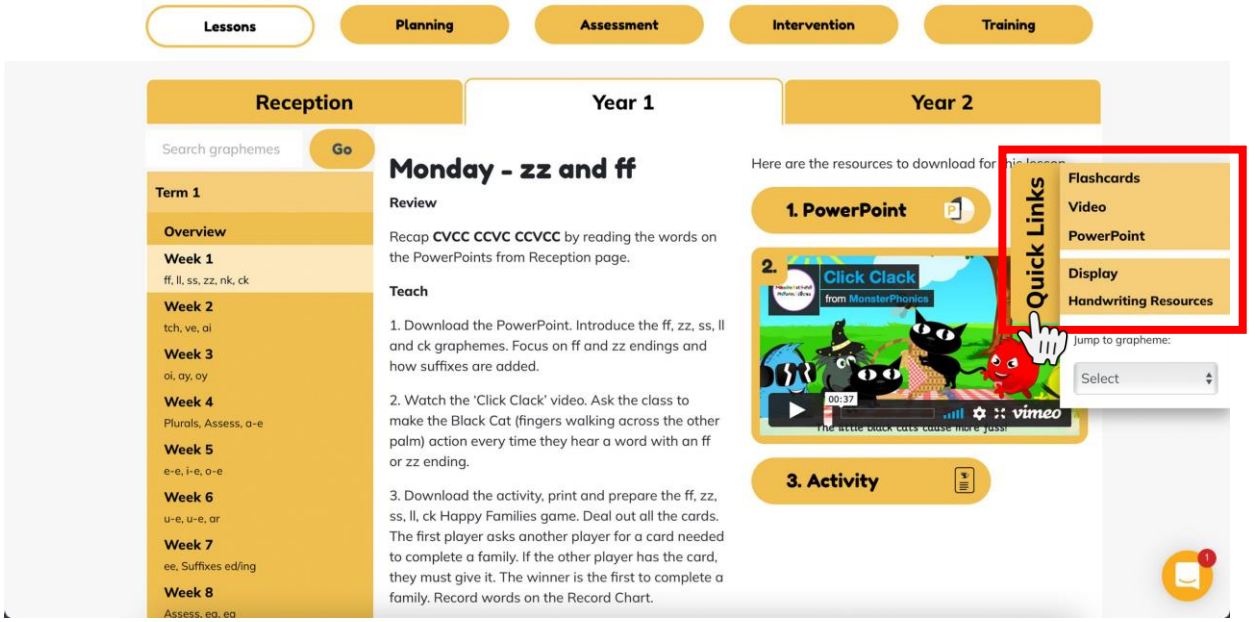
Quick Links to Flashcards, PowerPoints, Video, Display, Handwriting

Flashcards for all GPCs, HFWs and CEWs can be found in the Quick Links. This section can also be used to search for PowerPoints and videos from within the programme.

The Quick Links section can be accessed from the right of the logged in Dashboard.

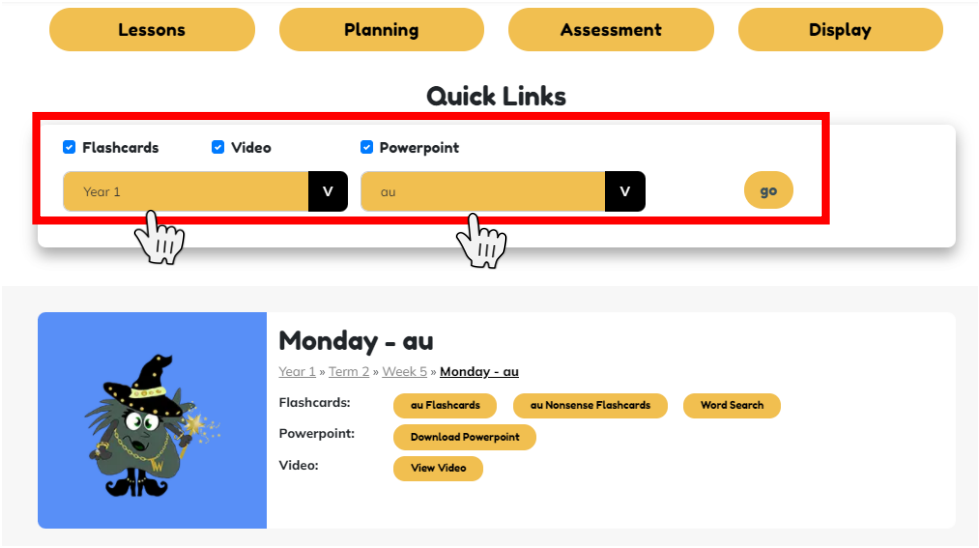
It can also be accessed from any page within the programme by clicking the Quick Links tab to extend out.



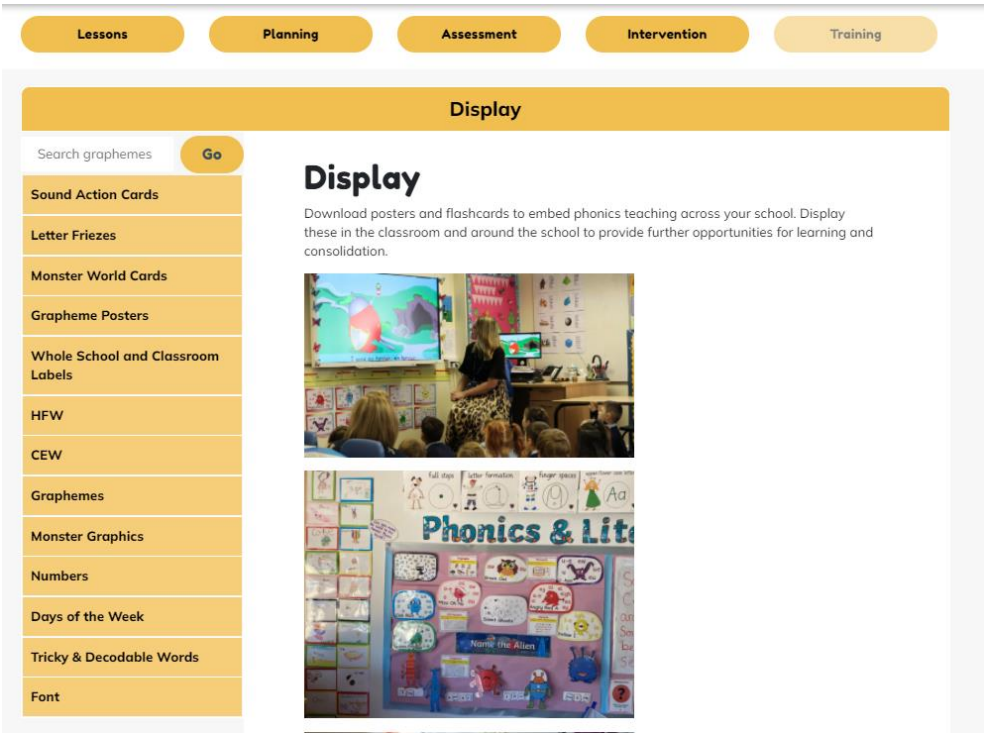


Click on any of ‘Flashcards’, ‘Video’ or ‘PowerPoints’ to search for these.

Select options for what you wish to search for from the next page.



Click on Display to access a vast quantity of useful classroom display items. This helps to embed the programme.


Lessons
Planning
Assessment
Intervention
Training
Display
Search graphemes
Go
Sound Action Cards
Letter Friezes
Monster World Cards
Grapheme Posters
Whole School and Classroom Labels
HFW
CEW
Graphemes
Monster Graphics
Numbers
Days of the Week
Tricky & Decodable Words
Font
Display
Download posters and flashcards to embed phonics teaching across your school. Display these in the classroom and around the school to provide further opportunities for learning and consolidation.
Phonics & Lit
Name the Alien

DECODABLE BOOKS GUIDANCE FOR SCHOOLS

This guidance will explain:
- The structure and an overview of the reading scheme
- How to assign children to the correct stage on the reading scheme
- How to use the decodable books for group and individual reading.

Why use decodable books?

Decodable books encourage children to read using systematic synthetic phonics as the prime approach. When children read decodable books, they are more likely to try to use phonics to decode to read. Studies show that this improves the accuracy of a child's reading and limits the use of less effective reading strategies, such as reliance on pictures or context.

The Progression of Monster Phonics Decodable Books

The progression of the Monster Phonics books is matched to that of the teaching programme. This means that the books introduce new grapheme phoneme correspondences (GPCs) in the same order as the teaching programme, and that the progression within the books is cumulative so children can practise the phonics that they have already learned earlier in their lessons. Each high-frequency word (decodable and common exception word) is also taught in the programme before the children read it in a book. Each book focuses on a key grapheme. Monster Phonics uses colour to help children learn the link between sound and spelling. This significantly improves progress, supporting memory and confidence.

Download the Progression and Alignment document. This shows how reading books match to the main phonics programme and the National Book Bands. The National Book Band colour is marked on the top right on the back page of each book.

Reading Scheme Structure

Reception Books – Stages 1, 2, 3, 3.1 and 3.2

There are 60 books in the Reception stages.

Reception books support the teaching of initial sounds and consonant digraphs to help the fundamental stages of reading. The familiar characters and fun stories engage children in reading. Each Reception book has an optional section for an adult to read at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to help bring the story to life.

Stages 1, 2 and 3 focus on blending the letters and the consonant digraphs.
Stage 3.1 practises digraphs and trigraphs.
Stage 3.2 practises reading CVC+ words.

Reception Books - Stage 1 -3

	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9	BOOK 10
STAGE 1	satp	i	n	m	d	g	o	c	k/ck	e
STAGE 2	u	r	h	b	f/ff	l/ll	s/ss	j	v	w
STAGE 3	x	y	z/zz	qu	ch	sh	th	ng	ure	Monster Story CVC+
STAGE 3.1	oo	ar	oo	ow	ee	ur	ai	or	oa	er
	igh	air	oi	ear	ure					
STAGE 3.2	cvcc	cvcc	ccvc	ccvc	ccvc + previous graphemes	ccvc + previous graphemes	ccvcc	ccvcc + polysyllabic words	ccvcc + polysyllabic words	ccvcc + polysyllabic words
	ccvcc + polysyllabic words	ccvcc + digraphs	ccvcc + polysyllabic	ccvcc + polysyllabic	ccvcc + polysyllabic					

Year 1 Books – Stages 4, 5, 6, 7 and 8

There are 50 books in the Year 1 stages.

Stories are matched to the Year 1 graphemes in the KS1 curriculum. Stages 4, 5, 6, 7 and 8 focus on digraphs (including split digraphs) and trigraphs

Using colours to help children learn the link between sounds and spellings, Monster Phonics significantly improves progress. The phonics focus words and high-frequency word practice boxes at the start of each book, along with the questions at the end of each story, help aid children's development and comprehension skills.

Year 1 Books - Stage 4- 8

STAGE 4	Monster Story CVC+	ff zz ss ll ck	nk	ch	v	ai	oi	ay	oy	a-e
STAGE 5	e-e	i-e	o-e	u-e (oo)	u-e (U)	ar	ee	ea (ee)	ea (e)	er
STAGE 6	ir	ur	oa	oo (tricky)	oo (oo)	oe	ou	ow (o)	ow (ow)	ue (oo)
STAGE 7	ue (U)	ew	ew	ie (I)	ie (E)	igh	or	ore	aw	au
STAGE 8	air	ear (long e-r)	ear (air)	are	y	ph	wh	e (CEW)	o (CEW)	Monster Story recap

Year 2 Books – Stages 9 and 10

There are 20 books in the Year 2 stages.

Stories are matched to the Year 2 graphemes in the KS1 curriculum. Stages 9 and 10 focus on digraphs and trigraphs.

The phonics focus words and high-frequency word practice boxes at the start of each book, along with the questions at the end of each story, help aid children's development and comprehension skills.

Year 2 Books - Stage 9- 10

STAGE 9	dge	g	c	kn	gn	wr	le	il	el	al
STAGE 10	y	al (or)	o (U)	ey	w-a (o)	w-or (er)	w-ar (or)	s (zsh)	ti (sh)	i (CEW)

MONSTER PHONICS
Reading Scheme Structure

Reception Books - Stage 1 -3

	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9	BOOK 10
STAGE 1	satp	i	n	m	d	g	o	c	k/ck	e
STAGE 2	u	r	h	b	f/ff	l/ll	s/ss	j	v	w
STAGE 3	x	y	z/zz	qu	ch	sh	th	ng	ure	Monster Story CVC+
STAGE 3.1	oo	ar	oo	ow	ee	ur	ai	or	oa	er
	igh	air	oi	ear	ure					
STAGE 3.2	cvcc	cvcc	ccvc	ccvc	ccvc + previous graphemes	ccvc + previous graphemes	ccvcc	ccvcc + polysyllabic words	ccvcc + polysyllabic words	ccvcc + polysyllabic words
	ccvcc + polysyllabic words	ccvcc + digraphs	ccvcc + polysyllabic	ccvcc + polysyllabic	ccvcc + polysyllabic					

Year 1 Books - Stage 4- 8

STAGE 4	Monster Story CVC+	ff zz ss ll ck	nk	ch	v	ai	oi	ay	oy	a-e
STAGE 5	e-e	i-e	o-e	u-e (oo)	u-e (U)	ar	ee	ea (ee)	ea (e)	er
STAGE 6	ir	ur	oa	oo (tricky)	oo (oo)	oe	ou	ow (o)	ow (ow)	ue (oo)
STAGE 7	ue (U)	ew	ew	ie (I)	ie (E)	igh	or	ore	aw	au
STAGE 8	air	ear (long e-r)	ear (air)	are	y	ph	wh	e (CEW)	o (CEW)	Monster Story recap

Year 2 Books - Stage 9- 10

STAGE 9	dge	g	c	kn	gn	wr	le	il	el	al
STAGE 10	y	al (or)	o (U)	ey	w-a (o)	w-or (er)	w-ar (or)	s (zsh)	ti (sh)	i (CEW)

Book Structure

The Monster Phonics characters and books are very popular in schools. The books are highly engaging. Each Reception book also has an optional section for an adult to read at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to bring the story to life. The books gradually increase in length and complexity as the scheme progresses to match the reading level. This continues to support engagement and helps to captivate interest as children mature.

Keyword practice boxes at the start of each book give children an opportunity to practise decoding words form the story prior to reading it. This enables them to read the book with confidence. Stories include 'wow words' and centre around the popular monster characters. Each book has a set of questions to develop comprehension skills. They encourage discussions around inference, vocabulary, and language comprehension.

Placement Procedure

Children should practise reading using books in which 90% of the words are read accurately and with fluency. This ensures that children practice the skills of reading with confidence. Our Placement Procedure is a simple assessment to match children's secure phonic knowledge to the correct level book.

1. Determine the furthest GPC in the programme at which the child's phonics knowledge for reading is secure by examining the results of the most recent Formative Reading Assessment and the Success Criteria from recent Lesson Plans.
2. Use the Placement Chart to match the most recently secured GPC to the appropriate decodable reading book.
3. Check that the child can read the phonics keywords and HFWs for that book.
4. If 90% or more words are read fluently and accurately, start the reading scheme at this point. If not, look further back in the Placement Chart. Find the point in the Placement Chart at which the child can read the phonics keywords and HFWs with 90% fluency and accuracy.

Using the Decodable Books

We recommend that Monster Phonics Books are used in your normal guided reading sessions each week then sent home.

Guided Reading

Organisation and Resources

Use the results of the Placement Procedure to allocate children with a similar level of phonics knowledge to a guided reading group. Your guided reading groups may be uneven in size and can be updated throughout the year to reflect assessment as children progress at different rates. Guided Reading helps children to practice their reading at an appropriate level in a structured situation with support if required.

We recommend 3 timetabled sessions of guided reading each week. The same book is read in each of these sessions.

The phonics focus words and HFWs are located at the start of each book. Each book also includes comprehension questions. We recommend that you have grapheme flashcards for the Phonics Revisit and Preview section below. Have sticky notes available to record new or interesting vocabulary or words or GPCs where support was required to read.

Focus words

fat	fun	fin	off	huff	puff
get	bus	bucket	big	cod	kick

High-frequency words

the	is	oh	no	off
to	and	I	of	on

Phonics Revisit and Preview

1. Use the grapheme flashcards to preview recently taught GPCs. Show the card and encourage children to say the sound. Now show the focus grapheme. The children say the sound. Make a note of the recognition and recall of GPCs.

The children read the phonics focus words that use this grapheme in the table at the start of the book. Read together and individually in different ways. For example, read the words in different directions or by reading similar words together, such as cake, take, rake. Make a note in the Monster Phonics Guided Reading Record Sheet of the fluency of reading of the phonics focus words. Can each child decode the phonics focus words?

Repeat this activity for the HFWs. Record any difficulties with fluency in reading.

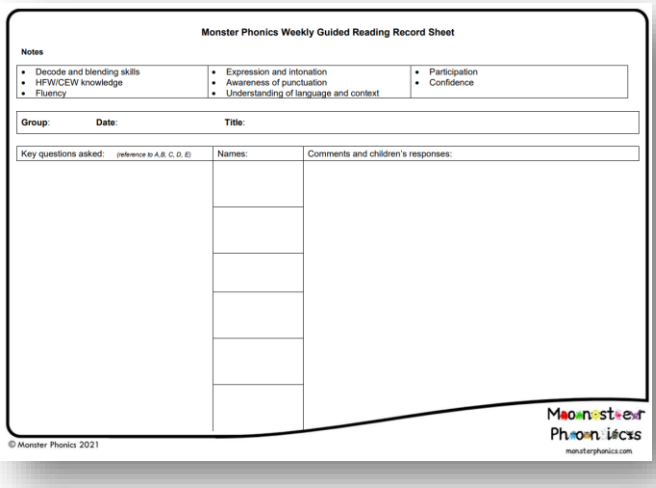
2. Before reading the story, look through the book. Identify the main characters and the setting and talk about what the story might be about. Use this as an opportunity to highlight and discuss any unknown vocabulary.

Reading

1. Model the reading of a short section of the story. Remind the children how to sound talk and blend sounds to read unknown words:
- See the word
- Say the sound of each grapheme
- Blend the sounds to read the word.

2. Each child has a copy of the book. Read the book as a group. This may take different forms, which may vary within a session or from session to session.
- All of the group read the book together, each child tracking with a finger
- Children read with their partner
- Individually where appropriate to ascertain decoding skills

Listen in as the children read and make notes on the Monster Phonics Guided Reading Record Sheet. Record:
- Ability to decode and blend
- CEW knowledge
- Fluency
- Expression and intonation
- Understanding of punctuation
- Understanding of language and context
- Participation
- Confidence



Monster Phonics Weekly Guided Reading Record Sheet

Notes

• Decode and blending skills • HFW/CEW knowledge • Fluency	• Expression and intonation • Awareness of punctuation • Understanding of language and context	• Participation • Confidence

Group: Date: Title:

Key questions asked: (reference to A,B, C, D, E)	Names:	Comments and children's responses:

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[Download]

Comprehension

1. The group discuss and re-tell the story.

2. Read the comprehension questions to the group. In Year 1 and 2 books, comprehension questions appear at the end of the book. In Reception books, they appear at the start under 'Things to think about before reading the story'. Make a note of any significant comments on inference and understanding of the story and language on the record sheet.

Questions

1. What did the monsters do in the snow?

2. What did *Miss Oh No* forget?

3. Why couldn't the monsters see *Bow*?

4. Why did *Bow* look sorrowful?

Home Reading

At the end of the week, we recommend sending the book home for the children to further practise reading. As each child has already practiced the book in school, we recommend that they independently read the book to an adult at home, receiving support where necessary. The adult completes the Home Reading Diary.

