

Monster Phonics

Approved
for schools
by the

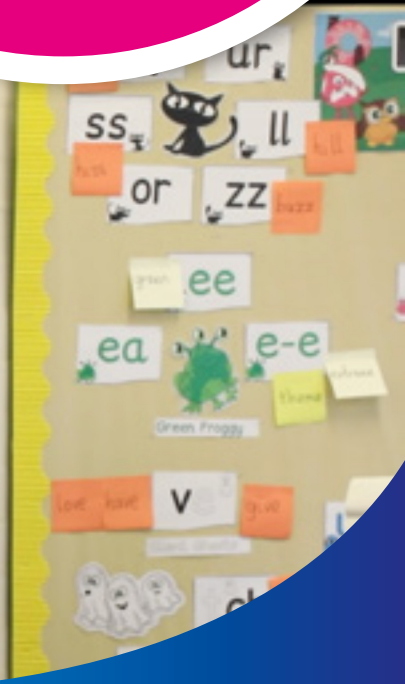


Department
for Education

MONSTER PHONICS TEACHING MANUAL

*Our
comprehensive
Teaching Manual provides
meaningful and effective
guidance for Teachers,
Teaching Assistants in
EYFS and KS1*

Will a pen fit in a box?



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Phonics

What is Phonics?

In UK primary schools, phonics is used to teach reading and writing in the English language. Phonics is a method of teaching children to read by linking sounds (phonemes) with symbols that represent them (graphemes). It is based on developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns that represent them.

Once children can hear phonemes and identify the corresponding graphemes, they can use this phonic knowledge to create words by blending from left to right, for example, 'c – a – t', blended together gives 'cat'. As the number of phonemes and corresponding graphemes that the children know increases, so does the number of words they can decode and subsequently construct.

Phonics is essential for children to become successful readers, spellers and writers in the early years of schooling and beyond. In the first three years of their school life, it is a requirement that all children should have a daily lesson of phonics. Over these years (and beyond in certain cases), a systematic synthetic approach should be followed in order that the best possible outcomes are available for all children.

Systematic phonics teaching is the direct teaching of a set of grapheme-phoneme correspondence (GPC) in a clearly defined sequence. If phonics teaching is truly systematic, children become confident and successful readers, spellers and writers in a very short amount of time.

Synthetic phonics refers to breaking up words into the smallest units of sound (phonemes). An emphasis is placed on every sound within each word. Children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word. Children do not need to rely on any other cues to decode. They then spell and write the words using this approach as once the Grapheme-Phoneme Correspondence (GPC) is secure, the children can readily access the words needed for these skills.

The 44 Phonemes in English

The 26 letters in the English language combine in different ways to create approximately 44 sounds.

We say approximately 44 because the sounds can change slightly with accent and dialect. The letter combinations are graphemes, while the sounds are phonemes.

[illegible]

44 Phonemes taken from 'Orchestrating Success in Reading' by Dawn Reithaug (2002)

Although the International Phonetic Alphabet (IPA) is not used within the programme, it is useful to recognise how it represents phonemes and graphemes, as seen in the National Curriculum documents. For clarity, phonemes are shown with oblique lines and graphemes with angled brackets. This is also demonstrated in the Frequent GPC chart by Brooks.

Use of IPA notation within the [National Spelling Curriculum](#)

ow (/aʊ/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelled as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town
ow (/əʊ/)		own, blow, snow, grow, show
ue		blue, clue, true, rescue, Tuesday
ew		new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief

As teachers, it is important to recognise that some graphemes are more frequently used to represent a phoneme than others. The position of the grapheme in the word may also determine the frequency of the grapheme for any particular phoneme. For example, the long A phoneme at the end of words is more commonly represented by 'ay' and the 'c' phoneme is never represented by the 'ck' grapheme at the start of words.

Frequent GPCs have been derived by Greg Brooks (Dictionary of the British English Spelling System. Cambridge, UK: Open Book Publishers. 2015. <http://dx.doi.org/10.11647/OBP.0053>).

How do children learn to read?

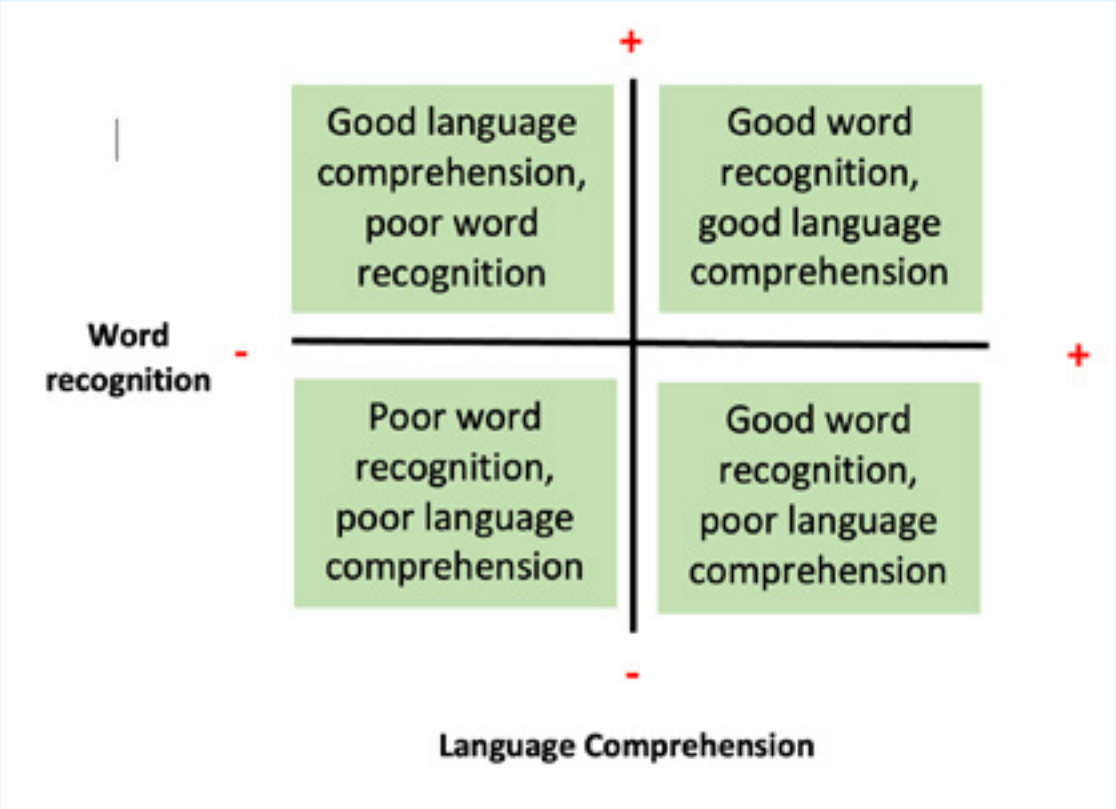
Two pieces of research that have had a significant impact on our understanding of how children learn to read are The Simple View of Reading and the Rose Review.

The Simple View of Reading

This is a formula that demonstrates that both decoding, and language comprehension are essential for reading. Excellent decoding skills and strong language comprehension will enable children to achieve a high reading comprehension score.

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

This is often represented in a diagram.



Source: Gough and Turner (1986)

This is supported by a number of research studies. Understanding the formula also helps teachers with the assessment of reading weaknesses and intervention. Research also suggests that it is important to teach decoding as early as possible.

Phonics as the prime approach encourages children to focus on identifying and blending the phoneme of each grapheme to read unfamiliar words.

The Rose Review

This independent review of the teaching of early reading in primary schools identified five competencies that are necessary for the successful acquisition of reading skills.

- The recognition of graphemes
- The ability to sound out phonemes
- The ability to hear and blend phonemes
- The reading of phonically regular words
- The reading of some irregular words

By showing how phonics provided ‘the vast majority of beginners the best route to becoming skilled readers’, the Rose Review had a significant influence on teaching, encouraging the universal use of systematic synthetic phonics.

The Monster Phonics Approach

Introduction

What is the Monster Phonics Approach?

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.

At the heart of Monster Phonics are the multisensory activities focused on the specific Learning Objective. These enable all types of learners to consolidate the teaching, enhancing understanding of the learning objective.

 <p>Angry Red A makes the A sound. made day rain</p>	 <p>Green Froggy makes the E sound. tree happy dream</p>	 <p>Yellow I makes the I sound. my time find</p>	 <p>Miss Oh No makes the O sound. soap note row</p>
 <p>U-Hoo makes the U sound. cute few uniform</p>	 <p>Cool Blue makes the oo sound. room fruit soup</p>	 <p>Brown Owl makes the ow sound. down out</p>	 <p>The Silent Ghosts are the silent letters, they make no sound. when friend know</p>
 <p>Tricky Witch casts spells on gold letters to change their sound. wants said love</p>	 <p>The Black Cats are the phonetic letters. black cat went</p>		

Introducing the Monster Characters

Monster Phonics can be implemented at any point in the year and in any year group. Simply carry out a baseline assessment to determine the starting point. See the Assessment section for more details. If you are implementing the Monster Phonics Foundations Programme, please also refer to the Foundations Manual for guidance.

The Monster characters can be introduced through our Monster lessons and our Meet the Monster books. Each book describes the the monster and their corresponding sound and action.



Our Monster Lessons provide activities to meet each of the monsters and teach their names. These can be found in the ‘Lessons’ for each year group. Watch and sing along to the Monster Song and follow the PowerPoint for step-by-step instructions for how to introduce each monster and teach their name.



Progression

Monster Phonics teaches graphemes in a carefully structured systematic way to ensure that the planning, assessment and reading scheme are exactly aligned and cover all aspects of the curriculum.



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 ck	e u r	h b	f f l l ss	j v w x	y z zz qu	ch sh th ng	long oo	air
	a, at, as	in, it, is I, an	and, am dad	te, 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+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	made make came	I'm very old	called asked looked	their our	Mr, Mrs don't	people could
ASSESSMENT 1												
ASSESSMENT 2												
ASSESSMENT 3												
ASSESSMENT 4												
ASSESSMENT 5												

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Year 2 Progression Map

WEEK	1	2	3	4	5	6	7	8	9	10	11	12
TERM 1	<p>dge g</p> <p>great break steak find mind, kind behind</p>	<p>ck kn</p> <p>what, child climb old, god hold cold told</p>	<p>gn wr</p> <p>would could should door floor poor</p>	<p>le ei il</p> <p>dry many pretty move prove improve</p>	<p>ai</p> <p>homophone</p> <p>most both only every everybody</p>	<p>drop e Vowel suffix Y to I</p> <p>even people whole clothes thought</p>	<p>Y to I</p> <p>busy money hour Christmas</p>	<p>y ai (or)</p> <p>grass class pass past lost</p>	<p>oi eu</p> <p>both path father plant half</p>	<p>W-oi W-oi W-oi</p> <p>after again sure sugar</p>	<p>W-oi W-oi W-oi</p> <p>water parents beautiful</p>	<p>ti i</p> <p>eye who Mr Mrs</p>

TERM 2	<p>Constants suffixes Contractions</p> <p>Year 2 CEW REVIEW</p>	<p>Possessive Apostrophe</p> <p>Year 1&2 CEW REVIEW</p>	<p>REVIEW dge</p> <p>Adding suffix</p>	<p>REVIEW g</p> <p>Adding suffix</p>	<p>REVIEW e</p> <p>Adding suffix</p>	<p>REVIEW kn</p> <p>Adding suffix</p>	<p>REVIEW gn</p> <p>Adding suffix</p>	<p>REVIEW wr</p> <p>Adding suffix</p>	<p>REVIEW le</p> <p>Adding suffix</p>	<p>REVIEW ei il</p> <p>Adding suffix</p>	<p>REVIEW y</p> <p>Adding suffix</p>	<p>REVIEW oi</p> <p>Adding suffix</p>	<p>REVIEW ti</p> <p>Adding suffix</p>
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TERM 3	<p>REVIEW oi</p> <p>Adding suffix</p>	<p>REVIEW eu</p> <p>Adding suffix</p>	<p>REVIEW W-oi</p> <p>Adding suffix</p>	<p>REVIEW W-oi</p> <p>Adding suffix</p>	<p>REVIEW W-oi</p> <p>Adding suffix</p>	<p>REVIEW Z (oi)</p> <p>Adding suffix</p>	<p>REVIEW ti</p> <p>Adding suffix</p>	<p>REVIEW l</p> <p>Adding suffix</p>	<p>Homophone Drop e</p>	<p>Vowel suffix Drop e</p>	<p>Vowel suffix Y to I</p>	<p>Constants suffixes Contractions</p>	<p>Possessive Apostrophe CEW</p>
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Year 1 Progression Map

WEEK	1	2	3	4	5	6	7	8	9	10	11	WEEK	12
TERM 1	<p>ff ss zz ll ck nk</p> <p>a, be, he, me, we, she, no, go so, to, do, today, I, by, my</p>	<p>ch ve ai</p> <p>love, some come, was is, his has, one once, friend your</p>	<p>oi ay ou</p> <p>this, of said here there you school</p>	<p>suffix s/es a_e</p> <p>house, our where were they says are, ask, put push, pull, full</p>	<p>e-e l-e o-e</p> <p>from, help look, outside will, this, that then, them with, went, off children, just</p>	<p>u-e u-e ar</p> <p>made, make come, like time, by, my I, I'm into, too don't</p>	<p>ee ea</p> <p>see, very day, have when, about out people</p>	<p>ea ea</p> <p>look, looked asked, could saw, all down now</p>	<p>er ir ur</p> <p>Mr, Mrs what their little called</p>	<p>oo oo oo</p> <p>REVISION</p>	<p>oo oe</p> <p>more, horse goat, live would school soon, food room</p>	<p>ou ow ow</p> <p>play, way, say may, carry been, need keep, feet snow, grow window, know</p>	

TERM 2	<p>ue ew</p> <p>Three, time break, even, sleep queen, piece ever, never, river under, better after</p>	<p>ie igh</p> <p>going, most over, cold told, gave take, place</p>	<p>or ow</p> <p>he's, were even, began before because girls, birds first</p>	<p>au air</p> <p>see, two, eat each, really these, other mother another</p>	<p>ear ear</p> <p>fussy, day many, every has, inside bobby, only suddenly pulled</p>	<p>are y ph</p> <p>want, wanted great, us has, inside liked, can't didn't, long hour, white</p>	<p>W's e o</p> <p>love something coming, fly why, new use, there where, boy</p>	<p>ff ll ss zz ck nk</p> <p>which, head dragon coming, fly couldn't eyes, lived boat, cried</p>	<p>gn gn</p> <p>ghost, find saw, find different door, jumped stopped</p>	<p>200 HFW</p> <p>thought magic narrator once, air, who lived, I'll, these</p>	<p>200 HFW</p> <p>thought magic narrator once, air, who lived, I'll, these</p>
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TERM 3	<p>PHONICS SCREEN</p>	<p>ee ea</p>	<p>ie igh</p>	<p>or ow</p>	<p>au air</p>	<p>ear ear</p>	<p>are y ph</p>	<p>W's e o</p>	<p>ff ll ss zz ck nk</p>	<p>gn gn</p>	<p>200 HFW</p>	<p>200 HFW</p>
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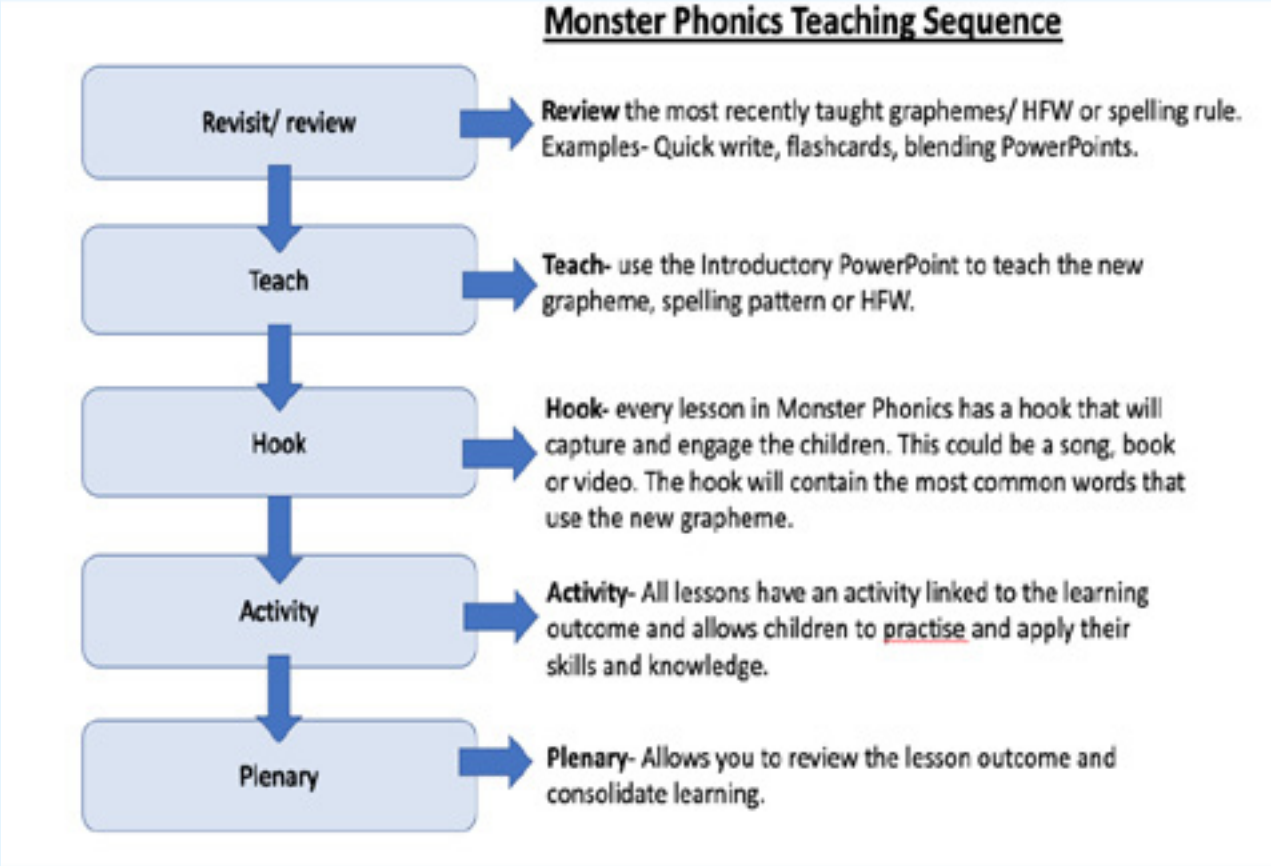
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How to Teach Monster Phonics

Monster Phonics is designed as a whole-class Systematic Synthetic Phonics programme for children in Reception and Key Stage 1. Daily 20–30-minute discrete phonics sessions are delivered by trained teaching staff.

Monster Phonics uses a five-part lesson structure in KS1 which ensures children become familiar with the format of the sessions, allowing the entirety of lesson time to be focused on teaching and learning and not transitioning between activities. In Reception, the plenary review and assessment of Learning Objectives takes place throughout the lesson, rather at the end.



Lesson Structure

Lesson plans are on the log-in area of the website for teachers to download. The planning clearly shows the five-part lesson structure in a weekly planning grid. This is editable so that teachers can adapt to their cohort’s needs.

