



Phonics Presentation- Reception to Year 2



10th October 2023



What is phonics?

- Children will use their phonic (sounds) knowledge to read and spell words.
- Children initially learn the sounds s, a, t, p, i, n which they begin using to build 2 and 3 letter words (CVC).

EXAMPLE: Consonant -Vowel- Consonant

C	V	C
s	a	t
p	i	n

- Phonics teaches the phonemes (sounds) associated with the graphemes (letters)
- There are 144 letter combinations (graphemes) which make up 44 sounds (phonemes) for children to learn throughout their phonics journey which continues up to Year 2.





- Children will learn to spell certain sounds in many different ways, an example of this would be the long A sound. It can be spelled in 8 different ways!



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




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



oa
o-e ow
o oe
Miss Oh No ou



ow ou
Brown Owl



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





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




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




u wh t a h k i
o ea gh l
wh e m s c n
Silent Ghosts



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



u-e ew ue
u eu
U -hoo





Monster Phonics



- Monster Phonics is a phonic scheme which we use here at Princess Frederica. It is based on the Letters and Sounds document which was developed by the Department of Education. It is an official Government Document.
- Monster Phonics is a multi-sensory approach to learning phonics.
- It is engaging and each set of phonemes are colour coded.
- Characters (monsters) are linked to a colour, having the characters and colour coding makes it easier for the children to learn and recall their sounds and tricky words.
- It engages the children by using all their senses. Lessons involve videos, action songs, games, story telling, use of magnetic letters, drawing, writing.
- It makes phonics memorable and fun!





How Monster Phonics works



Double tap box for video to play



Phonic Terminology



- **Grapheme** - is a letter or group of letters which represent one single sound (phoneme). It is the way of writing down a phoneme.

e.g. 1 letter - a, 2 letters - ck, sh, 3 letters - air, igh or 4 letters - ough



- **Phoneme** - is a sound that can be made by one or more letters. There are 44 phonemes in the English language. Phonemes are put together to make words.

e.g s, k, ph, igh



- **Segmenting** - is the ability to break words down into individual sounds. for example, run would be broken down into r-u-n



- **Blending** - is the ability to build words from individual sounds by blending the sounds together. For example blending j-a-m to make jam.



- **Diagraph** - is 2 letters which make 1 sound (phoneme)

- **Trigraph** - is 3 letters which make 1 sound (phoneme)



- **Split Digraph** - is one sound but is split by another letter/sound





Progression through Reception

Order in which we teach phonemes in Reception



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



Progression through Year 1

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea e@	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes ed/ing	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
YEAR 1 CEWs				100 HFWs				200 HFWs				
TERM 2	ue ue ew	ew k before y i e ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E-r) ear (S)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, we're even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
200 HFWs				200 HFWs				200 HFWs				
TERM 3	PHONICS SCREEN	Review ee ea ea er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION
YEAR 1 CEWs				100 HFWs				100 HFWs				



Progression through Year 2

Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	
TERM 1	dge g	c kn	gn wr	le ei il	al homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i ASSESSMENT 1	y al (or)	o (u) ey	after W-ā after W-ōr	after W-ar S (zsh)	ti i	
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	bath path father plant	after again sure sugar	water parents beautiful	eye who Mr Mrs	
YEAR 2 CEWs													
TERM 2	Constants suffixes Contractions	Possessive Apostrophe	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW ei il al Adding suffix	REVIEW y Adding suffix	REVIEW al (or) Adding suffix	
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, plant	after, sure again, sugar	
			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	over, 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	
200 HFws													
TERM 3	REVIEW o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-ā Adding suffix	REVIEW W-ōr Adding suffix	REVIEW W-ar Adding suffix	REVIEW z (zsh) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix	ASSESSMENT 4	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 fly, 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	would, could, should door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again	
200 HFws													
YEAR 2 CEWs													

How Phonics is taught in Rec, Year 1 and Year 2



- Reception begin working with **Phase 2** from September once the children have settled, we then move on **Phase 3** where we begin covering digraph and trigraph sounds. **Phase 4** comes in the summer term where we focus on word reading such as CVC (cat), CCVC (e.g. stop), CVCC (list), CCVCC (drink).

