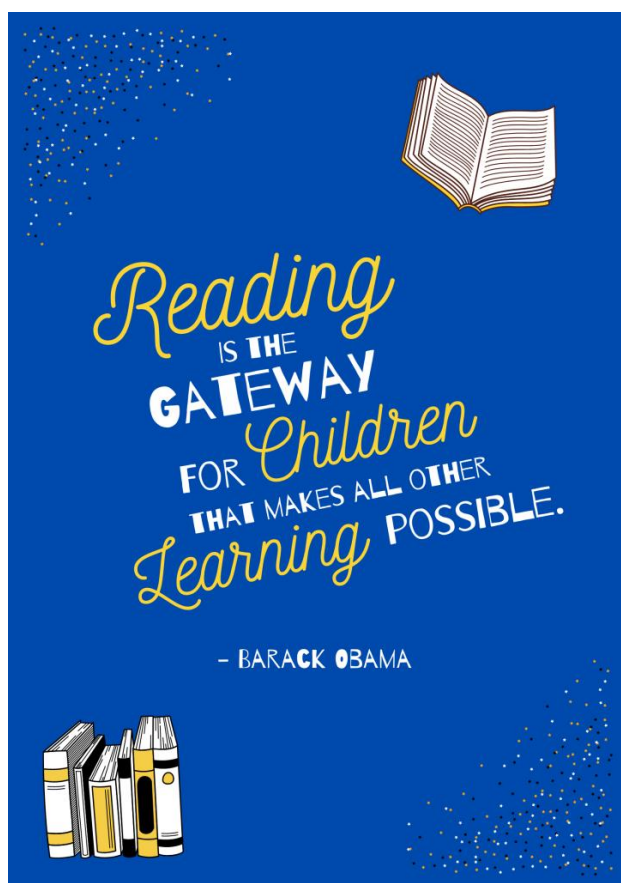




NORTH WINGFIELD PRIMARY
& NURSERY ACADEMY.

Early Reading and Phonics Policy

APPROVING BODY	Headteacher
DATE APPROVED	10/10/2022
VERSION	1.0
SUPERSEDES VERSION	
REVIEW DATE	10/10/2024
LEGISLATION	<ul style="list-style-type: none">• Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children• Section 20 and section 20A of the Children and Young Persons Act 2008• Section 2E of the Academies Act 2010



At North Wingfield Primary & Nursery Academy we are committed to ensuring that children have the skills and knowledge to become fluent lifelong readers and to develop a love of reading. We believe in quality first teaching that has enthusiastic delivery, active involvement, inclusivity, fast paced and engaging with appropriate praise and consistency.

At North Wingfield Primary & Nursery Academy we use 'Monster Phonics' as our chosen SSP to provide a high-quality, systematic approach to teaching phonics for reading and spelling. We have rigour and fidelity, and children are taught consistently to use phonics as a route to reading unknown words.



What is Systematic Synthetic phonics?

Teaching children to read by reading each sound (grapheme to phoneme), blending the sounds together to say the word. Recognising and blending.

Teaching children to say the word, identifying each sound to writing each sound (phoneme to grapheme).

Segmenting and recall

What is NOT systematic synthetic phonics?

Learning sight words without sounding them out first, telling children the word and then asking them to spot the sounds. Teaching children consonant clusters for example 'spl', these are separate phonemes and blended as words in phase 4 letters and sounds. Asking children to work out words from the picture or guess the word from the context.

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.