In addition to the independent reading of decodable books, we suggest that children are given an additional non-decodable book, chosen from a range of other quality books to share at home. This can either be read to or with them. This is useful for extending vocabulary, topic knowledge and story structure. Providing as many reading opportunities as possible creates a love of reading for pleasure.

Parents and caregivers are invited to attend a live online Parent Phonics Session that is delivered to all of our schools. These sessions explain how children use phonics to read. Parents are able to ask experienced teachers questions about how to support their child with their reading.

Progress Checks

Repeat the placement procedure after the next formative reading assessment. Adjust the guided reading groups so that each group consists of children with similar secured phonics knowledge for reading.
If any of the children have not met the expected progress, allocate additional reading intervention.
1. Provide additional daily reading opportunities for further decoding practice.
2. Use the assessment to determine the knowledge and skills gaps to target. Intervention activities can be found in the Intervention Section.

For further guidance on using our decodable books, watch the following video:

Training

Monster Phonics is committed to providing continuous, high-quality training, to all those leading or delivering phonics. Our training covers all aspects of phonics, as well as helping all involved navigate through the Monster Phonics content, to ensure high quality teaching to all, and overall school fidelity to the programme.

All staff are supported through our training programme to navigate the Monster Phonics Programme, including our decodable books and our dedicated intervention programme of work, to help those in need of support.

Training takes place via online or face to face sessions, depending on a school's need. Schools subscribe to our training for the duration of their membership, with the content available throughout, enabling teachers to access it every day. All schools have access to a dedicated trainer, whose purpose is to ensure school fidelity to the programme, successful implementation to all relevant staff, and improvement in overall phonics knowledge and teaching.

Our training programme is mandatory as it is an essential element of an SSP programme and is key to ensuring that schools effectively implement Monster Phonics with fidelity. This continuous professional development in the teaching of phonics and reading results in a high level of skill and expertise which supports pupil progress and school improvement.

Both the training packages offered include our online training series, consisting of 26 modules over 3 levels of training, as well as face to face training with one of our expert trainers. Training assessment ensures that teaching staff complete the training having secured extensive knowledge in all aspects of the teaching of phonics and reading.

"The training programme is very comprehensive. It is broken down into manageable chunks and the videos of lessons in action are very helpful, particularly the guidance on decodable books and guided reading."
Rachael Glenn, Phonics Lead, Kingsley Community School

"Toni, our allocated trainer is excellent. Her expertise and passion for phonics shine through. There was a buzz around the whole school after our welcome meeting. The training programme was clear, concise and easy to follow."
Vicky Leah, Phonics Lead, St Oswald's Primary School

At Monster Phonics, we are recruiting new trainers all the time, to ensure we provide the correct ratio of trainers to schools. Each school builds a direct relationship with a dedicated trainer, who is on-hand to help with the successful implementation of our programme.

If you would like to join our team on a full or part time basis, please contact us at info@monsterphonics.com.

Training Packages and Pricing

Our training packages are available for 3-Year and 1-Year Subscriptions

Training Package 1

For 3 Years - £349 in the first year, £150 in the second year, £150 in the third year

For 1 Year - £349

- Full access for all staff to our comprehensive online training programme for the duration of your membership
- Our training programme comprises of three levels, including 40+ videos, a dedicated trainer assigned to your school, and assessments for staff
- Level 1 for all staff, focuses on teaching phonics and explains the Monster Phonics system
- Level 2 for all staff focuses on how to teach using Monster Phonics and what this looks like in the classroom
- Level 3 for the SLT helps further embed Monster Phonics in the school, self-evaluation and school improvement plan
- At the end of levels 1 and 2, assessments are taken, facilitating staff progress against required knowledge and skills to teach phonics and reading
- Your school is assigned a dedicated trainer, to support staff every step of the way
- This package also includes a Parent Webinar for helping parents support their children at home

Training Package 2

For 3 Years or 1 Year - £2499

- All the benefits of package 1, with the following additions:
- 2-day training plus access to our online training programme every day throughout the year
- The 2-day face to face training covers the content in package 1 as well as providing bespoke material created during a welcome meeting with SLT
- Bespoke refresher training in your second and third year

Our Trainers are Assigned to Individual Schools

Our network of trainers across the UK are highly skilled and experienced teachers in phonics, the majority of whom have worked as phonics leads or within senior leadership or school improvement. Each trainer is assigned to 10 schools to deliver training and provide ongoing support throughout the year. They work with the Phonics Lead, class teachers and SLT to implement the programme and improve results.

Monitoring Teaching and Learning

The monitoring of teaching and learning is an important element of ensuring that Phonics, as with any subject, is of a suitable standard for each cohort of children.

The Phonics Lead will be responsible for this, and Monster Phonics recommends a triangulation method. The triangulation method in this instance means that the following three techniques of monitoring will be: lesson observations, learning walks and book/work scrutinies.

Timetable

It is recommended that a monitoring timetable is created and followed by the phonics lead in order that suitable targets are set for individual members of staff; this results in the most effective teaching taking place, and therefore the most effective learning. Your Monster Phonics designated trainer will be available to support you with your monitoring timetable.

Observations

Phonics lesson observations are planned for within each term of the academic year—Autumn, Spring and Summer. There is a suggested observation format, but you may choose to use an agreed format from within your own setting. Regardless of which format you follow, it is really important that when observing a lesson, the following elements are assessed (as per page 5 from the Monster Phonics Teaching Manual):

- Review
- Teach
- Hook
- Activity
- Plenary

By doing this, the observer will be checking and assessing the teaching and learning of the crucial elements of a Phonics lesson.

Another vitally important part of a lesson observation is that of feedback. From this, the Phonics Lead should be giving constructive analysis of the lesson and setting targets with the practitioner. Doing this, and giving the targets a timeframe, ensures that the member of staff continues to evolve and improve in their Phonics teaching.
Peer mentoring is also recommended whereby members of staff can observe one another's lessons to support each other.

Learning Walks

In addition to observations, learning walks allow the Phonics Lead to learn a great deal about the teaching and learning that takes place. As with the lesson observations, these are scheduled on the monitoring timetable for one per term—Autumn, Spring and Summer. The main purpose of a Learning Walk is to collect evidence about teaching and learning, evidence of progress, and should be based on areas for school development. They are intended to be developmental and constructive rather than judgemental, and are a whole-school improvement activity. These are intended to be shorter than a lesson observation, at around ten minutes. However, feedback is still required, with targets if deemed necessary. There is a suggested template, which covers what to look for in a learning walk.

Book Scrutinies

The final part of the triangulation of monitoring is that of the book scrutiny. This is like the final piece of the jigsaw and allows the monitoring team to check the level of learning that is taking place within Phonics. As well as looking at any Phonics or Spelling books, it is important that children's other writing is analysed in order that the application of the taught Phonics and spellings can be assessed. As with the learning walks, feedback is required in a constructive and developmental way. As with the other two areas of monitoring, the book scrutinies are included in the monitoring timetable.

Monster Phonics Assessment Schedule

It is vitally important that the scheduled summative assessments take place (refer to the section on Assessment within this manual). The Phonics Lead should be monitoring that these are completed. The information should then be collated in order that analysis of the results can take place. The same is true for any intervention groups that are needed.

Monster Phonics Assessments

Regular and efficient monitoring of children's development in phonics is essential if they are to become competent and confident readers, and subsequently writers. The Monster Phonics programme has a clearly mapped set of assessments which allows for checking children's grapheme phoneme correspondence (GPC), knowledge of High Frequency Words (HFWs) and Common Exception Words (CEWs) for reading and writing.
The assessment schedule for Monster Phonics is broken down for each year group— Reception, Year One and Year Two. Each year group has a set of graphemes, CEWs and HFWs to be learnt and then assessed.

Daily formative assessments for all year groups
The first and most frequently used assessment will be undertaken daily by the adult delivering the phonics session. It is suggested that children who have not met the daily objective, as stated in the planning document for the lesson, are noted, and any gaps are addressed with a short recap at some point before the next discrete phonics session. If this form of assessment is followed thoroughly, children should be getting the best possible provision in order that gaps in learning do not occur, or at worst, occur very infrequently. Below is an example of a daily planning assessment box:

Reception EYFS Planning | Term | Week: 1 | Graphemes - s a t p

Learning outcome	**Assessment Children not meeting the LO are noted here, daily**
Teach graphemes s, a, t and p. **Practise the letters and sounds learnt.** **Practise oral blending and segmentation.** **Practise blending for reading.** **HFW: a at as.**	**Can the children recognise the s,a,t and p graphemes?** **Can the children blend orally?** **Can the children orally segment?** **Can the children hear initial sounds in words?** **With support can the children read the HFWs at, sat, pat, tap?**

As with any formative assessment, teachers should also be regularly reviewing the children's achievements in the application of newly taught skills and knowledge. In the case of phonics, this is applicable in the area of reading and writing throughout the rest of the curriculum (independently, guided, or 1:1). Again, this allows for any misconceptions or problems to be quickly identified and plans made to fill potential gaps.

Summative assessments

In addition to daily formative assessments, Monster Phonics also has a series of timetabled assessments. These are clearly laid out in an assessment section on the website, and are also available in the appendices.

Within the online assessment area, there is an overview for each year group—Reception, Year 1 and Year 2. Every scheduled assessment will have a combination of the graphemes, decodable words, CEWs and HFWs that have been taught. These are listed by term and assessment period in the relevant overviews.

All flashcards for reading are ready made and fully printable in plain black text. In addition to this, each year group has a set of dictations that can be used with the children during the summative assessments.

Reception Assessment Schedule

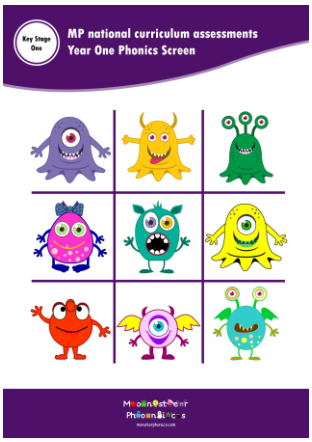
For each scheduled assessment, please refer to the Assessment Overview found in the appendix.

This document details exactly when assessments should take place, and what the children will be formally assessed on. This ties in directly with what the children have been taught from the programme to that point in their learning.

All of the summative assessments in Reception have the scope for assessing reading and writing. These assessments are designed to take place in a 1:1 situation, ideally in a quiet area, away from the main classroom, and outside of the discrete phonics lesson. Time in the class timetable should be allowed for this, and each assessment should take no more than five minutes per child.

Completing the assessment

All of the Reception summative assessments should take place in a 1:1 situation, away from the busy classroom setting, and separate from the discreet phonics lessons. Ensure that the child is comfortable and relaxed, and explain the task fully. Show the child the flashcards for the graphemes, decodable words (these are made up from the taught graphemes to each assessment point), CEWs and HFWs, asking them to tell you what each says. When first presenting the word cards, prior to the children attempting the task, model the act of segmenting and blending, as per the teaching that takes place in the classroom: place your finger on each sound, while saying them, then glide your finger from left to right, blending the sounds together. Throughout the assessment time, praise the child and encourage them. While assessing, complete your chosen format for recording the results from either the assessment section of the website, or the resources section at the back of this manual.



All relevant flashcards are available in the assessment section of the website.

Intervention

Targeted Intervention

This dedicated intervention section provides keep-up resources for when children who have not met specific Learning for any phonics lesson. We recommend a same-day approach to intervention, ensuring every child progresses and keeps up with their peers. Our intervention activities are simple with reduced cognitive load and targeted using a multisensory approach to facilitate learning.

Our intervention takes account of the key principles of memory

- It is targeted around assessed learning objectives to determine the content that is required to be embedded in long term memory

- It focuses specifically on what children need to pay attention to

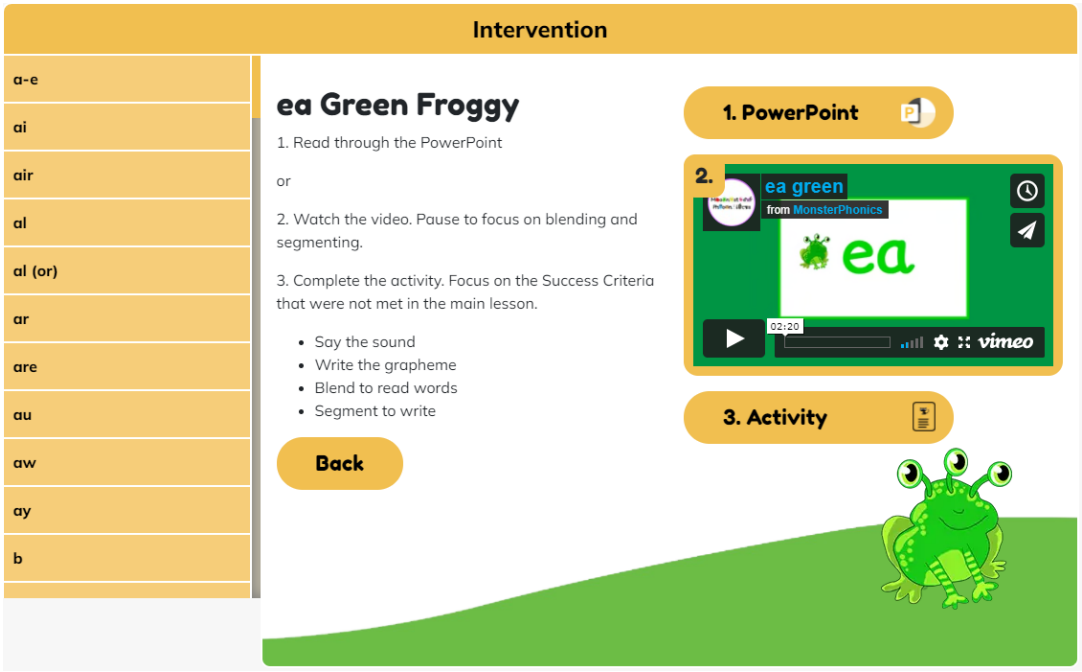
- The content does not overload working memory

- additional resources are available for overlearning

- It provides repetitive fast-paced practice of GPC recognition, letter formation, blending and segmenting

- The activities are routine for efficient 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.



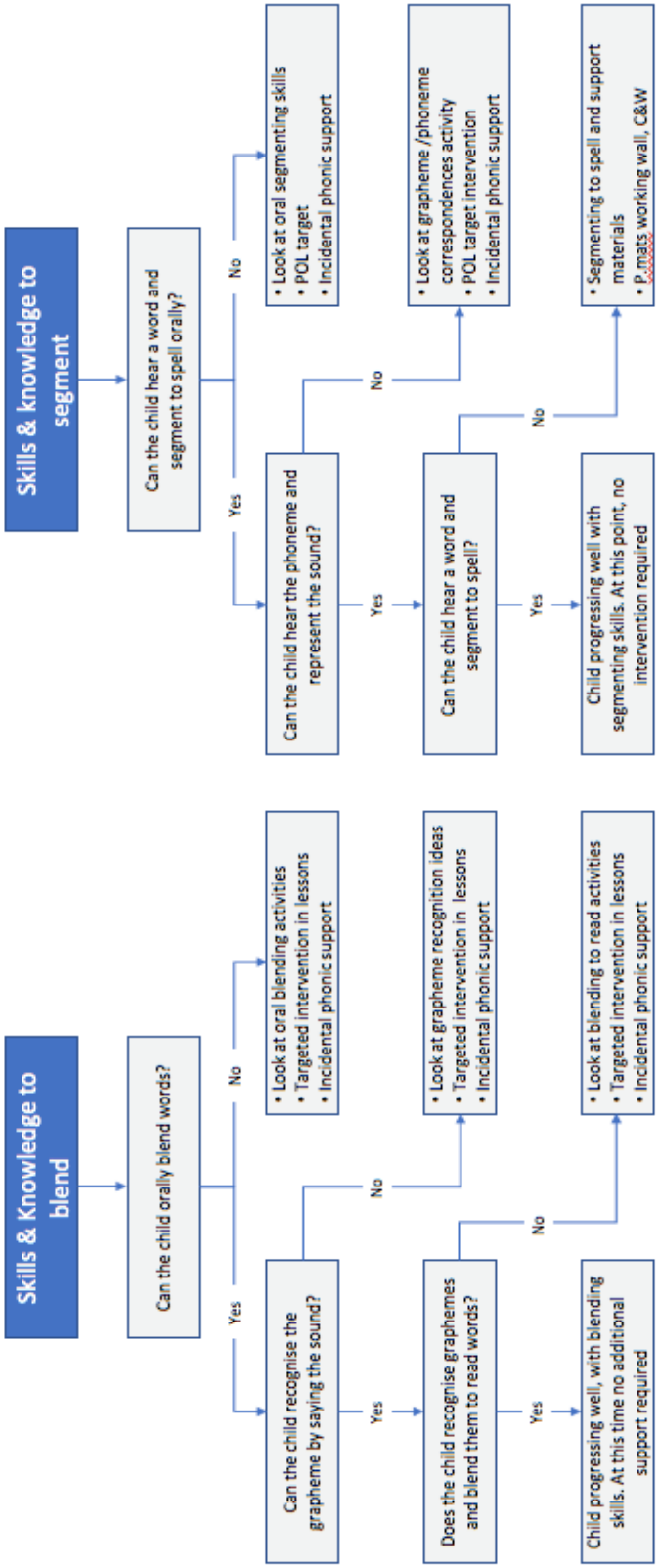
How to use this intervention

1. Identify children at risk of not keeping up. This will include any pupils who have not met one or more of the learning objectives of the recent lesson (as shown in the Termly Plan) and children who have gaps in learning shown in the regular assessments.

Year 1 | Term 1 | Week 9| er, ir, ur

Learning Objective/Success Criteria	Assessment
Teach the er, ir and ur graphemes.	Can they recognise the er, ir and ur graphemes?
Practise blending for reading.	Can they blend the er, ir and ur graphemes and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the er, ir and ur graphemes and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: Mr, Mrs, what, their, little, called.	Can they spell the HFWs: Mr, Mrs, what, their, little, called?

2. To be successful, confident readers and writers, children need phonics knowledge of the alphabetic code and to master phonic skills such as segmenting and blending. Download the Skills and Knowledge Gap Flowchart below. Use this to identify any skills gaps.

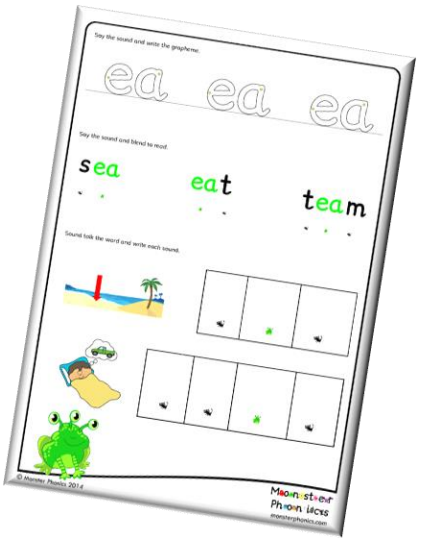


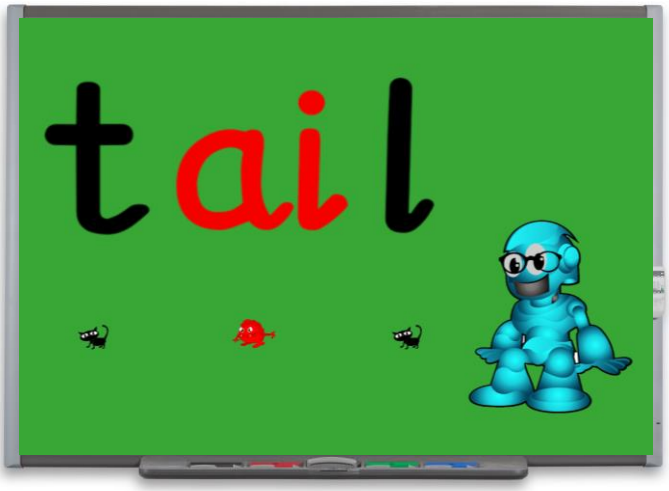
3. With the knowledge and skills gaps identified, the focus of intervention can be determined. For example, if the knowledge gap is the recognition of ai grapheme and a difficulty in the skill of blending has been identified, then focus on reading the grapheme and blending this with other known graphemes to read words. If the skill of segmenting to spell words containing a grapheme has been identified, then focus on this in the intervention.

