

Getting to know

Moonster
Phonics



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How does Monster Phonics work?

Monster Phonics enables English to be learnt in a systematic way. The 26 letters of the alphabet and combinations of these letters make 44 different sounds (phonemes) in English.

There are 144 ways (graphemes) to spell these 44 sounds. For example, the sound A is spelt 8 different ways; ay (play), ai (train), a-e (make), a (apron), ei (vein), eigh (eight), ea (great), ey (grey). Please note these are not all taught in Reception.

Monster Phonics uses the 10 monsters to categorise all sounds into 10 simple areas. Furthermore, each monster has a different colour and that colour also represents the sound. This means children can recognise the monsters and the colour associated with the sound, which helps them spell, read and write. Monster phonics teaches children to read by enabling them to identify the individual graphemes (letter combinations) and blend the sounds (phonemes) together to read the word. It is a fun way to teach phonics as it is multi-sensory. Sounds are categorised into the ten colour groups with their corresponding monster character.

The use of monsters and the games associated with Monster Phonics ensures Monster Phonics is a fun and engaging way to learn, further accelerating the speed of learning for all.

How to Read Monster Phonics Books

1. Before reading the story, look at the pictures and talk about what the story might be about. Use this as an opportunity to highlight and discuss any unknown vocabulary.
2. On pages 1 and 2, practise reading the words in the tables. Read these in a fun way by reading the words in different directions or by reading similar looking words first, such as cake, take, rake. Read the 'wow' words. These encourage your child to use interesting vocabulary in their own writing.
3. Enjoy the story together. Your child may need more or less support to read. In each book, colour highlights the focus spelling (grapheme). Monster Phonics also uses colour to help children to read high-frequency words (common words such as 'when' and 'said') with fluency. You will find that the colour is dropped from the word once that spelling has been taught.
4. After reading the story, there are a set of questions to ask your child. In Reception books, they appear at the start under 'Things to think about before reading the story'. 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.



Meet the Monsters



Angry Red A

a, a-e, ay, ai, ei, eigh, ea, ey



Green Froggy

e, y, ee, ea, ie, ey, ei, i, e-e, i-e



Yellow I

i, i-e, y, igh, ie, y-e



Miss Oh No

o, o-e, oa, ow, oe



Cool Blue

u, o, u-e, oo, ew, ue, ou, ui, o-e, eu



Brown Owl

ow, ou



U-Hoo

u, u-e, ew, ue, eu

Meet the Monsters



The Black Cats

The black cats make the phonetic sounds. These are the 26 letters of the alphabet, 9 consonant digraphs, or and ur. They do not need a sound cue as they are phonetic.



Ghosts

The sound cue for silent letters is "put your fingers to your lips. Ghost letters make no sound". We colour them in white. The ghosts help children to remember to write these letters in words, even though they have no sound.



Tricky Witch

Tricky letters show no grapheme-phoneme correspondence. They make a different sound to the one that has been taught. We colour them in gold. For example, the 'a' in 'want' makes an 'o' sound. For tricky letters, the cue is "Tricky Witch has cast a spell to change the sounds you know so well. Can I catch you out?"

What are the 'Phases'?

Phase 1 - Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

How you can help - Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy

Phase 2 - In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but in Phase 2, children focus on learning the 19 most common single letter sounds. By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and to spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.'

Phase 3 - Phase 3 introduces children to the remaining, more difficult and/or less commonly used phonemes. There are around 25 of these, mainly made up of two letters (digraphs) or three letters (trigraphs). Alongside this, children are taught to recognise more tricky words, including 'was,' 'my,' 'you' and 'they'. They also learn the names of the letters, as well as the sounds they make.

Phase 4 - By now, children should be confident with each phoneme. Phonics teaching is now about consolidating and refining their knowledge, introducing more spelling patterns and tricky words, and increasing vocabulary.

In Phase 4 phonics, children will, among other things:

- Practise reading and spelling CVCC words ('bump', 'nest', 'belt', 'milk', etc)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences
- Learn more tricky words

Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly.



High Frequency Words

High frequency words are common words, words that appear very often in written texts. They are a mixture of decodable words (words that can be sounded out) and tricky / exception words (words in which the English spelling code works in an unusual or uncommon way, which means the words have to be learned and recognised by sight).

	Decodable Words	'Tricky' Words
Phase 2	a, at, in, it, an, and, am, dad, get, dog, can, not, cat, on, up, mum, put, had, him, big,	as, is, I, to, into, go, no, the, oh, his, has, he, she, me, we, be, of
Phase 3	if, off, for, will, went, from, help, too, with, yes, then, them, that, this, now, down, see, just, day, away, play,	you, my, they, all, was, her, are, said, look, going, have, it's, do, so, come, some, were, one, like, by, when, little, what, children
Phase 4		your, here, saw, time, house, made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could, out, about,

Useful Links

[Pure Speech Sounds - YouTube](#) - This will support your understanding of how to correctly pronounce each phoneme.

[Monster Phonics Actions - YouTube](#) - This will support your understanding of long vowels, silent letters and tricky letters.