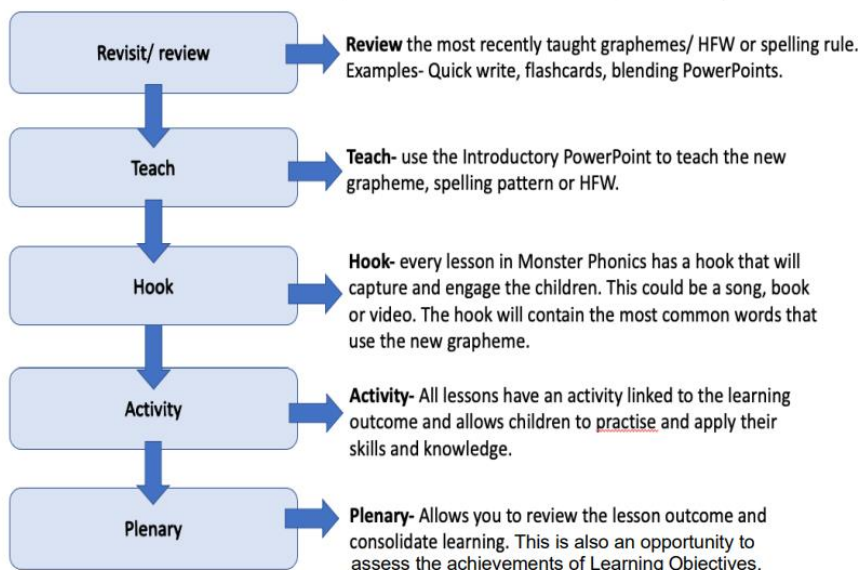
The Tricky Letters are graphemes that have a different phoneme from what has been taught previously. They do not show regular grapheme-phoneme correspondence.

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.

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.

Monster Phonics Teaching Sequence



In Reception, the plenary review and assess of Learning Objectives takes place throughout each stage of the lesson, rather at the end.

Terminology

Pure Sounds- Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh

Phoneme- The smallest unit of sound in a word- often referred to as “a sound”

Grapheme- A letter (or sequence of letters) that represent (s) a phoneme

Grapheme Phoneme Correspondence- The match between a phoneme and a grapheme

Blending- Say individual phonemes, put together to make a word

Oral blending- Say phonemes in the word and blend in your head or out loud

Segmenting- Breaking words or parts of words into phonemes

Multi syllabic word- A word with more than one syllable

Diagraph- A phoneme that is represented by two letters

Trigraph- A phoneme that is represented by three letters

Split vowel diagraph- A diagraph that is separated by one or more consonants within a word e.g make

Adjacent consonant- Consonants blended together when reading a word

Alternate graphemes- Different representations of a phoneme in a word

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. Staff will 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 sss .	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.	GGGGGG . . . 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!

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 staff 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.



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**.

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.

Teaching High Frequency Words (HFW)/Common Exception Words (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.

Progression Overview

Reception Progression Map

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

© Monster Phonics 2021

Monster Phonics
monsterphonics.com

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk a, be, he, me, we, she, no, go so, to, do, today, I, by, my	ch ve ai love, some come, was is, his has, one once, friend your	oi ay oy the, of said here there you school	suffix s/es a_e house, our where were they says are, ask, put push, pull, full	e-e i-e o-e from, help back, animals will, this, that then, them with, went, off children, just	u-e u-e ar made, make come, like time, by, my I, I'm into, too don't	ee suffixes ed/ing see, very day, have when, about out people	ASSESSMENT 2 ea e@ look, looked asked, could saw, all down now	er ir ur Mr, Mrs what their little called	oo oo oa HFW REVISION	ASSESSMENT 3 oe suffixes er/est	ou ow ow play, way, say may, away been, need keep, feet snow, grow window, know
TERM 2	ue ue ew three, tree trees, green, sleep queen, please ever, never, river under, better after	ew k before y i e good, look, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	ie ie igh going, most over, cold told, gave take, place	or or@ aw he s, we even, began before because girls, birds first	au air ear Prefix un sea, tea, eat each, really these, other mother another	ASSESSMENT 5 ear (ag s-i) ear (at) floppy, any many, every everyone baby, only suddenly pulled	afe y ph want, wanted great, us has, inside liked, can't didn't, key hear, white	wh e o love something coming, fly why, new use, there where, boy	ASSESSMENT 6 Review ff ll ss zz ck nk ch which, head dragon animals couldn't eyes, lived boat, cried	Review ve ai oi oy giant, find laughed again, friends different door, jumped stopped	Review oy a-e e-e i-e thought through magic narrator once, air, who I've, I'll, these	Review o-e u-e u-e ar 200 HFW REVISION
TERM 3	PHONICS SCREEN	Review ee ea e@ er	Review ir ur oo oo (w)	Review oa oe ou ow	ASSESSMENT 7 Review ou ue ie ew	Review ew ie ie igh	Review or ons aw au	Review air ear ear are	Review y ph wh e	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make come, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION

