

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

Intent - What we are trying to achieve?

To create an inclusive, inspired and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading.

To ensure all children are given the best opportunity to achieve expected progress, or more, in reading and writing.

Implementation - How do we translate our vision into practice?

At St. Patrick's Catholic Primary School, phonics is taught across EYFS and KS1 as well as intervention sessions across KS2. We do this using the Monster Phonics programme of study. This is a DfE-Validated phonics scheme which provides a structured and systematic approach. Monster Phonics is designed to create fluent readers, confident speakers and willing writers. We teach in this way because, research shows that, when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

According to the DfE (Department for Education), '*almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words.*' They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Impact – What is the impact of our curriculum on the pupils?

The result of phonics teaching at St. Patrick's will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading. Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

Monster Phonics Parent Information

Monster Phonics is a highly engaging, structured, synthetic phonics programme. It facilitates learning by using monsters to group graphemes for recall and act as 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, building on prior knowledge. 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 backstory, and these are used in all areas of the phonics programme. Ten monsters and corresponding colours represent the areas of phonics that present the biggest obstacles to learning. Each of these 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 is 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.



How Do We Teach HFW and CEW?

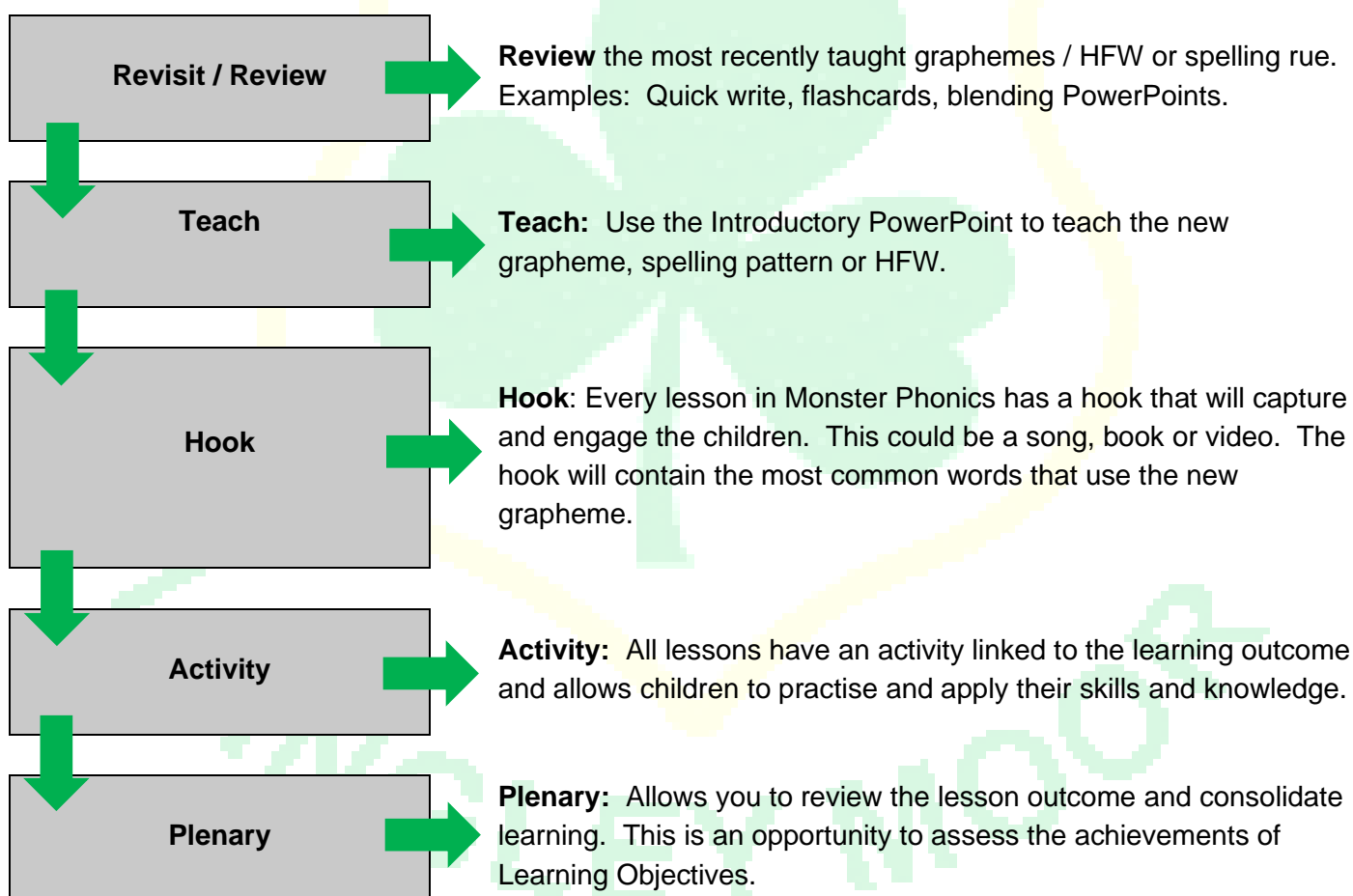
When teaching Common Exception Words (CEW) that have changed their GPC, Monster Phonics uses a character called Tricky Witch. Tricky Witch casts a spell on the irregular grapheme and changes the sound. Children are taught in lessons how to spell Tricky Words and to remember the Tricky Witch element to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