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit previously learned graphemes.	Recap the sch ve ai graphemes learnt last week.	Recap the ai grapheme. Read through the flashcards. Did anyone find an ai item for the display? Recap the said oi .	Recap the oy grapheme by reading the oy words in the PowerPoint. Recap one once .	Recap oy referring to the oy spe is .	Use the PowerPoints to review the graphemes taught this week. Use the Year 1 CEWs PowerPoint (Grouped by Sound) to recap the CEWs taught this week. CEWs – the said oi once one house our .
Teach Teach new graphemes.	Teach the ai grapheme Introduce the grapheme with the PowerPoint. Action: Tricky Witch's wand. Watch the video 'Spell for ai'. Read the ai flashcards as a class.	Teach the grapheme oy Introduce with the oy PowerPoint. Action: Angry Red A and y action. Look at the examples for adding oi . Watch the video 'Play Away'.	Teach the oy grapheme Introduce the grapheme with the oy PowerPoint. Action: Tricky Witch's wand. Read the oy story from the PowerPoint.	Review the graphemes ai oy and oi	
Activity Reading and writing words with the new grapheme.	Complete the spell for ai by either: - recalling ai words, writing and drawing ai pictures. - writing ai words to match the pictures. Collect Tricky Spells to make a class Tricky Spell book.	Complete the oy Dinner sheet by writing Angry Red A's favourite oy words on the dinner plates.	Write the oy spell in the Magic Spell book. Collect Tricky Spells to make a class Tricky Spell book.	Introduce 'alien' nonsense words. Play flashcard activities using: - ai oy and oi words Complete the word searches.	Weekly Spelling Test
Plenary	Repeat the 'Spell for ai' song. Ask if children can bring an ai item to school for an ai display table.	Play musical oy statues.	Share the oy spells. Can anyone remember the spell for oy ?	Sing the 'Play Away' song to reinforce oy words.	Recap the songs 'Ghost Dog Patch' and 'Tricky Bear ai' to reinforce sch and ai words.
CEWs Show the flashcard print out or the CEW PowerPoint. Resources found under the HFW/CEW tab. Highlight features: graphemes, silent and tricky letters.	Year 1 CEWs the said oi – all have tricky letters. oi – tricky oi said – ai the makes an ai sound oi – oi makes a oi sound. This makes oi sound differently to oi .	Year 1 CEWs here there – ere is a tricky spelling, which makes two different sounds here.	Year 1 CEWs you – ou makes the long Cool Blue ou sound. Other words that have this grapheme are group , snub , troupe .	Year 1 CEWs wheel – has the long Cool Blue ee grapheme and a silent h .	Homework Send home Year 1A Spelling Log Book. Look words to learn for next week's test. Add any HFW/CEW words commonly misused to the 'My Words' section.

The weekly planning aligns with the online programme. Every lesson has been preloaded and each section of the lesson is numbered for ease of use. All you need to do is follow the order of the numbered tabs to complete the lesson.

Wednesday - oy

Here are the resources to download for this lesson

1. Download the PowerPoint. Use this to introduce the oy grapheme. Read the oy story from the PowerPoint.

2. Watch 'The Annoying Troll' video. Ask the class to make the Tricky Witch (wave a pretend magic wand) action every time they hear an oy word. How many words can they remember?

3. Choose from the following activities:
Download the activity. Write the oy spell. Make a Magic Spellbook for the class and add oy spells to this.
or
Use your Monster Phonics exercise book: write short sentences about the boy and Tricky Witch using oy words e.g. enjoys, annoys, toys.

1. PowerPoint

2. Annoying Troll from MonsterPhonics

3. Activity

Back

Learning Objectives and Success Criteria

It is important to share the learning outcome with the children. Every lesson should start with the learning outcome and why it is important for the children. If children understand why they are learning something, it becomes purposeful, and they are more engaged.

“Today we are learning the t phoneme. We will be able to recognise and write the letter that represents the t phoneme.”

“Today we are practising our blending skills. By the end of the lesson, we will be able to blend words made up of s,a,t graphemes. This means we will be able to read words!”

All schools have different ways of displaying or introducing learning outcomes. Some may use ‘WALTs’ (we are learning to) and ‘WILFs’ (what I am learning for), it may be that your school uses ‘lesson objectives’ and ‘success criteria’ or it could be that you simply share this verbally with your class. Here we will refer to them as ‘Learning Objectives’. How you deliver the learning objective does not matter, what is important is that it is always used and shared with the children.

To make this easier for schools, the downloadable planning has a learning outcome and assessment grid to help you. All of the PowerPoints are also editable so that you can add the learning outcome to them in your school’s preferred format.

Year 1 Term 1 Week 3 oi, ay, oy	
Learning Objective/Success Criteria	Assessment
Teach the oi, ay and oy graphemes.	Can they recognise the oi, ay and oy graphemes?
Practise blending for reading.	Can they blend the oi, ay and oy graphemes and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the oi, ay and oy graphemes and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: the, said, of, here, there, you, school.	Can they spell the HFWs: the, said, of, here, there, you, school?

Monster Phonics Approach to Teaching Letter Sounds

Pure Speech Sounds

When teaching letter sounds, it is important to use pure speech sounds. The most common mistake with pronouncing the sounds is adding “uh” to the end of the sound, for example saying ‘muh’ instead of ‘m’. If the sounds are pronounced incorrectly, it makes it harder for the children to blend words to read. For example, mat becomes muh-a-tuh.

If children are struggling with pronouncing the sounds, model by exaggerating the tongue and mouth movements. Use mirrors for the children to check placement of their tongue and mouth. Let the children listen to the correct sound and then use phoneme phones or sound buttons to record their own attempts at pronouncing the sound.

The monster phonics video Pure Speech Sounds is great to share with children and parents to ensure correct pronunciation is being used.



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.

Introducing a New Grapheme/ Phoneme



When first introducing the graphemes to the children, Monster Phonics uses the Sound Action Flashcards. On each card, it tells the children how to articulate the sound and the action for each sound. An alliteration sentence also helps to reinforce the grapheme phoneme correspondence. Fold the cards in half and introduce the sound as follows:

Show the children the picture side of the card. Make the action as you say the sound. Use my go- our go- your go (first, model the sound to the children, next get the children to join in with you, finally the children say it independently).

Turn the card over and show the children the grapheme. Use my go- our go- your go. Place the card behind your back and explain to the children that when you show them the grapheme, they say the sound and do the action. Repeat this several times.

Show the children the grapheme side of the card and say the sound. Using the card, trace your finger over the letter saying the letter formation rhyme.

sk the children to get their magic writing fingers ready in the air. Ask the children to copy you forming the letter in the air saying the letter formation rhyme. Repeat a few times.

When the children are ready, move on to using the plain text flashcards as modelled in our training video ‘Teaching Letter Sounds’.



Alongside the sound action cards, there are a lot of additional resources relating to each new sound which help engage the children and reinforce their knowledge.

This same technique can be used with the introductory PowerPoint for the grapheme you are teaching. All sounds have an action for the children to learn. The Sound Action flashcards could be sent home to parents on a weekly basis as the children learn them. The grid below can also be sent home. This explains the actions and sounds. This would help parents to support their child’s learning at home.

Monster Phonics Sound Actions			
Grapheme	How to say the sound	Action	Alliteration
s	Touch the back of your teeth with your tongue, keep teeth tightly closed, smile and blow.	Weave hand in an s shape like a snake and say sss.	Slippery snakes slither and slide!
a	With your mouth open and tongue low and to the front, make a sound.	Mouth open and wide, say a, a, a like you are very cold!	An angry ant appears on an apple.
t	Keep your mouth closed and touch the back of your teeth with your tongue as you make a sound.	Touch the teeth with your tongue and say t, t, t.	Terrible tigers have tremendous teeth.
p	Bring both lips together. Force air through to open the lips.	Close and press the lips together to say p p p for pop.	Popping pop corn pops out of the pan.
i	Put your tongue high in your mouth, smile and make a noise.	Smile and say i, i, i	An indigo iguana is inky blue.
n	Push your tongue up to the roof of your mouth and make a sound.	Say nnnn and wave your arms like an alarm clock.	The naughty nanny goats nibble new newspapers.
d	Place your tongue behind your upper teeth, force sound out of the mouth as you move away your tongue.	Beat hands up and down as if playing a drum and say d, d, d.	Don't dunk your donuts in your drink or they will drop.
m	Press your lips together make a sound.	Mmmmm . . . rub tummy in circular motion. m is a nasal sound.	My mum made melt in your mouth mints.
g	Touch the top of your mouth with your tongue and make a noise.	Ggggggg . . . as though giggling and pretend to tickle with your fingers.	The gold goose greedily ate green grass.
c	Keep your tongue low. Open your mouth and force out a sound.	make letter c shaped 'cat ear's with hands saying c c c cat.	Cute cats can create chaos!

As the children progress and learn digraphs (two letters making one sound like sh, ch, ng) and trigraphs (three letters making one sound like igh, air, ure), it is important that we explain this to the children and use the correct terminology.

Recognising Graphemes and Saying the Sounds

Being able to recognise the graphemes and recall the sounds is important for the children to be able to blend to read and segment to spell.

Monster Phonics uses a range of strategies and resources to support children with this process.

Flashcards - The first flashcards used in the programme are the Sound Picture Flashcards. These flashcards give clues to support the children in their early development of grapheme recognition. As the children become secure, the flashcards are changed to plain text cards. The flashcards are ideal to use for quick fire recall at the start of lessons or when you have a few moments spare during the day.

Grapheme PowerPoint - Monster Phonics has a Grapheme PowerPoint that can be used as a review at the start of lessons or as a game at some point during the school day. You could time how long it takes to complete the PowerPoint and then try to beat the time the next day.

Grapheme Frieze - As you learn the graphemes with your class, Monster Phonics encourages you to add the grapheme from the frieze to your display. This means it is visual for the children to use during the day and it can also be used as a review for the graphemes learned so far simply by the teacher pointing to the graphemes to see if the children can recall them.

Quick write Letters - Using and whiteboards and pens, you'll say a grapheme and the children will write it on their boards. Say the sound again and model writing the grapheme on the whiteboard for the children. Children can then check if their grapheme is formed correctly.



Monster Phonics Approach for Blending to Read

Blending is the ability to blend sounds together to read a word. For example, to read 'pin', a child sounds out each individual sound in the word p-i-n then says the sounds quicker, blending them together to read the word.

Blending is a skill that is crucial for children to be able to read. The first building block in this process is children being able to orally blend. You can provide children with lots of practise of oral blending and model this throughout the school day. For example, "put your c-oa-t on" or playing games like I-Spy, "I spy with my little eye a b-oo-k." The more oral blending practice children have, the easier it is for them to blend to read later on.

The Monster Phonics programme teaches children to blend to read within the first week of the Reception planning. The order the graphemes are taught maximises the number of words children can read from the start of the programme.

Initially, Black Cats are used as sound buttons on words. To teach the children to blend, follow the steps below:

Teachers model left-to-right orientation by pointing at the individual graphemes in the word using the black cat sound button underneath.

As the teacher points to the grapheme, they say the phoneme.

Then the teacher sweeps their hand under the word (left to right) as they blend the word together.

Again, the teacher starts this process with lots of modelling and using the my go- our go- your go process.

Phoneme frames are also used to support children's blending skills as this makes it easier for children to see the word split into its individual sounds. The same principle applies to teaching using the phoneme frames. Teachers model left-to-right orientation by pointing at individual graphemes as they say the phoneme. Then the teacher sweeps their hand under the word (left to right) as they blend the word together.

Starting with graphemes s, a, t and p, children are able 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 consonant digraphs.

This is followed by the teaching of 13 digraphs and trigraphs in term 2. The blending and segmenting of longer words consisting of 4 letters or more (CVCC, CCVC, CCC onset, CCVCC words including those containing previously taught digraphs and polysyllabic words) is taught and practised in the final term.

Year 1 teaches digraphs and trigraphs, including alternative graphemes, plurals, prefix un, k before i/e/y, compound words, Common Exception Words (CEWs), and simple addition of vowel suffixes. Year 2 teaches further digraphs and trigraphs, consonant suffixes, contractions, possessive apostrophes, CEWs, and more complex spelling rules for adding vowel suffixes.

The Monster Phonics reading scheme GPCs and HFWs are included in the reading books once they have been first taught in the programme.

High Frequency Words (HFWs), including the statutory CEWs, are taught within the programme.

Monster Phonics uses teacher-led reading activities during the lessons to support children to develop their blending skills and become confident readers. All reading resources are fully decodable at the children's phonic ability and include resources like Blending PowerPoints, Caption and Sentence PowerPoints, word lists, flashcards and longer eBooks. Monster Phonics has a reading scheme matched to the progression of the programme that immerses the children in Monster Phonics Land, helping to develop a passion for reading.

Monster Phonics Approach to Segmenting to Spell

Throughout the programme, children learn to spell words by segmenting them into phonemes. Segmenting is breaking words down into individual sounds, effectively the opposite to blending. For example, shark we break down into 3 sounds sh-ar-k.

Initially, children develop this skill by orally segmenting words. You can practise this with children by playing games like Simon Says. The child sound-talks the instructions by breaking the word into its sounds—"Put your hands on your h-ea-d!" Providing lots of opportunities for practising oral segmenting during the school day will help children develop the skills to spell and write later.

Monster Phonics Approach for Blending to Read

The Monster Phonics programme starts teaching segmenting skills from the second week in the Reception year. Monster Phonics teaches the children to use phoneme frames and magnetic letters and/or flashcards initially as they practise segmenting words to spell. The children then move on to writing the correct graphemes in the phoneme frames. Eventually the child will be able to hear dictated words and sentences and write them. Teachers can model how to use the Monster Phonics sound charts for support if needed. The Monster Phonics sound chart is child friendly, and supports children with grapheme phoneme correspondences, their spelling and letter formation.

To teach the children to segment, follow the steps below:

- Show a picture card and say the word — "Cat"
- Model breaking the word down into its individual phonemes, raising a finger for each phoneme— "c-a-t"
- Count the number of fingers raised— "c-a-t has 3 phonemes"
- As you go through the sounds one at a time, select the correct magnetic letter and place it in the correct part of the phoneme frame.
- You then model checking the word is right by blending the word to read it. This reiterates that segmenting is the reverse of blending.
- Once children are confident with this process, they are then ready to use the same process but instead of using magnetic letters they write the graphemes

Again, the teacher starts this process with lots of modelling and using the

my go- our go- your go process.



Handwriting and Letter Formation

Letter formation for all letters of the alphabet is taught within the Reception lessons. In addition, we recommend schools to provide 3 additional handwriting sessions each week. To support these sessions, the following resources are available for every grapheme:

- Letter formation PowerPoints:

Teachers using the PowerPoint animation and verbal instructions to model the letter formation, with clear start and end points. The children follow this by writing the letter in the air and reciting the instructions.

- Lowercase and uppercase handwriting practice sheets.

- Letter formation within words. As part of this structured programme, handwriting practice is provided only for the phonics that has already been taught. Our handwriting sheets provide practice of words that use only the cumulative phonics knowledge acquired from within the scheme.

- Letter formation and phonics revision.

- Sound Action Cards, which highlight start and end points, as well as sound articulation, alliterative memorable rhyme, and action to recall the sound.

Monster Phonics Apps also support letter formation by encouraging children to write each letter by beginning at the correct start point, write the letter in the correct direction and finish at the correct point. Children are given rewards via the app, which makes them highly engaging.

All resources are designed in a simple print across the scheme. This matches the magnetic letters, reading books, PowerPoints, Apps, and all printed resources used in the programme.

In the early stages of the programme, sound dictation is used in the review element of the lesson as a 'quick write activity'. The programme is structured, moving children from sound dictation to word dictation, then advancing further to sentence dictation. Monster Phonics builds writing skills systematically throughout the programme. Using engaging activities for children to independently apply these skills means children soon develop a love of writing.

Teaching High-Frequency and Common Exception Words

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. This helps children to understand that these graphemes are irregular and have changed from their usual grapheme-phoneme correspondence 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 and the Common Exception Words such as flash-cards, PowerPoints, eBooks, reading scheme and posters.



Training and Monitoring

MP Training

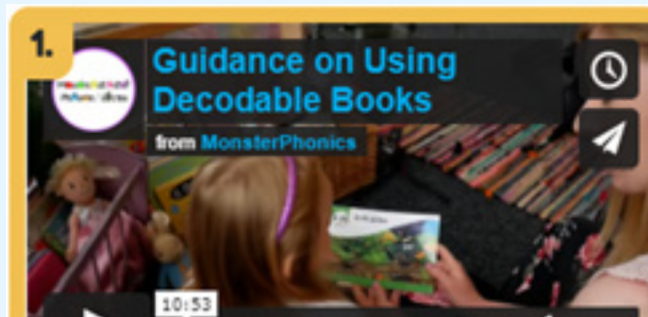
Monster Phonics is committed to providing continuous, high-quality training, to all those leading or delivering phonics. Our training covers all aspects of phonics, as well as helping all involved navigate through the Monster Phonics content, to ensure high quality teaching to all, and overall school fidelity to the programme.

All staff are supported through our training programme to navigate the Monster Phonics Programme, including our decodable books and our dedicated intervention programme of work, to help those in need of support.

Training takes place via online or face to face sessions, depending on a school's need. Schools subscribe to our training for the duration of their membership, with the content available throughout, enabling teachers to access it every day. All schools have access to a dedicated trainer, whose purpose is to ensure school fidelity to the programme, successful implementation to all relevant staff, and improvement in overall phonics knowledge and teaching.

Our training programme is mandatory as it is an essential element of an SSP programme and is key to ensuring that schools effectively implement Monster Phonics with fidelity. This continuous professional development in the teaching of phonics and reading results in a high level of skill and expertise which supports pupil progress and school improvement.

Both of the training packages offered include our online training series, consisting of 26 modules over 3 levels of training, as well as face to face training with one of our expert trainers. Training assessment ensures that teaching staff complete the training having



"The training programme is very comprehensive. It is broken down into manageable chunks and the videos of lessons in action are very helpful, particularly the guidance on decodable books and guided reading."
Rachael Glenn, Phonics Lead, Kingsley Community School

"Toni, our allocated trainer is excellent. Her expertise and passion for phonics shine through. There was a buzz around the whole school after our welcome meeting. The training programme was clear, concise and easy to follow."

Training Options

We provide professional development and expertise in Reading and Phonics to School Leaders, Teachers, SENCOs, Teaching Assistants and Governors. See our [onlinetrainingbrochure](#) for our comprehensive range of training options.

Member schools are required to take one of our training packages below

Training Package 1

For 3 Years - £349 in the first year, £150 in the second year, £150 in the third year

For 1 Year - £349

- Full access for all staff to our comprehensive online training programme for the duration of your membership
- Our training programme comprises of three levels, including 40+ videos, a dedicated trainer assigned to your school, and assessments for staff
- Level 1 for all staff, focuses on teaching phonics and explains the Monster Phonics system
- Level 2 for all staff focuses on how to teach using Monster Phonics and what this looks like in the classroom
- Level 3 for the SLT helps further embed Monster Phonics in the school, self-evaluation and school improvement plan
- At the end of levels 1 and 2, assessments are taken, facilitating staff progress against required knowledge and skills to teach phonics and reading
- Your school is assigned a dedicated trainer, to support staff every step of the way
- This package also includes a Parent Webinar for helping parents support their children at home

Training Package 2

For 3 Years or 1 Year - £2499

- All the benefits of package 1, with the following additions:
- 2-day training plus access to our online training programme every day throughout the year
- The 2-day face to face training covers the content in package 1 as well as providing bespoke material created during a welcome meeting with SLT
- Bespoke refresher training in your second and third year

Monitoring

The monitoring of teaching and learning is an important element of ensuring that Phonics, as with any subject, is of a suitable standard for each cohort of children.