- **Phase 3** and **4** are briefly recapped at the beginning of Year 1

- **Phase 5** - starts in Year 1. Introduces graphemes that have more than one sound, split digraphs such as **a-e** (came), i-e (like), **u-e** (flute). They will also be learning the first 200 HFW/CEW words

- **Phase 6** - starts in Year 2, this covers the National Curriculum Year 2 graphemes, the Year 2 CEWs and the majority of the spelling rules including the rules for adding vowel suffixes: the drop e (e.g. use - using), double consonant (drag - dragged) and y to an i rule (fly - flies). Homophones also taught in Year 2 (e.g. great/grate) these are words that sound the same by are spelled differently. Year 2 also covers consonant suffixes (e.g. -ful, -ness, -ly), contractions and possessive apostrophes (e.g. couldn't, don't, isn't, you're).





Examples of activities



Robot taking



A large green rectangular area containing the word "pat" in a large, black, lowercase, rounded font. To the right of the word is a blue, friendly-looking robot with a smiling face and its arms crossed. Below the word "pat", there are three small black cat silhouettes. In the bottom right corner of the green area, there is a logo for "Moonstex Phonics" with the website "monsterphonics.com" below it.



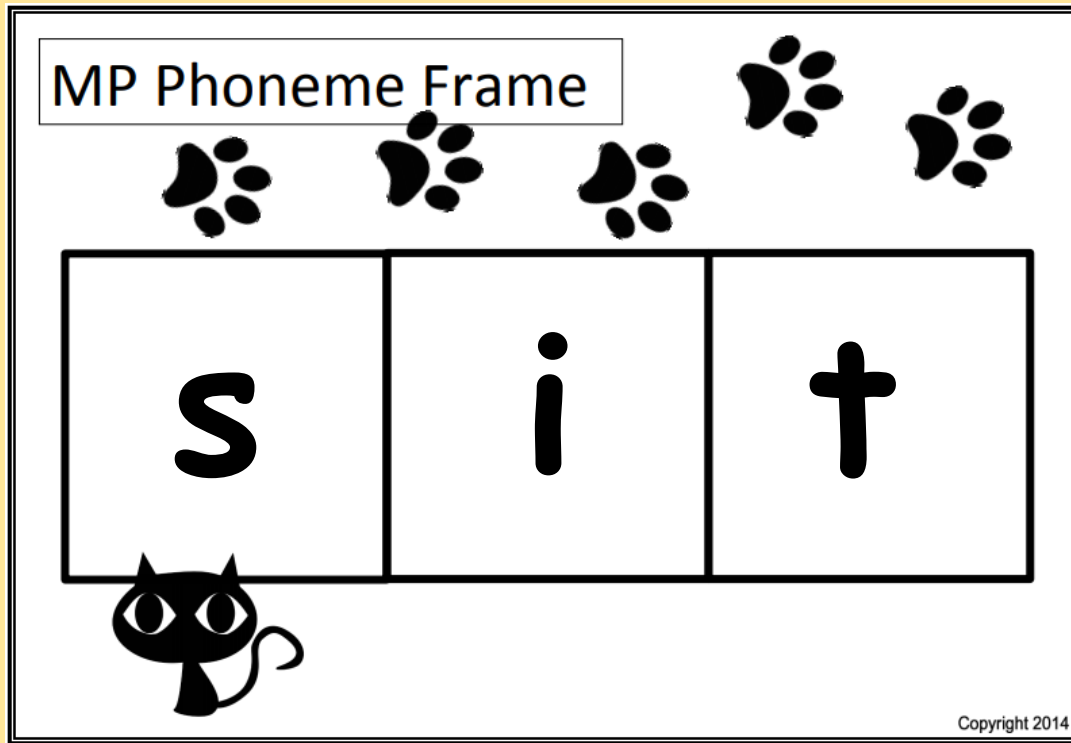
Counting the sounds

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

MP Phoneme Frame

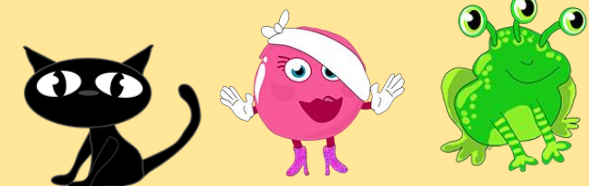
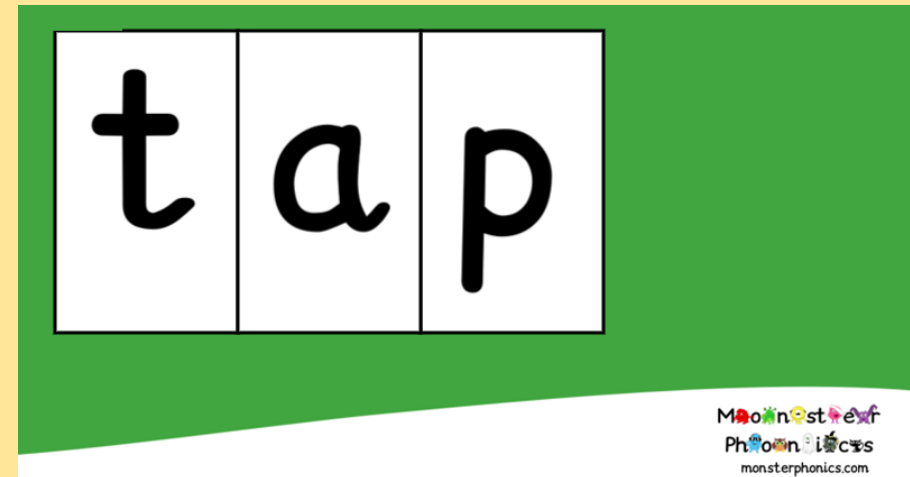
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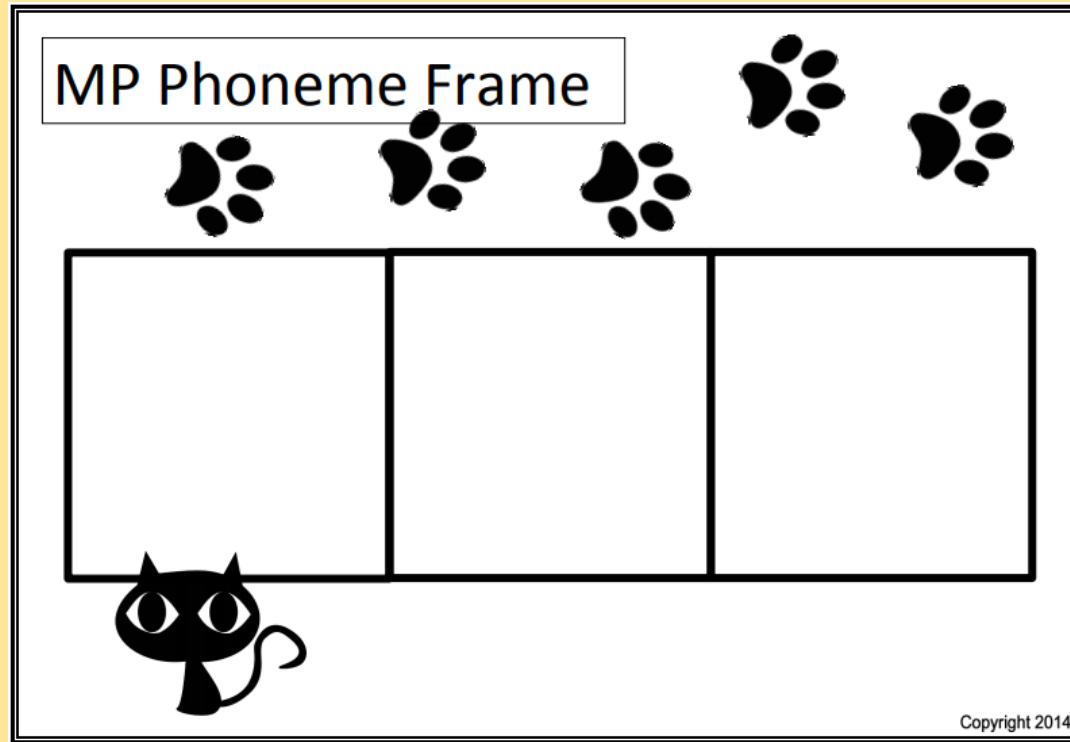
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MP Phoneme Frame