4. Where possible, schedule the intervention session on the same day. This allows gaps in phonics knowledge to be addressed before the next phonics session.

5. Select the focus grapheme from the list shown on the left of the screen. Follow the instructions on the page:

- Deliver the 10-15 minute session to a small group or one-to-one
- Choose to watch either the PowerPoint or Video (the content is the same)
- Children complete the sections of the activity that relate to the specific Learning Objective.





5. Re-assess the Learning Objective and record progress. For children who have still not met the Learning Objective, liaise with your Phonics Lead. If a child has not met 3 or more recent Learning Objectives, meet with your Phonics Lead or SENCo to prepare a Catch-Up Plan to focus on achieving these. Ensure that this uses multi-sensory teaching to reinforce the memory of phonics knowledge and letter formation and practise blending and segmenting skills. The multi-sensory nature of Monster Phonics and resources, such as the magnetic letters, are supportive of this catch-up. Share the plan with parents to gain their support in practising simple activities at home which help to achieve the Learning Objectives set out in the Catch-Up Plan. Also, inform your Key Stage Leader and specialist teachers. For further support, liaise with one of our trainers. We have teachers with specific expertise in SEN and school improvement in our team who are here to support your school.

Additional review activities are provided within the Reception section, to help children at the start of their learning journey. Please ensure that you use these to further practise the skills of blending and segmenting, and to recap grapheme-phoneme correspondence and handwriting formation. Tricky and decodable high-frequency words can also be reviewed here.

Additional In-Class Opportunities

Providing lots of incidental phonics learning opportunities throughout the day will help consolidate learning. Taking phonics beyond the phonics lesson will mean that children can practise skills in all subjects and aspects of their daily routines.

Some suggested ideas for incidental activities:

- Passwords to access the classrooms or different areas of the classroom
- Using Monster Phonics songs as part of a daily routine for line up, tidy up time etc.
- Access to decodable books in provision
- Magnetic letters and phoneme frames available
- Well-equipped writing areas and book corners
- Interactive working walls
- Lunchtime phonics games, rainy day phonics games
- Monster Phonics sound charts, posters and interactive displays
- Signs and labels around the classroom/school.

Supporting Key Stage 2 Children

Monster Phonics teaching progression transitions seamlessly from YR through to KS1. It can also be used in Key Stage 2 for children who may not have mastered these phonics skills and knowledge. In KS2, we are looking at children who find phonics challenging, have difficulty retaining phonics knowledge, and may be starting to become disengaged with the subject.

To support these children most effectively, we should:

1. Use the assessments to determine the gaps in phonics knowledge and skills.
The phonics, HFW and CEW assessments within the Assessment Section can be used to determine the key Learning Objectives for catch-up.

2. Focus on the higher order of learning needs.

This includes the teaching of the high-frequency graphemes and high-frequency words.

High-frequency graphemes are more common and therefore are used more often to blend to read or segment to spell. A focus on these graphemes allows efficient catch-up. High-frequency graphemes can be found on the left of the grapheme arc shown on each grapheme poster.

They are also shown at the top of each column in the Sounds posters.

It is important for all children to be able to spell the first 300 HFWs as this uplevels the look of their writing and improves access to the curriculum. These words make up 65% of all print.

Use the First 100 and Next 200 posters, PowerPoints, Flashcards and Spelling Books to support this process.

3. Relate to current topics and lesson objectives.

Focusing on the reading and skilling of topic vocabulary enables children to access and participate more in their current learning. In addition, relating intervention need to the class's current English Learning Objectives supports children to keep pace in all curriculum areas. For example, if the class work involves a focus on a specific author, use relevant pieces from the text to practise activities to meet the Intervention Learning Objectives.

4. Involve staff that have an impact on the child's learning and parents.

Keep parents informed of the Intervention Learning Objectives. Providing simple regular activities to practise use of knowledge and skills facilitates progress. The multi-sensory nature of Monster Phonics activities means that this learning will be more engaging and memorable, which is ideal for support at home.

Utilising parent support

Explaining the programme to parents so that they can support their children at home is vitally important. Monster Phonics provide parent webinars and leaflets about the scheme to share with parents. Sharing and updating parents about the learning you are focusing on in class on a weekly basis enables parents to better support their child's learning at home.

All Monster Phonics schools have a dedicated parent log in which means parents can access the online programme, and use the games, flashcards and videos. For any children needing additional support, it is easy to send parents a link to direct them to areas you would like them to focus on at home.

Parent at schools that subscribe to Monster Phonics eBooks also have an eBook login to read the decodable books at home.

Purchasing Resources

Reading Scheme

The Monster Phonics Reading Scheme consists of 130 decodable books divided into stages: 5 stages in Reception, 5 stages in Year 1 and 2 stages in Year 2.

£399 for the whole scheme (130 books)

£1327 for 5 copies of the whole scheme (650 books)

Books can also be purchased for a specific year group or in individual stages.

eBooks subscriptions are available for the whole scheme of 130 eBooks, or for specific year groups or stages. An ideal way to ensure continuity of home learning support.

£329.00 for a whole scheme subscription (130 books) for 12 months.

Colour-Coded Magnetic Letters Kit (Discounts for Member Schools)

Monster Phonics Magnetic Letters are different from any other magnetic letters because they are colour-coded for sound.

Each sound is linked to a colour and a monster that makes the same sound. This makes learning phonics much easier and lots of fun too.

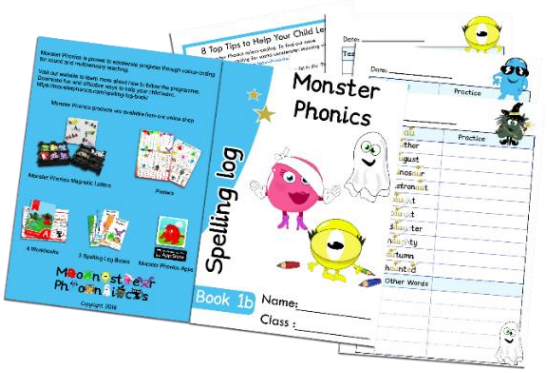
Each set costs only £38 and consists of 2 boxes and a total of 158 magnetic pieces. Discounts only available to member schools.

Spelling Logs

Colour-coded for sound to accelerate learning, our spelling log books cover all KS1 graphemes and spelling rules. Ideal for your weekly spellings and home-learning!

[Set of Spelling Books]

[Spelling Books 1A]

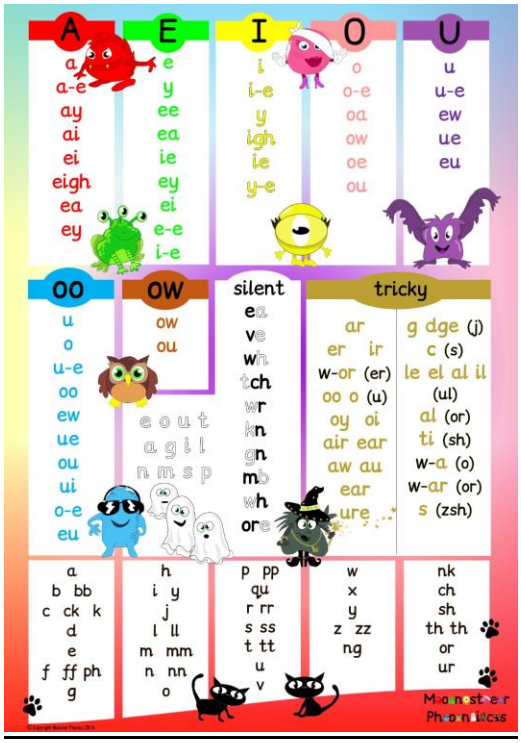


[Spelling Books 1B]

[Spelling Books 2a]

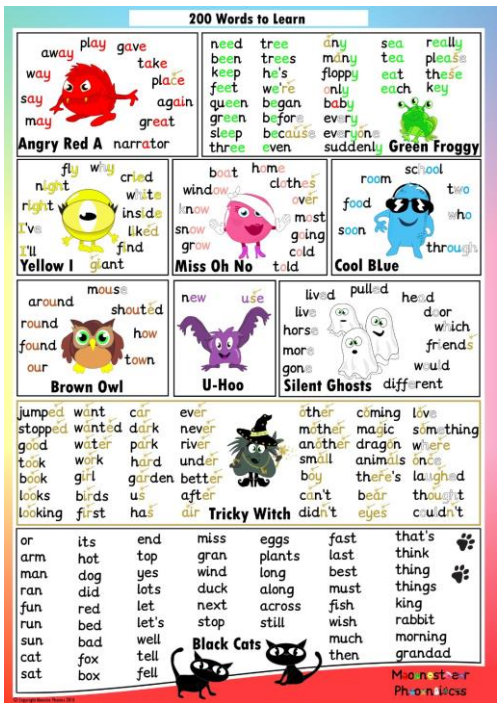
[Spelling Books 2B]

Posters



[Sound Posters]

[100 High-Frequency Words Poster]



[200 High-Frequency Words Poster]

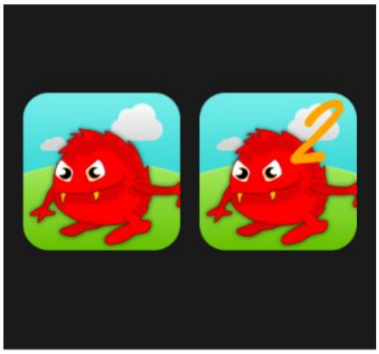
[Tricky Words Poster]

Apps

Find our Android Apps on Play Store
iPhone and iPad Apps are available from the App Store

Monster Phonics Learn to Spell the First 100 High-Frequency Words

Monster Phonics Learn to Spell the Next 200 High-Frequency Words



Monster Phonics Bundle

Embedding Monster Phonics into Your School

Phased approach to embedding

The Monster Phonics programme is easy to implement and quickly becomes a whole school programme embedded within the environment and everyday school life. This enables the children to be constantly using, applying and reviewing their phonics knowledge.

When beginning any new phonics programme it is key that a multi-sensory approach is used. This ensures that the learning is highly engaging for all and has the most impact on each learner, no matter how they learn best.

Monster Phonics uses a phased approach to implementing the programme.

Phase 1 – Learning level
During this phase, you are using the planning and beginning to navigate your way around the online programme and resources.

Phase 2 – Embed Level
As you enter phase 2, you are confident with navigating the website and are comfortable using the extensive resources Monster Phonics offers. All staff should have attended a training session and your school should have had at least one parent information session. You will also have started to develop Monster Phonics displays around school to support the children's phonics learning. During this phase, you may have a Phonics Leader who is overseeing and monitoring the implementation of Monster Phonics.

Phase 3 – Creative Level
At phase 3, the school have embedded the programme and are now being creative with resources by establishing a bank of teacher-created activities. It is during this creative stage that a culture of phonics is established outside of discrete phonics teaching sessions.

Working through the phases

Phase 1: Implementing Monster Phonics

Monster Phonics provides everything you need to teach your lessons and is easy to pick up and implement at any point in the school year. We recommend starting with the very basics when implementing Monster Phonics in your setting, which is getting to know the characters. Introduce these to your children, sharing with them the characters' back stories. You can bring the characters to life by adding the actions to each character so they can be identified and used for future activities and lessons.

Familiarise yourself with the planning and how to use the website. Monster Phonics has lots of resources online to support teaching and to use in your daily school routines. Use the resource pages to print out a bank of resources that you know you will use regularly like grapheme flashcards and High Frequency Word Flashcards.

Phase 2: Embedding Monster Phonics in the environment

Phase 2 is all about embedding the programme further. You have implemented the changes using your new phonics scheme, now we want your children to see it everywhere to learn by osmosis.

Monster Phonics provides additional resources, making it easy to demonstrate the learning in your classroom and how this is being assimilated into your environment and group interventions. With the resources on the website, it is quick and easy for teachers to make displays reflecting current learning and supporting the children with their phonics knowledge and skills. The characters are great for making interactive displays around school, and immerse the children and adults into the world of Monster Phonics land.

Included in your subscription are an array of resources which will help you develop your environment. For example, the number cards and days of the week would work well in the maths areas. You could use tricky words as passwords into classrooms, change the labels on

resources and make your own puppets and character masks for the children to role play with.

Look at the signs we use in our classroom and around school. Think about how they could be used to revise the teaching that has already taken place. For example, if the graphemes ay and ou have already been taught and you wish to revise them. Then showing them in a simple but useful sign add additional reading practise.

Go out to play this way!

By adding the colour system, we can support children who did not secure this phonics knowledge in their lesson. The colour of the grapheme reminds the children of the sound and helps them to link this to the grapheme, independently revising previous learning.

Go out to play this way!

Phase 3: Creativity and developing a culture of phonics outside of the phonics lesson.

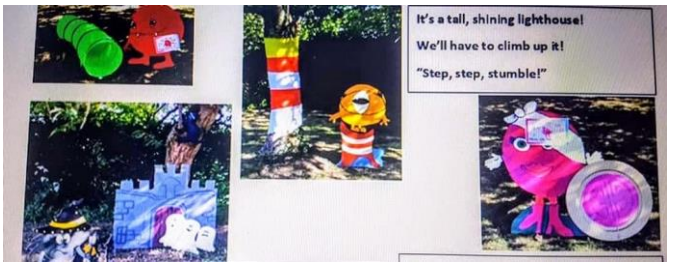
Monster Phonics supports those members of your team who may struggle at times to come up with new and exciting activities to capture the attention of the children, but it also gives those members in your team who are very creative some new context to build lesson hooks around. Using the monsters to develop the creativity in your teaching can have a huge impact on the children's learning and can take your children on some amazing learning journeys.

It is during this creative stage that a culture of phonics outside of the lesson establishes itself. As we look at schools in this stage of development, they utilise the resources provided as part of the programme, but you will also see evidence of learning created by the teachers who have run with the ethos of the programme, as well as activities which have been devised by the children themselves.

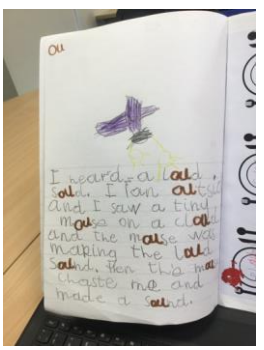
Using the resources, you can create your own games for continuous provision and make resources to use in other curriculum areas. One of our schools made an Angry A reading cave and it encouraged boys who usually dismissed the reading area as "not of interest" into the cave to read. Using Monster Phonics in your daily routines also helps to consolidate learning. Songs are particularly useful to use at tidy up time or when children are lining up for breaks/lunch times.

The monsters having their own back stories allows the monsters to be used in different curriculum areas.

A lovely example of this was when a school used "*We Are Going on a Bear Hunt"* as their focus text. The children wrote their own version of the story "*We Are Going on a Monster Hunt"*. They used all the monsters and elements of Monster Phonics land to create a fantastic new story.



Schools often choose to extend the theme of their phonics lessons into creative writing. We have seen children developing their own song writing sessions in response to the resources, as well as becoming rappers, witches and singer songwriters! These activities stemmed from using Monster Phonics as the basis for their planning and incorporating it into their literacy, music and other curriculum areas.



To help establish a culture of phonics outside of the phonics lesson, we need to be regularly asking ourselves–is it apparent in the environment? In other areas of school? Within children's independent learning? In our daily routines?

You can use the programme effectively in its simplest form, but with a little bit of extra knowledge and creativity, you can achieve some remarkable things. Teachers have shared some great examples on our Facebook pages of their monster phonics journey.

Please do feel free to share your ideas with us – we love hearing from you!

Monster Phonics Facebook Page

Join the Monster Phonics Resources Facebook Group for Schools

Join the Monster Phonics Parents Facebook Group

Working in Partnership with Parents

As practitioners, we all know that we are only part of the child's learning journey and that, alongside us, parents play a crucial role in supporting successful progression. Sharing your new approach to phonics will ensure that phonics learning goes from strength to strength. Here are some ideas as to how to engage your parents.

Information evening

We can deliver an online parent information evening for your school. This gives parents an opportunity to see how the scheme works, what it looks like in school, and ideas on how they can support their child at home. These webinars are an hour long.

Information leaflet

Monster phonics has an information leaflet that can be downloaded and sent to parents. This is useful as it gives an overview of the scheme and a copy of all the monsters and phonemes that they represent for their reference at home.

Stay and Play Session

Holding stay and play sessions is a great way to show parents the programme in action. It gives parents a snapshot of how phonics is taught in school and how the multisensory approach works and engages children. You can also include activities demonstrating to parents how to support learning at home in a fun way.

Sharing resources

All Monster Phonics schools have a parent login. Share this with parents and recommend games and activities that would be useful for their child to use at home. Parents will have access to all the resources available. In addition, you could signpost things like the week's word lists or the downloadable flashcards. Regularly update parents on what you are covering in class so that they can complement this at home by using the correct activities.

Apps

Parents can help their child to read and spell the first 300 High-Frequency Words with Monster Phonics Apps. The apps are an ideal way for parents to support learning at home. The apps also teach handwriting and the correct letter formation for the most common words.

Parent starter kits

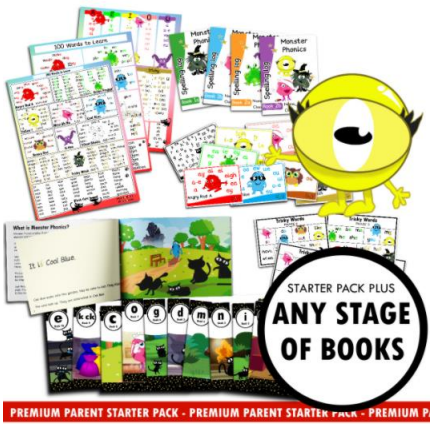
Monster Phonics has a selection of parent starter packs that can be purchased from the online shop. These packs contain a selection of resources to support children with their phonics learning at whatever stage of the programme they are on.

Standard Parent Pack This pack includes:

- Set of 4 Tricky and Decodable Cards
- 1 x A4 Phonics Sounds Chart
- 1 x A4 100 High-Frequency Word Chart
- 1 x A4 200 High-Frequency Word Chart
- 4 Spelling Books
- 10 Grapheme Posters

Premium Parent Starter Pack – Books, this pack includes:

- 1 x Stage of Reading Books
- Set of 4 Tricky and Decodable Cards
- 1 x A4 Phonics Sounds Chart
- 1 x A4 100 High-Frequency Word Chart
- 1 x A4 200 High-Frequency Word Chart
- 4 Spelling Books
- 10 Grapheme Posters



Premium Parent Starter Pack – Magnetic Letters, this pack includes:

- 1 Set of Magnetic Letters
- Set of 4 Tricky and Decodable Cards
- 1 x A4 Phonics Sounds Charts
- 1 x A4 100 High-Frequency Word Charts
- 1 x A4 200 High-Frequency Word Charts
- 4 Spelling Books
- 10 Grapheme Posters

Case Studies

Data from high-users of the scheme shows an average pass rate of 92%, and a percentage point increase of 13% in their first year of using Monster Phonics. Phonics catch-up in the first term after the 2020 lockdown was also significant in Monster Phonics schools, with the phonics pass rate in Year 2 improving by an average of 30% (12% to 42% range) to pre-Covid levels by December.

We continuously collect data from schools that use Monster Phonics. The following data is taken form a series of recent case studies.