The Phonics Lead will be responsible for this, and Monster Phonics recommends a triangulation method. The triangulation method in this instance means that the following three techniques of monitoring will be: lesson observations, learning walks and book/work scrutinies.

Timetable

It is recommended that a monitoring timetable is created and followed by the phonics lead in order that suitable targets are set for individual members of staff; this results in the most effective teaching taking place, and therefore the most effective learning. Your Monster Phonics designated trainer will be available to support you with your monitoring timetable.

Observations

Phonics lesson observations are planned for within each term of the academic year—Autumn, Spring and Summer. There is a suggested observation format, but you may choose to use an agreed format from within your own setting. Regardless of which format you follow, it is really important that when observing a lesson, the following elements are assessed (as per page 5 from the Monster Phonics Teaching Manual):

- Review
- Teach
- Hook
- Activity
- Plenary

By doing this, the observer will be checking and assessing the teaching and learning of the crucial elements of a Phonics lesson.

Another vitally important part of a lesson observation is that of feedback. From this, the Phonics Lead should be giving constructive analysis of the lesson and setting targets with the practitioner. Doing this, and giving the targets a timeframe, ensures that the member of staff continues to evolve and improve in their Phonics teaching.

Peer mentoring is also recommended whereby members of staff can observe one another's lessons to support each other.

Learning Walks

In addition to observations, learning walks allow the Phonics Lead to learn a great deal about the teaching and learning that takes place. As with the lesson observations, these are scheduled on the monitoring timetable for one per term—Autumn, Spring and Summer. The main purpose of a Learning Walk is to collect evidence about teaching and learning, evidence of progress, and should be based on areas for school development. They are intended to be developmental and constructive rather than judgmental and are a whole-school improvement activity. These are intended to be shorter than a lesson observation, at around ten minutes. However, feedback is still required, with targets if deemed necessary. There is a suggested template, which covers what to look for in a learning walk.

Book Scrutinies

The final part of the triangulation of monitoring is that of the book scrutiny. This is the final piece of the jigsaw and allows the monitoring team to check the level of learning that is taking place within Phonics. As well as looking at any Phonics or Spelling books, it is important that children's other writing is analysed in order that the application of the taught Phonics and spellings can be assessed. As with the learning walks, feedback is required in a constructive and developmental way. As with the other two areas of monitoring, the book scrutinies are included in the monitoring timetable.

Monster Phonics Assessment

Assessment Schedule

It is vitally important that the scheduled summative assessments take place (refer to the section on Assessment within this manual). The Phonics Lead should be monitoring that these are completed. The information should then be collated in order that analysis of the results can take place. The same is true for any intervention groups that are needed.

Regular and efficient monitoring of children’s development in phonics is essential if they are to become competent and confident readers, and subsequently writers. The Monster Phonics programme has a clearly mapped set of assessments which allows for checking children’s grapheme phoneme correspondence (GPC), and knowledge of High Frequency Words (HFWs).

The assessment schedule for Monster Phonics is broken down for each year group—Reception, Year One and Year Two. Each year group has a set of graphemes and HFWs to be learnt and then assessed.

Baseline Assessment

Baseline assessment can be used to determine the appropriate starting point for the children in your class and any children new to the school during the year. This will also help to identify any gaps in learning and enable you to plan effective catch-up intervention. Baseline Assessment PowerPoints or printed material make this initial assessment simple.

ff ss zz ll ck nk tch ve ai
oi ay oy a-e e-e i-e o-e u-e
u-e ar ee ea ea er ir
ur oo oo oa oe ou ow ow ue
ue ew ew ie ie igh or ore
aw au air ear ear are y ph
wh e o

puff	miss	fizz	bell	sack	think	catch	have
sail	coin	play	boy	made	theme	ride	note
use	rule	seen	dream	bread	letter	girl	church
food	book	best	goes	about	town	snow	blue
rescue	flew	new	pie	thief	bright	short	score
draw	August	chair	near	bear	share	garden	
happy	dolphin	when	she	going			

Record the results in the Baseline Assessment Records



Assessments are available for GPCs - individually and in words, as well as HFWs and CEWs. Record progress using the Assessment Tracker which maps out when objectives have been reached for every child. Easy and informative, the Tracker enables you to identify gaps and a share a clear picture of progress.

Daily formative assessments for all year groups

Daily formative assessments are the most frequently used assessment, and will be undertaken daily by the adult delivering the phonics session. It is suggested that children who have not met the daily objective, as stated in the planning document for the lesson, are noted, and any gaps are addressed with a short recap at some point before the next discrete phonics session. If this form of assessment is followed thoroughly, children should be getting the best possible provision in order that gaps in learning do not occur, or at worst, occur very infrequently. Below is an example of a daily planning assessment box:

Reception EYFS Planning | Term | Week: 1 | Graphemes - s a t p

Learning outcome	Assessment Children not meeting the LO are noted here, daily
Teach graphemes s, a, t and p.	Can the children recognise the s, a, t and p graphemes?
Practise the letters and sounds learnt.	Can the children blend orally?
Practise oral blending and segmentation.	Can the children orally segment?
Practise blending for reading.	Can the children hear initial sounds in words?
HFW: a at as.	With support can the children read the HFWs at, sat, pat, tap?

As with any formative assessment, teachers should also be regularly reviewing the children’s achievements in the application of newly taught skills and knowledge. In the case of phonics, this is applicable in the area of reading and writing throughout the rest of the curriculum (independently, guided, or 1:1). Again, this allows for any misconceptions or problems to be quickly identified and plans made to fill potential gaps.

Phonics Screening Tool

An excellent tool to have available as part of your subscription. Check progress and identify gaps. Complete historic UK Government Phonics Screening checks from the past 5 years. Like the Government test, complete this 1:1 in a quiet setting. Record your answers on-screen and the results for each child will be emailed to you at the end.



Monster Phonics Approach for Blending to Read

Blending is the ability to blend sounds together to read a word. For example, to read 'pin', a child sounds out each individual sound in the word p-i-n then says the sounds quicker, blending them together to read the word.

Blending is a skill that is crucial for children to be able to read. The first building block in this process is children being able to orally blend. You can provide children with lots of practise of oral blending and model this throughout the school day. For example, "put your c-oa-t on" or playing games like I-Spy, "I spy with my little eye a b-oo-k." The more oral blending practice children have, the easier it is for them to blend to read later on.

The Monster Phonics programme teaches children to blend to read within the first week of the Reception planning. The order the graphemes are taught maximises the number of words children can read from the start of the programme.

Initially, Black Cats are used as sound buttons on words. To teach the children to blend, follow the steps below:

Teachers model left-to-right orientation by pointing at the individual graphemes in the word using the black cat sound button underneath.

As the teacher points to the grapheme, they say the phoneme.

Then the teacher sweeps their hand under the word (left to right) as they blend the word together.

Again, the teacher starts this process with lots of modelling and using the my go- our go- your go process.

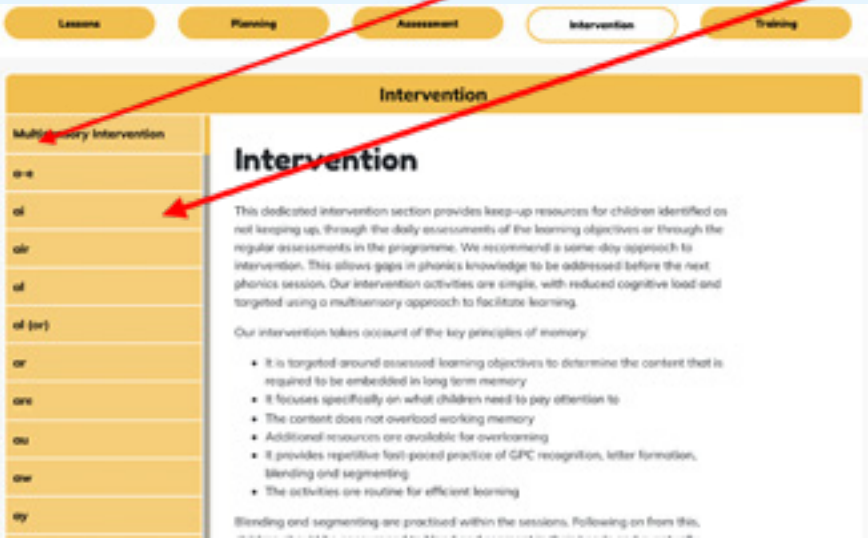
Phoneme frames are also used to support children's blending skills as this makes it easier for children to see the word split into its individual sounds. The same principle applies to teaching using the phoneme frames. Teachers model left-to-right orientation by pointing at individual graphemes as they say the phoneme. Then the teacher sweeps their hand under the word (left to right) as they blend the word together.

Targeted Intervention

Introduction

This dedicated intervention section provides keep-up resources for children who have not met specific Learning Objectives for any phonics lesson. We recommend a same-day approach to intervention, ensuring every child progresses and keeps up with their peers. Our intervention activities are simple with reduced cognitive load and targeted using a multisensory approach to facilitate learning.

Monster Phonics has 2 forms of intervention: **Multisensory Intervention** and **Lesson Intervention**.



- Both forms of intervention take account of the key principles of memory:
- Intervention is targeted around assessed learning objectives to determine the content that is required to be embedded in long term memory
 - It focuses specifically on what children need to pay attention to
 - The content does not overload working memory
 - Has additional resources available for overlearning
 - It provides repetitive fast-paced practice of GPC recognition, letter formation, blending and segmenting
 - The activities are routine for efficient learning

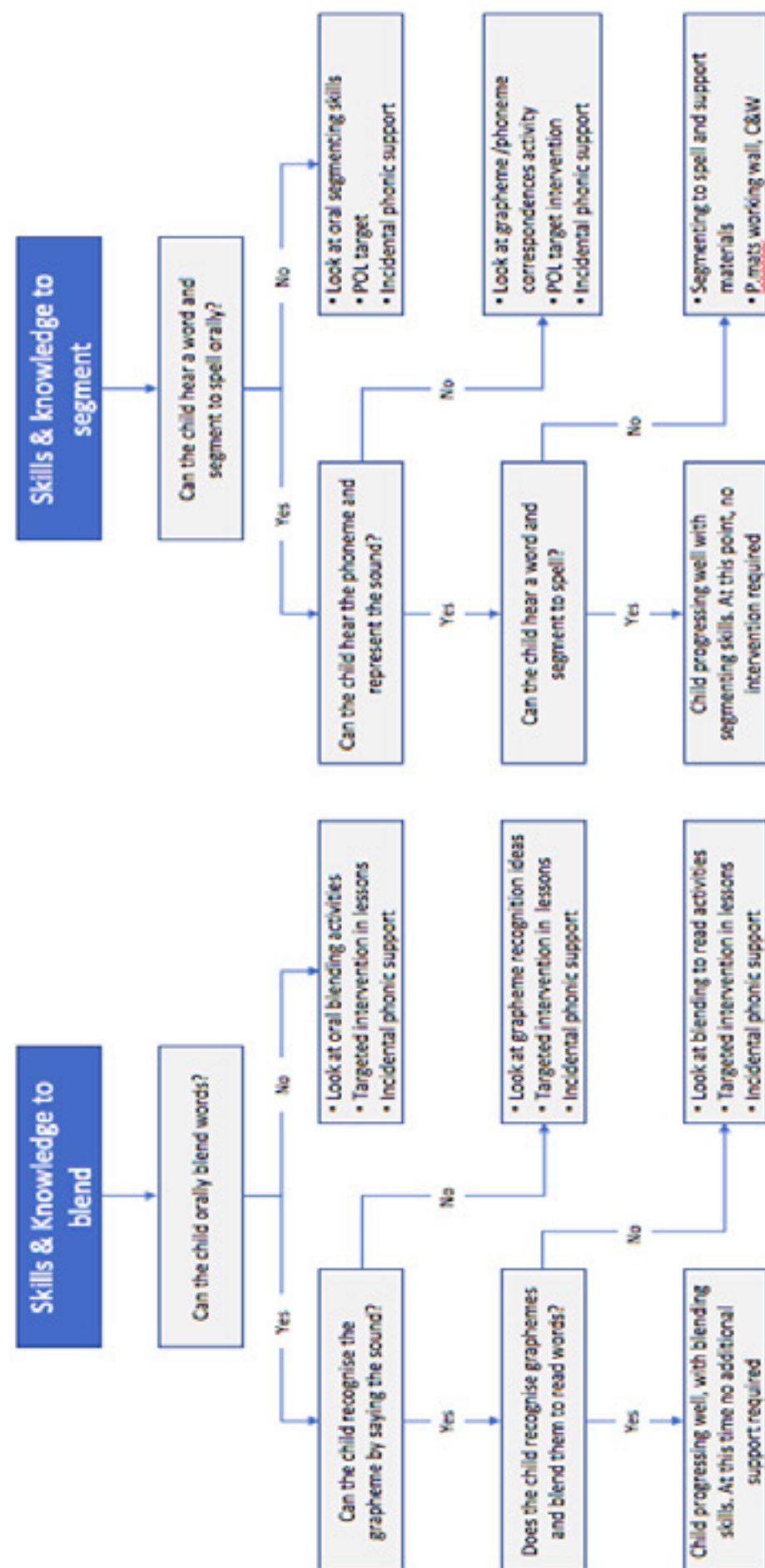
Blending and segmenting are practised within the sessions. Following on from this, children should be encouraged to blend and segment in their heads and eventually chunk longer words to read. This facilitates fluency.

How to use the Intervention Lessons

1. Identify children at risk of not keeping up. This will include any pupils who have not met one or more of the learning objectives of the recent lesson (as shown in the Termly Plan) and children who have gaps in learning shown in the regular assessments.

Year 1 Term 1 Week 9 er, ir, ur	
Learning Objective/Success Criteria	Assessment
Teach the er, ir and ur graphemes.	Can they recognise the er, ir and ur graphemes?
Practise blending for reading.	Can they blend the er, ir and ur graphemes and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the er, ir and ur graphemes and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: Mr, Mrs, what, their, little, called.	Can they spell the HFWs: Mr, Mrs, what, their, little, called?

2. To be successful, confident readers and writers, children need phonics knowledge of the alphabetic code and to master phonic skills such as segmenting and blending. Download the Skills and Knowledge Gap Flowchart below. Use this to identify any skills gaps.



3. With the knowledge and skills gaps identified, the focus of intervention can be determined. For example, if the knowledge gap is the recognition of ai grapheme and a difficulty in the skill of blending has been identified, then focus on reading the grapheme and blending this with other known graphemes to read words. If the skill of segmenting to spell words containing a grapheme has been identified, then focus on this in the intervention.

4. Where possible, schedule the intervention session on the same day. This allows gaps in phonics knowledge to be addressed before the next phonics session.

5. Select the focus grapheme from the list shown on the left of the screen. Follow the instructions on the page:

- Deliver the 10–15-minute session to a small group or one-to-one
- Choose to watch either the PowerPoint or Video (the content is the same)
- Children complete the sections of the activity that relate to the Specific Learning Objective



5. Re-assess the Learning Objective and record progress. For children who have still not met the Learning Objective, liaise with your Phonics Lead. If a child has not met 3 or more recent Learning Objectives, meet with your Phonics Lead or SENCo to prepare a Catch-Up Plan to focus on achieving these. Ensure that this uses multi-sensory teaching to reinforce the memory of phonics knowledge and letter formation and practise blending and segmenting skills. The multi-sensory nature of Monster Phonics and resources, such as the magnetic letters, are supportive of this catch-up. Share the plan with parents to gain their support in practising simple activities at home which help to achieve the Learning Objectives set out in the Catch-Up Plan. Also, inform your Key Stage Leader and specialist teachers. For further support, liaise with one of our trainers. We have teachers with specific expertise in SEN and school improvement in our team who are here to support your school.

[Additional review activities](#) are provided within the Reception section, to help children at the start of their learning journey. Please ensure that you use these to further practise the skills of blending and segmenting, and to recap grapheme-phoneme correspondence and handwriting formation. Tricky and decodable high-frequency words can also be reviewed here.

How to use the Multisensory Intervention

This intervention uses multisensory games to engage children who need additional support in securing phonics. Each activity can be used to teach multiple learning objectives by downloading and using different flashcards for that game.

-



Additional In-Class Opportunities

Providing lots of incidental phonics learning opportunities throughout the day will help consolidate learning. Taking phonics beyond the phonics lesson will mean that children can practise skills in all subjects and aspects of their daily routines.

Some suggested ideas for incidental activities:

- Passwords to access the classrooms or different areas of the classroom
- Using Monster Phonics songs as part of a daily routine for line up, tidy up time etc
- Access to decodable books in provision
- Magnetic letters and phoneme frames available
- Well-equipped writing areas and book corners
- Interactive working walls
- Lunchtime phonics games, rainy day phonics games
- Monster Phonics sound charts, posters and interactive displays
- Signs and labels around the classroom/school

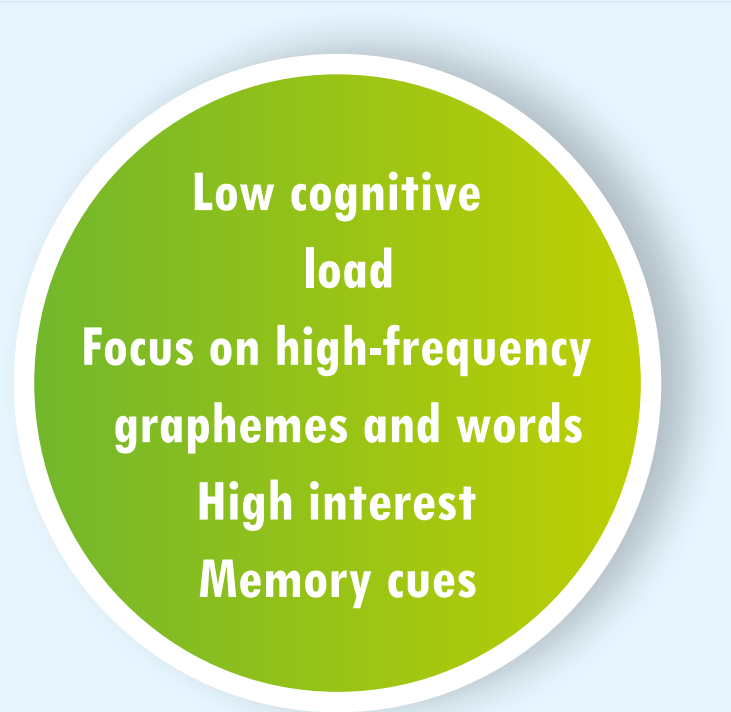
KS2 Intervention

Our complete KS2 phonics intervention package will be available later this year. This will provide intervention activities and resources to support children who have found phonics challenging.

The KS2 interventions package will focus on comics and activities to accelerate learning high-frequency graphemes, phonics families and high-frequency words. The first set of 20 intervention comics are now available to purchase. A further 20 comics, mini flashcards and scheme of work will be available in Autumn 2023.