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Copyright 2014



chain



Counting the sounds

- Children learn each letter by its phoneme, then later its name. Children will learn to use a phoneme frame and will understand that 1 box gets 1 sounds regardless of how many letters are in the sound.

MP Phoneme Frame

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click



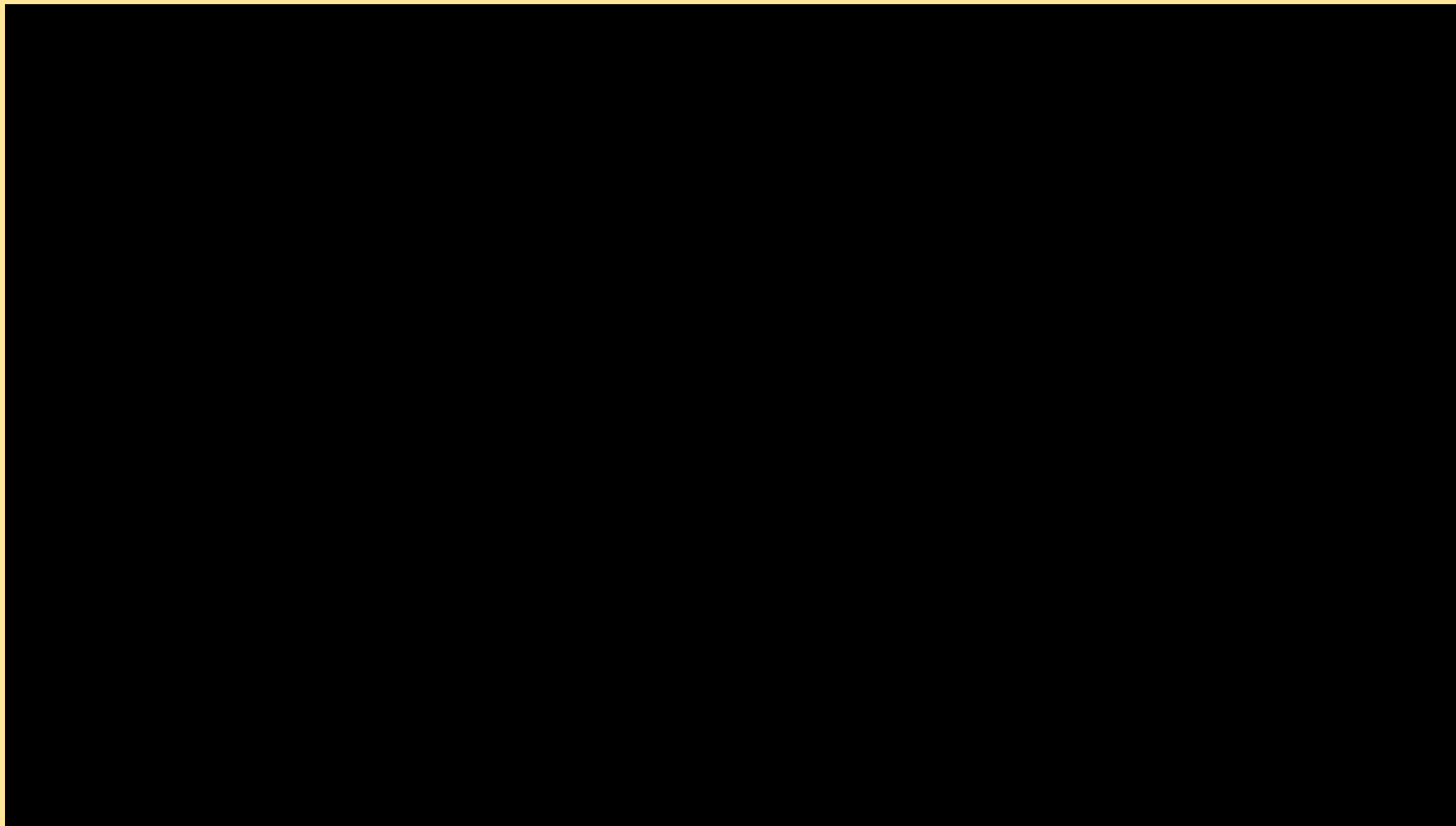


How Phonics is taught

- Children have a daily 20 (Rec-Yr2) minute phonic session. Sessions are split into four sections:
- **Revisit & review** - the previous sound and word building.
- **Teach** - a new phonic sound.
- **Hook** - the new sound using a song, book or video.
- **Activity** - linked to new sound being taught, allows children to practise and apply their skills and knowledge.
- **Apply** - in different situations, e.g. Reading in a sentence or writing the word in a sentence.
- Each lesson is planned with the use of visual, auditory and physical movements to help the children learn new phonic skills. Each sound comes with an action, characters also have actions.
- Guided reading is then carried out after the lessons in Rec, Year 1 and Year 2 for 15/20 minutes. Children focus on developing fluently, inference and comprehension skills during this time. It allows them to practise their sound and word knowledge too.



