

Reception Phonics Workshop

Tuesday 17th September 2024





How is phonics taught at school?

- Early years provision
- Areas of learning
- Daily phonics lessons
- Small group games
- Whole class games
- Targeted interventions
- External agencies: Chattertime, speech and language
- Build up- preparation for Reception- Phase 1 is very important

What resources and Schemes are used?

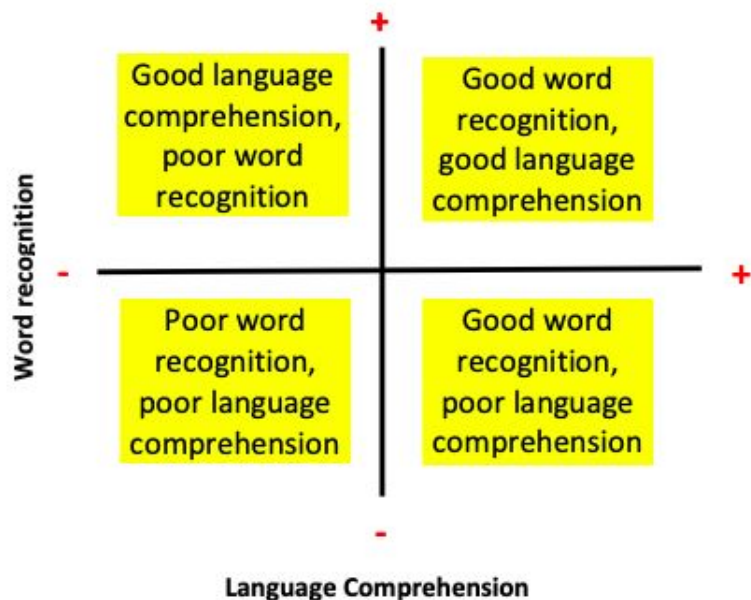
Monster Phonics is a whole-class Systematic Synthetic Phonics Scheme with Decodable Books for children in Reception and Key Stage 1.

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, since it is multi-sensory. Sounds are categorised into ten colour groups, and each colour has a corresponding monster character. Monster Phonics is a highly advanced multisensory scheme



Programme Philosophy

- ✓ Colour-coded to support memory and facilitate understanding
- ✓ Monster sound cues and actions to support memory and increase engagement
- ✓ Rapid teaching of graphemes, grammatical rules HFW and CEW to improve reading fluency and access to the curriculum in all areas
- ✓ Consolidate and apply in meaningful and purposeful 'real' contexts
- ✓ Formative assessment to provide opportunities to address gaps early



Key Vocabulary

Phoneme- The smallest unit of sounds in words.

Grapheme- The way the phoneme is written. One letter or one group of letters used to make one sounds

Diagraph- two letters that make one sound e.g ch, sh, th, ng

Trigraph- Three letters that make one sound e.g igh, ure, ear

Blending- Blending the sounds in a word together to read
e.g c -a - t- cat

Segmenting- Breaking the down word down into its sound to read and spell e.g. dog would segment into d-o-g

Tricky words- a word that cannot be read phonetically e.g the, they, was, where

Programme Content

	Reception
Term 1	<p>Children are single letter GPCs. Starting with graphemes s, a, t and p, children are taught 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 digraphs.</p>
Term 2	<p>Term 2 teaches digraphs and trigraphs and practise of blending and segmenting longer words. It also practises the phonics that has already been taught and continues to develop knowledge of the Reception HFWs also introduces more of the 100 HFWs.</p> <p>Repetitive stories provide a theme for this learning. Term 2 and 3 use well-known traditional stories to develop reading and writing in sentences. The aim is to provide real and meaningful contexts for practising blending and segmenting.</p>
Term 3	<p>Term 3 teaches and practices the blending and segmenting of words consisting of 4 letters or more (CVCC, CCVC, CCC onset, CCVCC include previously taught digraphs and polysyllabic words). There is regular opportunity to revisit learnt graphemes. HFW continue to be taught.</p>


























My Go- Our Go- Your Go













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.