Designed with schools, the intervention programme has the following features:

- Easy 1:1 baseline assessment and monitoring of progress.
- Superheroes and an engaging style for the KS2 age range.
- Colour to draw attention only to the focus grapheme/s.
- Characters that act as memory cues for the target graphemes.
- Lower cognitive load.
- Text using high frequency graphemes and words. High-frequency graphemes are more common and therefore are used more often to blend to read or segment to spell. It is important for all children to be able to spell the first 300 HFWs as this uplevels the look of their writing and improves access to the curriculum. These words make up 65% of all print.



Decodable Book Guidance for Schools

Introduction

Monster Phonics books are aligned to the National Book Bands making implementation easy.

Monster Phonics is matched to the National Book Bands

MONSTER PHONICS

LETTERS & SOUNDS

OXFORD READING TREE

BIG CAT COLLINS

READ WRITE INC

ROCKET PHONICS

LITTLE WANDLES

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

MEET THE MONSTERS

1. Swampy Book A
2. Swampy Froggy
3. Yellow 1
4. Blue 1
5. 12 Hiss
6. Count Blue
7. Brown Book
8. Green Chunks
9. Tricky With
10. Black Cats

MONKEY MONIES

1. Monkey Money
2. Monkey Money
3. Monkey Money
4. Monkey Money
5. Monkey Money
6. Monkey Money
7. Monkey Money
8. Monkey Money
9. Monkey Money
10. Monkey Money

STAGE 1

1. Top Hat
2. A cat
3. A cat, a cat, a cat
4. The cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 2

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 3

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 4

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 5

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 6

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 7

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 8

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 9

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 10

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 11

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 12

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 13

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 14

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 15

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 16

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 17

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 18

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 19

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 20

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 21

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 22

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 1

1. Top Hat
2. A cat
3. A cat, a cat, a cat
4. The cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 2

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 3

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 4

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 5

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 6

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 7

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 8

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 9

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 10

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 11

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 12

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 13

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 14

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 15

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 16

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 17

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 18

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 19

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 20

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 21

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 22

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 23

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 24

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 1

1. Top Hat
2. A cat
3. A cat, a cat, a cat
4. The cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 2

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 3

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 4

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 5

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 6

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 7

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 8

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 9

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 10

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 11

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 12

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 13

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 14

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 15

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 16

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 17

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 18

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 19

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 20

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 21

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 22

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 23

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 24

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 1

1. Top Hat
2. A cat
3. A cat, a cat, a cat
4. The cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 2

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 3

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 4

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 5

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 6

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 7

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 8

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

STAGE 9

1. A cat
2. A cat
3. A cat
4. A cat
5. A cat
6. A cat
7. A cat
8. A cat
9. A cat
10. A cat

Download this handy Alignment Chart to help you organise your book stock in school.

This guidance will explain:

- The structure and an overview of the reading scheme
- How to assign children to the correct stage on the reading scheme
- How to use the decodable books for group and individual reading

Why use decodable books?

Decodable books encourage children to read using systematic synthetic phonics as the prime approach. When children read decodable books, they are more likely to try to use phonics to decode to read. Studies show that this improves the accuracy of a child's reading and limits the use of less effective reading strategies, such as reliance on pictures or context.

Progression and Alignment

The progression of the Monster Phonics books is matched to that of the teaching programme. This means that the books introduce new grapheme phoneme correspondences (GPCs) in the same order as the teaching programme, and that the progression within the books is cumulative so children can practise the phonics that they have already learned earlier in their lessons. Each high-frequency word (decodable and common exception word) is also taught in the programme before the children read it in a book. Each book focuses on a key grapheme. Monster Phonics uses colour to help children learn the link between sound and spelling. This significantly improves progress, supporting memory and confidence.

Download the [Progression and Alignment](#) document. This shows how the reading scheme matches to the phonics programme and the National Book Bands. The National Book Band colour is marked on the top right on the back page of each book.

Reading Scheme Structure

Foundations in Phonics Phase 1 Books

Our Foundations in Phonics books are aligned to our Foundations Programme which follows the Phase 1 phonics curriculum (see the Foundations Manual online for further information about the programme). The Foundations in Phonics resources teach children the key skills needed to ensure they are ready to learn grapheme-phoneme correspondence and blending in Reception. The series includes nursery rhymes, songs, traditional stories and non-fiction books.

These larger A4 books are designed for an adult to share with children. Each books includes activities which teach children to:

- Tune into sounds (auditory discrimination)
- Listen and remember sounds (auditory memory and sequencing)
- Talk about sounds (developing vocabulary and language comprehension)

Our Foundations books use supporting actions to help children learn vocabulary through songs, repetitive stories and non-fiction. Although wordless, each book also includes additional text for an adult to read, to further enrich language.



Why use books without words?

Before learning to read, children learn to imitate reading by using books without words. Through this, they develop their vocabulary, expression and understanding of how stories are structured. Essentially, wordless books help children to learn how books work.

Why use actions?

Actions help children to learn and remember vocabulary and the structure of a story. This develops story-telling and later story-writing ability. Actions are also fun and engaging.

How to use

An adult reads the book, pointing out the illustrations and encouraging discussion and prediction.

Questions/activities after reading are found at the end of the book.

Children retell using the illustrations, actions, context and memory.

	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5
Nursery Rhymes	Incy Wincy Spider	Hickory Dickory Dock	The Grand Old Duke	Twinkle Twinkle	Here we go round the mulberry bush
Songs	The wheels on the bus	If you're happy and you know it	Down at the station	Head, shoulders, knees and toes	Down in the jungle
Traditional Tales	The Gingerbread Man	Three Billy Goats Gruff	Goldilocks	Little Red Hen	The Enormous Turnip
Non-Fiction	People who help us	Toys	Homes	Transports	Eco

Meet the Monster Books

To help introduce the monster characters, we have created 10 Meet the Monster books. These are teacher read-aloud books which describe the monster sound and action and each character.

We recommend that all classes following Monster Phonics have a set that they can refer to, to help.



	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9	BOOK 10
MEET THE MONSTERS	Angry Red A	Green Froggy	Yellow I	Miss Oh No	U-Hoo	Cool Blue	Brown Owl	Silent Ghosts	Tricky Witch	Black Cats

Reception Books – Stages 1, 2, 3, 3.1 and 3.2

There are 60 books in the Reception stages.

Reception books support the teaching of initial sounds and consonant digraphs to help the fundamental stages of reading. The familiar characters and fun stories engage children in reading. Each Reception book has an optional section for an adult to read at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to help bring the story to life.

Stages 1, 2 and 3 focus on blending the letters and the consonant digraphs.

Stage 3.1 practices digraphs and trigraphs.

Stage 3.2 practices reading CVC+ words.

the word (left to right) as they blend the word together.

Year 1 Books – Stages 4, 5, 6, 7 and 8

There are 50 books in the Year 1 stages.

Stories are matched to the Year 1 graphemes in the KS1 curriculum. Stages 4, 5, 6, 7 and 8 focus on digraphs (including split digraphs) and trigraphs.

Using colours to help children learn the link between sounds and spellings, Monster Phonics significantly improves progress. The phonics focus words and high-frequency word practice boxes at the start of each book, along with the questions at the end of each story, help aid children's development and comprehension skills.



	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	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
31	oo	ar	oo	ow	ee	ur	ai	or	oa	er
	BOOK 11	BOOK 12	BOOK 13	BOOK 14	BOOK 15					
	igh	air	oi	ear	ure					
STAGE 31	CVCC	CVCC	CCVC	CCVC	CCVC	CCVC	CCVCC	CCVCC	CCVCC	CCVCC
					Previous Graphemes	Previous Graphemes	Phonetic words	Phonetic words	Phonetic words	Phonetic words
	BOOK 11	BOOK 12	BOOK 13	BOOK 14	BOOK 15					
	CCVCC	CCVCC	CCVCC	CCVCC	CCVCC					
	Phonetic words	Phonetic words	Phonetic words	Phonetic words	Phonetic words					



	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9	BOOK 10
STAGE 4	Monster Story CVC+	ff zz ss ll ck	nk	tch	ve	ai	oi	ay	oy	a-e
STAGE 5	e-e	i-e	o-e	u-e (ai)	u-e (ai)	ar	ee	ea (ai)	ea (ai)	er
STAGE 6	ir	ur	oa	oo (ai)	oo (ai)	oe	ou	ow (ai)	ow (ai)	ue
STAGE 7	ue (ai)	ew	ew	ie (ai)	ie (ai)	igh	or	ore	aw	au
STAGE 8	air	ear (ai)	ear (ai)	are	y	ph	wh	e (ai)	o (ai)	Monster Story REVISION

Year 2 Books – Stages 9 and 10

There are 20 books in the Year 2 stages.

Stories are matched to the Year 2 graphemes in the KS1 curriculum. Stages 9 and 10 focus on digraphs and trigraphs.

The phonics focus words and high-frequency word practice boxes at the start of each book, along with the questions at the end of each story, help aid children's development and comprehension skills.



	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9	BOOK 10
STAGE 9	dge	g	c	kn	gn	wr	le	il	el	al
STAGE 10	y	al	o	ey	w-a	w-or	w-ar	s	ti	i

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	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
	BOOK 11	BOOK 12	BOOK 13	BOOK 14	BOOK 15					
	igh	air	oi	ear	ure					
STAGE 3.1	CVCC	CVCC	CCVC	CCVC	CCVC Previous Graphemes	CCVC Previous Graphemes	CCVCC	CCVCC Polyglabic words	CCVCC Polyglabic words	CCVCC Polyglabic words
	BOOK 11	BOOK 12	BOOK 13	BOOK 14	BOOK 15					
	CCVCC Polyglabic words	CCVCC Polyglabic words	CCVCC Polyglabic words	CCVCC Polyglabic words	CCVCC Polyglabic words					

Year 1 Books - Stage 4-8

	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9	BOOK 10
STAGE 4	Monster Story CVC	ff zz ss ll ck	nk	tch	ve	ai	oi	ay	oy	a-e
STAGE 5	e-e	i-e	o-e	u-e (u)	u-e (u)	ar	ee	ea (e)	ea (e)	er
STAGE 6	ir	ur	oa	oo (oo)	oo (oo)	oe	ou	ow (o)	ow (o)	ue
STAGE 7	ue (u)	ew	ew	ie (i)	ie (i)	igh	or	ore	aw	au
STAGE 8	air	ear (eig E-1)	ear (er)	are	y	ph	wh	e (ee)	o (ee)	Monster Story Revision

Year 2 Books - Stage 9-10

	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9	BOOK 10
STAGE 9	dge	g	c	kn	gn	wr	le	il	el	al
STAGE 10	y	al	o	ey	w-a	w-or	w-ar	s	ti	i

Non-Fiction Books



Our non-fiction titles cover a range of interesting topics and are matched precisely to the Monster Phonics scheme and with books spanning the Reception, Year 1 and Year 2 ability range.

Each Reception and Year 1 book has an optional section for an adult to read. This text is not critical for understanding but adds interesting factual information and provides opportunities to extend topic vocabulary.

There are 14 non-fiction books in Reception, 26 non-fiction books in Year 1 and 10 in Year 2.

Reception Non-Fiction Books - Stage 1-3

	BOOK 1	BOOK 2	BOOK 3	BOOK 4
STAGE 1	s a t p	i n m	d g o	c k c k e
STAGE 2	u r h b	f/ff l ll	ss j v w	
STAGE 3	x y z/zz	qu ch sh th		
STAGE 3.1	ng oo ar oo	ow ee ur ai	or oa er igh	air oi ear ure
STAGE 3.2	CVC+			

Year 1 Non-Fiction Books - Stage 4-8

	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6
STAGE 4	ff zz ss ll ck	nk tch	ve ai	oi ay	oy a-e	
STAGE 5	e-e i-e	o-e	u-e ar	ee ea	es er	
STAGE 6	ir	ur oo	oa oo	oe ou	ow	ow ue
STAGE 7	ue ew	ew ie	ie	igh or	ore aw	
STAGE 8	air	ear are	ear y	ph wh	e o	

Year 2 Non-Fiction Books - Stage 9-10

	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5
STAGE 9	dge g	c kn	gn wr	le il el	al
STAGE 10	y al	o ey	w-a w-or	w-ar s	ti i

Decodable Fiction and Non-Fiction Book Structure

The Monster Phonics characters and books are very popular in schools. The books are highly engaging. Each Reception book also has an optional section for an adult to read at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to bring the story to life. The books gradually increase in length and complexity as the scheme progresses to match the reading level. This continues to support engagement and helps to captivate interest as children mature.

Keyword practice boxes at the start of each book give children an opportunity to practise decoding words that form the story prior to reading it. This enables them to read the book with confidence. Stories include 'wow words' and non-fiction books include 'topic words' to extend vocabulary. Each book has a set of questions to develop comprehension skills. They encourage discussions around inference, vocabulary, and language comprehension.

MP Hero Intervention Comics

Our intervention comics accelerate the learning of the high-frequency graphemes and high-frequency words to maximise progress.

Our phonics comics are designed for children in Key Stage 2 / at the end of Key Stage 1 who need an extra boost to help acquire core phonics skills. They can be used in Key Stage 1 as well and as a new type of group reading resource.

Why choose them for your children?

The comics are superbly engaging.

Children love the cast of superheroes and occasional naughty villains.

We use colour to draw attention to the focus grapheme/s.

The characters act as memory cues for the target graphemes.

The comic book format offers a lower cognitive load for a child when reading.

The text really concentrates on high frequency words and common exception words.

The structure of the comics

The comics can be read as a set from start to finish or you can dip into them as you wish.

There are 20 comics in a set

In Set 1, 12 comics focus on these single high frequency graphemes – a_e, ay, ee, ea, y (long vowel E sound), i_e, igh, y (long vowel I sound), o_e, oo, ou and ow

2 comics explore the tricky letters – soft g, soft c and le 6 comics are in a format called ‘phonics families’ which show the different ways graphemes produce the same long vowel sounds



Do you have any questions?

Email info@monsterphonics.com

Or ask a message on our live chat



Placement Procedure

Children should practise reading using books in which 90% of the words are read accurately and with fluency. This ensures that children practise the skills of reading with confidence.

Our Placement Procedure is a simple assessment to match children's secure phonic knowledge to the correct level book.

1. Determine the furthest GPC in the programme at which the child's phonics knowledge for reading is secure by examining the results of the most recent Formative Reading Assessment and the Success Criteria from recent Lesson Plans.
2. Use the Placement Chart to match the most recently secured GPC to the appropriate decodable reading book. Use the same placement chart for both the Fiction and Non-Fiction book ranges.
3. Check that the child can read the phonics keywords and HFWs for that book.
4. If 90% or more words are read fluently and accurately, start the reading scheme at this point. If not, look further back in the Placement Chart. Find the point in the Placement Chart at which the child can read the phonics keywords and HFWs with 90% fluency and accuracy.

Guided Reading

Organisation and Resources

Use the results of the Placement Procedure to allocate children with a similar level of phonics knowledge to a guided reading group. Your guided reading groups may be uneven in size and can be updated throughout the year to reflect assessment as children progress at different rates. Guided Reading helps children to practise their reading at an appropriate level in a structured situation with support if required.

We recommend 3 timetabled sessions of guided reading each week. The same book is read in each of these sessions.

The phonics focus words and HFWs are located at the start of each book. Each book also includes comprehension questions. We recommend that you have grapheme flashcards for the Phonics Revisit and Preview section below. Have sticky notes available to record new or interesting vocabulary or words or GPCs where support was required to read.

Focus words

fat	fun	fin	off	huff	puff
get	bus	bucket	big	cod	kick

High-frequency words

the	is	oh	no	off
to	and	I	of	on

Phonics Revisit and Preview

1. Use the grapheme flashcards to preview recently taught GPCs. Show the card and encourage children to say the sound. Now show the focus grapheme. The children say the sound. Make a note of the recognition and recall of GPCs.

The children read the phonics focus words that use this grapheme in the table at the start of the book. Read together and individually in different ways. For example, read the words in different directions or by reading similar words together, such as cake, take, rake. Make a note in the Monster Phonics Guided Reading Record Sheet of the fluency of reading of the phonics focus words. Can each child decode the phonics focus words?

Repeat this activity for the HFWs. Record any difficulties with fluency in reading.

2. Before reading the story, look through the book. Identify the main characters and the setting and talk about what the story might be about. Use this as an opportunity to highlight and discuss any unknown vocabulary.

Reading

1. Model the reading of a short section of the story. Remind the children how to sound talk and blend sounds to read unknown words:

- See the word
- Say the sound of each grapheme
- Blend the sounds to read the word.

2. Each child has a copy of the book. Read the book as a group. This may take different forms, which may vary within a session or from session to session.

- All of the group read the book together, each child tracking with a finger
- Children read with their partner
- Individually where appropriate to ascertain decoding skills

Listen in as the children read and make notes on the Monster Phonics Guided Reading Record Sheet. Record:

- **Ability to decode and blend**
- **CEW knowledge**
- **Fluency**
- **Expression and intonation**
- **Understanding of punctuation**
- **Understanding of language and context**
- **Participation**
- **Confidence**

Monitor-Phonics Weekly Guided Reading Record Sheet		
Notes:		
<ul style="list-style-type: none"> Determine blending skills HF BCCEW knowledge Fluency 	<ul style="list-style-type: none"> Expression and movement Assessment of pronunciation Understanding of language and context 	<ul style="list-style-type: none"> Participation Confidence
Group	Date	Title
Key questions asked	Comments and children's responses	

Monitor-Phonics
Phonics Linc

[Download](#)

Comprehension

- 1. The group discuss and retell the story.
- 2. Read the comprehension questions to the group. In Year 1 and 2 books, comprehension questions appear at the end of the book. In Reception books, they appear at the start under ‘Things to think about before reading the story’. Make a note of any significant comments on inference and understanding of the story and language on the record sheet.

Questions

- 1. What did the monsters do in the snow?
- 2. What did Miss Oh No forget?
- 3. Why couldn't the monsters see Bow?
- 4. Why did Bow look sorrowful?

Home Reading

At the end of the week, we recommend sending the book home for the children to further practise reading. As each child has already practised the book in school, we recommend that they independently read the book to an adult at home, receiving support where necessary. The adult completes the Home Reading Diary.



In addition to the independent reading of decodable books, we suggest that children are given an additional non-decodable book, chosen from a range of other quality books to share at home. This can either be read to or with them. This is useful for extending vocabulary, topic knowledge and story structure. Providing as many reading opportunities as possible creates a love of reading for pleasure.

Parents and caregivers are invited to attend a live online Parent Phonics Session that is delivered to all of our schools. These sessions explain how children use phonics to read. Parents are able to ask experienced teachers questions about how to support their child with their reading.

Progress Checks

Repeat the placement procedure after the next formative reading assessment. Adjust the guided reading groups so that each group consists of children with similar secured phonics knowledge for reading. If any of the children have not met the expected progress, allocate additional reading intervention.

- 1. Provide additional daily reading opportunities for further decoding practice.
- 2. Use the assessment to determine the knowledge and skills gaps to target. Intervention activities can be found in the Intervention Section.