Primary School in Toxteth

Year Group	September 2020	May 2021	July 2021	Improvement
Year 1 Phonics Screen Percentage pass rate	**23%** **No child started in Year 1 secure in phase 3 GPC**		**63%**	**+40%** 3 terms incl. lockdown
Year 2 Reading (Standardised Scores)	**90**	**97**		**+7 points** 2 terms incl. lockdown

Started MP in July 2020
Results over 1 year

Demographics
464 pupils
54% Free School Meals
Current Year 2 83% EAL, 14% SEN

Teacher Comments

"There is now a 'buzz' about phonics. Staff love it!"

"The lowest 20% are targeted through intervention and are making progress. They are engaged and focused."

"Monster Phonics has allowed parents to have a 'way in' as it provides accessibility to phonics with the monsters acting as sound cues and visual prompts. We like that there is lots of accessible resources to send home that parents can use."

"The children bring in phonics work they have done at home and we have found that it is now really easy to bring phonics into other areas of the curriculum."

St Oswald's Primary, Ashton-in-Makerfield

Current Year 1

Year 1	Autumn 2020		Summer 2021		Change
Working Below	41/46	89%	13/46	28%	61%
Working at Expected	5/46	11%	33/46	72%	61%

Oct 2020 started MP
Results over 2 full terms

Current Year 2

Year 2	Autumn 2020		Summer 2021		Change
Working Below	14/40	35%	6/40	15%	20%
Working at Expected	26/40	65%	34/40	85%	20%

Demographics
316 pupils
18% Free School Meals

How Monster Phonics improves results year on year in a large Primary School in a London Borough

Current Year 2

	Year 1 *Autumn 2019 MP introduced in Sept	Year 2 Autumn 2020	Year 2 Predicted Summer 2021 Reading
Reading	57%	72%	85%
Phonics	59%	80%	85%

Current Year 1

	EYFS Baseline 2020	Year 1 Spring	Year 1 *Predicted Summer
Reading	43%	61%	75%+

Started MP in Sept 2019
Results over 2 years

Intervention Progress over 2 terms
Lowest 20% current Year 2s who did not pass the Phonics Screen Check 1

	Autumn	Spring	Improvement
Phonics Screening Score /40	21	32	11 points+

Demographics
623 pupils
26% Free School Meals

Individual Stories

- Year 1 child who was previously disengaged and very passive. She had little English. She is now fully engaged with the programme and loves it. She brings her own handmade flashcards in and talks about the monsters. Is starting to write and engage in lessons. Loves Tricky Witch! MP has been a way in for her.
- Year 2 Teacher never taught Key Stage 1 and had no previous Phonics Training- loves the programme and says that she wouldn't have been able to teach it without it. She described feeling 'overwhelmed' by the thought of phonics and had little to no subject knowledge-the planning has helped her feel confident in teaching phonics.
- Reception - specific child who struggled with most things in school but has picked phonics really well (GPC recognition but still working on blending) This is a big thing for him and he loves the monsters and knows all the actions. Can also write each sound when asked
- Year 1 Child. No letters and sounds knowledge, couldn't write letters or recognise sounds. Now recognises all of Phase 2 letters and sounds, can write them down and access more of the curriculum. Is able to blend simple vc and cvc words in set 1 (satpin).

We are currently collecting data from Monster Phonics schools. Please contact info@monsterphonics.com if you're school would like to be involved.

Trust Pilot Reviews

"We love Monster Phonics! – We have recently bought into this scheme and my class love it. It's been the best purchase we've made in a while, and the whole of EYFS and Year 1 engage really well with the scheme, they love the monsters …

by Rachel Campbell

Rated 4.7 / 5 | 110 reviews Trustpilot

"Excellent teaching and learning programme – Monster phonics is an excellent teaching and learning programme for the classroom. My class thoroughly enjoy learning about all of the monsters and their sounds. It enhances their engagement …

by Kaitlyn Grundy

Rated 4.7 / 5 | 110 reviews Trustpilot

"Fantastic service – What a fantastic programme! Our reception children absolutely love the monsters and are so confident in finding the sounds that they make in words because of how familiar they are with them."

by Zara Ilic

Rated 4.7 / 5 | 110 reviews Trustpilot

“Monster Phonics Fantastic! – New to Monster Phonics but the staff team and children absolutely love it. We have already seen an improvement and lots more engagement!”

by Jane Booth

Rated 4.7 / 5 | 110 reviews Trustpilot

“Monster Phonics is fun, engaging, multi-sensory and creative. – Monster Phonics is a fun, creative, multi-sensory and engaging way of teaching and learning phonics. The children, staff and parents have really got on board with it. Our …

by Vicky Lea

Rated 4.7 / 5 | 110 reviews Trustpilot

“Monster Phonics has been amazing since we launched it across EYFS & KS1 in our school. Most importantly the children love the programme and are making strong progress. Staff feel more confident to have a clear teaching programme …

by Charlotte

Rated 4.7 / 5 | 110 reviews Trustpilot

“Brillant Programme for boosting attainment and a love of reading – We have been using Monster Phonics since September 2019 and impact has been amazing! Our Staff love the pedagogy behind the Monster Phonics programme and the …

by Libby Partridge

Rated 4.7 / 5 | 110 reviews Trustpilot

“Monster phonics has transformed early reading in our school. The children love the monsters and since receiving the new reading books have been so excited about reading at home. The fabulous website with planning and resources makes …

by Zoe Richards

Rated 4.7 / 5 | 110 reviews Trustpilot

“Brillant Programme for boosting attainment and a love of reading – We have been using Monster Phonics since September 2019 and impact has been amazing! Our Staff love the pedagogy behind the Monster Phonics programme and the …

by Libby Partridge

Rated 4.7 / 5 | 110 reviews Trustpilot

Social Media

Monster Phonics schools frequently post on social media. Join or follow us to hear our news, share and see more from other schools.

Facebook Page
https://www.facebook.com/MonsterPhonics

Facebook Groups

Monster Phonics Resources
Click to join
A group for teachers to share their practice, ideas and resources. This is also a useful place to ask questions about Monster Phonics.

Monster Phonics Parents
A group where parents share

Monster Phonics Ambassadors and Model Schools
Click to join
You must be an ambassador or work at a Monster Phonics model school to join this group.

Twitter
Follow

Instagram
Follow

LinkedIn
Follow

Monster Phonics Ambassadors and Model Schools Programme

We are continually developing our programme and resources by responding to your feedback. Our Ambassador and Model Schools programme helps us to do this. Ambassadors and Model Schools receive free access to new products in return for their feedback, trialing of new resources and data collection. We also provide additional free training and a number of useful classroom resources to benefit your school.

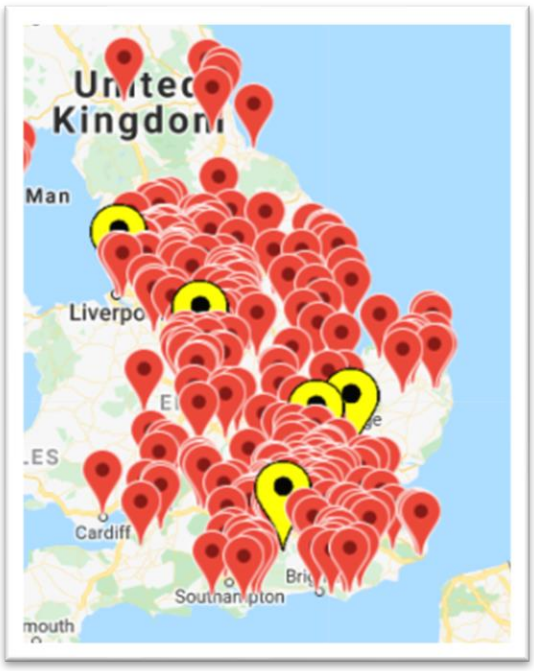
Ambassadors

If you are passionate about phonics and Monster Phonics, you may wish to apply to our Ambassador Programme. You may be the phonics lead at your school or simply have an enthusiasm for teaching phonics and enjoy sharing your ideas. If you are interested to find out more, please email info@monsterphonics.com for further details.

Model Schools

Model Schools exemplify Monster Phonics teaching. The teachers at these schools have embedded the approach across their school and the environment, and are experienced in all aspects of phonics teaching and learning. Multi-school training events are scheduled at Model Schools, allowing the experience, ideas and best practice to be shared by their staff. This includes learning walks, lesson observations and training seminars. Model Schools also contribute to our research and development.

Find out more about Monster Phonics Schools and Model Schools



FAQs

If you don't see your answer here, click on our Chat icon on our website to ask your question. We are always happy to help!

What is Monster Phonics?

Monster Phonics is a highly advanced multisensory Systematic Synthetic Phonics Programme (SSP). It uses 10 monsters to categorise all sounds into 10 simple areas. Monster Phonics categorises sounds into 10 areas and uses the Monsters as a categorisation. Each monster has a different colour. That colour represents that way of spelling the sound.
Watch the video https://monsterphonics.com/how-it-works/

Why does it improve learning?
The child learns through the assignment of colour and the linkage of the sound, as well as seeing the colour, creating more ways of remembering the spelling. This accelerates learning, providing a fun memory cue for children. The colour-coded grapheme system is unique to Monster Phonics; each coloured grapheme is paired with a monster character that makes the same sound to give audio-visual prompts that help children 'see' each sound within a word and pronounce it correctly.

Who is it for?
Monster Phonics is for children from Reception and Key Stage 1. It can also be used as an intervention support in Key Stages 1 and 2.

Has your scheme been validated by the Department for Education?
We are submitting for validation in the next round of DfE validation at the end of October.

Does this programme cover the National Curriculum?
Yes, lesson plans and resources are available for every grapheme and spelling rule taught in Reception and the Key Stage 1 National Curriculum.

Does your scheme follow the same order as Letters and Sounds?
The graphemes are taught in the same order as letters and sounds in Reception. This order of teaching maximises opportunities for children to read and write words right from the start when learning phonics. The High Frequency Words and Common Exception Words follow a slightly different order so that they meet the requirements of the National Curriculum and to ensure that children have learnt all the first 100 HFWs and the next 200 HFWs by the end of Y2.

Is Monster Phonics suitable for SEN schools?
Yes, Monster Phonics is suitable for SEN schools and SEN units within mainstream schools. Our innovative and highly advanced multisensory approach supports SEN children learning phonics in a memorable, fun and engage way.

Is Monster Phonics suitable for EAL children and international schools?
Yes, Monster Phonics is suitable for children who speak English is a second language. Our unique approach helps children to learn to read and write words containing the difficult long vowels, silent letters and tricky words that frequently cause problems for children learning to read and write in English. It also provides more support with pronunciation. This is particularly beneficial for EAL learners

Can my school start Monster Phonics at any point during the academic year?
Yes, Monster Phonics is easy to introduce at any point in the school year. Our easy-to-follow yearly progression maps show the order of teaching and where to start in the Monster Phonics programme. The consistent planning makes it easy to implement improving results straight away.

Are there any Monster Phonics Schools in my area?
You can see all our Monster Phonics school on our website
https://monsterphonics.com/schools/

Can I try Monster Phonics with my class?
Yes, you can. We recommend all the teachers to sign up for the 15 days free trial to access the planning and resources without any commitments.

What reading scheme can we use with the programme?
We have our own reading scheme which consists of 130 decodable books which are aligned to the Monster Phonics Programme.

What is the Monster Phonics App?
Our Apps help children to read and spell the first 300 High Frequency Words. These apps can be downloaded in Apple and Android devices.

How do I purchase the Monster Phonics Apps?
Visit the AppStore and PlayStore.

Can Monster Phonics be used overseas?
Yes, there are many international schools that use Monster Phonics.

How much does membership to the programme cost?
We offer 2 memberships, 1-year for £ 599 + Vat and 3-Year membership for £ 399 + VAT / per year

What does the membership package consist of?
The Monster Phonics membership will give all your teaching staff access to the planning, daily lesson, assessments, handwriting and intervention resources covering all the reception, year 1, and year 2 phonics and intervention across the school.

Are resources included in the cost?
Yes, all the resources you need for planning lessons, delivering lessons, for assessments and for interventions are available on the website and included in your subscription. You will find PowerPoints, videos, flashcards, activities and display resources. These can be downloaded throughout your membership.

There are also some additional resources that you can buy to ease and enhance the scheme, which can be found in the Monster Phonics Shop.

Decodable Reading Books

How much does the Monster Phonics Reading Scheme cost?
The Whole Scheme of reading book (130 Books) is £ 399 we also offer the Multipack which is 650 reading books (5 times each title) for £ 1327.
Visit the Book Page to find out more about the different options available.

Do you have the reading books in electronic version?
Yes, we do. We have an eBooks subscription package which will provides access for teaching staff and parents at any time.

How much is the eBooks subscription cost?
The whole scheme consists of 130 eBooks is £ 329. This provides access to eBooks for the whole school and parent community for 12 months.

How can parents access the eBooks?
Parents will be able to create their own login details to access all the reading book at any time.

Do parents need to pay any extra cost to access the eBooks?
No, access for parents is included.

Are the eBooks including in the main programme subscription?
No, the eBooks subscription is purchased separately.

Reading and Handwriting

Does your programme have matched decodable books?
Yes, our reading scheme is fully aligned to the National Curriculum, and also meet all Ofsted criteria. Easy and exciting to read for children, the Monster Phonics reading scheme consists of 130 books divided into stages: 5 stages in Reception, 5 stages in Year 1 and 2 stages in Year 2. Books can be purchased as a whole scheme, for a specific year group, or in

individual stages; eBooks subscriptions are also available for the whole scheme of 130 eBooks, or for specific year groups or stages.

How do you recommend schools use the decodable books?
To support learning, Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 guided reading sessions per week, after which the book is sent home for home reading. For further guidance on placement and how to deliver guided reading, please refer to the section on guided reading in our online manual.

Do you have letter formation and handwriting resources?
Yes, we do and you can find them in the Reception Section.

Is letter formation taught within the Monster Phonics programme?
Yes, handwriting resources are available for every grapheme. A video and PowerPoint demonstrate how to form the grapheme. Resources are available for children to practice letter formation of lowercase and uppercase letters and the formation of letters in words. Monster Phonics recommends three additional handwriting sessions take place each week. Handwriting activities can be found in the Quick Links section of the website. They can also be accessed from the Reception menu.

Is it mandatory to purchase the Monster Phonics reading scheme?
No, it is not mandatory, but we highly recommend schools to purchase the Monster Phonics reading scheme together with the membership to accelerate learning and improve results.

Can I use the reading scheme that we already have with the Monster Phonics Programme?
Yes, if the scheme consists of decodable books that match the phonics progression of the scheme.

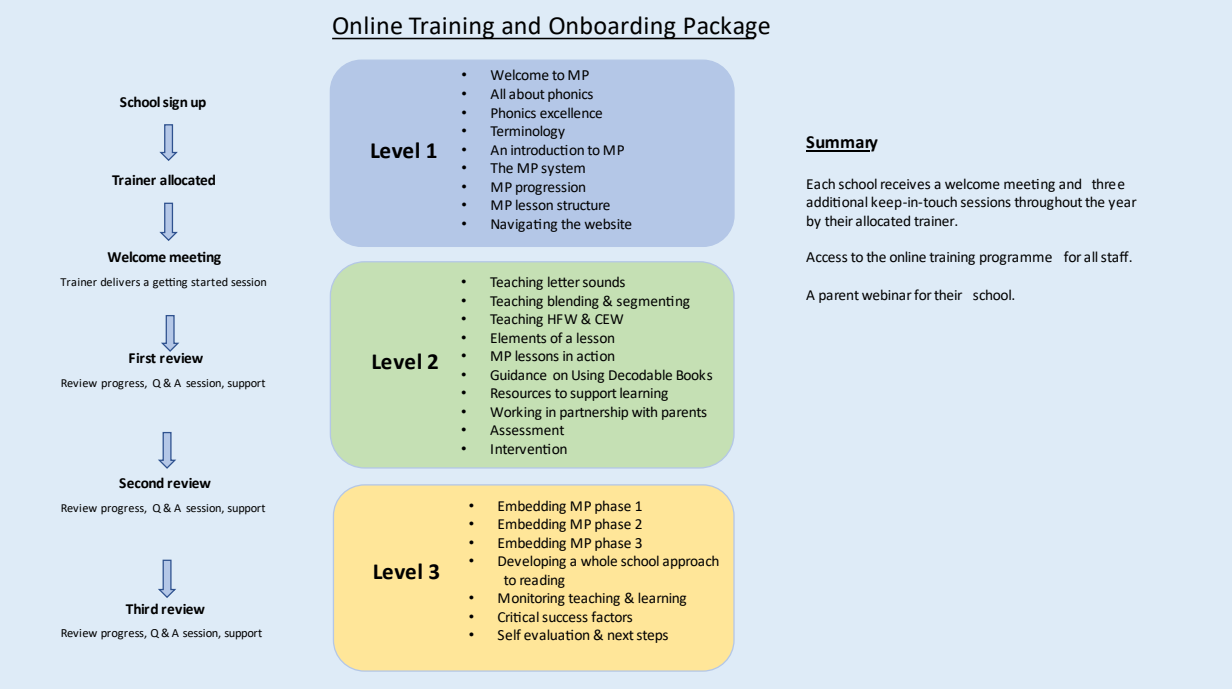
Training and CPD

What training packages are available to support my school using Monster Phonics?
There are 2 packages available. Both are available as a 3- year or a 1-year subscription

- **Package 1**
  3 Years - £349 for the first year, £150 in the second year, £150 in the third year
  or
  1 Year - £349 for one year

This provides full access for all staff to our comprehensive online training programme for the duration of your membership.

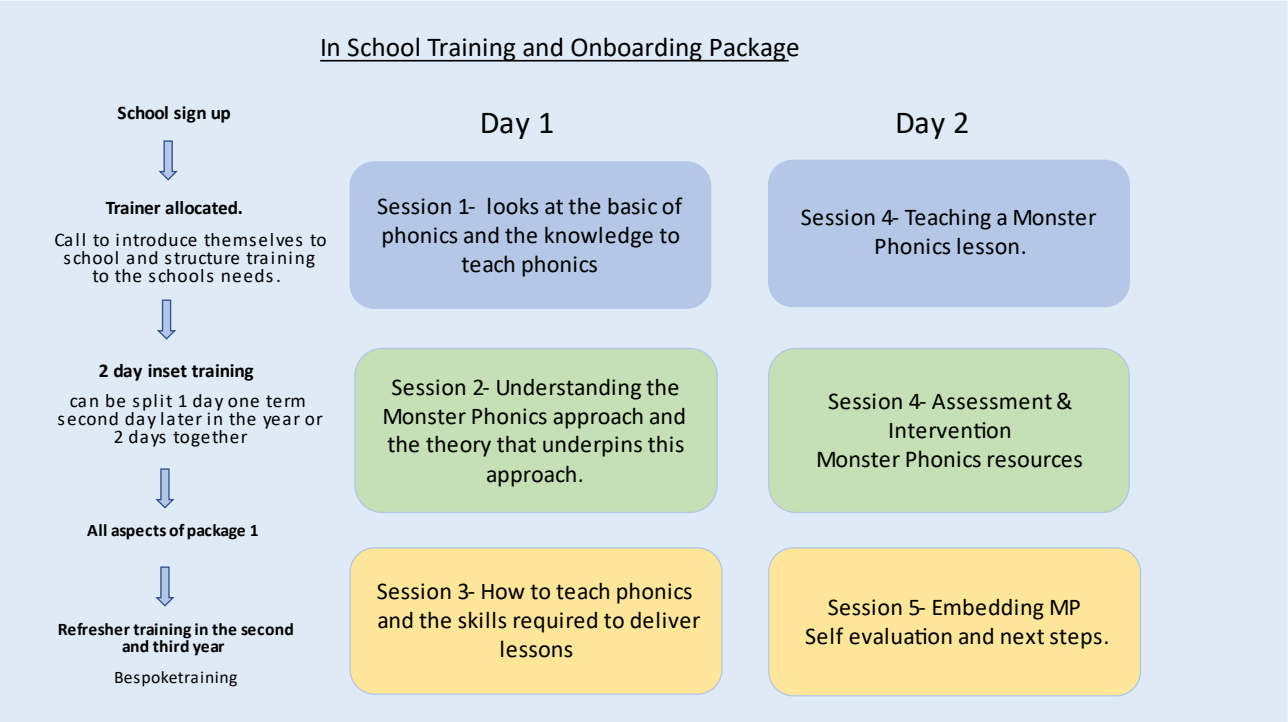
- Full access for all staff to our comprehensive online training programme for the duration of your membership.
- Your school is assigned a dedicated trainer, to support staff every step of the way. Typically, a school has a minimum of 4 scheduled meetings throughout the year.
- Our training programme comprises of three levels.
- Level 1 for all staff, focuses on teaching phonics and explains the Monster Phonics system.
- Level 2, for all staff, focuses on how to teach using Monster Phonics and what this looks like in the classroom.
- Level 3 for the SLT helps further embed Monster Phonics in the school, self-evaluation and school improvement plan.
- At the end of levels 1 and 2, assessments are taken by all staff to check for any gaps in knowledge and follow-up meetings are arranged to help staff understand where to improve.
- This package also includes a Parent Webinar for helping parents support their children at home.



