

Moonster

Phonics

Parent Workshop
September 2024



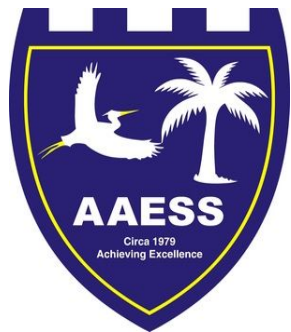
Reading at AAESS - Decodable books

We use the Monster Phonics decodable books as it matched to the teaching programme, so introduces and builds upon the sounds taught.

Encourages students to use phonics as the prime approach to reading, which improves their accuracy.

Children need to practise, at school and home, their increasing knowledge of phonic sounds and blending skills in meaningful context.





Decodable books...make children feel successful from the very beginning. They do not encounter words that include GPCs they cannot decode. If an adult is not present, they are not forced to guess from the pictures, the context, the first letters of a word or its shape. Decodable books...that children read should run alongside or a little behind the teaching of the GPCs, so that they always feel a sense of achievement when they are asked to read such books.



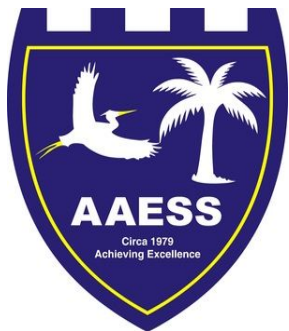
The Reading Framework 2023



	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 ✓
	lgh	air ✓	oi ✓	ear ✓	ure ✓					
STAGE 3.2	CVCC	CVCC	CCVC	CCVC	CCVC + previous graphemes	CCVC + previous graphemes	CCVCC	CCVCC	CCVCC + polysyllabic words	CCVCC + polysyllabic words
	CCVCC + polysyllabic words	CCVCC + digraphs	CCVCC + polysyllabic	CCVCC + polysyllabic	CCVCC + polysyllabic					

Progression within the books

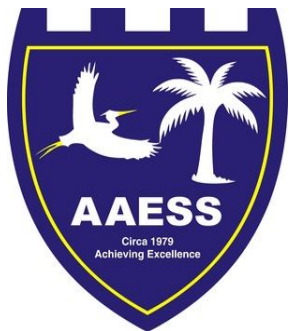
Stages 1 - 3 focus on blending letters and the consonant digraphs with 3.1 and 3.2 practicing digraphs and trigraphs in longer words.



STAGE 4	Monster Story CVC+	ff zz ss ll ck	nk	ch	v	ai	oi	ay	oy	a-e
STAGE 5	e-e	l-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

Progression within the books

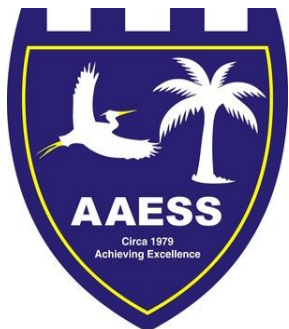
Stages 4 - 8 focus on the alternative digraphs including the split digraphs and trigraphs



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)

Progression within the books

Stages 9 and 10 cover the remainder of the graphemes within the curriculum.



What the decodable books look like

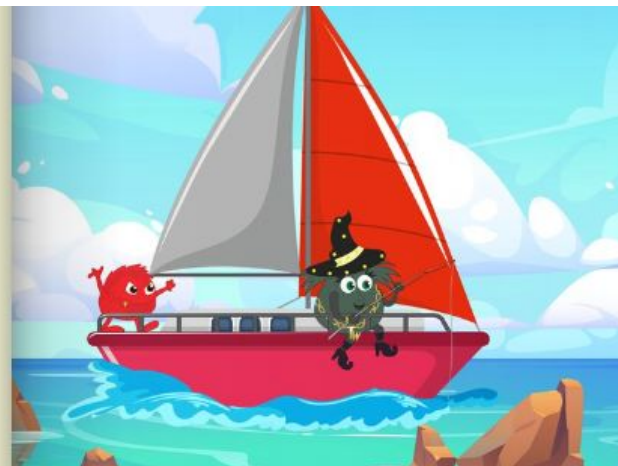
The key grapheme is colour coded throughout the book along with any HFW the children are currently learning.

Once secure colour coding is removed.



They went on a fishing trip.
"Let's set sail," said Angry Red A.

Angry Red A and Tricky Witch set off on a red sailing boat. They were very excited. It was their first fishing trip ever!