For further guidance on using our decodable books, watch the following [trainingvideo](#):



Website Navigation

The website has been designed to make teaching easy. This guide will show you how to use the website to navigate and download:

- Planning documents
- Lesson content
- Additional resources
- Intervention
- Assessments
- Handwriting
- Display, flashcards and other resources in the Quick Links

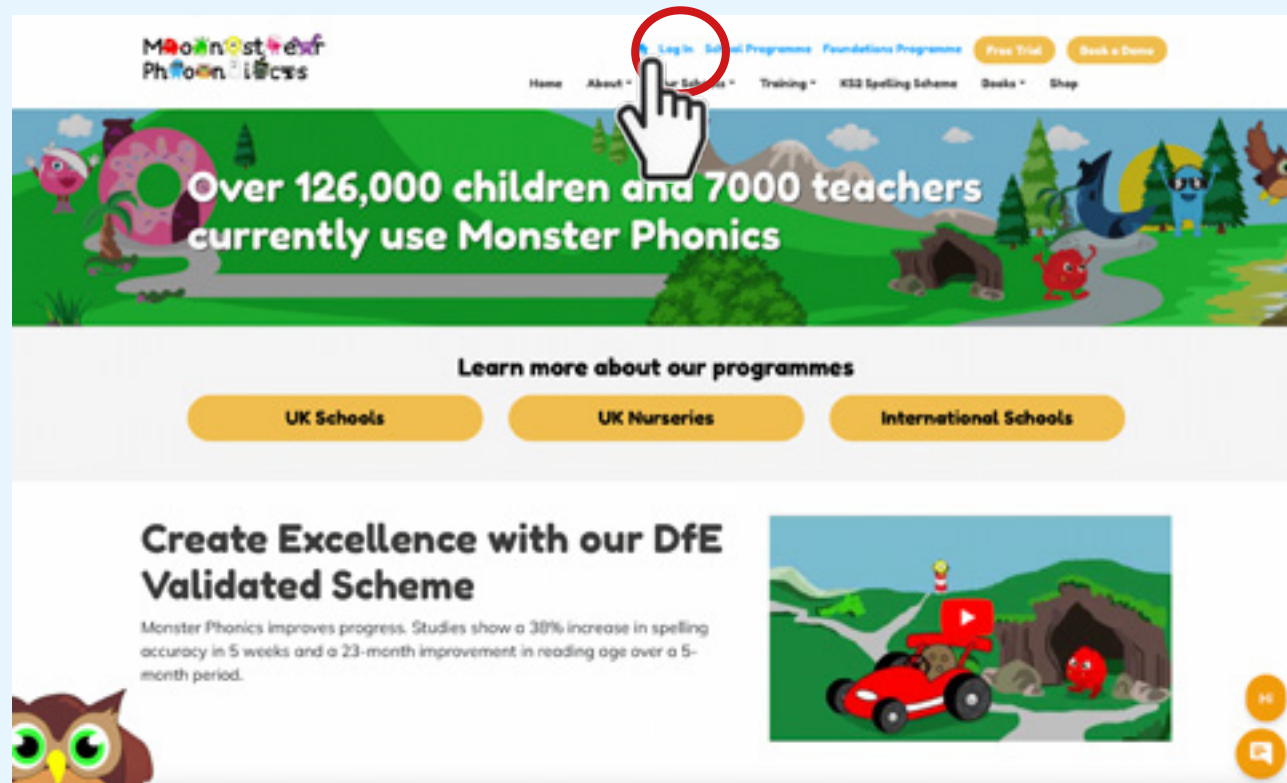
Log in to the Monster Phonics Programme

1. Go to the Monster Phonics homepage.

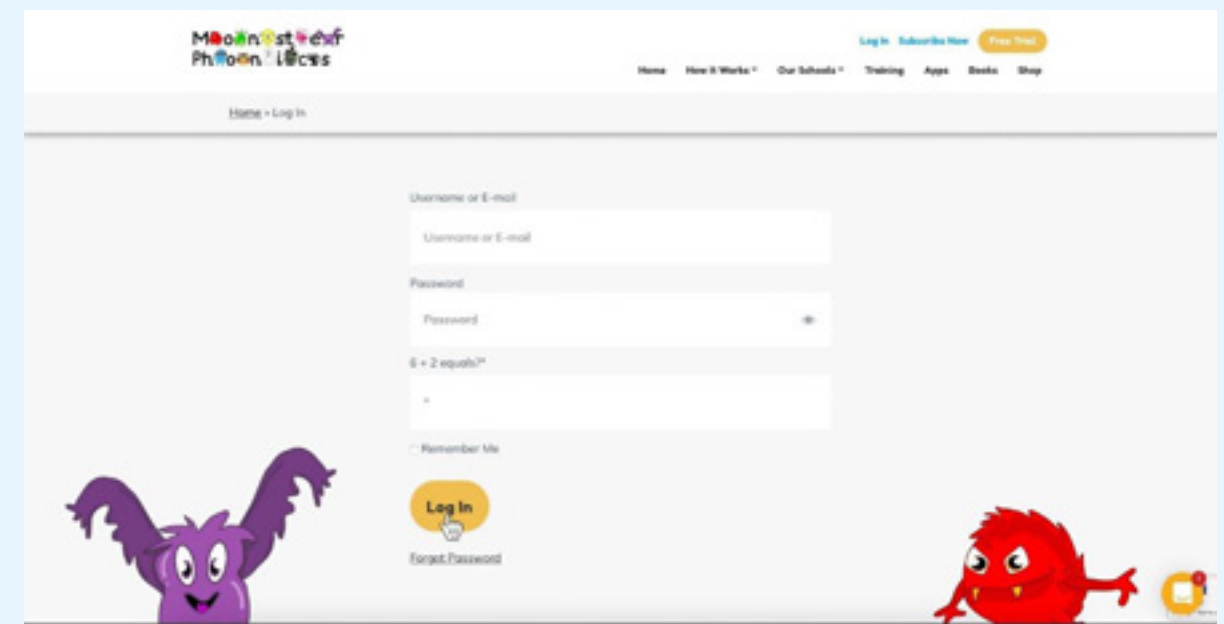
<https://monsterphonics.com/>

2. Click 'Log In' to log in.

Monster Phonics Homepage



3. Enter your username and password. You should have your own individual username and password. Please contact your account holder or email info@monsterphonics.com if you do not have this.



This takes you to the logged in Dashboard where you can access all of the planning and resources in your membership.

Logged in Dashboard



Navigation - Planning

From the Logged in Dashboard, click on the 'Planning' tab.



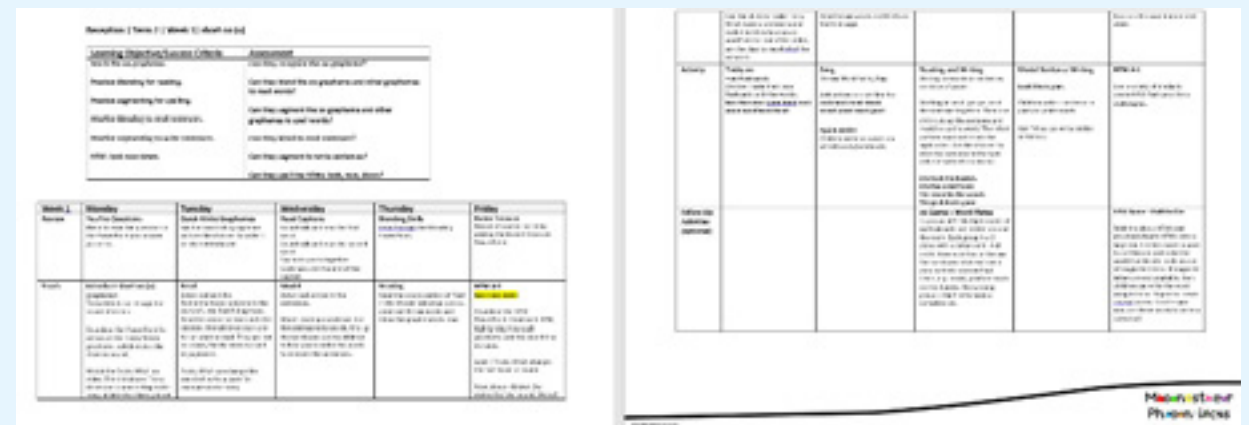
This shows the Year 1 Progression Map and Termly Plans. Click to download the Year 1 Progression Map.



Click on Term 1, 2 or 3 to download the Termly Plans for Year 1.



The Termly Plans explain the Review, Teach, Activity aspects each lesson. The Learning Objectives/Success Criteria and how to assess for these is also shown for each week. Use this to support continuous assessment. For each session, identify any pupils that have not met specific Success Criteria. Go to our Intervention section to set up targeted keep up activities for these pupils.



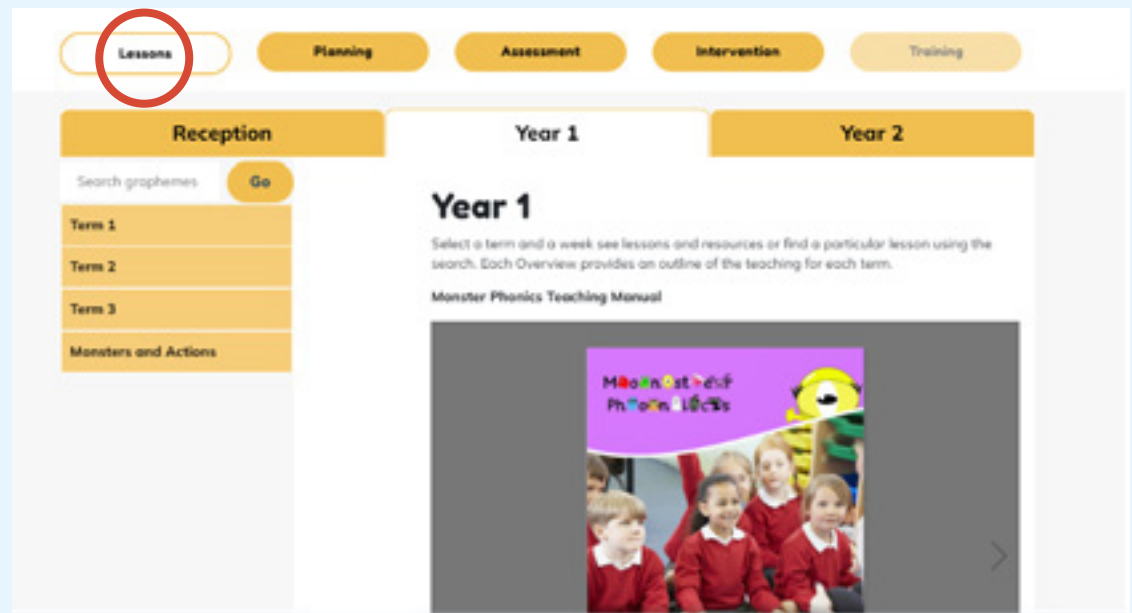
Click on a year group tab to look at the corresponding Progression Map and Termly Plan.

Navigation - Lessons

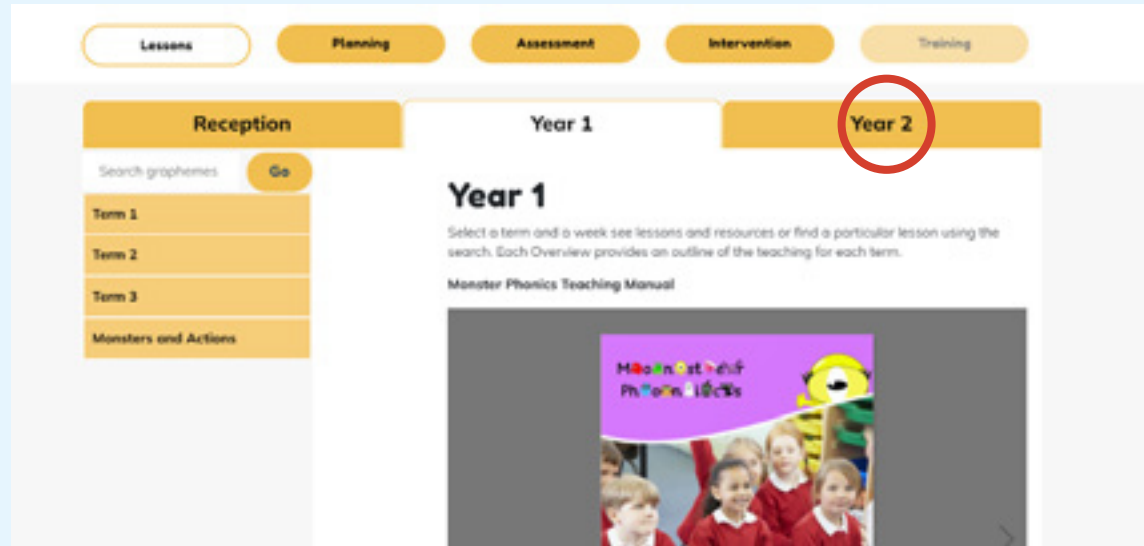
1. If you have just logged in, you can access the lessons and resources by clicking on 'Lessons' on the logged in Dashboard.



You can also access this area from any page within the Monster Phonics Programme by clicking on the 'Lessons' tab.



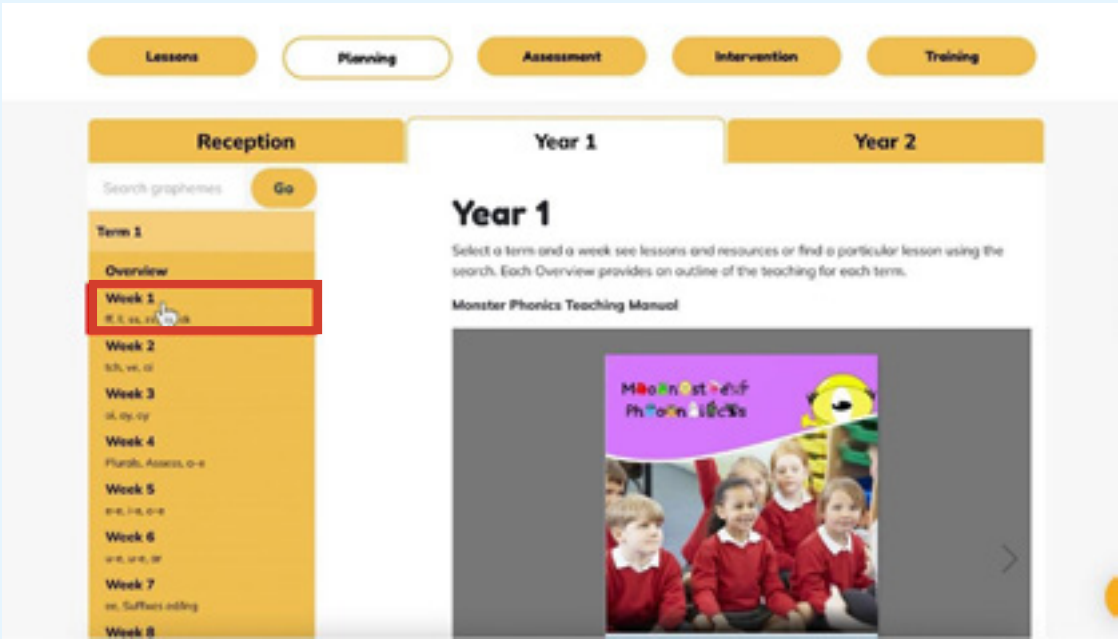
2. Check that you have selected the correct year group – Reception, Year 1 or Year 2. The website automatically shows Year 1. Click 'Reception' or 'Year 2' if this is required.



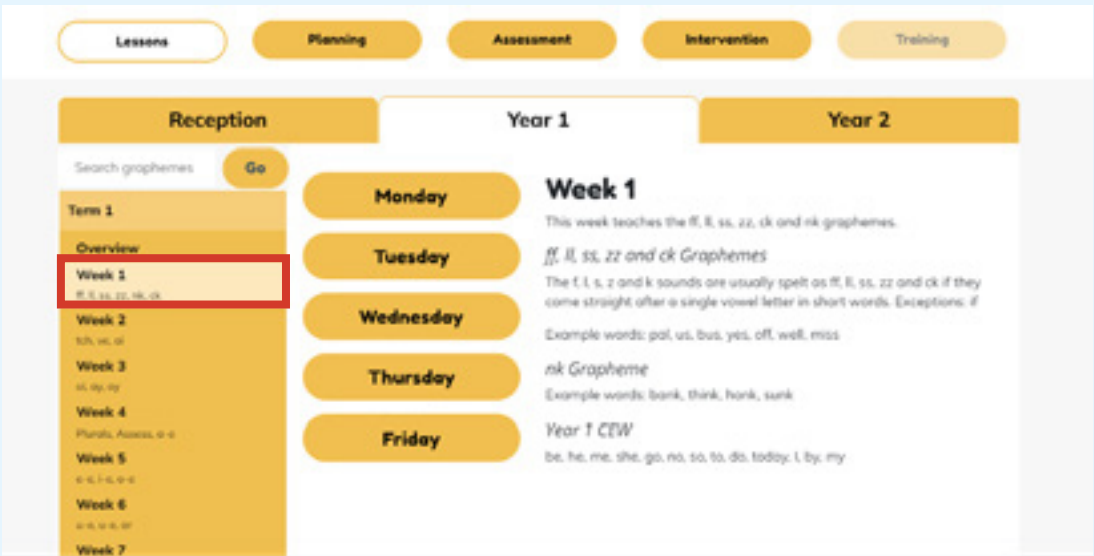
3. Now select the term that you are teaching from the dropdown menu on the left.



4. The focus for teaching is shown for each week. Select the week that you wish to teach.



5. Read the overview of the teaching this week. It is important to refer back to the Termly Lesson Plan for this week of lessons to make a note of the continuous assessment required to determine that the Success Criteria have been met for this week. Next, select a day to teach.



6. Read the plan for the day. Download all resources. Print and prepare resources where necessary.

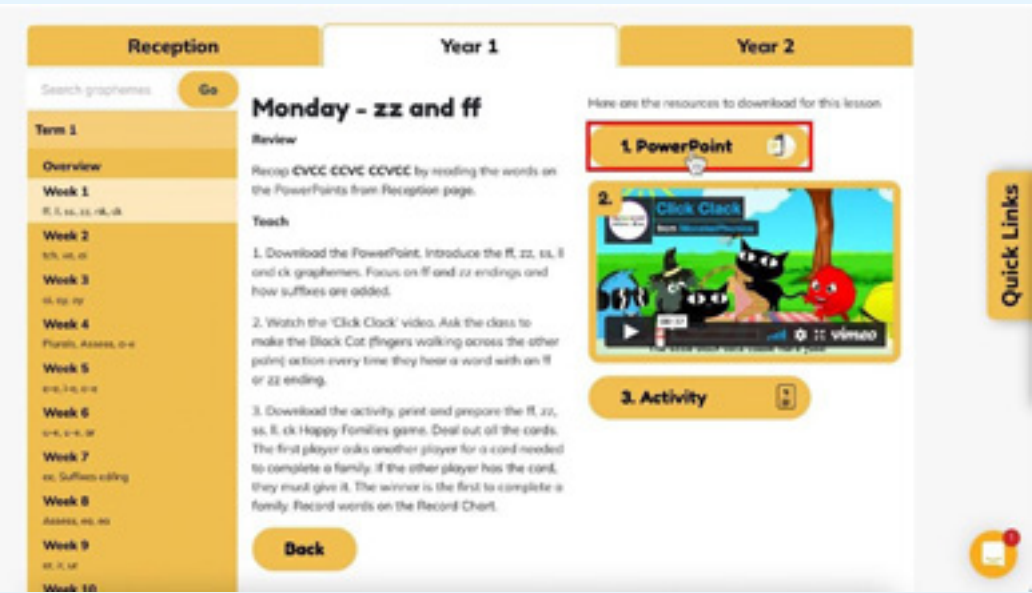
All lessons follow a similar format:

- Review
- Teach
- Activity
- Optional follow-up activities are available

Follow the instructions provided to teach the lesson. Make a note of pupil achievement of the Success Criteria. Resources are shown on the right of the screen, in the order in which they are used in the lesson.