- **Package 2**
  £2499 for a 3 Years or 1 Year

This includes all the benefits of package 1, plus 2-day face to face training. Full access for all staff to our comprehensive online training programme for the duration of your membership. If your membership is active for 3 years, then your school will have access to the online training programme for this duration.

- All the benefits of package 1, with the following additions:
- 2-day training plus access to our online training programme every day throughout the year.
- The 2-day face to face training covers the content in package 1 as well as providing bespoke material created during a welcome meeting with SLT.
- Bespoke refresher training in your second and third year.



Is the training mandatory when school takes the membership?
Yes, in order to ensure high quality teaching and overall school fidelity to the programme, our training is mandatory on taking a subscription. Monster Phonics is committed to providing continuous, high-quality training, to all those leading or delivering phonics

Who is the training suitable for?
Our online training covers 3 levels. Level 1 and 2 are aimed at all staff who are involved in the delivery or leadership of phonics. Level 3 is for the phonics leads and senior leaders. These training videos are available as part of your training subscription, so it is up to you how you use them. For example, they can be used as an induction for new members of staff or those new to EYFS/KS1s, as a refresher and ongoing CPD. New videos will be regularly added so there will always new training available.

How many people can be trained in my school?
There is no limit. The training videos can be accessed by as many people as need training throughout the year. Our in-school training can be delivered to a room of attendees to suit your needs.

Do you offer any training for parents?
Yes, we also offer parent training sessions are also available as part of our video training package/ or are we still going to offer webinars?

Appendix 1 – Assessment Overviews

Reception Teaching and Assessment Overview

	Term 1	Term 2	Term 3
Week 1	s a t p *a, at, as*	oo (u) *look, now, down*	CVCC
Week 2	i n *in, it, is, I, an*	ow *look, now, down*	CCVC
Week 3	m d g *and, am, dad*	ee *see, going, just, have*	CVC+ with previously taught graphemes *your, here, saw*
Week 4	o c k ck *to, into, go, no, the,*	ur *see, going, just, have*	CVC+ with previously taught graphemes *your, here, saw*
Week 5	e u r *get, dog, can, got, on, not, cat*	ai *it's, do, so*	CCVCC *time, out, house, about*
Week 6	h b *up, mum, put, had, oh, him, his*	or *it's, do, so* ASSESSMENT 1	CCVCC *time, out, house, about*
Week 7	f ff l ll ss *he, she, me, we, be, of* ASSESSMENT 1	oa *come, some, were, one*	CVC+ Polysyllabic Blending Segmenting *made make came*
Week 8	j v w x *if, off, you, my, they, for*	er *come, some, were, one*	CVC+ Compound Words Blending Segmenting I'm, very, old
Week 9	y z zz qu *will, all, went, from, help*	igh *like, when, little, what*	CCC onset words, CCVCC+ words with previously taught digraphs Blending Segmenting called, asked, looked
Week 10	ch sh th (v) th ng *too, her, with, are, was*	air *like, when, little, what*	CCVCC+ words with previously taught digraphs Blending Segmenting their our
Week 11	long oo *then, them, that, this, said*	oi *day, away, play, children*	CVC+ HFW Blending Segmenting Mr, Mrs ASSESSMENT 1
Week 12	ar ASSESSMENT 2	ear ure *day, away, play, children* ASSESSMENT 2	CVC+ HFW Blending Segmenting people, could ASSESSMENT 1

Spelling assessments are provided for children who are ready to write.
Children may use magnetic letters, a whiteboard or an iPad to write words.
Individual record sheets allow the spelling of each of these graphemes to be recorded.

Year 1 Teaching and Assessment Overview

	Term 1			Term 2			Term 3 Ongoing Spelling Assessment in daily Quick Mix GPC in word and sentence dictations				
Week 1	ff ss zz	ll ck	nk	ue	ue	ew	**PHONICS SCREEN**				
	Year 1 CEWs be (being), he, me, she, no, go, so, to, do, today, I, by, my			200 HFWs snow, grow, know, window, more, horse, gone, live, ever, never, river, under, better, after			Nonsense words				
Week 2	tch	ve	ai	ew	i before y i e	**ASSESS. Reading and Spelling 1**	Review ee	Review ea	Review ea	Review er	
	Year 1 CEWs love, some, come, was, is, his, has, one, once, friend, your			200 HFWs good, took, book, looks, looking, car, dark, park, hard, garden, found, round, around			Year 1 CEWs be, he, me, she, no, go, so, do, to, today, I, by, my				
Week 3	oi	ay	oy	ie	ie	igh	Review ir	Review ur	Review oa	Review oo (u)	
	Year 1 CEWs the, of, said, here, there, you, school			200 HFWs going, most, over, cold, told, soon, food, room, school, gave, take, place			Year 1 CEWs love, some, come, was, his, is, has, here, there, friend, your				
Week 4	suffixes s/es	**ASSESS. Reading and Spelling 1**	a-e	or	ore	aw	Review oo	Review oe	Review ou	Review ow	
	100 HFWs house, our, where, were, they, says, are, ask, put, push, pull, full			200 HFWs he's, we're, even, began, before, because, girls, bird, first			Year 1 CEWs the, said, of, house, our, one, once				
Week 5	e-e	i-e	o-e	au	air	Prefix un	Review ow	Review ue	Review ue	Review ew	**ASSESS. Reading 1**
	100 HFWs from, help, back, will, this, that, then, them, with, went, people, children, animal, of			200 HFWs sea, tea, eat, each, really, please, lived, pulled, floppy, any, many			Year 1 CEWs where, were, are, they, says, ask, put, push, pull, full, a				
Week 6	u-e	u-e	ar	**ASSESS. Reading and Spelling 2**	ear (long E)	ear (air)	Review ew	Review ie	Review ie	Review igh	
	100 HFWs made, make, came, like, time, by, my, I, I'm, into, too, don't			200 HFWs new, use, want, wanted, water			100 HFWs from, help, back, will, this, that, then, them, with, went, children, just, off				
Week 7	ee	suffix ing/ed	suffix ing/ed	are	y	ph	Review or	Review ore	Review aw	Review au	
	100 HFWs			200 HFWs			100 HFWs made, make, came, like, time, by, my, I, I'm, into, too				

	see, very, day, have, when, about, out, people, down, now			us, has, great, baby, only, suddenly, can't, didn't, key, hear							
Week 8	ea	ea	er	wh	e	o	Review air	Review ear (long E)	Review ear (air)	Review are	
	100 HFWs look, looked, asked, could, saw, all			200 HFWs love, something, coming, white, inside, liked, there, where, boy, every, everyone			100 HFWs see, day, very, have, when, about, out, people				
Week 9	ir	ur	**ASSESS. Reading and Spelling 2**	**ASSESS. Reading and Spelling 3**	Review ff ll ss zz ck	Review nk	Review tch	Review y	Review ph	Review wh	Review e	**ASSESS. Reading 2**
	100 HFWs Mr, Mrs, what, their, little, called			200 HFWs boat, cried, which, head, dragon, animals, would, couldn't, eyes				100 HFWs down, now, look, looked, asked, could, saw, all				
Week 10	oa	oo (u)	oo	Review ve	Review ai	Review oi	Review ay	Review o	2 Syllable Words	Compound Words		
	HFW Revision			200 HFWs giant, find, laughed, again, friends, different, door, jumped, stopped				100 HFWs Mr, Mrs, their, little, what, called				
Week 11	Suffix er /est	Suffix er /est	oe	Review oy	Review a-e	Review e-e	Review i-e	Numbers	Contractions			
	Year 1 CEW Revision			200 HFWs thought, through, magic, narrator, once, air, I've, I'll, who				HFW Revision 100 and 200 HFWs				
Week 12	ou	ow	ow	Review o-e	Review u-e	Review u-e	Review ar	Days	Colours	Months		
	200 HFWs play, way, say, may, away, been, need, keep, feet, three, tree, trees, green, sleep, queen			200 HFW Revision				HFW Revision 100 and 200 HFWs				

Year 2 Teaching and Assessment

	Term 1		Term 2		Term 3 Ongoing Spelling Assessment in daily Quick Mix GPC in word and sentence dictations
Week 1	dge	g	Consonant suffixes	Contractions	Review o (u) adding suffix
	great, break, steak, find, mind, kind, behind		Year 2 CEW Review		Year 2 CEWs water, parents, beautiful 200 HFWs gave, take, place, began, before, because, even
Week 2	c	kn	Possessive apostrophe	**ASSESSMENT Reading and Spelling 1**	Review ey adding suffix
	wild, child, climb, behind, old, gold, hold, cold, told		**Year 1 and Year 2 CEW Review**		Year 2 CEWs Mr, Mrs, who, eye 200 HFWs he's, we're, can't, didn't, couldn't, jumped, stopped
Week 3	gn	wr	Review dge adding suffix		Review w-a (o) adding suffix
	would, could, should, door, floor, poor		Year 2 CEWs find, great, kind, steak, mind, break, behind 200 HFWs may, say, way, away, play, never, ever, river, under, better, after		Year 2 CEWs thought, laughed 200 HFWs magic, animals, I've, I'll, who, two
Week 4	le	el / Il	Review g adding suffix		Review w-or (er) adding suffix
	any, many, pretty, move, prove, improve		Year 2 CEWs old, wild, hold, child, gold, climb, cold, told 200 HFWs grow, snow, know, window, car, dark, park, hard, garden		Year 2 CEWs where, once, couldn't 200 HFWs only, baby, floppy, every, suddenly, great
Week 5	al	Homophones	Review c adding suffix		Review w-ar (or) adding suffix
	most, both, only, everybody		Year 2 CEWs would, door, floor, could, poor, should 200 HFWs our, found, round, around, mouse, shouted good, took, book, looks, looking		Year 2 CEWs any, many, these 200 HFWs small, bear, boat, home, clothes
Week 6	Vowel suffix drop e	Vowel suffix double letter	Review kn adding suffix		Review z (zsh) adding suffix
	Year 2 CEW		Year 2 CEWs		200 HFWs

	even, people, whole, clothes		any move prove many improve pretty 200 HFWs gone, more, horse, live, lived, pulled, want, wanted, water, work		because, we're, everyone town, how, through, eyes, boy, again	
Week 7	Vowel suffix y to an i	**ASSESSMENT Reading and Spelling 1**	Review gn adding suffix		Review ti adding suffix	
	Year 2 CEW busy, money, hour, Christmas		Year 2 CEWs old, wild, hold, child, gold, climb, cold, told 200 HFWs grow, snow, know, window, car, dark, park, hard, garden		200 HFWs gone, horse, which, pulled fly, why, cried, find, giant, narrator	
Week 8	y	al (or)	Review wr adding suffix		Review i adding suffix **ASSESSMENT Reading 1**	
	Year 2 CEW grass, class, pass, past, fast, last		Year 2 CEWs old, clothes, child, whole, climb 200 HFWs over, most, going, cold, told, love, something, dragon		200 HFWs different, pulled, live grandad, morning, rabbit, that's, things, king, across, along	
Week 9	o (u)	ey	Review le adding suffix		Homophones	Vowel Suffix drop e
	Year 2 CEW bath, path, father, plant		Year 2 CEWs sea tea eat, each, really, please, birds, girl, first 200 HFWs busy, hour, Christmas, money		Year 2 CEWs great, break, steak, every, even, busy, many, everybody, pretty, people, any, money	
Week 10	After w – a(o)	After w – or (er)	Review el il al adding suffix		Vowel Suffix double letter	Vowel suffix y to an i
	Year 2 CEW after, again, sure, sugar		Year 2 CEWs grass class pass past fast last 200 HFWs soon, food, room, school, air, where, there		Year 2 CEWs find, mind, kind, behind, wild, child, climb, both, most, old, gold, hold, told, cold, only, whole, clothes	
Week 11	After w – ar (or)	s (zsh)	Review y adding suffix		Consonant Suffix	Contractions
	Year 2 CEW water, parents, beautiful		Year 2 CEWs bath, path, father, plant 200 HFWs right, night, use, new, us, has		Year 2 CEWs beautiful, move, prove, improve, who, our	
Week 12	ti	i	Review al (or) adding suffix	**ASSESSMENT Reading 2**	Possessive Apostrophe	CEWs **ASSESSMENT Reading 2**
	Year 2 CEW		Year 2 CEWs		Year 2 CEWs	

	eye, who, Mr, Mrs	after, sure, again, sugar 200 HFWs head, door, which, friends, different, would, different	would, could, should, door, poor, floor, Christmas, sure, water, Mr, Mrs, sugar, eye, parent, pass, class, grass, path, bath, last, fast, plant, after, again

RECEPTION ASSESSMENT OVERVIEW

RECEPTION TERM 1 WEEK 7: ASSESSMENT 1

PHASE 2 GRAPHEMES (20)

s a t p i n m d g o c k ck h b f ff l ll ss

DECODABLE WORDS TO READ (29)

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, him, of

HFWs (7)

oh, his, he, she, we, me, be

RECEPTION TERM 1 WEEK 12: ASSESSMENT 2

PHASE 3 GRAPHEMES (15)

j v w x y z zz qu ch sh th(v) th ng oo(long), ar

DECODABLE WORDS TO READ (9)

if, off, will, all, went, from, help, too, with

HFWs (8)

you, my, they, for, her, are, was, said

RECEPTION TERM 2 WEEK 6: ASSESSMENT 1

PHASE 3 GRAPHEMES (6)

oo(short) ow ee ur ai or

DECODABLE WORDS TO READ (6)

look, now, down, see, just, it's

HFWs (4)

going, have, do, so,

RECEPTION TERM 2 WEEK 12: ASSESSMENT 2

PHASE 3 GRAPHEMES (7)

oa er igh air oi ear ure

DECODABLE WORDS TO READ (7)

coat, hammer, high, fair, boil, dear, pure

HFWs (12)

come, some, were, one, like, when, little, what, day, away, play, children

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RECEPTION TERM 3 WEEK 12: ASSESSMENT 1

GRAPHEMES

All Phase 2 and Phase 3 that were not secure in term 1 and 2

HFWs WORDS TO READ

All HFWs that were not secure in previous assessments.

YEAR 1 ASSESSMENT OVERVIEW

YEAR 1 TERM 1 WEEK 4: ASSESSMENT 1

GRAPHEMES

ff ss zz ll ck n k tch ve ai oi ay oy

DECODABLE WORDS TO READ

puff, miss, fizz, bell, back, think, honk, catch, witch, give, have, rain, sail, boil, toilet, stay, play, boy, enjoy

CEWs

be (being), he, me, 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

HFWs

house, our, where, were, they, says, are, ask, put, push, pull, full

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YEAR 1 TERM 1 WEEK 8: ASSESSMENT 2

GRAPHEMES

a-e e-e i-e o-e u-e are e suffixes ing and ed ea ea

DECODABLE WORDS TO READ

made, date, these, complete, kite, five, have, hole, rude, flute, cube, tune, arm, card, green, seen, dream, heat, ready, instead

HFWs

from, help, back, will, this, that, then, them, with, went, people, children, animal, of, made, make, came, like, time, by, my, I, I'm, into, too, don't, see, very, day, have, when, about, out, people, down, now, look, looked, asked, could, saw, all

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YEAR 1 TERM 2 WEEK 3: ASSESSMENT 1

GRAPHEMES

er ir ur oa oo(u) oo suffixes er/est oe ou ow ow(long o) ue ue ew ew i before y, i, e

DECODABLE WORDS TO READ AND WRITE

letter, summer, girl, twirl, burst, church, road, coach, took, book, grander, fresher, toe, goes, about, found, how, town, snow, throw, blue, true, rescue, value, grew, phew, stew,

HFWs

Mr, Mrs, what, their, little, called play, way, say, may, away, been, need, keep, feet, three, tree, trees, green, sleep, queen, snow, grow, know, window, more, horse, gone, live, ever, never, river, under, better, after, good, took, book, looks, looking, car, dark, park, hard, garden, found, round, around

YEAR 1 TERM 2 WEEK 6: ASSESSMENT 2

GRAPHEMES

ie ie igh or ore aw au air prefix un

DECODABLE WORDS TO READ AND WRITE

pie, tried, field, chief, light, might, morning, fork, snore, bore, draw, lawn, author, haunted, chair, stairs, unlock, unwell

HFWs

going, most, over, cold, told, soon, food, room, school, gave, take, place, he's, we're, even, began, before, because, girls, bird, first, sea, tea, eat, each, really, please, lived, pulled, floppy, any, many, new, use, want, wanted, water

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YEAR 1 TERM 2 WEEK 9: ASSESSMENT 3

GRAPHEMES

ear (long e) ear (air) are y ph wh e o

DECODABLE WORDS TO READ AND WRITE

year, dear, pear, wear, party, happy, alphabet, photo, when, why, even, began, most, ago

HFWs

giant, find, laughed, again, friends, different, door, jumped, stopped, thought, through, magic, narrator, once, air, I've, I'll, who

---

YEAR 1 TERM 3: PHONICS SCREEN

YEAR 1 TERM 3 WEEKS 5 AND 9: ASSESSMENTS 1 AND 2

GRAPHEMES

All graphemes that were not secure in term 1 and 2.

HFWs WORDS TO READ AND WRITE

All HFWs that were not secure in previous assessments.