© Monster Phonics 2021

Monster Phonics
monsterphonics.com

Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	dge g	ċ kn	gn wr	le ei il	ā homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i ASSESSMENT 1	y ā (er)	ō (u) ey	after W-ā after W-ōr	after W-ār š (zh)	ti i
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	bath path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs
TERM 2	Constants suffixes Contractions	Possessive Apostrophe	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW ċ Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW ei il ā Adding suffix	REVIEW y Adding suffix	REVIEW ā (er) Adding suffix
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, plant half	after, sure again, sugar
	300 HFWs	300 HFWs	may, say, way away, play, never ever, river, under better, after	grow, snow, know window, car, dark park, hard garden	our, found, round around, mouse shouted, good took, book, looks	gone, more, horse live, lived pulled, want wanted	need, feet, keep queen, tree other, mother another, coming	ever, most going cold, told, love something dragon	sea, tea, eat each, really, first, please bird, girl	soon, food room, school air, where there	right, night use, new us, has	head, door which, friends different would
TERM 3	REVIEW ō (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-ā Adding suffix	REVIEW W-ōr Adding suffix	REVIEW W-ār Adding suffix	REVIEW z (zh) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions	Possessive Apostrophe CEWs
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby floppy, every suddenly great	any many these small, bear boat home clothes	because we're everyone town how through eyes, boy again	gone horse which pulled fy, why cried, find giant narrator	different pulled lived grandad morning, rabbit that's, things king, across along	great, break steak, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve Who half	would, could, should door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again
	300 HFWs	300 HFWs	300 HFWs	300 HFWs	300 HFWs	300 HFWs	300 HFWs	300 HFWs	300 HFWs	300 HFWs	300 HFWs	300 HFWs

© Monster Phonics 2021

Monster
Phonics
monsterphonics.com

The steps to become a lifelong reader at North Wingfield Primary & Nursery Academy

All children

- Daily phonics lessons
- Individual weekly reading with decodable book at their assessed phase
- Daily whole class reading

Bottom 20% and Pupil premium pupils (spotlight children)

- Keep up phonics sessions (intervention)
- Individual daily read with decodable book at their assessed phase

All teachers and teaching assistants are all responsible for ensuring this provision. SLT and English lead to monitor the provision and impact.

Displays and Resources

The Whole school uses the consistent teaching resources from Monster Phonics to represent GPC's. Mnemonic flash cards, phases 2, 3 and 5 wall freize and phase 2,3,4 and 5-word flash cards. These are used in line with the teaching sequence. **(See overview of progression)**

Wall friezes are displayed in the best position for the children to access to support their learning. Monster Phonics Graphics and vocabulary are displayed consistently alongside the GPC's wall frieze in every classroom.

Each classroom displays the corresponding tricky words to the phase being taught (See overview of progression for year groups).

Seating plans

Every class has a seating plan to enhance the learning with targeted support for key individuals and the bottom 20% (spotlight children).

Additional adults that are available at the teaching time of phonics to be supporting the teaching and learning by supporting pupils either 1:1 (HLN SEN) or up to 1:6 (bottom 20%) on the carpet or at an allocated table.

Teaching assistants support during the teaching sequence. Higher ability pupils dispersed as role models throughout the seating plan.

Formative 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**

The first and most frequently used assessment will take place 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 best, very infrequently. Download termly plans to view the planning assessment box.

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 work to be plans made to fill potential gaps.

- **Reading Assessment**

In addition to the ongoing weekly in-class assessment of learning outcome, formative reading assessments regularly track progress. These take place in weeks 7 and 12 of Term 1, weeks 6 and 12 of Term 2 and in week 12 of Term 3. They are tested 1 to 1 with an adult.

- **Spelling Assessment**

These assessments are for children who are ready to write. They are in the form of simple dictations, although may also be given as individual words. Formative assessments take place after Phase 2, in the middle of Phase 3, at the end of Phase 3 and at the end of Phase 4. A set of dictation sentences tests the spelling of each grapheme. You may want to break the assessment up into smaller segments over several sessions. 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.

- **Reception High-Frequency Word Assessments**

Use either the individual or the class record sheet to record spellings. The class record sheets provide enough entries for the entire class. The individual record sheet is useful for children requiring learning support and has multiple entries for the same time to record progress. The record sheets test words in the order of frequency with the most frequent words being highest on the list.