To help the children recognise these words, Tricky Witch turns the graphemes that have changed to a gold colour. This helps the children to understand that these graphemes are irregular and have changed from their usual GPC 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 (HFW) and the CEW such as flashcards, PowerPoints, eBooks, reading scheme and posters.



Monster Phonics Teaching Sequence



What Does Intervention Look Like?

Even though we have a whole-class approach to the delivery of the Monster Phonics scheme, there are children who have gaps in their understanding and require 'Catch up' intervention. As well as this, there are also children who show misconceptions during the lessons and require 'Keep up' intervention.

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In EYFS, all children access the whole-class teaching session. Individual gaps are then addressed through 'Catch up' intervention and differentiated activities in both the 'Activity' element of the lesson and in the Areas of Provision.

In both Years 1 and 2 we have trained staff operating 'Catch up' intervention for our 'priority children' (including the bottom 20% of each cohort). The children are grouped according to the gaps in their phonetic understanding. The groups take place 3-4 times per week and follow the Monster Phonics scheme at the appropriate point at which the gaps have been identified. The children accessing these interventions are also accessing the whole-class learning, providing them with 'Catch up' intervention whilst also keeping them up to speed with the current learning taking place in their classroom.

From EYFS to Year 2, teaching assistants run daily 'Keep up' interventions to target the children who found the new learning in the phonics lesson challenging that day. These sessions are 10-15 minutes long and are a part of the Monster Phonics scheme, following the same structure, images and colour-coding as the whole-class lesson to provide continuity and consistency for the children. During the intervention session the children will:

- Revisit the focus grapheme through a PowerPoint or video
- Say the sound
- Write the grapheme
- Blend to read words
- Segment to write words using phoneme frames and images to support

For further information regarding the Monster Phonics approach, please visit: <https://monsterphonics.com/>

To read the Teaching Manual in its entirety, please visit: <https://monsterphonics.com/teaching-manual/>

Progression Maps

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	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
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	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
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	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could

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, 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	le ie lgh	or ore aw	au air Prefix un	ASSESSMENT 5 ear ear ear	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 hand, 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
YEAR 1 CEWs			100 HFWs				200 HFWs					
TERM 3	PHONICS SCREEN	Review ee ea ea er	Review ir ur oo oo (ai)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ow	Review ew le le lgh	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, full, a	from, help back, animals will, this, that then, them, 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

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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 el 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-a after W-or	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 half	after again sure sugar	water parents beautiful	eye who Mr Mrs
YEAR 2 CEWs			100 HFWs				200 HFWs					
TERM 2	Constants suffixes Contractions	Possessive Apostrophe ASSESSMENT 2	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 el 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 may, say, way away, play, never ever, river, under better, after	wild, child, climb, old, gold, hold told, cold grow, snow, know window, car, dark park, hard garden	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	right, night use, new us, has
YEAR 2 CEWs			100 HFWs				200 HFWs					
TERM 3	REVIEW o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-a Adding suffix	REVIEW W-or Adding suffix	REVIEW W-ar Adding suffix	REVIEW z (zsh) 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 ASSESSMENT 5
	water parents beautiful gave, take place, began before, because even	Mr, Mrs who eye he's, we're can't, didn't couldn't, jumped stopped	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby flopsy, 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 half	would, could, should door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again
YEAR 2 CEWs			100 HFWs				200 HFWs					

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Why does it improve learning?

The child learns through the assignment of colour and the linkage of the sound, as well as seeing the colour, creating more ways of remembering the spelling.

The teacher will be using games, songs and activities that continuously reflect this way of learning, so that structure is constantly seen, heard and experienced by your child. This consistency is critical in ensuring that a complicated language is learnt in the most simplistic way.

Phonics Screening Check

In Key Stage 1, the children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify sounds needing further consolidation in Year 2. The children are assessed one to one by the reading leader, who is a familiar adult to the children.

Parent Workshops

Throughout the school year, we hold meetings and workshops to support parents/carers with phonics and reading at home. These sessions will be both informative and practical, with some creative sessions including the children, making resources that can be used at home.