YEAR 2 ASSESSMENT OVERVIEW

YEAR 2 TERM 1 WEEK 7: ASSESSMENT 1

GRAPHEMES

dge g c kn gn wr le el il al(or)

SPELLING

homophones vowel suffix: drop e, double letter, y to an i

DECODABLE WORDS TO READ AND WRITE

See spelling dictation for Term 1 week 7

fridge, edge, gem, giant, city, twice, knee, knight, gnaw, gnome, wrong, wrap, middle, candle, camel, travel, fossil, nostril, hospital, pedal, there, their, liking, shiny, patting, saddest, happiest, carried

HFWs

door, floor, poor, find, mind, kind, behind, wild, child, climb, behind, old, gold, hold, cold, told, would, could, should, great, break, steak, any, many, pretty, most, both, only, everybody, even, people, busy, money, hour, Christmas

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YEAR 2 TERM 2 WEEK 2: ASSESSMENT 1

GRAPHEMES

y al(or) o(u) ey after w: a(o) or(er) ar(or) s(szsh) ti i

SPELLING

consonant suffixes contractions possessive apostrophe

DECODABLE WORDS TO READ AND WRITE

See spelling dictation for Term 2 week 2

fry, reply, ball, walk, other, nothing, donkey, chimney, squash, swap, work, worm, warm, forward, visual, casual, station, fiction, merriment, happiness, playful, happily, hopeless, plainness, can't, don't, the girl's, my mum's

HFWs

grass, class, pass, past, fast, last, bath, path, father, plant, after, again, sure, sugar, water, parents, beautiful, eye, who, Mr, Mrs

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YEAR 2 TERM 2 WEEK 12: ASSESSMENT 2

GRAPHEMES

dge g c kn gn wr le el il al

SPELLING

homophones vowel suffix: drop e, double letter, y to an i

DECODABLE WORDS TO READ AND WRITE

fridge, edge, gem, giant, city, twice, knee, knight, gnaw, gnome, wrong, wrap, middle, candle, camel, travel, fossil, nostril, hospital, pedal, there, their, liking, shiny, patting, saddest, happiest, carried

CEWs

find, great, kind, steak, mind, break, behind, old, wild, hold, child, gold, climb, cold, told, would, door, floor, could, poor, should, our, any, move, prove, many, improve, pretty, old, wild, hold, child, gold, climb, cold, told, old, clothes, child, whole, climb sea tea eat, each, really, please, birds, girl, first, grass class pass past fast last, bath, path, father, plant, after, sure, again, sugar,

HFWs

may, say, way, away, play, never, ever, river, under, better, after, grow, snow, know, window, car, dark, park, hard, garden, found, round, around, mouse, shouted, good, took, book, looks, looking, gone, more, horse, live, lived, pulled, want, wanted, water, work, grow, snow, know, window, car, dark, park, hard, garden, over, most, going, cold, told, love, something, dragon, busy, hour, Christmas, money, soon, food, room, school, air, where, there, right, night, use, new, us, has, head, door, which, friends, different, would, different

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YEAR 2 TERM 3 WEEK 8: ASSESSMENT 1

All graphemes and spelling rules that were not secure from previous assessments

CEWs

water, parents, beautiful, Mr, Mrs, who, eye, thought, laughed, where, once, couldn't, any, many, these,

HFWs

gave, take, place, began, before, because, even, he's, we're, can't, didn't, couldn't, jumped, stopped, magic, animals, I've, I'll, who, two, only, baby, floppy, every, suddenly, great, small, bear, boat, home, clothes, because, we're, everyone, town, how, through, eyes, boy, again, gone, horse, which, pulled, fly, why, cried, find, giant, narrator, different, pulled, live, grandad, morning, rabbit, that's, things, king, across, along

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YEAR 2 TERM 3 WEEK 12: ASSESSMENT 2

All Spelling rules, HFWs and CEWs that were not secure from previous assessments

CEWs

great, break, steak, every, even, busy, many, everybody, pretty, people, any, money, find, mind, kind, behind, wild, child, climb, both, most, old, gold, hold, told, cold, only, whole, clothes, beautiful, move, prove, improve, who, our

Appendix 2 – Decodable Book Progression and Alignment to Scheme

Monster Phonics Programme and Reading Scheme

Phonics and HFW Progression and Alignment

Stage -Book	Reading Book Band	Grapheme	New Title	Book phonics keywords	Book HFWs	Monster Phonics Programme HFWs
1-1	Pink	satp	Tap, tap	tap pat		**Reception HFW** a at as
1-2	Pink	i	A pit	sit sip pit pat tap tip		**Reception HFW** in is it I an
1-3	Pink	n	A pin, a pan, a tin	nip sit nap pin pan pat tin tap	is in it a	
1-4	Pink	m	A tin pan	man map mam pan tin tap sits sip	is it at a	**Reception HFW** and am dad
1-5	Pink	d	Sip sap	dip dim din tap tips sip sap sad mat	it in and is a	
1-6	Pink	g	In a pit	sag pit tag din gap nip nag sad	I in am it is a	

				dig		
1-7	Pink	o	Pop in a pot	not dog top pot pop gas dip tip pig dim did pan	the is on go in and	**Reception HFW** to into no go the
1-8	Pink	c	The cod	cat cats cod can top nap tap nags sags nips tin got	to go the on in it is a	
1-9	Pink	k ck	Pick a sack	pick sack sock kicks kid cat top picks	the no on and it is in a	**Reception HFW** get can got on dog not cat
1-10	Pink	e	Ten Cats	ten pet pets get peg ticket pocket pen cat tap	the it is on go and in	
2-1	Pink	u	Ten ducks	duck ducks tuck sun ten picnic peck mat	the no go on in	

				sad not get net		
2-2	Pink	r	The red rocket	run rocket red rug mug pip pet mud cups sunset din can	the is no go to into in it and a	
2-3	Pink	h	I had a hat	hat had has hops hit hip sags rip pick back run rocket	the it is and oh i on it no	**Reception HFW** up mum put had him his oh
2-4	Pink	b	A bag on the bus	big bag back bad bus bed tap get hug rabbit carrot gets	the is has no oh at had in on	
2-5	Pink	f/ff	The cats and the cod	fat fun fin off huff puff get bus bucket big cod	the is oh no to and I of off on	**Reception HFW** he she me we be of

				kick		
2-6	Pink	l/ll	Sell the tickets	hill yell tell bell sells laptop lit lot begs tickets hot fun	the is has and to of it up he she	
2-7	Pink	ss	The big mess	mess fuss boss hiss less pick cat lot bag bug bat fill	the is I oh and it in of no up	
2-8	Red	j	Go for a jog	jacket jog jam jogs bag hits mess sad not upset back am	the is his I has am on it he she oh no	**Reception HFW** if off you my they for
2-9	Red	v	Visit to the vets	vet van visit vets pecks duck nips sip jam back dog ill	the is his of we and I it to you go my	
2-10	Red	w	I will win!	wig win	the is	

				wins will cobweb web velvet hat yes red bug	as I going it am to	
3-1	Red	x	Six cats and a box	taxi exit six box fix visit cats back run sit hill will	the get and to going is it up has she	
3-2	Red	y	Tess the dog	yell yes yum yap yet tell big fuss hugs let tell bags bad	the as of go no is has not and he she	**Reception HFW** was will all went from help
3-3	Red	z/zz	Zigzag and zip	zigzag buzz zip zap mess yells spell dip hop hum	the was is she up they and it I go to has	
3-4	Red	qu	The ducks get wet	quick quack liquid quit wet	the is she in oh	

				six ducks hops met gets	no	
3-5	Red	ch	Chill with jazz	chop chug check chat chips chill such much chicken jazz less laptop	the is it we has his no and me he	**Reception HFW** too her with are yes
3-6	Red	sh	The fish and chip shop	fish cash bash rush shock shop man yells chips checks	the is has are she to too and oh no	
3-7	Red	ng	Ding dong bell	long ring clang strong ding dong swing bang flash ship must yells rock bell rush dock bash	the i is of oh no with this he will and to but	
3-8	Red	th	The thin and thick rockets	this that thick thin with six rocket	the is has her him up go	

				pocket shed shock fun lots	no oh they he she	
3-9	Red	Consonant digraph revision ch sh ng th	A cash ding dong	crash shock wish this bash chips long song ship cash ding sang fish check dong shell much back	was is it on got had for went oh no to help he she they lot	
3-10	Red	Consonant digraph revision ch sh ng th	A shock on the path	long path them hush wing moth thick shed ring with thin chicken swing that much check hang this	they and go from be she to up no her he	
3.1 vowel digraphs						
3.1-1	Red	oo blue	Zip at the zoo	too zoo boot hoof zoom cool food root moon	for put help went my got to can said	**Reception HFW** then them that this said

				rooftop	the he up	
3.1-2	Red	ar	At the park	bar car bark card cart hard jar park market farmyard	they had at from she and to off not was he in	
3.1-3	Red	oo tricky	Into the Woods	look foot cook good book took wood wool hook hood	for her will went we they my from said was she cannot	**Reception HFW** look now down
3.2-4	Red	ow	Yowl down town	now down owl cow how bow pow! row town towel	look then will went help you was let's had said of she that get	
3.1-5	Red	ee	I can see you	see feel weep feet jeep seem meet week deep keep	they them me help them you to down have too	**Reception HFW** see going just have

					from she all he	
3.1-6	Red	ur	The cat that got hurt	fur burn burp curl hurt surf turn turnip	must they jump went much my said let's this up see did	
3.1-7	Red	ai	Going sailing	wait hail pain aim sail main tail rain bait	must go said them let's they now have took back are we went this	**Reception HFW** it's do so
3.1-8	Red	or	A kitten was born	for fork cord cork sort born worn fort torn cornet	lots her but took got that too been things was said she had lots	
3.1-9	Red	oa	A load on the road	coat load goat loaf road soap oak	down have will has back room how	**Reception HFW** come some were one

				toad foal	help ask said for she her some	
3.1-10	Red	er	A monster dinner	hammer letter rocker ladder supper dinner boxer better summer banner	for you too this the they of come said was she soon	
3.1-11	Red	igh	A good night	high sigh light might night sight fight tight tonight right	just have you was looking went down what next little fast now	**Reception HFW** like when little what
3.1-12	Red	air	A trip to the fair	air fair hair lair pair	long went way down things going like by have they were up said my	
3.1-13	Red	oi	A spoil spell	oil boil coin coil join soil toil	will her the some they was have	**100 HFWs** day away play children

				quoit poison tinfoil	you help said little need looked my	
3.1-14	Red	ear	A fix for ears	ear dear fear hear gear near tear year rear beard	her said have were they went my see need to will cannot	
3.1-15	Red	ure	The cat and the cure	sure lure assure insure pure cure secure manure mature	the is has no things will this of with you thank not	
3.2 CVC+						
3.2-1	Yellow	CVCC	A wish at the camp	tent camp next pond bank lamp damp hump bump jump soft wind	are up will went this they off you not said was that then have	Revision
3.2-2	Yellow	CVCC	The best band	band sing next best fact	and much were help said	

				sent jump lost text jump rock lump	had some he are went was next they can	
3.2-3	Yellow	CCVC	The frog twin	frog twin grab spot speck crab glad plan stop grass drop	that see will went when come meet you her said was better took my	
3.2-4	Yellow	CCVC	The sled on the hill	plop glad sla slim spin slid slam bled from snug scab skin	no little back down from this yes her off have one top do too	
3.2-5	Yellow	CVCC + digraphs	Thank you monsters	punch shelf bench sixth joint thank chunk champ paint tenth roast toast	for down will went this some cook you off said was be then need	your here saw

3.2-6	Yellow	CCVC + digraphs	The thrill stars	thrill star clown crowd frown crash smell train steep swing swoop spoil	now saw will went and away was to see said were then he put	time my
3.2-7	Yellow	CCVCC	A crisp day	crisp frost think twist stamp grasp stand grunt thank glint stamp	out down all think cannot day time there off said was that need house	out house about
3.2-8	Yellow	CCVCC	A jump in the truck	trunk crept blast crisps drift drink blink stunt plump blink twist blank	are here house there look like they day away all let's your one when	made make came
3.2-9	Yellow	CVC+ Polysyllabic	The helper	helper lunchbox handstand picnic windmill sandwich visit champion sandpit	help saw down that this some made came for	I'm very old

				holland canal fantastic	called were are like they	
3.2-10	Yellow	CVC+ Polysyllabic	The giftbox	pondweed shelving plastic classroom giftbox helpdesk children sandpit chimpanzees presents	some went see jump like said here play off asked they you have and	called asked looked
3.2-11	Yellow	CCVCC + digraphs	A spring day	trench drench shrunk spring splash string strong scrunch street	down her day saw from good by have came called look you cannot was	their our
3.2-12	Yellow	CCVCC + digraphs	The day she shrunk	shrink grasp crunch speech snack thing scrap crept black	have her little took was old you made need all now see that down	Mr Mrs
13	Yellow	CCVCC + Polysyllabic	Help for a drifting ship	crashing drifted trapped blasting	cam little time need	people could

				flashed blinked stamped standing grasping	some away old from off look was our next back	
14	Yellow	CCVCC + Polysyllabic	Stranded on Big Ben	printed twisted grasping flapping blasted blasting stranded	their my saw out with seen time you house look going see onto help	Revision
15	Yellow	CCVCC + Polysyllabic	An old mat	spotted landed swimming fond dust sniff fresh plan tracking sand green grass	been took off very their what old seen out little away across were about	

YEAR 1 PROGRAMME-BOOK WORD MAP

Stage-Book	Reading Book Band	Grapheme	New Title	Book phonics keywords	Book HFWs	Programme HFWs
4-1	Yellow	CVC + Review	The monster bash	lift jump thrill glad hand pink help crisps flash flap pick grass drink ring bring drum trash blast hang bump	they look she he be their to house going with are out down her his	Revision
4-2	Yellow	ff ll ss zz ck	The spell	track back black click quick well bell fell pull yell fizz whizz buzz across huff off kiss	they make he me she said time went play and was were the as saw day Wow sudden	**Year 1 CEWs** be (being) he me she no go so
4-3	Yellow	nk	A trip in the sink	sink wink blink think drink shrink chunk plank	they she me he to across their this	**Year 1 CEWs** to do today I by my

				honk blank thank shrunk blanket twinkle pink bunk shrank	play are was were looked as of some	
4-4	Yellow	tch	A dog in a ditch	fetch catch itch patch pitch ditch match kitchen witch hutch stitch sketch crutch watch stretch scratch	no you time have let's best next our from now little with was your said saw	**Year 1 CEWs** love some come
4-5	Yellow	ve	The monsters give a house	have live give above love move prove	can went came with you make they house said little was next some here asked made	**Year 1 CEWs** was is his has
4-6	Blue	ai	Stuck in the rain	rain train pain brain snail sail nail paint wait	this and have when came they we she down	**Year 1 CEWs** one once friend your

				against email painted paid afraid rail	out my one his time are all wow sudden fantastic zoomed	
4-7	Blue	oi	Tricky Witch boils a spell	oil boil soil coil foil coin join point toilet noise poison	make said was little going way want some you of to do now your what out Wow Splendid sudden	**Year 1 CEWs** the said of
4-8	Blue	ay	Angry Red A is going on holiday	day play played stay say spray Sunday Monday Friday crayon delay Thursday pay tray	they made he she me go so going to was said asked pleased with went live	**Year 1 CEWs** here there
4-9	Blue	oy	The annoying troll	boy toy joy	play day came	**Year 1 CEWs** school you

				enjoy enjoyed annoy annoying annoyed joyful destroy destroyed royal	he were one his her when school into time i'm out down my wow horrid	where were they says are
4-10	Blue	a-e	Angry Red A makes a plan	ate made plane date bake shame date make lane mate blaze wave late cake came shade lake gave rake take game shape shake save	they down looked then play with called this day away saw old do said there some Wow amazing splendid zoomed	**First 100 HFW Recap** house our ask put push pull full
5-1	Green	e-e	Theme day at monster school	compete competed concrete completed complete theme scene these extreme Japanese	school wanted looked been today were looking will made was out	**First 100 HFW Recap** from help back will animal

					for make all our your Wow stunning thrilled	
5-2	Green	i-e	Hide and seek	like five shine while slide bike side time invite white smile hide alive mile inside	I'm house looked their going were look then they was saw called play his went there Wow amazing fantastic zoomed	**First 100 HFW Recap** this that then them with
5-3	Green	o-e	A trick on the homes	home poke whole those pole stole rode phone note drove joke hole rose spoke wrote	white they looked all could their there will house see saw across now one were down Wow sudden fantastic zoomed	**First 100 HFW Recap** people went children just of

5-4	Green	u-e	Zoo rules	rule rude pollute June prune parachute flute include	need called where our very here some must being look could after people across animals make were friends how Wow astonished sweet	**First 100 HFW Recap** make made came
5-5	Green	u-e	Cute cats	tube huge use cute used confuse cube amuse	take how wanted one play down where have came with little could my them come out need things some live Wow dashed fantastic	**First 100 HFW Recap** like time by my
5-6	Green	ar	A trip to the market	hard market scarf bark	wanted their with took	**First 100 HFW Recap** I I'm into

				harp car far arm charming harm card party start charm smart jar park star march dark	little so things look they out please said looked keep down have Wow sudden excited	too don't
5-7	Green	ee	The Frog Queen	need feel sweets queen meet been weeping greet feed seem week sleep green teeth sheep feet street speech cheese sweep	being school make here very you time little these do my could people have some cannot out your took friend Wow Massive thrilled	**First 100 HFW Recap** see day very have when out about people down now
5-8	Green	ea	Beach treat	seat dream tea seal scream leap teach treat eat pea squeal	her going good about please was little this today so said	**First 100 HFW Recap** look looked asked

				real meal peach team beak steal cream sea read beast seagull	when for they were what until day called loved down Wow sudden amazing	
5-9	Green	ea	Little Ghost has a bad head	head sweat bread dreamt wealth instead thread spread leapt feather sweater heaven dread read breakfast health bedspread	looked came little your no very their oh so by some friend out time loved home about my were old Wow terrific	**First 100 HFW Recap** could saw all
5-10	Green	er	A better job for a monster	better minister dinner singer quicker driver monster faster number alert painter thinker letter faster	said please could each by people about fast like what out want be called	**First 100 HFW Recap** Mrs Mrs

				her advert herd perhaps tiger paper super speaker	our very being good think start Wow terrific dazzling	
6-1	Orange	ir	The third witch	first squirm whirl stir third skirt twirl shirt girl swirl thirteen squirt thirst birthday birth	said old their good lake your were here people one little will be called asked them Wow charming fantastic	**First 100 HFW Recap** their little
6-2	Orange	ur	Bursting to go camping	burst fur burn return curled hurt church burnt purple Saturday turn curl turned surf turning purr curve Thursday turnip	day sleep their took they time were some three so little called need down asked morning Wow fantastic	**First 100 HFW Recap** what called

6-3	Orange	oa	A coach to the ball	goat soap load loan oats road boat toast cloak croak toad float groan moaned floating moan boast oak roam groaned	no have there look me went were some down bring all called could had house friends Wow splendid	Revision
6-4	Orange	oo	The monsters play football	hook cook flood wooden took shook good hooked book stood hood looked look wood flooded hooray	today there looked needed across were some each much started called pulled morning away play Wow Sudden fantastic	
6-5	Orange	oo	At the zoo	too boom zoom gloom cool zoo kangaroo food broom baboon goo room	animal no could looked away down house some make want there called	

				boots tooth mood soon shampoo roof	sleep morning were something Wow terrific fantastic	
6-6	Orange	oe	The monster heros	toe goes tomatoes toes dominoes volcanoes superheroes echoes heroes potatoes	play now could looked soon eat started something children each there where people ready were about Wow terrific splendid	
6-7	Orange	ou	Smoke on the mountain	our about out found hour without shout outside cloud ground house surround south round loud loudest mouse thousand mountain proud fountain around	from I'm three took each need friend little come thing would making once very by never Wow sudden swopped	**Next 200 HFW** play way say may away