The colour-coded record highlights the phonetic areas that require focus. For example, if most words with 'ee' or with a silent letter are spelt incorrectly, these graphemes require a review.

Either print each record or complete as a Word doc. Records can be added to after a period of time, to mark progress.

Summative End of Year Phonics Screening Test

This is useful preparation for the phonics screening test in Year 1. This assessment includes every grapheme within Phase 2, 3 and 4. Select a section to test at any one time.

Flashcards

All flashcards are provided in plain black text.

Intervention

Monster Phonics provide a dedicated intervention section which provides keep-up resources for children identified as not keeping up, through the daily assessments of the learning objectives or through the regular assessments in the programme. We recommend a same-day approach to intervention. This allows gaps in phonics knowledge to be addressed before the next phonics session. 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:

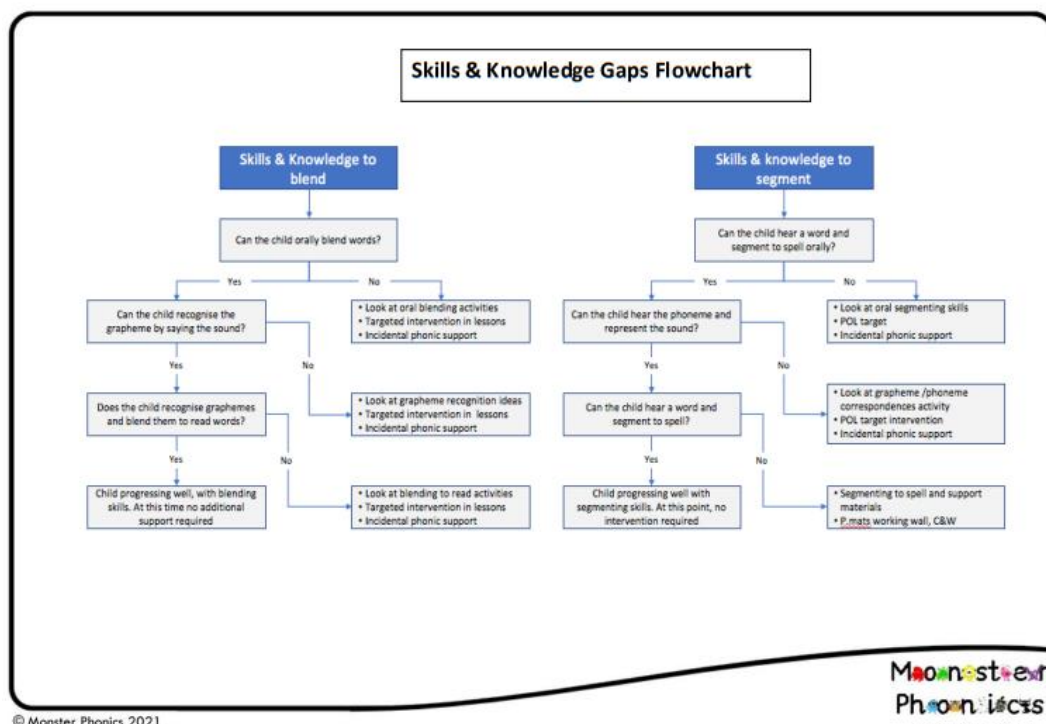
- It is targeted around assessed learning objectives to determine the content that is required to be embedded in long term memory
- It focuses specifically on what children need to pay attention to
- The content does not overload working memory
- Additional resources are available for overlearning
- 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 staff use this intervention

1. Children are identified as ‘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.

2. Staff will use the ‘Skills & Knowledge Gaps Flowchart’ to identify any skills gaps.



3. Select the intervention focus from the list on the Monster Phonics Website. 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 and skills gap to be supported.

4. 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 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.

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.