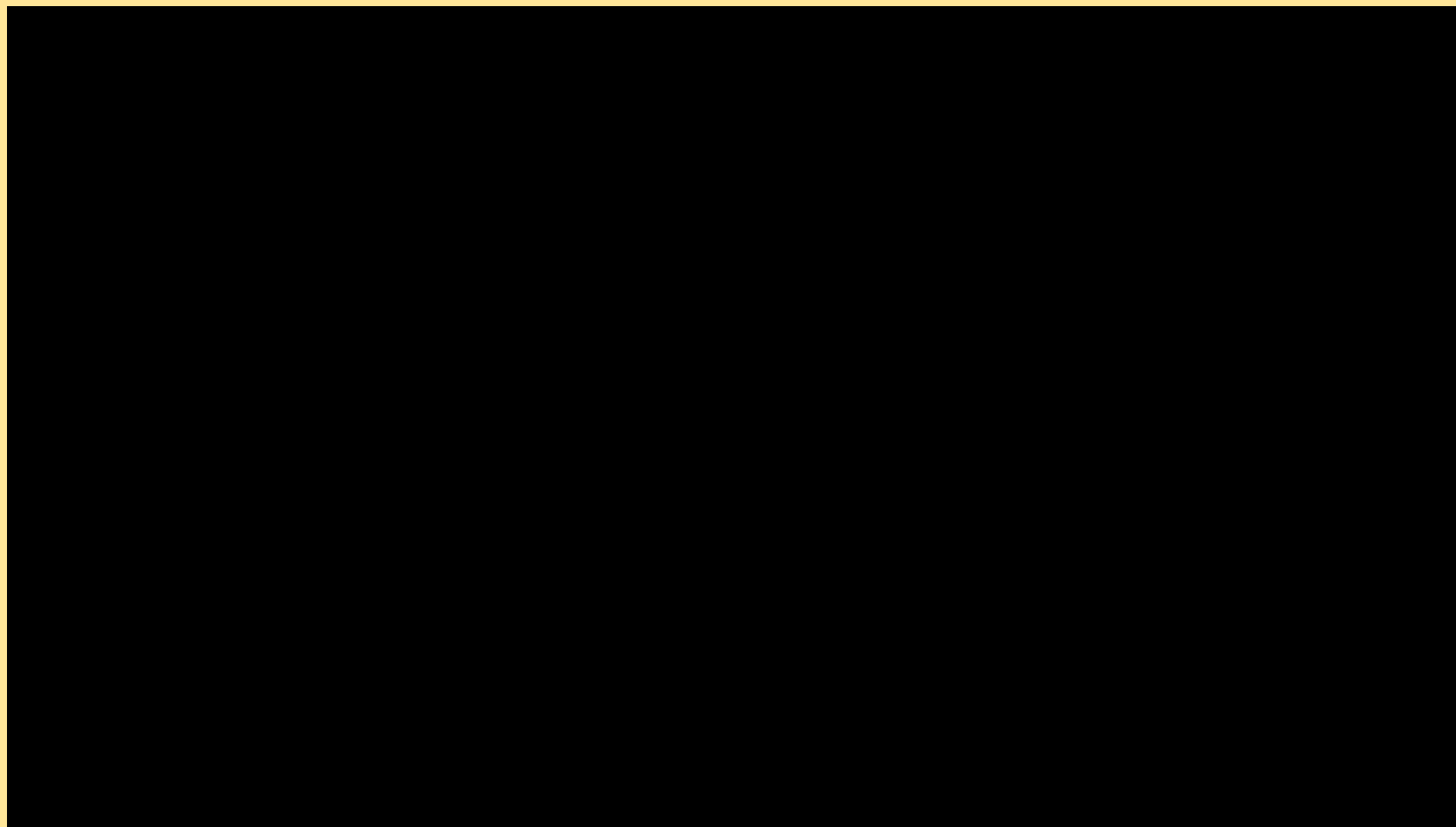
Phonic Actions



Double tap box for video to play (Black Cat Actions)



Phonic Actions



Double tap box for video to play (Monster Actions)



Year 1 Phonic Screening

- The phonic screening is statutory assessment that normally takes place in June of Year 1.
- The words will be presented in black writing.
- Children are asked to read (decode) 40 words. Most of these words are real words but some are pseudo-words (alien words). These pseudo words are included to ensure that children are using their decoding skills and not relying on their memory of words they've read before.
- Children practise throughout the school year during phonics lessons and regular assessments.
- The pass rate is determined on a yearly basis but has been 32 for the last few years.

chop
sing
dart
shock



Why is phonics so important to early reading?



- Phonics is a way of teaching children to learn to read quickly and skilfully.
- Phonics gives children the confidence to read and decode words.
- Being able to decode is a crucial element to reading success.
- To be a fluent reader, children need to be able to draw on a variety of strategies such as picture clues, segmenting or decoding, blending and tricky word knowledge.
- Being able to decode aids children's word recognition which supports reading fluency which in turn has a positive effect on reading comprehension.
- You will also see improved spelling ability.





Activities to support early reading and Phonics at home

- Make it fun and share as many books as possible.
- Encourage independence by giving them time to solve new words using meaning, syntax and visual information.
- Revisit books. There is nothing wrong with reading a familiar book or a familiar text.