6-8	Orange	ow	Lost in the snow	low snow yellow shadow mow bellow window fellow glow bowl throw snowflake pillowcase tomorrow slow pillow blowing own	fast called saw just where making made seen little found wanted something white very could move Wow fantastic sudden zooming	**Next 200 HFW** been need keep feet
6-9	Orange	ow	Brown Cow gets stuck	now cow town gown allow crowd how wow frown crown owl powder pow bow clown down growl power row ow brown flower howl shower	could their help your pulled needed friend wanted something thing would once Wow fantastic zoomed	**Next 200 HFW** three tree trees sleep green queen
6-10	Orange	ue	Looking for clues	blue glue true clue glues glued	I'm where something took found what	**Next 200 HFW** snow grow know window

					when across together friend thing very could people know going called around loved seen Wow amazing dazzling stunning	
7-1	Orange	ue	U-Hoo to the rescue	argue tissue queue rescue statue pursue Tuesday issue rescued	time yesterday sometimes one home please today down across very people himself called three would school Wow amazing dashed	**Next 200 HFW** more horse gone live
7-2	Orange	ew	The crown jewels go missing	blew drew threw chew crew screw grew flew unscrew	pleased garden next been meet by those around good very across tomorrow	**Next 200 HFW** ever never river under better after

					again shouted one read Wow astonishing stunning replica	
7-3	Orange	ew	The new drumkit	new dew newspaper knew nephew phew few	inside morning something feet need play first today across very would made called come one time Wow fantastic thrilled terrific	**Next 200 HFW** good took book looks looking car dark park hard garden found round around
7-4	Orange	ie	The monster that spied	lie fries tries denies tried dies dried replies spied cried pie spies denies replied dried tie untie untie untied fried	jump where seen some very now down food people friends little cannot over made each school coming I'm with first	**Next 200 HFW** going most over

					Wow astonishing terrific	
7-5	Orange	ie	The field trip	field brief achieve shield chief grief shriek relief cookie thief belief believe relieved handkerchief	old asked himself some one their never today people told where very were while each school over something found gave Wow astonishing massive	**Next 200 HFW** cold told
7-6	Orange	igh	The night flight	night bright higher sight sigh light flight might fright frightening tight tonight knight delight lighthouse fight twilight frightened midnight lightning	too little dark some now their all back out away where very were across shouted took each called cannot read Wow	**Next 200 HFW** soon food room school gave take place

					sudden zoomed	
7-7	Orange	or	The storm	or storm horn porch fork for torch port horse forgot sort torn sport record corner short worn cord doctor morning	some where window would night after house close out without little one some been watched each would around pulled down Wow frightful sudden	**Next 200 HFW** he's we're even
7-8	Orange	ore	The list of chores	more score adore tore snore before store wore chore shore seashore sore bore ignore bored	gone came each feet very now know better first could little cross smallest around love fell I'm with some have Wow terrific horrid	**Next 200 HFW** began before because

7-9	Orange	aw	Relaxing on the lawn	law caw draw dawn paw straw gnaw yawn lawn saw crawl creepy-crawly sea-saw awesome strawberry strawberries	gone time loved these down now green plants right came little bird wanted please better where making garden needed animal Wow sudden awesome	**Next 200 HFW** girls first bird
7-10	Orange	au	Astronauts in time	autumn restaurant automatic August Paul author haunt launch dinosaur haunted taught caught naughty daughter	one time never these three now what today no-one ever little about jumped again after no-one cold out book like Wow thrilled massive terrific	**Next 200 HFW** sea tea eat each
8-1	Turquoise	air	The fairytale wedding	air pair	friend came	**Next 200 HFW** really

				unfair stair fairy hair chair funfair upstairs fairies hairy fair airport staircase fairyland hairier hairbrush repair downstairs millionaire	read new now asked look miss please over bird day take must again ever need very old little Wow thrilled massive elegant	please lived pulled floppy any many
8-2	Turquoise	ear	A horrid monster appears	ear tear gear hearing hear dear rear fearing near year fear beard appear disappear earring nearly	one jumped somewhere might being kind going oh pleased over best know one called someone plant about summer time right very Wow horrid zoomed	**Next 200 HFW** new use
8-3	Turquoise	ear	Not afraid of bear	bear wear pear	want need all	**Next 200 HFW** want wanted

				tear swear wearing	outside each their before very little inside could now called asked played about time night need might Wow amazing suddenly	water
8-4	Turquoise	are	Bossy Witch comes to scare	care square dare rarest share spare rare sharing scare glare stare stared careful carefully prepare scarecrow	your round some want have one about shouted would where could going asked so better much food when say friend Wow elegant sudden great	**Next 200 HFW** us has great
8-5	Turquoise	y	Green Froggy and the seven dwarfs	windy happily sorry messy tiny	long grass been home inside	**Next 200 HFW** baby only suddenly

				mummy rainy twenty grumpy tidy hungry daddy family very yummy grumpily thirsty story funny silly happy tasty lovely lady	I'm along down some came coming way which soon better old food when across after Wow pretty great	
8-6	Turquoise	ph	The photographer	photo elephant dolphin trophy phone photograph autograph photographer nephew phew alphabet	even so anymore again tree could like want every very would everyone took take gave came Wow great bashful	**Next 200 HFW** can't didn't key hear
8-7	Turquoise	wh	Where are you?	when where what whoosh whale while whisper whimper whistle wheel whirl whip	came first shouted loved herself themselves room pulled around air would jumped	**Next 200 HFW** love something coming

				white whoopee whizz everywhere anywhere somewhere nowhere whisk	next asked found new Wow delight surprise	
8-8	Turquoise	e	Secret beneath the sea	be he we she me begin began before beneath below even maybe because neon lever secret details email being became	your could cried everyone there away inside about started from don't think wanted all near sea water close made suddenly Wow amazing thrilled fantastic	**Next 200 HFW** white inside liked
8-9	Turquoise	o	Meet Polo	total so hello open both flamingo volcano tomato potato don't going only piano over won't	week those flower back three could long time very turned started window more make about ever Wow	**Next 200 HFW** there where boy every everyone

					jumbo lovely erupt	
8-10	Turquoise	Revision	A monster Christmas Eve	field way lights sound torch threw handkerchief bellow asleep downstairs hole sneeze tea pie loudest dark curled cave around tree	their must little more here around book must please better herself about coming over again under giving like looked just Wow suddenly massive great amazing fantastic	**Next 200 HFW** boat cried which head dragon animals would couldn't eyes giant find laughed again friends different door jumped stopped thought through magic narrator once air I've I'll who

YEAR 2 PROGRAMME-BOOK WORD MAP

Stage-Book	Reading Book Band	Grapheme	New Title	Book phonics keywords	Book HFWs	Programme HFWs
9-1	purple	dge	Lost in the woods	edge badger badge hedge budge bridge lodge porridge trudged fudge fridge smudge	their shouted gave because anyone needed little food really three over right didn't door home pretty took couldn't found Wow pretty incredibly spectacular	door floor poor
9-2	purple	g	The magical stranger	huge engine dangerous gentle stage gem large carriage stranger bulge cage danger magic village giant outrage charge imagine magical strange giraffe ginger cabbage	don't everyone only morning could any looked shouted would please never about something because near head inside very do over Wow horrid	find mind kind behind

				imagination	stunning wicked	
9-3	purple	c	The sad Prince and Princess	prince princess voice decide lettuce ice-cream palace slice decided police space nice necklace performance place notice dance fancy race face	took different began before could didn't cried shouted would we're how sound many hard only sound asked great going seemed Wow astonishing extraordinary gloomy	wild child climb
9-4	purple	kn	Tricky Witch has a horrid day	knock knife knees knowing knot knit knives knocked doorknob knitting knew knuckles kneeling knight know known knob knickers	took different began didn't could cried we're how would very place shouted many hard inside move asked every away Wow horrid magnificent wicked	old gold hold cold told

9-5	purple	gn	Gnomes underground	gnat gnaw gnawed gnawing sign gnu gnome gnats gnarl design gnash gnashed gnashing gnarled designed	through our might find animals being anyone started would trees found head something even maybe out outside room better school Wow colossal magnificent delighted	would could should
9-6	purple	wr	Tricky Witch wrecks her wrist	wrong wreck wriggling wrung write wrinkly wrist written wrote wring wrapped wrap wrecked wrecked	high could poor something magic kind cry more became three stay should through new please come find couldn't people soon Wow scary whispered horrific	great break steak
9-7	purple	le	Castle rescue	middle	thought	any

				terrible baffle jungle wobble table incredible castle obstacle giggle little turtle battle miserable cuddle bottle uncle scramble tangle	asked started over tried been island become nobody read window where water because prove could through climbed shouted outside Wow super intelligent	many pretty
9-8	purple	il	Fossils on the beach	pencil pupil peril April gerbil evil nostril tranquil utensil stencil lentil fossil	morning yourselves thought climb most behind another would suddenly high time please very sorry air might magic instead find any Wow terrific spectacular	most both only every everybody even people busy money hour Christmas
9-9	purple	al	The little witches	metal petal capital medal	written suddenly many better	

				total totally natural naturally dental practical hospital local	could anything other thing would these grow old little cried know gave find smiling called down	
9-10	purple	el	The magical metal cauldron	channel tunnel towel level jewel camel trowel vessel marvel model squirrel swivel tinsel shovel weasel snivel	now great each we'll garden started house more can't through break different time new boat home three without love magic Wow astonished magnificent intelligent	
10-1	gold	y	A cry from the woods	fly July flying spy multiply cry my	soon through any came again need knew	grass class pass

				sky fry identify dry by shy deny apply reply why try lying magnify	stopped wild head now around took find could sound might right thought loud Wow fierce magnificent	
10-2	gold	al	A football cup	all talk fall talked ball hall tall calling call wall called beanstalk walk falling walked football	magic please great already first everybody water could break three almost friend magic again over town everyone out down time Wow referee magnificent	past fast last bath path
10-3	gold	o (u)	Uncle wonder	other done some honey money cover worry brother wonder come	when very made bright came door ever snow never what	another mother other

				shovel monkey discover won mother son above onion month sponge shove nothing Monday dove colour oven	before first new turned home asleep many fly often over Wow thousand disappeared	
10-4	gold	ey	Harvey goes missing	monkey chimney jockey keyboard donkey honey trolley key money pulley valley turkey alley	friend anyone something different their kind wanted down very find before off where some house ever fast never could jumped Wow screeched scampered sobbed	father plant
10-5	gold	w-a	The witch factor	wander was wand swan watch what wasp watching squash want	laughed jumped always really inside everyone could many people new	after again

				swap watched wash wanted swapped	came down rabbit magic never now showing their head three Wow magnificent extraordinary astonishing	
10-6	gold	w-or	The magic words	work worth world word worm worth worked worse	kind began going floor great under door around could another magic gone each laugh first different their suddenly pretty asked Wow incredibly extraordinary tasty	sure sugar
10-7	gold	w-ar	Miss Oh No and the magic wardrobe	warn warned warning swarm award reward war wart wardrobe warp	once old thought about just began watched right small smaller	water parents

				dwarf dwarves	suddenly again love please wish more flying room danced Wow incredibly magic persisted	
10-8	gold	s (zsh)	Treasure Island	usual unusual unusually casually pleasure treasure measure leisure vision television division supervision explosion decision Asia	time found each find come only magic away cried little came sea busy how very under should night home by Wow miserable sparkling gleaming	beautiful
10-9	gold	ti	Potion for a taxi	potion motion condition station mention commotion information instructions directions section cooperation nation	don't stopped all important need more magic friends miss started here usually	eye who

				invitation imagination position caption mention patience patient impatient	can't shouted tried cloud could night air two Wow excellent excellence horrific	
10-10	gold	i	Wild explorers	lion tiger Friday diary Viking wild child mild blind island kind find mind wind behind kind find mind wind behind	sight across time can't instead really take friend anything started river people over thought don't why would fly voice ride Wow supersonic exhausted explore	Mr Mrs

Appendix 3 – Monster Phonics Reading Scheme Placement

Monster Phonics Reading Scheme Placement Chart

Children should practise reading using books in which 90% of the words are read accurately and with fluency. This ensures that children practice the skills of reading with confidence.

Our Placement Procedure is a simple assessment to match children's secure phonics knowledge to the correct level book.

1. Determine the furthest GPC in the programme at which the child's phonics knowledge for reading is secure by examining the results of the most recent Formative Reading Assessment and the Success Criteria from recent Lesson Plans.

2. Use the Placement Chart to match the most recently secured GPC to the appropriate decodable reading book.

3. Check that the child can read the phonics keywords and HFWs for that book.

4. 90% or more words are read fluently and accurately.

Yes – start the reading scheme at this point.

No – look further back in the Placement Chart. Find the point in the Placement Chart at which the child can read the phonics keywords and HFWs with 90% fluency and accuracy.

To determine the correct placement in the reading scheme, use the GPC in the programme at which the child's phonics knowledge for reading is secure. If 90% of the words in the list are read correctly and fluently, then this is a suitable point at which to start the scheme. If less than 90% are read fluently, then check the words at a lower level.

1. Phonics keywords – 90% correct

2. High-Frequency words – 90% correct

Stage - Book	Reading Book Band	Grapheme	New Title	Assess Phonics keywords	Assess HFWs
1-1	Pink	satp	Tap, tap	tap pat	
1-2	Pink	i	A pit	sit sip	

				pit pat tap tip	
1-3	Pink	n	A pin, a pan, a tin	nip sit nap pin pan pat tin tap	is in it a
1-4	Pink	m	A tin pan	man map mam pan tin tap sits	is it at a

				sip	
1-5	Pink	d	Sip sap	dip dim din tap tips sip sap sad mat	it in and is a
1-6	Pink	g	In a pit	sag pit tag din gap nip nag sad dig	I in am it is a

1-7	Pink	o	Pop in a pot	not dog top pot pop gas dip tip pig dim did pan	the is on go in and
1-8	Pink	c	The cod	cat cats cod can top nap tap	to go the on in it is

				nags sags nips tin got	a
1-9	Pink	k ck	Pick a sack	pick sack sock kicks kid cat top picks	the no on and it is in a
1-10	Pink	e	Ten Cats	ten pet pets get peg ticket	the it is on go and

				pocket pen cat tap	in
2-1	Pink	u	Ten ducks	duck ducks tuck sun ten picnic peck mat sad not get net	the no go on in
2-2	Pink	r	The red rocket	run rocket red	the is no

				rug mug pip pet mud cups sunset din can	go to into in it and a
2-3	Pink	h	I had a hat	hat had has hops hit hip sags rip pick back	the it is and oh i on it no

				run rocket	
2-4	Pink	b	A bag on the bus	big bag back bad bus bed tap get hug rabbit carrot gets	the is has no oh at had in on
2-5	Pink	f/ff	The cats and the cod	fat fun fin off huff	the is oh no to

				puff get bus bucket big cod kick	and I of off on
2-6	Pink	l/ll	Sell the tickets	hill yell tell bell sells laptop lit lot begs tickets hot fun	the is has and to of it up he she

2-7	Pink	ss	The big mess	mess fuss boss hiss less pick cat lot bag bug bat fill	the is I oh and it in of no up
2-8	Red	j	Go for a jog	jacket jog jam jogs bag hits mess	the is his I has am on

				sad not upset back am	it he she oh no
2-9	Red	v	Visit to the vets	vet van visit vets pecks duck nips sip jam back dog ill	the is his of we and I it to you go my
2-10	Red	w	I will win!	wig win	the is

				wins will cobweb web velvet hat yes red bug	as I going it am to
3-1	Red	x	Six cats and a box	taxi exit six box fix visit cats back run sit	the get and to going is it up has she

				hill will	
3-2	Red	y	Tess the dog	yell yes yum yap yet tell big fuss hugs let tell bags bad	the as of go no is has not and he she
3-3	Red	z/zz	Zigzag and zip	zigzag buzz zip zap	the was is she

				mess yells spell dip hop hum	up they and it I go to has
3-4	Red	qu	The ducks get wet	quick quack liquid quit wet six ducks hops met gets	the is she in oh no
3-5	Red	ch	Chill with jazz	chop	the

				chug check chat chips chill such much chicken jazz less laptop	is it we has his no and me he
3-6	Red	sh	The fish and chip shop	fish cash bash rush shock shop man yells	the is has are she to too and

				chips checks	oh no
3-7	Red	ng	Ding dong bell	long ring clang strong ding dong swing bang flash ship must yells rock bell rush dock bash	the i is of oh no with this he will and to but

3-8	Red	th	The thin and thick rockets	this that thick thin with six rocket pocket shed shock fun lots	the is has her him up go no oh they he she
3-9	Red	Consonant digraph revision ch sh ng th	A cash ding dong	crash shock wish this bash chips long	was is it on got had for

				song ship cash ding sang fish check dong shell much back	went oh no to help he she they lot
3-10	Red	Consonant digraph revision ch sh ng th	A shock on the path	long path them hush wing moth thick shed	they and go from be she to up

				ring with thin chicken swing that much check hang this	no her he
3.1-1	Red	oo blue	Zip at the zoo	too zoo boot hoof zoom cool food root moon	for put help went my got to can said

				rooftop	the he up
3.1-2	Red	ar	At the park	bar car bark card cart hard jar park market farmyard	they had at from she and to off not was he in
3.1-3	Red	oo tricky	Into the Woods	look foot cook good	for her will went

				book took wood wool hook hood	we they my from said was she cannot
3.2-4	Red	ow	Yowl down town	now down owl cow how bow pow! row town towel	look then will went help you was let's had said of

					she that get
3.1-5	Red	ee	I can see you	see feel weep feet jeep seem meet week deep keep	they them me help them you to down have too from she all he
3.1-6	Red	ur	The cat that got hurt	fur burn	must they

				burp curl hurt surf turn turnip	jump went much my said let's this up see did
3.1-7	Red	ai	Going sailing	wait hail pain aim sail main tail rain bait	must go said them let's they now have took

					back are we went this
3.1-8	Red	or	A kitten was born	for fork cord cork sort born worn fort torn cornet	lots her but took got that too been things was said she had lots

3.1-9	Red	oa	A load on the road	coat load goat loaf road soap oak toad foal	down have will has back room how help ask said for she her some
3.1-10	Red	er	A monster dinner	hammer letter rocker ladder supper	for you too this the

				dinner boxer better summer banner	they of come said was she soon
3.1-11	Red	igh	A good night	high sigh light might night sight fight tight tonight right	just have you was looking went down what next little fast now
3.1-12	Red	air	A trip to the fair	air	long

				fair hair lair pair	went way down things going like by have they were up said my
3.1-13	Red	oi	A spoil spell	oil boil coin coil join soil toil	will her the some they was have

				quoit poison tinfoil	you help said little need looked my
3.1-14	Red	ear	A fix for ears	ear dear fear hear gear near tear year rear beard	her said have were they went my see need to will cannot

3.1-15	Red	ure	The cat and the cure	sure lure assure insure pure cure secure manure mature	the is has no things will this of with you thank not
3.2-1	Yellow	CVCC	A wish at the camp	tent camp next pond bank lamp damp	are up will went this they off

				hump bump jump soft wind	you not said was that then have
3.2-2	Yellow	CVCC	The best band	band sing next best fact sent jump lost text jump rock lump	and much were help said had some he are went was next

					they can
3.2-3	Yellow	CCVC	The frog twin	frog twin grab spot speck crab glad plan stop grass drop	that see will went when come meet you her said was better took my
3.2-4	Yellow	CCVC	The sled on the hill	plop glad slab	no little back

				slim spin slid slam bled from snug scab skin	down from this yes her off have one top do too
3.2-5	Yellow	CVCC + digraphs	Thank you monsters	punch shelf bench sixth joint thank chunk champ	for down will went this some cook you

				paint tenth roast toast	off said was be then need
3.2-6	Yellow	CCVC + digraphs	The thrill stars	thrill star clown crowd frown crash smell train steep swing swoop spoil	now saw will went and away was to see said were then he

					put
3.2-7	Yellow	CCVCC	A crisp day	crisp frost think twist stamp grasp stand grunt thank glint stamp	out down all think cannot day time there off said was that need house
3.2-8	Yellow	CCVCC	A jump in the truck	trunk crept blast crisps	are here house there

				drift drink blink stunt plump blink twist blank	look like they day away all let's your one when
3.2-9	Yellow	CVC+ Polysyllabic	The helper	helper lunchbox handstand picnic windmill sandwich visit champion sandpit	help saw down that this some made came for

				holland canal fantastic	called were are like they
3.2-10	Yellow	CVC+ Polysyllabic	The giftbox	pondweed shelving plastic classroom giftbox helpdesk children sandpit chimpanzees presents	some went see jump like said here play off asked they you have and