Monster Phonics is matched to the National Book Bands

	MONSTER PHONICS				LETTERS & SOUNDS	OXFORD READING TREE	BIG CAT COLLINS	READ WRITE INC	ROCKET PHONICS	LITTLE WANDLES
National Book Band	MEET THE MONSTERS 1. Angry Red A 2. Green Frowny	3. Yellow I 4. Miss Oh No 5. U-Ho!	6. Cool Blue 7. Brown Owl 8. Silent Ghosts	9. Tricky Witch 10. Black Cats						
Foundations in Phonics	MURSEY RHYMES 11. Incy Wincy spider 12. Grand old Duke of York 13. Hickory dickory dock 14. Twinkle, twinkle little star 15. Here we go round the mulberry bush	SONGS 1. The wheels on the bus 2. If you're happy and you know it 3. Down at the station 4. Should, Shoulders, Knees and Toes 5. Down in the jungle	TRADITIONAL TALES 1. The eel/bread man 2. Three Billy Goats Gruff 3. Three little pigs 4. Little red hen 5. The enormous turnip	NON FICTION 1. People who help us 2. Toys 3. Homes 4. Transport 5. Eco	Phase 1	Oxford Level 1		Sound Blending Books		Phase 1
Reception	STAGE 1 1. The sea 2. A pit 3. A pin, a pen, a tin 4. The tin can	5. So sad 6. In a pit 7. A soon in a pot 8. The cod 9. Pick a sock	STAGE 2 1. Ten Ducks 2. The red rocket	3. I Fed a hot 4. A bag on the bus 5. The cat and the cod 6. Sell the tickets 7. The big mess	Phase 2	Oxford Level 2		Ditties Phases		Phase 2
Reception	4. Go for a job 5. A visit to the vet 10. I will wait	4. The ducks get wet 5. Crab with a zzz 6. In the fish and chip shop 7. Ding dong Dell 8. The train and truck rickety 9. A cat ching done 10. A shock on the path	STAGE 3.1 1. Top of the egg 2. At the work 3. In the woods 4. A visit down town 5. I can see you 6. The Cat that got hurt 7. Going sailing	8. A kitten was born 9. A dog on the road 10. The monster dinner 11. A good night 12. A trip to the fair 13. A wall fell 14. A job for ears 15. The Cat and the cure	Phase 2	Oxford Level 2		Ditties Book		Phase 2
End of Reception	STAGE 3.2 1. A wish at the camp 2. The best band 3. The frog tune 4. The seed on the hill 5. Thank you monster!	6. The bird stars 7. The croc day 8. A turn in the truck 9. The helper 10. A giftbox of presents 11. A spring day	12. The day she shrunk 13. Help for the drifting ship 14. Shuck on Big Ben 15. An old man	STAGE 4 1. The monster bath 2. The spell 3. A visit to the clinic 4. A dog in the ditch 5. The monsters alive a house	Phases 3-4	Oxford Level 3		Set 1 Stories Green		Phases 4
Year 1 / End of Reception	STAGE 4 4. Shuck in the rain 7. Tricky witch took a coat	8. Angry Red A is acting on holiday 9. The annoying tree!	10. Angry Red A makes a stone		Phase 4	Oxford Level 4		Stories Set 2 Purple		
Year 1	STAGE 5 1. Darna day at monster school	2. Hide and seek 3. A trick on the horses 4. Zoo rules	5. Cute Cats 6. A trip to the market 7. The Frog Queen	8. A beach treat 9. Little Groot has a bad head 10. A better job for a monster	Phase 5			Stories Set 3 Pink		
Year 1	STAGE 6 1. The third wish 2. Rushing to go camping 3. A coach to the hill 4. The monsters play football 5. At the zoo	6. The monster heroes 7. Smoke on the mountain 8. Lost in the snow 9. Brown cow gets stuck 10. Looking for clues	STAGE 7 1. U-Ho! to the rescue 2. The crown jewels go missing 3. The new drum kit 4. The monster that asked	5. The field trip 6. The ham fight 7. The storm 8. The fall of chives 9. Reluctant on the lawn 10. Astronauts in time	Phases 5-6			Stories Set 4 Orange		Phase 3
Year 1	STAGE 8 1. The fairground wedding 2. A horrid monster awakens	3. Not afraid of bears 4. Bossy Witch comes to scare 5. Green froggy and the seven little men	6. The photographer 7. Where are the Ghoups? 8. Secret beneath the sea	9. Avel Polo 10. A monster Christmas eve	Phase 6			Stories Set 3 Yellow		
Year 2	STAGE 9 1. Lost in the woods 2. The magical stranger	3. The sad prince and princess 4. Tricky Witch has a horrid day 5. Gnomes underground	6. Tricky Witch wrecks her nest 7. Castle rescue 8. Fossils on the beach	9. The Little Witches and the chimney funnel 10. The magic metal cauldron				Stories Set 4 Blue		
Year 2	STAGE 10 1. A city from the woods 2. The football cup	3. Uncle Wender 4. Harvey goes missing 5. The witch factor 6. The magic words	7. Miss Oh No and the magic wardrobe 8. Treasure hunt! 9. A potion for a taxi 10. Wild colours					Stories Set 7 Grey		