The teaching element of the lesson often consists of:

i. PowerPoint introduction

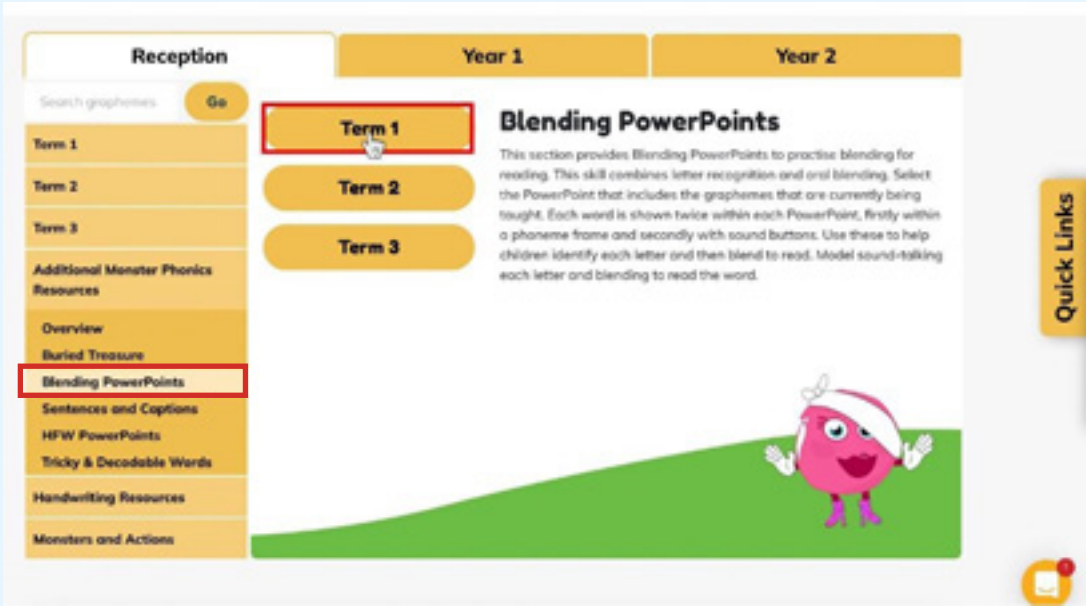


Navigation - Additional Resources

Many additional resources are available within the programme. Here are some examples.

Sets of additional resources are located in the Reception Lessons section. Click the ‘Additional Monster Phonics Resources’ section situated in the menu on the left.

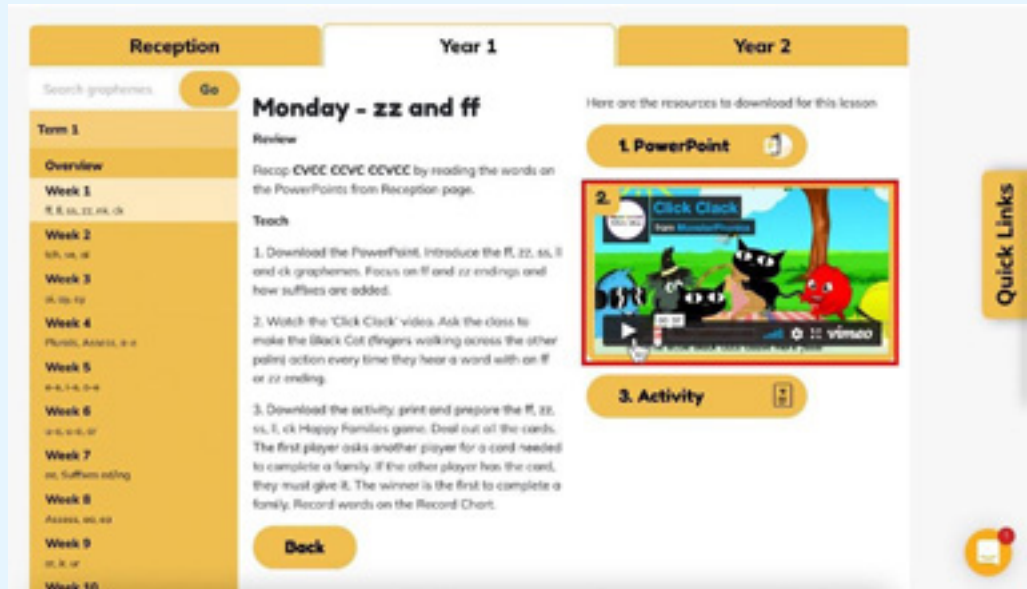
- Blending and Buried Treasure PowerPoints for all Reception GPCs



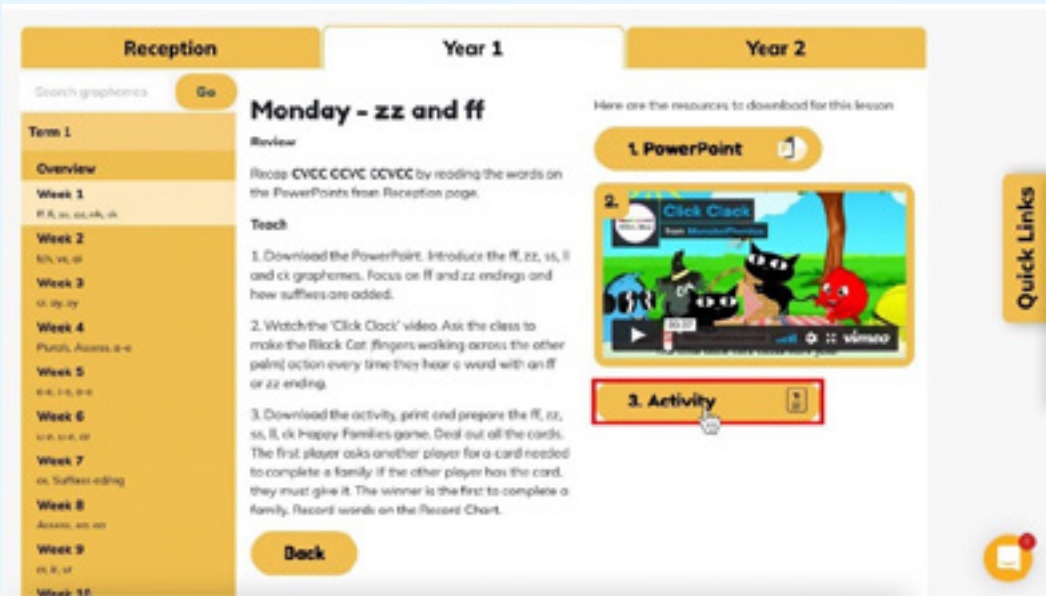
- Sentences and Captions PowerPoints and Flashcards.



ii. Song video hook. Play the video in-screen. Click to make this full screen.



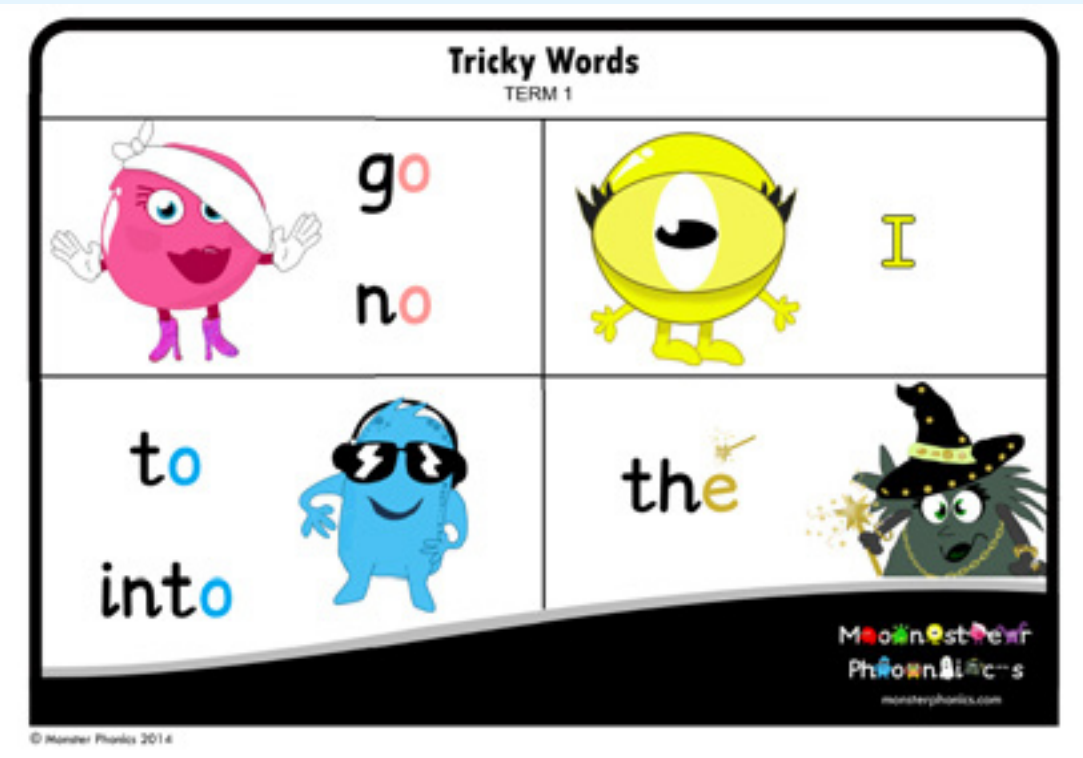
iii. This is followed by the activity.



• High-Frequency Words PowerPoints



• Tricky and Decodable Word Cards



Navigation - Handwriting

Handwriting Resources are available. These are accessible from the Quick Links section accessible from the tab on the right of the screen. They can also be accessed within the Reception section from the menu on the left.



Handwriting resources can be selected for specific graphemes and include:

- Verbal and visual guidance for the formation of each grapheme. Children draw the letter in the air from the start to the endpoint. This should also be modelled by the teacher.
- Practice of the formation of lowercase and uppercase letters.
- Additional support with phonemic awareness of initial sounds.
- Practice of the formation of letters in words.



We recommend 3 handwriting sessions each week, outside of the main phonics lesson

Handwriting Resources

Sound Action Cards with Letter Formation

Speech Sounds and Letter Formation Video

a

a-e

ai

air

ai (or)

ar

are

au

aw

ay

b

c

ck

d

e

u Handwriting

1. Read through the PowerPoint

or

2. Watch the video. Pause to focus on the letter formation.

3. Choose activities to complete:

Phonics

Lower case letter formation

Uppercase and lower case letter formation

Letter formation in words

Back

1. PowerPoint

2.

3. Letter formation and phonics

4. Lowercase letter formation

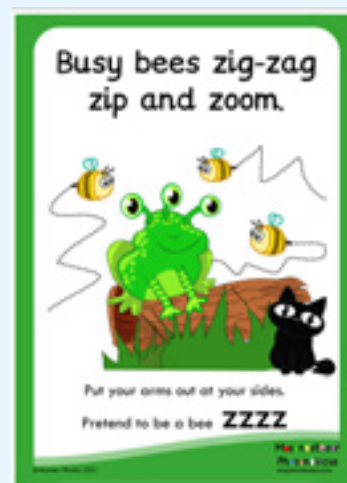
5. Upper and lowercase letter formation

6. Letter formation in words



- 1. PowerPoint
- 2.
- 3. Letter formation and phonics
- 4. Lowercase letter formation
- 5. Upper and lowercase letter formation
- 6. Letter formation in words

Download the Sound Action Cards to support this lesson.



Navigation - Monsters and Actions

This section contains additional resources for the learning of GPCs. It is located at the bottom of the Lessons page for each year group.

Including

- Meet the Monsters

Reception

Year 1

Year 2

Search graphemes

Go

Term 1

Term 2

Term 3

Additional Monster Phonics Resources

Handwriting Resources

Monsters and Actions

Overview

Meet the Monsters

Speech Sounds

Monster Actions

Speech Sounds

1. Download the PowerPoint. Graphemes are displayed in the order of teaching from the start of Reception to the end of Year 2. Read the focus graphemes.

2. Watch the Speech Sounds video.

3. Download the Sounds Action Flashcards. Select a sound and demonstrate the articulation. Read the illustration sentence and emphasise the sound in each word.

4. Download the Monster Actions Chart for reference.

5. Download the Flashcards for further revision of sounds.

Back

Here are the resources to download for this activity.

1. PowerPoint

2. Speech Sounds and Letter Formation

3. Sound Action Flashcards

4. Monster Actions Chart

5. Grapheme Flashcards

Quick Links

Introduce the monsters to your class with this video.

Reception

Year 1

Year 2

Search graphemes

Go

Term 1

Term 2

Term 3

Additional Monster Phonics Resources

Handwriting Resources

Monsters and Actions

Overview

Meet the Monsters

Speech Sounds

Monster Actions

Meet the Monsters

Introduce each Monster character with this fun video. In Monster Phonics Land, each Monster has a home, a job and also goes to school! They have lots of fun and always try to help their friends.

Back

1. Monster Song

2.

Quick Links

- **Speech Sounds**

Teach the letter formation, sounds and the actions of the alphabet and consonant digraphs.

- **Monster Actions**

Teach the sounds and actions for each of the monsters and the GPCs which make these sounds.

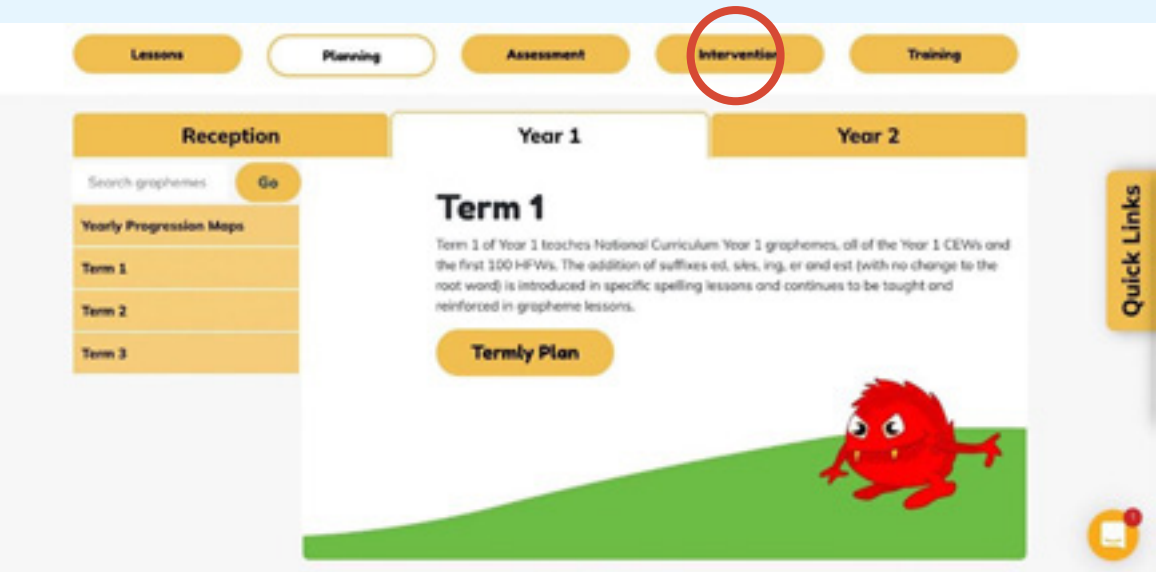


Navigation - Intervention

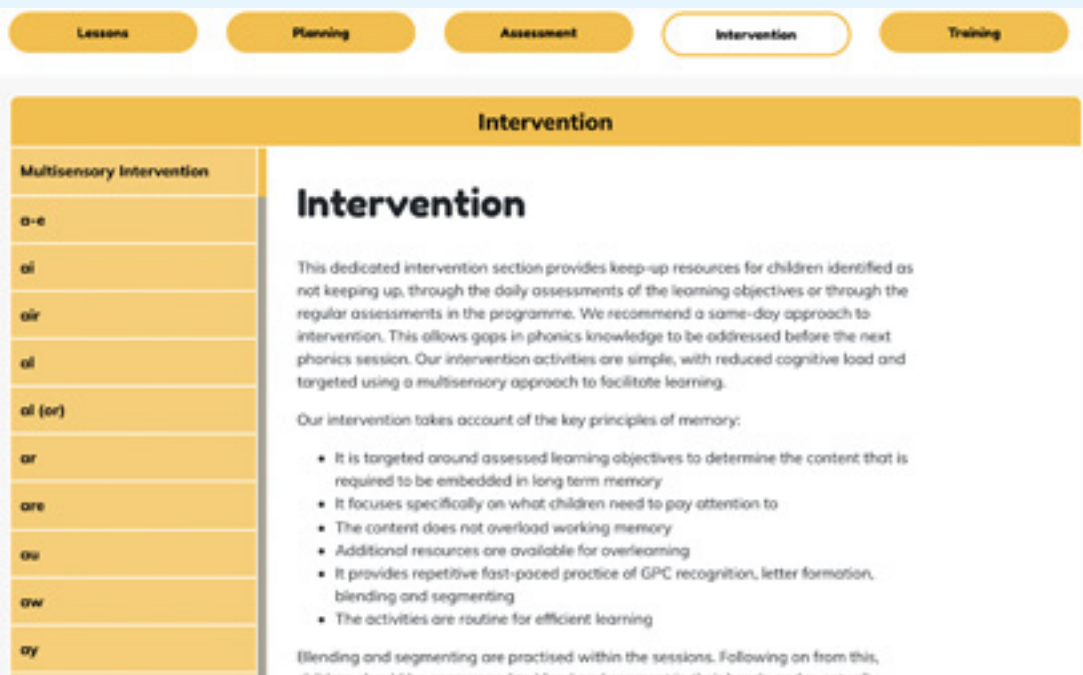
1. If you have just logged in then you can access the Intervention section by clicking on 'Interventions' on the logged in Dashboard.



You can also access this area from any page within the Monster Phonics Programme by clicking on the 'Intervention' tab.



This section includes both **Multisensory Intervention Games** and **Intervention lessons**. Both types of intervention can be used to accelerate progress and to respond to gap analysis outcomes. Use this intervention for children who have not met specific Success Criteria outlined for each week in the Termly Plan. Scroll the menu on the left of the page to find the focus GPC.



Follow the instructions. Play the in-screen PowerPoint. Click to make this full screen. Focus on the identified knowledge and/or skills gaps.

Multisensory Intervention

a-e

ai

air

al

al (or)

ar

are

au

aw

ay


Intervention

a-e

1. Read through the PowerPoint.
2. Complete the activity. Focus on the Learning Objectives that were not met in the main lesson.
 - Say the sound
 - Write the grapheme
 - Blend to read words
 - Segment to write

Back


1.