3.2-11	Yellow	CCVCC + digraphs	A spring day	trench drench shrunk spring splash string strong scrunch street	down her day saw from good by have came called look you cannot was
3.2-12	Yellow	CCVCC + digraphs	The day she shrunk	shrink grasp crunch speech snack	have her little took was

				thing scrap crept black	old you made need all now see that down
13	Yellow	CCVCC + Polysyllabic	Help for a drifting ship	crashing drifted trapped blasting flashed blinked stamped standing grasping	cam little time need some away old from off look

					was our next back
14	Yellow	CCVCC + Polysyllabic	Stranded on Big Ben	printed twisted grasping flapping blasted blasting stranded	their my saw out with seen time you house look going see onto help
15	Yellow	CCVCC + Polysyllabic	An old mat	spotted	been

				landed swimming fond dust sniff fresh plan tracking sand green grass	took off very their what old seen out little away across were about

Stage -Book	Reading Book Band	Grapheme	New Title	Assess Phonics Keywords	Assess HFWs
4-1	Yellow	CVC + Review	The monster bash	lift jump thrill glad	they look she he

				hand pink help crisps flash flap pick grass drink ring bring drum trash blast hang bump	be their to house going with are out down her his
4-2	Yellow	ff ll ss zz ck	The spell	track back black	they make he

				click quick well bell fell pull yell fizz whizz buzz across huff off kiss	me she said time went play and was were the as saw day
4-3	Yellow	nk	A trip in the sink	sink wink blink think drink	they she me he to

				shrink chunk plank honk blank thank shrunk blanket twinkle pink bunk shrank	across their this play are was were looked as of some
4-4	Yellow	tch	A dog in a ditch	fetch catch itch patch pitch ditch match	no you time have let's best next

				kitchen witch hutch stitch sketch crutch watch stretch scratch	our from now little with was your said saw
4-5	Yellow	ve	The monsters give a house	have live give above love move prove	can went came with you make they house said little

					was next some here asked made
4-6	Blue	ai	Stuck in the rain	rain train pain brain snail sail nail paint wait against email painted	this and have when came they we she down out my one

				paid afraid rail	his time are all
4-7	Blue	oi	Tricky Witch boils a spell	oil boil soil coil foil coin join point toilet noise poison	make said was little going way want some you of to do now your what

					out
4-8	Blue	ay	Angry Red A is going on holiday	day play played stay say spray Sunday Monday Friday crayon delay Thursday pay tray	they made he she me go so going to was said asked pleased with went live
4-9	Blue	oy	The annoying troll	boy toy	play day

				joy enjoy enjoyed annoy annoying annoyed joyful destroy destroyed royal	came he were one his her when school into time i'm out down my
4-10	Blue	a-e	Angry Red A makes a plan	ate made plane date bake	they down looked then play

				shame	with
				date	called
				make	this
				lane	day
				mate	away
				blaze	saw
				wave	old
				late	do
				cake	said
				came	there
				shade	some
				lake	
				gave	
				rake	
				take	
				game	
				shape	
				shake	
				save	

5-1	Green	e-e	Theme day at monster school	compete competed concrete completed complete theme scene these extreme Japanese	school wanted looked been today were looking will made was out for make all our your
5-2	Green	i-e	Hide and seek	like five shine	I'm house looked

				while slide bike side time invite white smile hide alive mile inside	their going were look then they was saw called play his went there
5-3	Green	o-e	A trick on the homes	home poke whole those pole stole	white they looked all could their

				rode phone note drove joke hole rose spoke wrote	there will house see saw across now one were down
5-4	Green	u-e	Zoo rules	rule rude pollute June prune parachute flute include	need called where our very here some must being

					look could after people across animals make were friends how
5-5	Green	u-e	Cute cats	tube huge use cute used confuse cube amuse	take how wanted one play down where have came

					with little could my them come out need things some live
5-6	Green	ar	A trip to the market	hard market scarf bark harp car far arm	wanted their with took little so things look

				charming harm card party start charm smart jar park star march dark	they out please said looked keep down have
5-7	Green	ee	The Frog Queen	need feel sweets queen meet been weeping	being school make here very you time

				greet feed seem week sleep green teeth sheep feet street speech cheese sweep	little these do my could people have some cannot out your took friend
5-8	Green	ea	Beach treat	seat dream tea seal scream leap	her going good about please was

				teach treat eat pea squeal real meal peach team beak steal cream sea read beast seagull	little this today so said when for they were what until day called loved down
5-9	Green	ea	Little Ghost has a bad head	head sweat bread	looked came little

				dreamt wealth instead thread spread leapt feather sweater heaven dread read breakfast health bedspread	your no very their oh so by some friend out time loved home about my were old
5-10	Green	er	A better job for a monster	better minister	said please

				dinner	could
				singer	each
				quicker	by
				driver	people
				monster	about
				faster	fast
				number	like
				alert	what
				painter	out
				thinker	want
				letter	be
				faster	called
				her	our
				advert	very
				herd	being
				perhaps	good
				tiger	think
				paper	start
				super	

				speaker	
6-1	Orange	ir	The third witch	first squirm whirl stir third skirt twirl shirt girl swirl thirteen squirt thirst birthday birth	said old their good lake your were here people one little will be called asked them
6-2	Orange	ur	Bursting to go camping	burst fur	day sleep

				burn return curled hurt church burnt purple Saturday turn curl turned surf turning purr curve Thursday turnip	their took they time were some three so little called need down asked morning
6-3	Orange	oa	A coach to the ball	goat soap	no have

				load loan oats road boat toast cloak croak toad float groan moaned floating moan boast oak roam groaned	there look me went were some down bring all called could had house friends
6-4	Orange	oo	The monsters play football	hook	today

				cook flood wooden took shook good hooked book stood hood looked look wood flooded hooray	there looked needed across were some each much started called pulled morning away play
6-5	Orange	oo	At the zoo	too boom zoom gloom	animal no could looked

				cool zoo kangaroo food broom baboon goo room boots tooth mood soon shampoo roof	away down house some make want there called sleep morning were something
6-6	Orange	oe	The monster heros	toe goes tomatoes toes dominoes	play now could looked soon

				volcanoes superheroes echoes heroes potatoes	eat started something children each there where people ready were about
6-7	Orange	ou	Smoke on the mountain	our about out found hour without shout outside	from I'm three took each need friend little

				cloud ground house surround south round loud loudest mouse thousand mountain proud fountain around	come thing would making once very by never
6-8	Orange	ow	Lost in the snow	low snow yellow shadow mow	fast called saw just where

				bellow window fellow glow bowl throw snowflake pillowcase tomorrow slow pillow blowing own	making made seen little found wanted something white very could move
6-9	Orange	ow	Brown Cow gets stuck	now cow town gown allow crowd	could their help your pulled needed

				how wow frown crown owl powder pow bow clown down growl power row ow brown flower howl shower	friend wanted something thing would once
6-10	Orange	ue	Looking for clues	blue	I'm

				glue true clue glues glued	where something took found what when across together friend thing very could people know going called around loved seen

7-1	Orange	ue	U-Hoo to the rescue	argue tissue queue rescue statue pursue Tuesday issue rescued	time yesterday sometimes one home please today down across very people himself called three would school
7-2	Orange	ew	The crown jewels go missing	blew drew threw	pleased garden next

				chew crew screw grew flew unscrew	been meet by those around good very across tomorrow again shouted one read
7-3	Orange	ew	The new drumkit	new dew newspaper knew nephew phew	inside morning something feet need play

				few	first today across very would made called come one time
7-4	Orange	ie	The monster that spied	lie fries tries denies tried dies dried replies spied	jump where seen some very now down food people

				cried pie spies denies replied dried tie untie untie untied fried	friends little cannot over made each school coming I'm with first
7-5	Orange	ie	The field trip	field brief achieve shield chief grief shriek relief	old asked himself some one their never today

				cookie thief belief believe relieved handkerchief	people told where very were while each school over something found gave
7-6	Orange	igh	The night flight	night bright higher sight sigh light flight	too little dark some now their all

				might fright frightening tight tonight knight delight lighthouse fight twilight frightened midnight lightning	back out away where very were across shouted took each called cannot read
7-7	Orange	or	The storm	or storm horn porch fork for	some where window would night after

				torch port horse forgot sort torn sport record corner short worn cord doctor morning	house close out without little one some been watched each would around pulled down
7-8	Orange	ore	The list of chores	more score adore tore snore	gone came each feet very

				before store wore chore shore seashore sore bore ignore bored	now know better first could little cross smallest around love fell I'm with some have
7-9	Orange	aw	Relaxing on the lawn	law caw draw dawn	gone time loved these

				paw straw gnaw yawn lawn saw crawl creepy-crawly sea-saw awesome strawberry strawberries	down now green plants right came little bird wanted please better where making garden needed animal
7-10	Orange	au	Astronauts in time	autumn restaurant automatic	one time never

				August Paul author haunt launch dinosaur haunted taught caught naughty daughter	these three now what today no-one ever little about jumped again after no-one cold out book like
8-1	Turquoise	air	The fairytale wedding	air pair	friend came

				unfair stair fairy hair chair funfair upstairs fairies hairy fair airport staircase fairyland hairier hairbrush repair downstairs millionaire	read new now asked look miss please over bird day take must again ever need very old little
8-2	Turquoise	ear	A horrid monster appears	ear	one

				tear	jumped
				gear	somewhere
				hearing	might
				hear	being
				dear	kind
				rear	going
				fearing	oh
				near	pleased
				year	over
				fear	best
				beard	know
				appear	one
				disappear	called
				earring	someone
				nearly	plant
					about
					summer
					time
					right

					very
8-3	Turquoise	ear	Not afraid of bear	bear wear pear tear swear wearing	want need all outside each their before very little inside could now called asked played about time night

					need might
8-4	Turquoise	are	Bossy Witch comes to scare	care square dare rarest share spare rare sharing scare glare stare stared careful carefully prepare scarecrow	your round some want have one about shouted would where could going asked so better much food

					when say friend
8-5	Turquoise	y	Green Froggy and the seven dwarfs	windy happily sorry messy tiny mummy rainy twenty grumpy tidy hungry daddy family very yummy grumpily	long grass been home inside I'm along down some came coming way which soon better old

				thirsty story funny silly happy tasty lovely lady	food when across after
8-6	Turquoise	ph	The photographer	photo elephant dolphin trophy phone photograph autograph photographer nephew phew alphabet	even so anymore again tree could like want every very would

					everyone took take gave came
8-7	Turquoise	wh	Where are you?	when where what whoosh whale while whisper whimper whistle wheel whirl whip white whoopee	came first shouted loved herself themselves room pulled around air would jumped next asked

				whizz everywhere anywhere somewhere nowhere whisk	found new
8-8	Turquoise	e	Secret beneath the sea	be he we she me begin began before beneath below even maybe because	your could cried everyone there away inside about started from don't think wanted

				neon lever secret details email being became	all near sea water close made suddenly
8-9	Turquoise	o	Meet Polo	total so hello open both flamingo volcano tomato potato don't going only	week those flower back three could long time very turned started window

				piano over won't	more make about ever
8-10	Turquoise	Revision	A monster Christmas Eve	field way lights sound torch threw handkerchief bellow asleep downstairs hole sneeze tea	their must little more here around book must please better herself about coming

				pie loudest dark curled cave around tree	over again under giving like looked just

Stage -Book	Reading Book Band	Grapheme	New Title	Assess Phonics keywords	Assess HFWs
9-1	Purple	dge	Lost in the woods	edge badger badge hedge budge bridge lodge porridge	their shouted gave because anyone needed little food

				trudged fudge fridge smudge	really three over right didn't door home pretty took couldn't found
9-2	Purple	g	The magical stranger	huge engine dangerous gentle stage gem large carriage	don't everyone only morning could any looked shouted

				stranger bulge cage danger magic village giant outrage charge imagine magical strange giraffe ginger cabbage imagination	would please never about something because near head inside very do over
9-3	Purple	c	The sad Prince and Princess	prince princess voice	took different began

				decide lettuce ice-cream palace slice decided police space nice necklace performance place notice dance fancy race face	before could didn't cried shouted would we're how sound many hard only sound asked great going seemed
9-4	Purple	kn	Tricky Witch has a horrid day	knock knife	took different

				knees knowing knot knit knives knocked doorknob knitting knew knuckles kneeling knight know known knob knickers	began didn't could cried we're how would very place shouted many hard inside move asked every away
9-5	Purple	gn	Gnomes underground	gnat gnaw	through our

				gnawed gnawing sign gnu gnome gnats gnarl design gnash gnashed gnashing gnarled designed	might find animals being anyone started would trees found head something even maybe out outside room better school
9-6	Purple	wr	Tricky Witch	wrong	high

			wrecks her wrist	wreck wriggling wrung write wrinkly wrist written wrote wring wrapped wrap wrecked wrecked	could poor something magic kind cry more became three stay should through new please come find couldn't people soon

9-7	Purple	le	Castle rescue	middle	thought
				terrible	asked
				baffle	started
				jungle	over
				wobble	tried
				table	been
				incredible	island
				castle	become
				obstacle	nobody
				giggle	read
				little	window
				turtle	where
				battle	water
				miserable	because
				cuddle	prove
				bottle	could
				uncle	through
				scramble	climbed
				tangle	shouted

					outside
9-8	Purple	il	Fossils on the beach	pencil pupil peril April gerbil evil nostril tranquil utensil stencil lentil fossil	morning yourselves thought climb most behind another would suddenly high time please very sorry air might magic instead

					find any
9-9	Purple	al	The little witches	metal petal capital medal total totally natural naturally dental practical hospital local	written suddenly many better could anything other thing would these grow old little cried know gave find

					smiling called down
9-10	Purple	el	The magical metal cauldron	channel tunnel towel level jewel camel trowel vessel marvel model squirrel swivel tinsel shovel	now great each we'll garden started house more can't through break different time new

				weasel snivel	boat home three without love magic
10-1	Gold	y	A cry from the woods	fly July flying spy multiply cry my sky fry identify dry by shy	soon through any came again need knew stopped wild head now around took

				deny apply reply why try lying magnify	find could sound might right thought loud
10-2	Gold	al	A football cup	all talk fall talked ball hall tall calling call wall called beanstalk	magic please great already first everybody water could break three almost friend

				walk falling walked football	magic again over town everyone out down time
10-3	Gold	o (u)	Uncle wonder	other done some honey money cover worry brother wonder come shovel	when very made bright came door ever snow never what before

				monkey discover won mother son above onion month sponge shove nothing Monday dove colour oven	first new turned home asleep many fly often over
10-4	Gold	ey	Harvey goes missing	monkey chimney jockey keyboard	friend anyone something different

				donkey honey trolley key money pulley valley turkey alley	their kind wanted down very find before off where some house ever fast never could jumped
10-5	Gold	w-a	The witch factor	wander was wand	laughed jumped always

				swan watch what wasp watching squash want swap watched wash wanted swapped	really inside everyone could many people new came down rabbit magic never now showing their head three
10-6	Gold	w-or	The magic words	work worth	kind began

				world word worm worth worked worse	going floor great under door around could another magic gone each laugh first different their suddenly pretty asked
10-7	Gold	w-ar	Miss Oh No and the	warn	once

			magic wardrobe	warned warning swarm award reward war wart wardrobe warp dwarf dwarves	old thought about just began watched right small smaller suddenly again love please wish more flying room danced
10-8	Gold	s (zsh)	Treasure Island	usual	time

					found
				unusual	each
					find
				unusually	come
					only
				casually	magic
				pleasure	away
					cried
				treasure	little
					came
				measure	sea
					busy
				leisure	how
				vision	very
				television	under
				division	should
				supervision	night
				explosion	home
				decision	by

				Asia	
10-9	Gold	ti	Potion for a taxi	potion motion condition station mention commotion information instructions directions section cooperation nation invitation imagination position caption mention patience	don't stopped all important need more magic friends miss started here usually can't shouted tried cloud could night

				patient impatient	air two
10-10	Gold	i	Wild explorers	lion tiger Friday diary Viking wild child mild blind island kind find mind wind behind kind	sight across time can't instead really take friend anything started river people over thought don't why

				find mind wind behind	would fly voice ride

Appendix 4 – Monster Phonics Progression Map

Reception Teaching Overview

	Term 1	Term 2	Term 3
Week 1	s a t p	oo (u) ow	CCVC CVCC
Week 2	i n		CVC + Phase 3 Graphemes
Week 3	m d g	ee ur	CVC+ Blending Segmenting
Week 4	o c k ck		
Week 5	e u r	ai or	CVC+ Blending Segmenting
Week 6	h b		
Week 7	f ff l ll ss	oa er	CVC+ Compound Words Blending Segmenting
Week 8	j v w x		
Week 9	y z zz qu	igh air	CCC Onset Words, CVC Combinations + Compound Words Blending Segmenting
Week 10	ch sh th (v) th ng		
Week 11	long oo	oi ear ure	CVC+ Phase 3 Graphemes Blending Segmenting

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Year 1 Teaching Overview

	Term 1			Term 2				Term 3			
Week 1	ff ss zz	ll ck	nk	ue	ue	ew		Phonics Screen			
Week 2	tch	ve	ai	ew	i before y i e	Assess		Review ee	Review ea	Review ea	Review er
Week 3	oi	ay	oy	ie	ie	igh		Review ir	Review ur	Review oa	Review oo (u)
Week 4	suffixes s/es	assess	a-e	or	ore	aw		Review oo	Review oe	Review ou	Review ow
Week 5	e-e	i-e	o-e	au	air	Prefix un		Review ow	Review ue	Review ue	Review ew
Week 6	u-e	u-e	ar	Assess	ear (long E)	ear (air)		Review ew	Review ie	Review ie	Review igh
Week 7	ee	suffix ing/ed	suffix ing/ed	are	y	ph		Review or	Review ore	Review aw	Review au
Week 8	Assess	ea	ea	wh	e	o		Review air	Review ear (long E)	Review ear (air)	Review are
Week 9	er	ir	ur	Assess	Review ff ll ss zz ck	Review nk	Review tch	Review y	Review ph	Review wh	Review e
Week 10	oa	oo (u)	oo	Review ve	Review ai	Review oi	Review ay	Review o	2 Syllable Words	Compound Words	
Week 11	Suffix er /est	Assess	oe	Review oy	Review a-e	Review e-e	Review i-e	Numbers	Contractions		
Week 12	ou	ow	ow	Review o-e	Review u-e	Review u-e	Review ar	Days	Colours	Months	

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Year 2 Teaching Overview

	Term 1			Term 2		Term 3	
Week 1	dge	g		Consonant suffixes	Contractions	Review o (u) adding suffix	
Week 2	c	kn		Possessive apostrophe	Assess	Review ey adding suffix	
Week 3	gn	wr		Review dge adding suffix		Review w – a (o) adding suffix	
Week 4	le	el	il	Review g adding suffix		Review w -or (er) adding suffix	
Week 5	al	Homophones		Review c adding suffix		Review w -ar (or) adding suffix	
Week 6	Vowel suffix drop e	Vowel suffix double letter		Review kn adding suffix		Review z (zsh) adding suffix	
Week 7	Vowel suffix y to an i	Assess		Review gn adding suffix		Review ti adding suffix	
Week 8	y	al (or)		Review wr adding suffix		Review i adding suffix	
Week 9	o (u)	ey		Review le adding suffix		Homophones	Vowel Suffix drop e
Week 10	After w – a(o)	After w – or (er)		Review el il al adding suffix		Vowel Suffix double letter	Vowel suffix y to an i
Week 11	After w – ar (or)	s (zsh)		Review y adding suffix		Consonant Suffix	Contractions
Week 12	ti	i		Review al (or) adding suffix		Possessive Apostrophe	CEWs

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