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	sh, ch, th, ng Revision	sh, ch, th, ng Revision
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	le (l)	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)



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 from 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.

Guided Reading

Organisation and Resources

Staff use the results of the Placement Procedure to allocate children with a similar level of phonics knowledge to a guided reading group. Guided reading groups may be uneven in size and can be updated throughout the year to reflect assessment as children progress at different rates.

At North Wingfield Primary & Nursery Academy we believe that '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.

Phonics Revisit and Preview

During Guided Reading staff will;

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?

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

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		
<ul style="list-style-type: none">• Decode and blending skills• HFW/CEW knowledge• Fluency	<ul style="list-style-type: none">• Expression and intonation• Awareness of punctuation• Understanding of language and context	<ul style="list-style-type: none">• Participation• Confidence
Group:	Date:	Title:
Key questions asked: <i>yehweh-A,B,C,D,G</i>	Names:	Comments and children's responses:

© Monster Phonics 2021

Monster Phonics
Phonics
monsterphonics.com

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

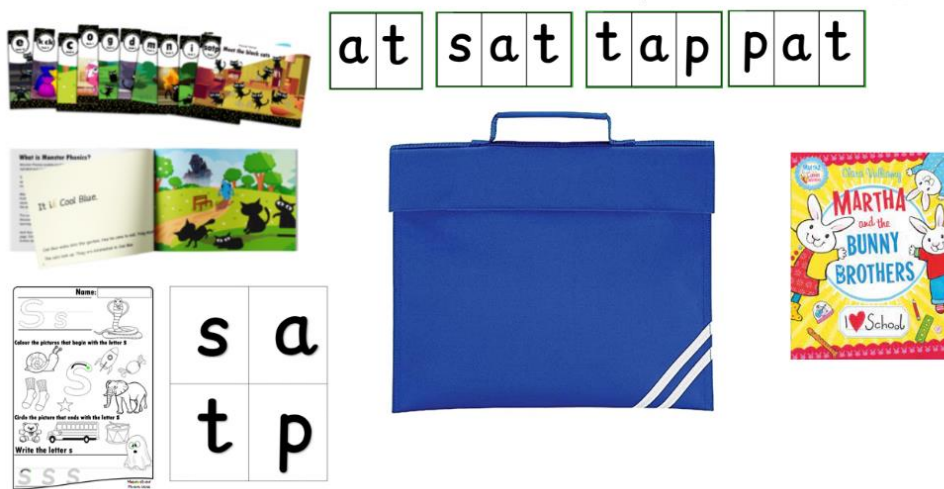
At the end of the week, we recommend sending the book home for the children to further practise reading. As each child has already practiced the book in school, we recommend that they independently read the book to an adult at home, receiving support where necessary. The adult completes the Home Reading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

In addition to the independent reading of decodable books, our children will take home a range of resources and activities to support their phonics skills and Early Reading. Our year group expectations are led out below.



What should be in a Reception Book Bag?

T



What should be in a Year 1 Book Bag?



What should be in a Year 2 Book Bag?



T



The Bedtime Bear

At North Wingfield Primary & Nursery Academy we aim to provide as many reading opportunities as possible creates a love of reading for pleasure.

Our 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. We use 'The Bedtime Bear' to promote this.

We believe that these opportunities are useful for extending vocabulary, topic knowledge and story structure.



20 Foundations in Phonics Books for Phase 1

Our Foundations in Phonics books support the Phase 1 phonics curriculum which ensures that children are ready to learn grapheme-phoneme correspondence and blending in Reception. The series includes nursery rhymes, songs, traditional stories and non-fiction books, specifically designed for the 3 – 5 age range. Excitingly, the books use actions to develop vocabulary. Although wordless, each book includes text for an adult to read, helping parents to best support learning at home.

