

Monster Phonics Reading and Phonics Scheme

At Lowbrook Academy, we follow 'Monster Phonics' to support the teaching of early reading. Monster Phonics is a multi-sensory scheme which supports children when learning the most common sounds in the English Language. Monster Phonics uses colour-coding to promote understanding, which leads to children becoming confident, independent learners. Confidence builds their passion for school and for life.

We know that children learn best when parents and teachers follow the same methods. Working in the same way is vital for reinforcing learning so here is some information to help you use the Monster Phonics approach.

The next pages outline the way Monster Phonics works. Monster Phonics makes learning fun and more memorable.

What is Monster Phonics?

The 26 letters of the alphabet and combinations of these letters make 44 speech sounds in English. The 44 sounds (phonemes) are spelt by 144 different letter combinations (graphemes). For example, the sound A is spelt several different ways, including ay (play) and ai (train).

Traditional ways of learning to spell can be time-consuming and for some children they are ineffective. 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.

To support this process, Monster Phonics uses the 10 monsters to categorise all sounds into 10 simple areas. Furthermore, each monster has a different colour and that colour represents that way of spelling the sound.

Find out more about how Monster Phonics works

Visit <https://monsterphonics.com/how-it-works/>

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.

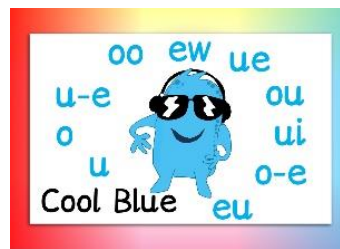
Your teacher will be using games, songs and activities that continuously reflect this way of learning, so that structure is constantly seen, heard and experienced by your child. This consistency is critical in ensuring that a complicated language is learnt in the most simplistic way. Therefore, it is essential that you use Monster Phonics at home.

Meet the Monsters

Long A sound



Long oo sound



Long E sound



Long ow sound



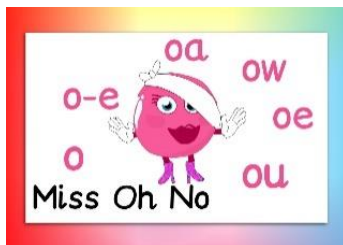
Long I sound



Silent Letters that have no sound



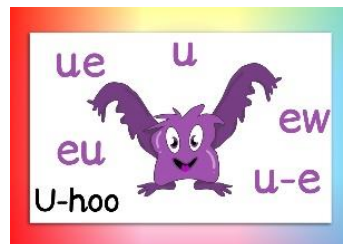
Long O sound



Tricky Letters that make a different sound



Long U sound



Black Cats – phonetic letters



Monster Phonics Online Shop

<https://monsterphonics.com/product-category/products/>

Free resources for parents

Activities

<https://monsterphonics.com/free-phonics-worksheets/>

Ideas for learning spellings

<https://monsterphonics.com/free-resources/fun-ways-to-help-children-learn-phonics-spelling/>

Games

<https://monsterphonics.com/games/>

Flashcards

<https://monsterphonics.com/flashcards-2/>

Information about phonics

<https://monsterphonics.com/how-it-works/letters-and-sounds/>

<https://monsterphonics.com/how-it-works/ks1-spelling-curriculum/>

<https://monsterphonics.com/the-phonics-screening-check/>

The Monster Phonics Reading Scheme

We have Monster Phonics books available in school and they are used during guided reading sessions and as take home books. Your child will receive one Monster Phonics book per week which will go home and be returned on a Friday. The Monster Phonics books are fully decodable. This means that children can read them using just their phonics skills and knowledge. The sounds in the book that your child will bring home will reflect the sequence of sounds taught in school meaning that your child should be able

to read this text at around 90% accuracy and fluency. They will be familiar with the story they bring home each Friday as they will have read this with their class teacher throughout the week. It is important that pupils are given the opportunity to re-read books many times to build up their fluency and confidence in word reading.

Alongside the Monster Phonics book which will go home each Friday, your child will also receive a library book which they will choose on a Wednesday and a 'sharing' book which they will bring home on a Monday. The purpose of these going home and being chosen by the pupil's is to promote reading for pleasure. Pupils in Early Years Foundation Stage and in Key Stage 1 should listen to, discuss and express views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently (National Curriculum, 2014). Your child may not be able to independently read this text they choose, but it is a good opportunity for you to model reading and focus on comprehension skills.

You could ask the following questions as examples:

What does the title mean? What do you think will happen in the story?

What do you think is going to happen next?

Can you explain what has happened so far in the story?

Can you think of a time where this has happened to you?

Who are the main characters in the story?

How are the characters feeling?

Why did a character choose to do something in the story?

What is your favourite part of the story?

Is there a word you are unsure of the meaning of? What do you think it might mean?

What type of story is this? (fiction/non-fiction)