View Fullscreen

Download PowerPoint

2. Activity





Download the activity. Focus on the identified knowledge and/or skills gaps. Assess again for achievement of the Success Criteria and follow the instructions on the main intervention page regarding next steps.

Intervention

Multisensory Intervention

a-e

ai

air

al

al (or)

ar

are

au

aw


ay

a-e

1. Read through the PowerPoint
2. Complete the activity. Focus on the Learning Objectives that were not met in the main lesson.
 - Say the sound
 - Write the grapheme
 - Blend to read words
 - Segment to write

Back


1.



View Fullscreen

Download PowerPoint

2. Activity



Assessment

1. If you have just logged in then you can access the Assessment section by clicking on 'Assessment' on the logged in Dashboard.

Welcome Ingrid

to our National Curriculum Resources

Please select an area below to access the teaching resources.

[Lessons](#)


[Planning](#)


[Assessment](#)


[Foundations](#)


[Intervention](#)


[Training](#)


[Quick Links](#)

You can also access this area from any page within the Monster Phonics Programme by clicking on the ‘Assessment’ tab.

Lessons
Planning
Assessment
Intervention
Training

Reception
Year 1
Year 2


Search graphemes
Go

Yearly Progression Maps
Term 1
Term 2
Term 3

Term 1

Term 1 of Year 1 teaches National Curriculum Year 1 graphemes, all of the Year 1 CEWs and the first 100 HFWs. The addition of suffixes ed, s/es, ing, er and est (with no change to the root word) is introduced in specific spelling lessons and continues to be taught and reinforced in grapheme lessons.

Termly Plan



Quick Links

You will see the Year 1 Assessment section. Click the 'Reception' or 'Year 2' tabs to see the Assessment section for these year groups. The information on this page explains the different types of assessments, and how and when these take place.

LessonsPlanningAssessmentInterventionTraining

ReceptionYear 1Year 2

Search graphemesGo

Baseline Assessment

Assessment Schedule

Assessment Tracker

Assessment PowerPoints

Assessment Flashcards

Optional Keyword Dictations

Optional CEW Dictations

Optional HFW Assessment

Online Phonics Screening Tool

Year 1

Formative Assessments

Regular and efficient monitoring of children's development in phonics is essential if they are to become competent and confident readers, and subsequently writers. The Monster Phonics programme has a clearly mapped set of assessments which allows for checking children's grapheme-phoneme correspondence (GPC), knowledge of High-Frequency Words (HFWs) and Common Exception Words (CEWs) for reading and writing.

The assessment schedule for Monster Phonics is broken down for each year group; Reception, Year One and Year Two. Each year group has a set of graphemes, CEWs and HFWs to be learnt and then assessed.

- Daily Formative Assessments

The first and most frequently used assessment will take place daily by the adult delivering the phonics session. It is suggested that children who have not met the objective, as stated in the planning document for the lesson, are noted, and any gaps are addressed with a short recap at some point before the next discrete phonics session. If this form of assessment is followed thoroughly, children should be getting the best

at

as

in

a

s

t

i

m

a

p

n

d

Assessment 1

ll

ff

ss

Baseline Assessment Record Sheet

Baseline Assessment Record Sheet

Baseline Assessment Record Sheet

LessonsPlanningAssessmentInterventionTraining

ReceptionYear 1Year 2

Search graphemesGo

Baseline Assessment

Assessment Schedule

Assessment Tracker

Assessment PowerPoints

Assessment Flashcards

Optional Keyword Dictations

Optional CEW Dictations

Optional HFW Assessment

Online Phonics Screening Tool

Year 1

Formative Assessments

Regular and efficient monitoring of children's development in phonics is essential if they are to become competent and confident readers, and subsequently writers. The Monster Phonics programme has a clearly mapped set of assessments which allows for checking children's grapheme-phoneme correspondence (GPC), knowledge of High-Frequency Words (HFWs) and Common Exception Words (CEWs) for reading and writing.

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Baseline assessment can be used to determine the appropriate starting point for the children in your class and any children new to the school during the year. This will also help to identify any gaps in learning and enable you to plan effective catch-up intervention.

Baseline Assessment Record Sheet

Baseline Assessment Record Sheet

Baseline Assessment Record Sheet

[illegible]

Reception

Year 1

Year 2

Search graphemes

Go

Baseline Assessment

Assessment Schedule

Assessment Tracker

Assessment PowerPoints

Assessment Flashcards

Optional Keyword Dictations

Optional CEW Dictations

Optional HFW Assessment

Online Phonics Screening Tool

Online Phonics Screening Tool

We provide a quick and easy online phonics screening check. This uses official previous year's tests, ideal for checking the progress of your class. Complete online and a breakdown of the results will be sent to you by email.

The Year 1 Test has a larger selection of real and nonsense words to help your children prepare for the test. This includes words containing every grapheme taught in Year 1. Select a section to test at any one time. This test is also available to download as part of the Year 1 Term 3 Week 1 lessons, which prepare children for the phonics screening check. The lessons practise the reading of real and nonsense words and introduce the format of the phonics screen.

2023 Phonics Screen

2022 Phonics Screen

2019 Phonics Screen

2018 Phonics Screen

Year 1 Test

to our National Curriculum Resources

Please scroll or click below to access the teaching resources

Quick Links

- Flashcards
- Video
- PowerPoint
- Display
- Handwriting Resources

Jump to grapheme:

Select

Lessons

Planning

Assessment

Intervention

Training

Lessons

Planning

Assessment

Intervention

Training

Reception

Year 1

Year 2

Search graphemes

Go

Turn 1

Overview

Week 1

ff, ss, zz, ck, ck

Week 2

sch, va, oi

Week 3

oi, oy, oy

Week 4

Plants, Animals, 0-9

Week 5

0-9, 1-9, 0-9

Week 6

0-9, 0-9, 0-9

Week 7

ss, Suffixes ending

Week 8

Monday - zz and ff

Review

Recap CVCC CCVC CCVC by reading the words on the PowerPoints from Reception page.

Teach

- Download the PowerPoint. Introduce the ff, zz, ss, ll and ck graphemes. Focus on ff and zz endings and how suffixes are added.
- Watch the 'Click Clack' video. Ask the class to make the 'Click Cat' (fingers walking across the other palm) action every time they hear a word with an ff or zz ending.
- Download the activity, print and prepare the ff, zz, ss, ll, ck Happy Families game. Deal out all the cards. The first player asks another player for a card needed to complete a family. If the other player has the card, they must give it. The winner is the first to complete a family. Record words on the Record Chart.

Here are the resources to download for this lesson

1. PowerPoint

2. Click Clack

3. Activity

Quick Links

Lessons Planning Assessment Intervention Training

Reception Year 1 Year 2

Search graphemes Go

Monday - zz and ff

Review

Recap CVCC CCVC CCVCC by reading the words on the PowerPoints from Reception page.

Teach

1. Download the PowerPoint. Introduce the ff, zz, ss, ll and ck graphemes. Focus on ff and zz endings and how suffixes are added.
2. Watch the 'Click Clack' video. Ask the class to make the Black Cat (fingers walking across the other point) action every time they hear a word with an ff or zz ending.
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1. PowerPoint 2. Click Clack 3. Activity

Quick Links

- Flashcards
- Video
- PowerPoint
- Display
- Handwriting Resources

Jump to grapheme: Select

Click on any of 'Flashcards', 'Video' or 'PowerPoints' to search for these.

Select options for what you wish to search for from the next page.

Lessons Planning Assessment Display

Quick Links

☒ Flashcards ☒ Video ☒ Powerpoint

Year 1 V ou go

Monday - au

Year 1 - Term 2 - Week 5 - Monday - au

Flashcards: au Flashcards au Nonsense Flashcards Word Search

Powerpoint: Download Powerpoint

Video: View Video

Click on Display to access a vast quantity of useful classroom display items. This helps to embed the programme.

Resources

Welcome to our National Curriculum Resources

Please select an item below to access the teaching resources.

Lessons Planning Assessment Intervention Training

Quick Links

- Flashcards
- Video
- PowerPoint
- Display
- Handwriting Resources

Jump to grapheme: Select

Lessons Planning Assessment Intervention Training

Display

Search graphemes Go

Sound Action Cards

Letter Friezes

Monster World Cards

Grapheme Posters

Whole School and Classroom Labels

HFW

CEW

Graphemes

Monster Graphics

Numbers

Days of the Week

Tricky & Decodable Words

Font

Display

Download posters and flashcards to embed phonics teaching across your school. Display these in the classroom and around the school to provide further opportunities for learning and consolidation.

Phonics & Literacy

Embedding Monster Phonics

Monster Phonics Product Range

We have created a wide range of [Monster Phonics products](#) to accelerate learning and help you further embed the programme in your school. See our [online Catalogue](#) or [Shop](#) for our up-to-date product range.



Phased Embedding Approach

The Monster Phonics programme is easy to implement and quickly becomes a whole school programme embedded within the environment and everyday school life. This enables the children to be constantly using, applying and reviewing their phonics knowledge.

When beginning any new phonics programme, it is key that a multi-sensory approach is used. This ensures that the learning is highly engaging for all and has the most impact on each learner, no matter how they learn best.

Monster Phonics uses a phased approach to implementing the programme.

Phase 1 – Learning level

During this phase, you are using the planning and beginning to navigate your way around the online programme and resources.

Phase 2 – Embed Level

As you enter phase 2, you are confident with navigating the website and are comfortable using the extensive resources Monster Phonics offers. All staff should have attended a training session and your school should have had at least one parent information session. You will also have started to develop Monster Phonics displays around school to support the children's phonics learning. During this phase, you may have a Phonics Leader who is overseeing and monitoring the implementation of Monster Phonics.

Phase 3 – Creative Level

At phase 3, the school has embedded the programme and is now being creative with resources by establishing a bank of teacher-created activities. It is during this creative stage that a culture of phonics is established outside of discrete phonics teaching sessions.

Working Through the Phases

Phase 1: Implementing Monster Phonics

Monster Phonics provides everything you need to teach your lessons and is easy to pick up and implement at any point in the school year. We recommend starting with the very basics when implementing Monster Phonics in your setting, which is getting to know the characters. Introduce these to your children, sharing with them the characters' back stories. You can bring the characters to life by adding the actions to each character so they can be identified and used for future activities and lessons.

Familiarise yourself with the planning and how to use the website. Monster Phonics has lots of resources online to support teaching and to use in your daily school routines. Use the resource pages to print out a bank of resources that you know you will use regularly like grapheme flashcards and High Frequency Word Flashcards.

Phase 2: Embedding Monster Phonics in the environment

Phase 2 is all about embedding the programme further. You have implemented the changes using your new phonics scheme, now we want your children to see it everywhere to learn by osmosis.

Monster Phonics provides additional resources, making it easy to demonstrate the learning in your classroom and how this is being assimilated into your environment and group interventions. With the resources on the website, it is quick and easy for teachers to make displays reflecting current learning and supporting the children with their phonics knowledge and skills. The characters are great for making interactive displays around school and immerse the children and adults into the world of Monster Phonics land.

Included in your subscription are an array of resources which will help you develop your environment. For example, the number cards and days of the week would work well in the maths areas. You could use tricky words as passwords into classrooms, change the labels on resources and make your own puppets and character masks for the children to role play with.



Look at the signs we use in our classroom and around school. Think about how they could be used to revise the teaching that has already taken place. For example, if the graphemes 'ay' and 'ou' have already been taught and you wish to revise them, showing them in a simple but useful sign adds additional reading practise.



By adding the colour system, we can support children who did not secure this phonics knowledge in their lesson. The colour of the grapheme reminds the children of the sound and helps them to link this to the grapheme, independently revising previous learning.



Phase 3: Creativity and developing a culture of phonics outside of the phonics lesson

Monster Phonics supports those members of your team who may struggle at times to come up with new and exciting activities to capture the attention of the children, but it also gives those members in your team who are very creative some new context to build lesson hooks around. Using the monsters to develop the creativity in your teaching can have a huge impact on the children's learning and can take your children on some amazing learning journeys.

It is during this creative stage that a culture of phonics outside of the lesson establishes itself. As we look at schools in this stage of development, they utilise the resources provided as part of the programme, but you will also see evidence of learning created by the teachers who have run with the ethos of the programme, as well as activities which have been devised by the children themselves.

Using the resources, you can create your own games for continuous provision and make resources to use in other curriculum areas. One of our schools made an Angry A reading cave and it encouraged boys who usually dismissed the reading area as “not of interest” into the cave to read. Using Monster Phonics in your daily routines also helps to consolidate learning. Songs are particularly useful to use at tidy up time or when children are lining up for breaks/lunch times.



The monsters having their own back stories allows the monsters to be used in different curriculum areas. A lovely example of this was when a school used “We Are Going on a Bear Hunt” as their focus text. The children wrote their own version of the story “We Are Going on a Monster Hunt”. They used all the monsters and elements of Monster Phonics land to create a fantastic new story.

Schools often choose to extend the theme of their phonics lessons into creative writing. We have seen children developing their own song writing sessions in response to the resources, as well as becoming rappers, witches and singer songwriters! These activities stemmed from using Monster Phonics as the basis for their planning and incorporating it into their literacy, music and other curriculum areas.



To help establish a culture of phonics outside of the phonics lesson, we need to be regularly asking ourselves – is it apparent in the environment? In other areas of school? Within children’s independent learning? In our daily routines?



You can use the programme effectively in its simplest form, but with a little bit of extra knowledge and creativity, you can achieve some remarkable things. Teachers have shared some great examples on our Facebook pages of their monster phonics journey.

Please do feel free to share your ideas with us – we love hearing from you!

[Monster Phonics Facebook Page](#)

[Join the Monster Phonics Resources Facebook Group for Schools](#)

[Join the Monster Phonics Parents Facebook Group](#)

Supporting Parents

Helping parents to support their children at home improves progress. The Monster Phonics parent community is highly engaged.

As practitioners, we all know that we are only part of the child’s learning journey and that, alongside us, parents play a crucial role in supporting successful progression. Sharing your phonics approach will ensure that phonics learning goes from strength to strength. Here are some ideas as to how to engage your parents.

Parent Webinars

We provide regular free [Parent Webinars](#) to explain how phonics is taught and common terminology that we use in teaching. We demonstrate the Monster Phonics approach and give practical ideas for supporting at home.



The parent webinar schedule is shown in our list of events on Eventbrite. Here is the link to share with your parent community:

<https://www.eventbrite.co.uk/o/monster-phonics-19791043283>

Sharing Your Learning Focus

We recommend sharing and updating parents about the learning you are focusing on in class on a weekly basis which enables parents to better support their child's learning at home.

Sharing the Parent Guide

Monster phonics has an information leaflet that can be downloaded and sent to parents. This is useful as it gives an overview of the scheme and a copy of all the monsters and phonemes that they represent for their reference at home.

eBooks Access

Schools that subscribe to Monster Phonics eBooks are sent a link to share with parents. Through this link, parents can create their own personal login to access the decodable eBooks at home.

Stay and Play Session

Holding stay and play sessions is a great way to show parents the programme in action. It gives parents a snapshot of how phonics is taught in school and how the multisensory approach works and engages children. You can also include activities demonstrating to parents how to support learning at home in a fun way.

Sharing resources

All Monster Phonics schools have a parent login. Share this with parents and recommend games and activities that would be useful for their child to use at home. Parents will have access to all the resources available. In addition, you could signpost things like the week's word lists or the downloadable flashcards. Regularly update parents on what you are covering in class so that they can complement this at home by using the correct activities.

Apps

Parents can help their child to read and spell the first 300 High-Frequency Words with Monster Phonics Apps. The apps are an ideal way for parents to support learning at home. The apps also teach handwriting and the correct letter formation for the most common words. Find our Android Apps on Play Store. iPhone and iPad Apps are available from the App Store.

Parent starter kits

Parent Starter Packs are available from the online shop. Each pack contains a selection of resources to support children with their phonics learning at whatever stage of the programme they are on.

Social Media

Monster Phonics schools frequently post on social media. Join or follow us to hear our news, share and see more from other schools.

Facebook Page

<https://www.facebook.com/MonsterPhonics>

Twitter

[Follow](#)

Instagram

[Follow](#)

LinkedIn

[Follow](#)

Facebook Groups

Monster Phonics Teaching Group

[Click to join](#)

A group for teachers to share their practice, ideas and resources. This is also a useful place to ask questions about Monster Phonics.

Monster Phonics Parent Group

[Click to join](#)

A group where we share news and activities from Monster Phonics schools with parents. It is also a great place for parents to post thoughts and questions.

Monster Phonics Dyslexia Support Group

[Click to join](#)

Monster Phonics Group for Headteachers

[Click to join](#)

Monster Phonics International Schools

[Click to join](#)

Monster Phonics Ambassadors and Model Schools

[Click to join](#)

You must be an ambassador or work at a Monster Phonics model school to join this group.

Monster Phonics Ambassadors and Model Schools Programme

We are continually developing our programme and resources by responding to your feedback. Our Ambassador and Model Schools programme helps us to do this. Ambassadors and Model Schools receive free access to new products in return for their feedback, trialling of new resources and data collection. We also provide additional free training and a number of useful classroom resources to benefit your school.

Ambassadors

If you are passionate about phonics and Monster Phonics, you may wish to apply to our Ambassador Programme. You may be the phonics lead at your school or simply have an enthusiasm for teaching phonics and enjoy sharing your ideas. If you are interested to find out more, please email info@monsterphonics.com for further details.

Model Schools

Model Schools exemplify Monster Phonics teaching. The teachers at these schools have embedded the approach across their school and the environment and are experienced in all aspects of phonics teaching and learning. Multi-school training events are scheduled at Model Schools, allowing the experience, ideas and best practice to be shared by their staff. This includes learning walks, lesson observations and training seminars. Model Schools also contribute to our research and development.

Find out more about [MonsterPhonicsSchoolsandModelSchools](#)

FAQs

If you don't see your answer here, click on our **Chat** icon on our website to ask your question. We are always happy to help!

Teaching and Learning

What is Monster Phonics?

Monster Phonics is a highly advanced multisensory Systematic Synthetic Phonics Programme (SSP). It uses 10 monsters to categorise all sounds into 10 simple areas. Monster Phonics categorises sounds into 10 areas and uses the Monsters as a categorisation. Each monster has a different colour. That colour represents that way of spelling the sound.

Watch the video <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. This accelerates learning, providing a fun memory cue for children. The colour-coded grapheme system is unique to Monster Phonics; each coloured grapheme is paired with a monster character that makes the same sound to give audio-visual prompts that help children 'see' each sound within a word and pronounce it correctly.

Who is it for?

Monster Phonics is for children from Reception and Key Stage 1. It can also be used as an intervention support in Key Stages 1 and 2.

Does this programme cover the National Curriculum?

Yes, lesson plans and resources are available for every grapheme and spelling rule taught in Reception and the Key Stage 1 National Curriculum.

Does your scheme follow the same order as Letters and Sounds?

The graphemes are taught in the same order as letters and sounds in Reception. This order of teaching maximises opportunities for children to read and write words right from the start when learning phonics. The High Frequency Words and Common Exception Words meet the requirements of the National Curriculum and to ensure that children have learnt all the first 100 HFWs and the next 200 HFWs by the end of Year 2.

Is Monster Phonics suitable for EAL children and international schools?

Yes, Monster Phonics is suitable for children who speak English as a second language.