My Phase 2 Sound Mat

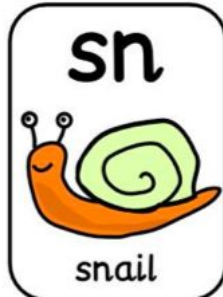
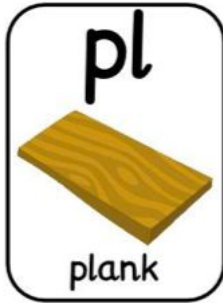
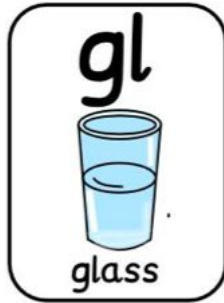
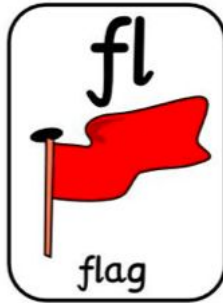
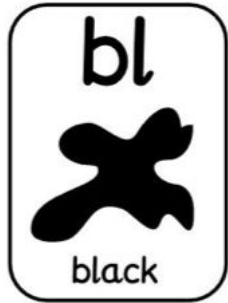
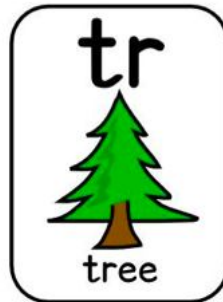
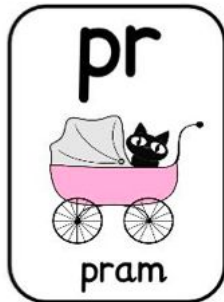
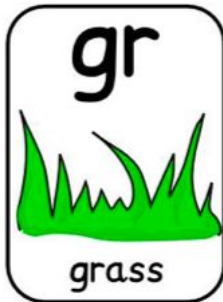
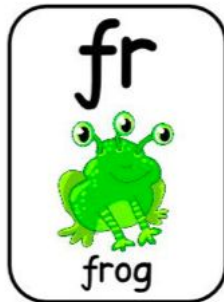
s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 
qu 	sh 	ch 	th 	zz 	ng 



My Phase 4 Sound Mat



Tricky Words

TERM 1



go

no



I

to



into

the



Tricky Words

TERM 2



we be me

he she



you



my



they

was her

are all



Tricky Words

TERM 3



so

do



out

like



have

when



some come there

little what said

were one





Angry Red A



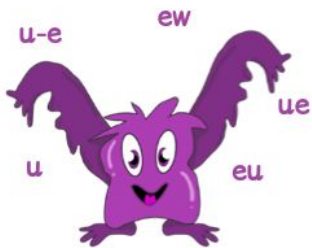
Green Froggy



Yellow I



Miss Oh No



U-hoo



Cool Blue



Brown Owl





Let's have a go!

[Login To EBooks Or The Monster Phonics Programme](#)



Teaching HFW/CEW

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.



Reading Books

Reading scheme books will be changed every **Monday**.

Your child will be read with every Monday with a member of staff. We will focus on recognition, talking about the pictures and possible story plot.

The children will begin to segment and blend sounds into words.

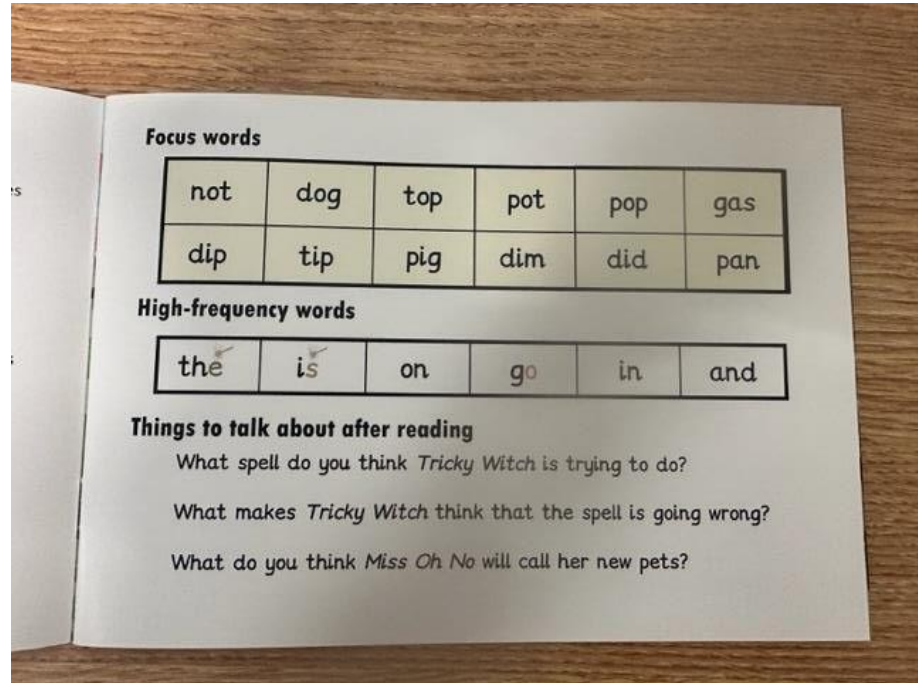
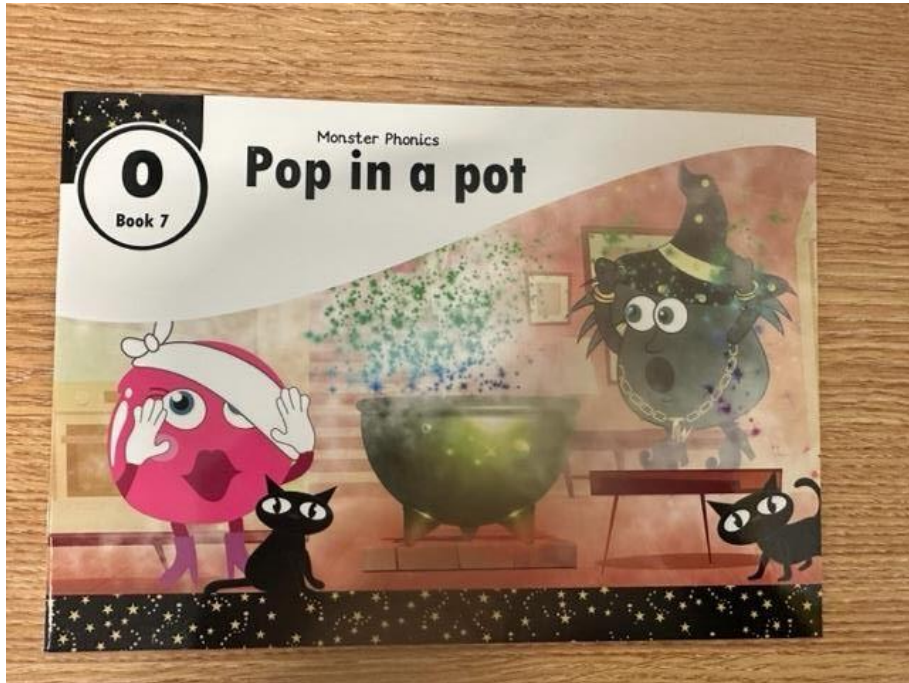
Children need to read their reading book at least 3 times a week. The 3 times is to focus on:

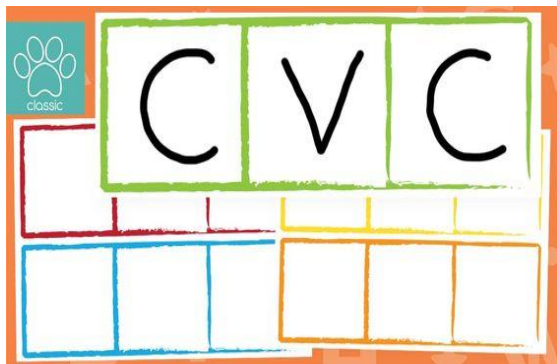
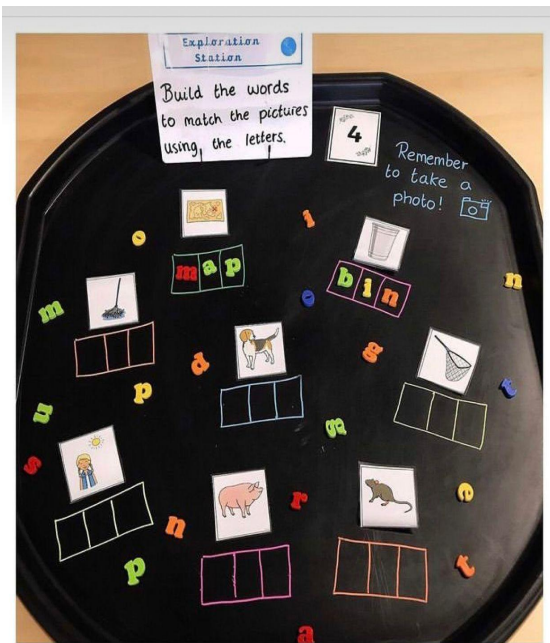
1. **Book talk and decoding**
2. **Developing fluency**
3. **Comprehension (understanding of the text)**

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					

Reading book Photograph







Alternatives to Phonics

- Some children will need to spell words, rather than using their phonic skills
- Using whole word cards- as opposed to segmenting words
- Tricky word songs- [youtube.com](https://www.youtube.com)
- Focussing on letter names and letters of importance- e.g. their name, 'Mum', 'Dad' etc
- Interactive games- tablet or ipad

Really helpful phonic sites

- Instagram: So many pages to follow:
- Mini Writers Club
- The Phonics Fairy
- Toddlers can read

Apps- Reading eggs
Teach your monster to read

www.phonicsplay.co.uk

Alphablocks-Cbeebies

Youtube: Fun with phonics
- Gives practical activity ideas