Why use books without words?

Before learning to read, children learn to imitate reading by using books without words. Through this, they develop their vocabulary, expression and understanding of how stories are structured. Essentially, wordless books help children to learn how books work.

Why use actions?

Actions help children to learn and remember vocabulary and the structure of a story. This develops story-telling and later story-writing ability. Actions are also fun and engaging.

How to use

An adult reads the book, pointing out the illustrations and encouraging discussion and prediction.

Questions/activities after reading are found at the end of the book

Children retell using the illustrations, actions, context and memory



Reading areas

Every classroom has a stimulating reading area which displays a range of genres, fiction, non-fiction and poetry.




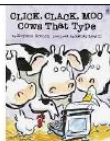
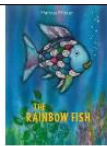

Story time

Each class has a story time to develop their love of reading. At North Wingfield Primary & Nursery Academy we have created our own Reading Spine to ensure each year group is exposed to recommended quality texts. We enhance this with updated recommended reading lists devised by Redhill Academy Trust, aspirational texts, curriculum focus texts and books that are chosen by the children during library visits or recommended texts from home.

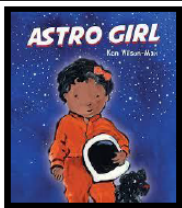
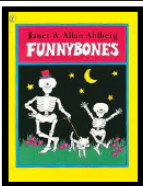

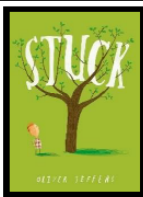
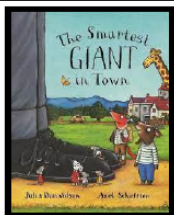
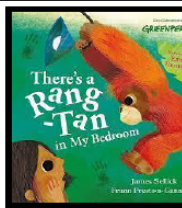
Nursery

Autumn 1	Autumn 2	Spring 1
Relationships Black History (Non-Fiction) 	Nursery Rhymes Incy Wincy Spider Twinkle, Twinkle Little Star Humpty Dumpty Baa Baa Black Sheep Hickory Dickory Dock Two Little Dickie Birds	Children's Mental Health 
Spring 2	Summer 1	Summer 2
World Book Month & Poetry Autism/ SEN Awareness 	BAME Authors (Fiction) 	Change Makers (Environment) 

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Tier Two Vocabulary and Phases	Invent, overflow, fumed, succeed, wandered, persevere, gazed, defeat, dismantle, frustrated, furious, borrow, unscrew. Delighted.	Frightened, sunlight, lantern, shadows, eery, unusual, brighter, reassure, puzzled, moonlight,	Grumble, wise, curious, titchy, raiding, larder, spacious, ungrateful, appreciate, plenty,	Problem, impossible, fed-up, strike, demands, background, impatient, ultimatum, emergency, exchange, compromise.	Ordinary, entire, scales, shimmer, glimmer, unique, unusual, selfish, unfriendly, loneliest, surrounded, generous,	Tentacles, ordinary, barnacles, hummed, creature, skimmed, seabed, pollution, dangerous, choke, recycle.

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Tier Two Vocabulary and Phases	Gazed, asteroid, package, gravity, experiment, cadet,	Staircase, cellar, skull, tennis court.	Confused, stirred, blazes, fear, calm.	Unbelievable, fetched, ridiculous, borrowed, noticed, distance, commotion, exhausted.	Scruffiest, gown, untuck, magnificent, strode, bog, familiar.	Borrowing, habitat, deforestation, threat, environment, anxious, rainforest.

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Tier Two Vocabulary and Phases	Emotion, zone of regulation, calm, anger, frustration, glee, delight, sad, worried.	Notice, chores, furious, attention-seeking, per-occupied, lonely.	Astronaut, galaxy, asteroid, planet, aspiration, dream.	Perseverance, resilience, independence, learning.	Curiosity, wonder, unique, delight, unsure, awkward, awe	Global warming, environment, recycling, climate change, ozone layer. Greenhouse gases, teamwork

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						