What the decodable books look like

At the beginning of each book is a text box that shows the words the children will read within the text and allows them time to practice decoding the target graphemes and words. With the wow words supporting vocabulary.

These support developing the accuracy, fluency and confidence.

ai words

rain	train	pain	brain
paint	sail	nail	snail
paint <u>e</u> d	wait	again <u>s</u> t	em <u>a</u> il
paid	afraid	rail	

High-Frequency Words

this	and	have	when
the <u>y</u>	ca <u>m</u> e	we	she
down	ou <u>t</u>	my	o <u>n</u> e
hi <u>s</u>	ti <u>m</u> e	are	all

Wow Words

sudden	fantastic	zoomed
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What the decodable books look like

In the beginning few levels the books contain an adult section.
With the children reading the larger text and the adult the smaller.
This allows good role modelling and provides additional information.

She **i**s in the **sh**op.
shop.

Miss Oh No has come to the fish and chip shop to get some fish
and chips for her lunch.





What the decodable books look like

Included in each book are questions which support comprehension and understanding.

Focus words

fish	cash	bash	rush	shock
shop	man	yells	chips	checks

High-frequency words

the	is	has	are	she
to	too	ch	no	and

Things to talk about after reading

Why did the man in the shop get so cross?

Why did Tricky Witch buy Miss Oh No some fish and chips?

Why were the cats in such a hurry?

How much do you think fish and chips costs?

Questions

1. Why was *Brown Owl* waiting for *Angry Red A*?
2. Why couldn't *Angry Red A* take his car?
3. What was the problem with the train?
4. How did the monsters get down from the cliff?
5. Can you think of words that mean the opposite of 'fantastic'?



Monster Phonics reading in class

The children will complete at least 3 guided reading sessions a week. FS to build up to this.

In each session a book is used that all children can read fluently and the book is re-read during the week to help increase the number of words the children know at a glance.

Each session will have a clear focus and will be about teaching the child to read.

Group sizes will be different but will group those with similar phonic knowledge and this will change as assessments are on going.



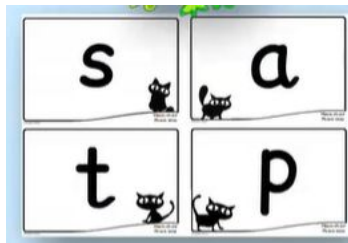


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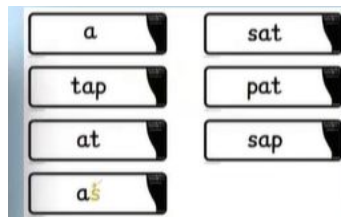
Supporting your child at home with reading.....



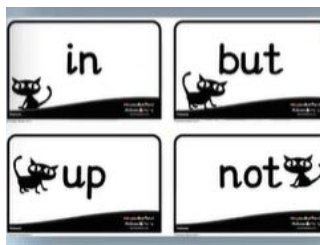
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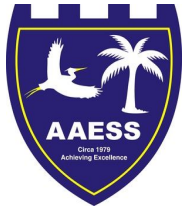
Developing phonic knowledge - have the phoneme flashcards and ask your child to tell you these. Make it into a game such as timing, hide and seek, beat the adult.



Use the pages at the front of the book just to focus on the words in that book. Use as a bingo, splat, can you find?



HFW and common exception words - have as flashcards and ask your child to read. Use games already suggested to make fun.



Supporting your child at home with reading...



Share books and model reading - discuss pictures and make up your own story.



Actual reading of the book and encourage the children to answer questions about the text.



Reading helps in all areas of the curriculum i.e. maths word problems.



Ebook log in



Teacher will allocate book stages and we can see how many times this has been accessed. Once again we expect that these are re-visited and re-read.

We are working with Monster Phonics to sort log in problems.



Importance of reading.....

Here's the impact of reading 20 MINUTES PER DAY

A student who reads



will be exposed to

8,000

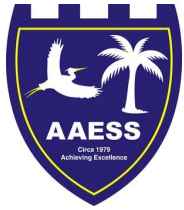
words per year

282,000

words per year

1,800,000

words per year



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Any questions please do not hesitate to contact me
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Monster Phonics

We had a number of questions following our recent parent workshops about how you can purchase Monster Phonics resources to support your child at home.

We have worked with Monster Phonics and are pleased to announce that we can offer an ordering system through the school. Click on the form below to select and pay for any resources you would like before Thursday 31st October. Orders will be sent directly to the school from the UK and distributed to parents when they arrive.

[Monster Phonics Resources \(jotform.com\)](http://jotform.com)