- Focus on how the reading sounds, as this will add more meaning to a story.
- Praise them in their efforts and make them feel as though they are achieving.
- Do not worry or be concerned about what your child's peers are reading.



Links to support phonics at home



Information Sites

- <https://monsterphonics.com/helping-parents-to-support-their-children/>
- <https://monsterphonics.com/free-phonics-worksheets/>
- <http://www.princessfrederica.brent.sch.uk/phonics.html>

Online Resources

- <https://www.phonicsplay.co.uk/resources>
- <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>
- <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- <https://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>
- <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>
- <https://monsterphonics.com/monster-phonics-apps/>





Monster Phonics Free Upcoming Webinars

<https://www.eventbrite.co.uk/>



Understanding Phonics: A survival guide for parents webinar invitation

Our schools can access our webinar for free and share with their parent community with code:

MPPARENT100

Following from our extremely successful parent webinar, we're hosting a sequential webinar with the aim to help parents understand phonics so that they can better support their child's reading journey.

12th October
 7:00 - 8:00pm
 Online

Free for MP Parents or £4.99 +fees



Monday, 13 November

Using Monster Phonics Decodable Books

This session focuses on the structure of the reading scheme, ensuring an appropriate book level match for children, and group reading.

By **Monster Phonics**
2.5k followers [Follow](#)

Date and time

Mon, 13 Nov 2023 16:00 - 16:45 GMT

Location

Online

About this event

45 minutes **Mobile eTicket**

General Admission
Free
Reserve a spot