Our unique approach helps children to learn to read and write words containing the difficult long vowels, silent letters and tricky words that frequently cause problems for children learning to read and write in English. It also provides more support with pronunciation. This is particularly beneficial for EAL learners.

Can my school start Monster Phonics at any point during the academic year?

Yes, Monster Phonics is easy to introduce at any point in the school year. Our easy-to-follow yearly progression maps show the order of teaching and where to start in the Monster Phonics programme. The consistent planning makes it easy to implement improving results straight away.

Are there any Monster Phonics Schools in my area?

You can see Monster Phonics schools on our website.

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

Can I try Monster Phonics with my class?

Yes, you can. We recommend all the teachers to sign up for the 15 days free trial to access the planning and resources without any commitments.

What reading scheme can we use with the programme?

We have our own reading scheme which consists of 130 decodable books which are aligned to the Monster Phonics Programme.

What is the Monster Phonics App?

Our Apps help children to read and spell the first 300 High Frequency Words. These apps can be downloaded on Apple and Android devices.

How do I purchase the Monster Phonics Apps?

Visit the AppStore and PlayStore.

Can Monster Phonics be used overseas?

Yes, there are many international schools that use Monster Phonics.

Is Monster Phonics suitable for SEN schools?

Yes, Monster Phonics is suitable for SEN schools and SEN units within mainstream schools. Our innovative and highly advanced multisensory approach supports SEN children learning phonics in a memorable, fun and engaging way.

What does the membership package consist of?

The Monster Phonics membership will give all your teaching staff access to the planning, daily lesson, assessments, handwriting and intervention resources covering all the reception, year 1, and year 2 phonics and intervention across the school.

Are resources included in the cost?

Yes, all the resources you need for planning lessons, delivering lessons, for assessments and for interventions are available on the website and included in your subscription. You will find PowerPoints, videos, flashcards, activities and display resources. These can be downloaded throughout your membership.

There are also some additional resources that you can buy to ease and enhance the scheme, which can be found in the Monster Phonics Shop.

Decodable Reading Books

How much does the Monster Phonics Reading Scheme cost?

The whole scheme of reading books (140 books) is £488. We also offer a multipack of 700 reading books (5 of each title) for £ 1699.

Visit the [BookPage](#) to find out more about the different options available.

Do you have the reading books in electronic version?

Yes, we do. We have an eBooks subscription package which will provide access for teaching staff and parents at any time.

How much is the eBooks subscription cost?

The whole scheme consists of 130 eBooks is £ 362. This provides access to eBooks for the whole school and parent community for 12 months.

How can parents access the eBooks?

The school eBook subscription also gives access to our wide range of books to parents at home. Schools can set which books they would like their parents to have access to.

Do parents need to pay any extra cost to access the eBooks?

No, access for parents is included in the School eBook subscription.

Are the eBooks included in the main programme subscription?

No, the eBooks subscription is purchased separately.

Reading and Handwriting

Does your programme have matched decodable books?

Yes, our reading scheme is fully aligned to the National Curriculum, and also meets all Ofsted criteria. Easy and exciting to read for children, the Monster Phonics reading scheme consists of 130 books divided into stages: 5 stages in Reception, 5 stages in Year 1 and 2 stages in Year 2. Books can be purchased as a whole scheme, for a specific year group, or in individual stages; eBooks subscriptions are also available for the whole scheme of 130 eBooks, or for specific year groups or stages.

How do you recommend schools use the decodable books?

To support learning, Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 guided reading sessions per week, after which the book is sent home for home reading. For further guidance on placement and how to deliver guided reading, please refer to the section on guided reading in our online manual.

Do you have letter formation and handwriting resources?

Yes, we do, and you can find them in the Reception Section.

Is letter formation taught within the Monster Phonics programme?

Yes, handwriting resources are available for every grapheme. Animated PowerPoints demonstrate how to form the grapheme. Resources are available for children to practise letter formation of lowercase and uppercase letters and the formation of letters in words. Monster Phonics recommends three additional handwriting sessions take place each week. Handwriting activities can be found in the Quick Links section of the

Training and CPD

What training packages are available to support my school using Monster Phonics?

There are 2 packages available. Both are available as a 3- year or a 1-year subscription.

Package 1

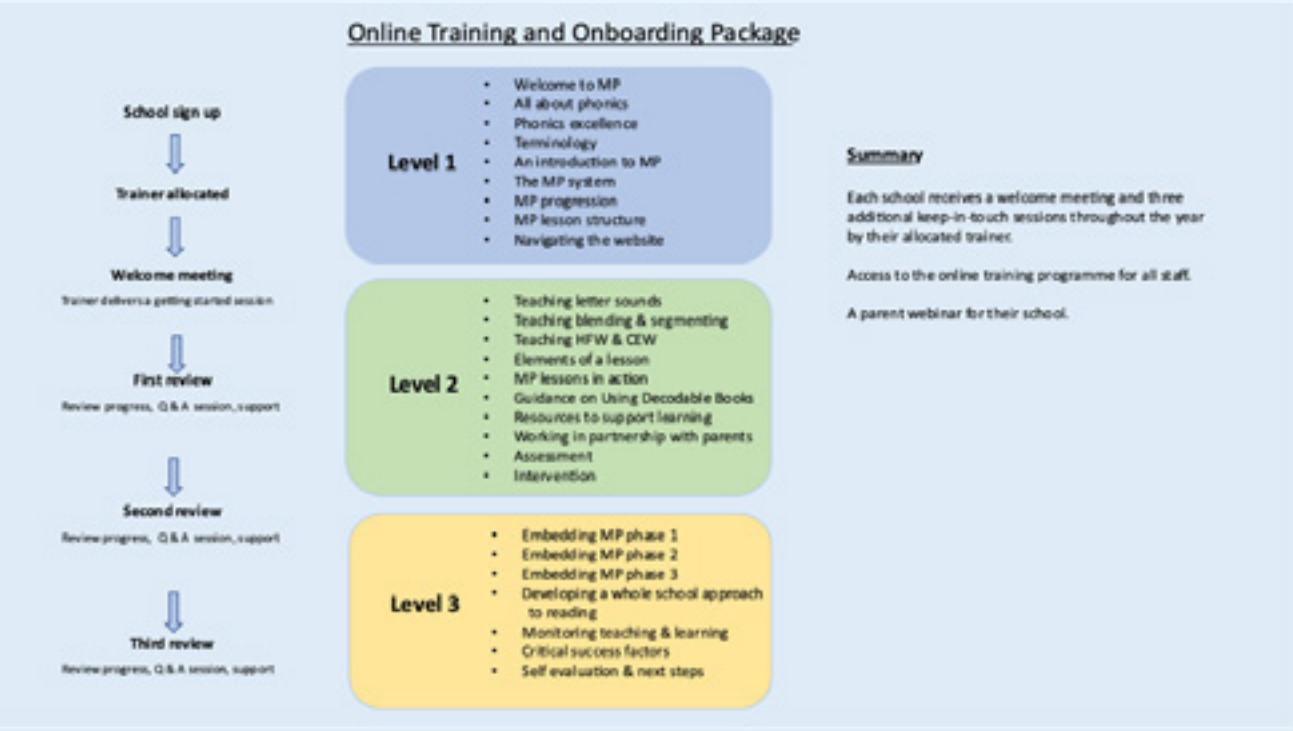
3 Years - £349 for the first year, £150 in the second year, £150 in the third year

This provides full access for all staff to our comprehensive online training programme for the duration of your membership.

Full access for all staff to our comprehensive online training programme for the duration of your membership. Your school is assigned a dedicated trainer, to support staff every step of the way. Typically, a school has a minimum of 4 scheduled meetings throughout the year.

Our training programme comprises three levels.

- Level 1 for all staff, focuses on teaching phonics and explains the Monster Phonics system.
- Level 2, for all staff, focuses on how to teach using Monster Phonics and what this looks like in the classroom.
- Level 3 for the SLT helps further embed Monster Phonics in the school, self-evaluation and school improvement plan.
- At the end of levels 1 and 2, assessments are taken by all staff to check for any gaps in knowledge and follow-up meetings are arranged to help staff understand where to improve.
- This package also includes a Parent Webinar for helping parents support their children at home.

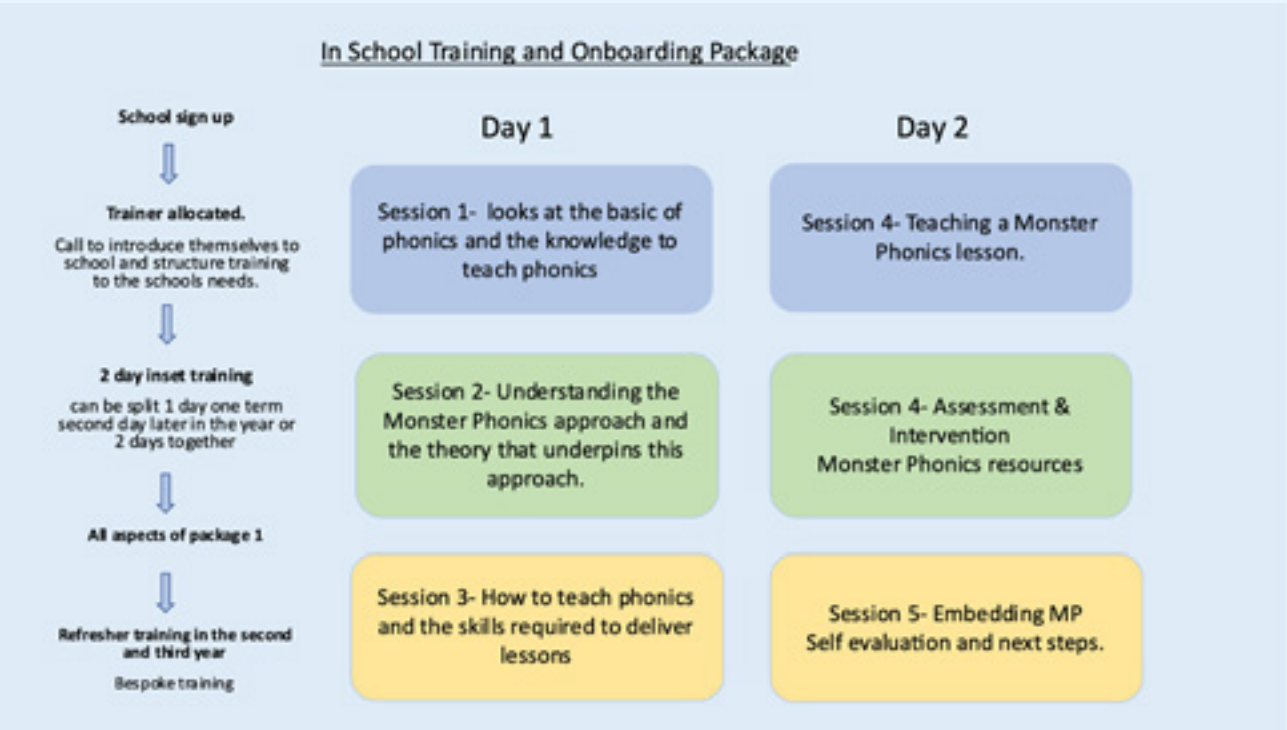


Package 2

£2499 for a 3 Years or 1 Year

This includes all the benefits of package 1, plus 2-day face to face training. Full access for all staff to our comprehensive online training programme for the duration of your membership. If your membership is active for 3 years, then your school will have access to the online training programme for this duration.

- All the benefits of package 1, with the following additions:
- 2-day training plus access to our online training programme every day throughout the year.
- The 2-day face to face training covers the content in package 1 as well as providing bespoke material created during a welcome meeting with SLT.
- Bespoke refresher training in your second and third year.



Is the training mandatory when school takes the membership?

Yes, in order to ensure high quality teaching and overall school fidelity to the programme, our training is mandatory when taking a subscription. Monster Phonics is committed to providing continuous, high-quality training, to all those leading or delivering phonics.

Who is the training suitable for?

Our online training covers 3 levels. Level 1 and 2 are aimed at all staff who are involved in the delivery or leadership of phonics. Level 3 is for the phonics leads and senior leaders. These training videos are available as part of your training subscription, so it is up to you how you use them. For example, they can be used as an induction for new members of staff or those new to EYFS/KS1s, as a refresher and ongoing CPD. New videos will be regularly added so there will always be new training available.

Appendix 1 – Progression Maps

Reception Progression Map

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
	s a t p	i n	m d g	o c k c k	e u r	h b	f f l l s s	j v w x	y z z z q u	ch sh th 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+	CVC+	CCVCC	CCVCC	CVC+	CVC+	CCC	CCVCC+	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	made make came	I'm very old	onset words CCVCC+ taught graphemes	with previously taught graphemes	Mr, Mrs don't	people could

Year 1 Progression Map

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
	ff ss zz ll ck nk	tch ve ai	oi ay ou	suffix s/es a_e	e-e i-e o-e	u-e u-e ar	ee ee	ea ea	er ir ur	oo oo oa	oe oe	ou 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 they says are, ask, put push, pull, full	from, help back, animals will, this, that time, by, my I, I'm into, too don't	made, make came, like day, have 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 gene, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
TERM 2	ue ue ew	ew ie igh	ie ie igh	or or@ aw	au air Prefix un	ear ear	are y ph	wh e o	ff ll ss zz ck nk	Review	Review	Review
	three, tree tread, please ever, never, river under, better after	god, took, book over, cold told, gave take, place round, mouse shouted	going, most over, cold told, gave take, place	he's, were 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	giant, find laughed again, friends different door, jumped boat, cried stopped	200 HFW REVISION	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
TERM 3	PHONICS SCREEN	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review
	ee ea er	ir ur oo (u)	ow oe ou	oa oe oa	ow oe ou	ew ie igh	are y ph	wh e o	ff ll ss zz ck nk	200 HFW REVISION	200 HFW REVISION	200 HFW REVISION
TERM 3	Nonsense words	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review
	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 they says are, ask, put push, pull full, a	from, help back, animals will, this, that time, by, my I, I'm into, too don't	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people saw, all	Mr, Mrs their little what called	200 HFW REVISION	200 HFW REVISION	200 HFW REVISION	200 HFW REVISION

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	dgē great break steak find mind, kind behind	ċ wild, child climb old, gold hold cold told	gn would could should door floor poor	lē ēl īl any many pretty move prove improve	ā homophone most both only every everybody	Vowel suffix drop e Vowel suffix drop letter even people whole clothes thought	Vowel suffix y to i ASSESSMENT 1 busy money hour Christmas	y ā (or) grass class pass past fast last	ō (u) ey bath path father plant half	after W-ā after W-ōr after again sure sugar	after W-ār ŝ (zh) water parents beautiful	ti i eye who Mr. Mrs
TERM 2	Constants suffixes Contractions Year 2 CEW REVIEW	Possessive Apostrophe ASSESSMENT 2 Year 1&2 CEW REVIEW	dge Adding suffix find, great kind, steak, mind break, behind may, say, way away, play, never ever, river, under better, after	g Adding suffix wild, child, climb, old, gold, hold told, cold grow, snow, know window, car, dark park, hard garden	c Adding suffix would, door floor, could poor, should our, found, round around, mouse shouted, good took, book, looks	kn Adding suffix any, move prove, many improve, pretty gone, more, horse live, lived pulled, want wanted	gn Adding suffix most, both only, every everybody need, feet, keep queen, tree other, mother another, coming	wr Adding suffix even, people, clothes whole YEAR 2 CEW over, most going cold, told, love something again YEAR 2 HWs	le Adding suffix busy, hour Christmas money sea, tea, eat each, really, first, please bird, girl	el īl āl Adding suffix grass, class pass, past fast, last soon, food room, school air, where there	y Adding suffix bath, path father, plant half right, night use, new us, has	ā (or) Adding suffix after, sure again, sugar again, sugar head, door which, friends different would
TERM 3	ō (u) Adding suffix water parents beautiful gave, take place, began before, because even	ey Adding suffix Mr, Mrs who eye he's, we're can't, didn't couldn't, jumped stopped YEAR 2 CEW	W-ā Adding suffix thought laughed magic, animals I've, I'll who two	W-ōr Adding suffix where couldn't only baby floppy, every suddenly great 200 HWs	W-ār Adding suffix any these small bear boat home clothes	z(zh) Adding suffix because were everyone town h through eyes, boy again	ti Adding suffix gone horse pulled fly, why cried, find giant narrator	ASSESSMENT 4 different lived grandad marry, rabbit that's things king, across along	Homophone Vowel suffix Drop e great, break steak, every even, busy everybody pretty, people any, money	drop e Vowel suffix y to i find, mind kind, behind kind, cold said, bath most, old, gold told, cold, hold whole, clothes only	Constants suffixes Contractions beautiful move prove use, new Who half	Possessive Apostrophe CEWs ASSESSMENT 5 would, could, should door, poor, floor which, friends water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again

Appendix 2 – Decodable Book Progression and Alignment to Scheme

Monster Phonics Programme and Reading Scheme
Phonics and HFW Progression and Alignment

Stage - Book	Reading Book Band	Grapheme	New Title	Book phonics keywords	Book HFWs	Monster Phonics Programme HFWs
1-1	Pink	s a t p	Tap, tap	tap pat		RecepF on HFW a at as a in is it I an and am dad a It is it in and
NF 1-1	Pink	s a t p	Tap, pat	tap pat		
1-2	Pink	i	A pit	sit sip pit pat tap Bp		
1-3	Pink	n	A pin, a pan, a Bn	nip sit nap pin pan pat Bn tap	is in it a	
1-4	Pink	m	A Bn pan	man map mam pan Bn tap sits sip	is it at a	
NF 1-2	Pink	i n m	Tip it	Bn Bp map mat man Sam Tim Nat pan pit nip	a It is	
1-5	Pink	d	Sip sap	dip dim din	it in and	

				tap Bps sip sap sad mat	is a	
1-6	Pink	g	In a pit	sag pit tag din gap nip nag sad dig	a am in it I is	
1-7	Pink	o	Pop in a pot	not dog top pot pop gas dip Bp pig dim did pan	the is on go in and a	
NF 1-3	Pink	d g o	Pip in a pit	pot pip pop top tag mat dig dip pat nip and on	a it in the is	RecepF on HFW to into no go the
1-8	Pink	C	The cod	cat cats cod can top naps got taps sags nip	to go the on in it is a	

				Bn		RecepF on HFW get can got on dog not cat
1-9	Pink	k ck	Pick a sack	pick sack sock kicks kid cat top picks	the no and in a	
1-10	Pink	E	Ten Cats	ten pet pets get peg Bcket pocket pen cats tap	the is on go and in a	
NF 1-4	Pink	c k ck e	In the net	Kim Ken get gets can kick kicks nod tap tags net on	a it in the is	
2-1	Pink	u	Ten ducks	duck ducks tuck sun ten picnic peck mat sad not get net	the no go on in	
2-2	Pink	r	The red rocket	run rocket red rug mugs pip	the is no go to into	

				pets mud cups sunset din can	in it and a	
2-3	Pink	h	I had a hat	hat had has hop him hit hip sags rip pick back him rocket	the it is and oh I on it no am put up	RecepF on HFW I up mum put had him has his oh
2-4	Pink	b	A bag on the bus	big bag back bad bus bed tap get hug rabbit carrot	the is has no oh at in on	
NF 2-1	Pink	u r h b	Is it a rabbit?	big red runs bug bud rabbit mud hum hop carrot	a it in the is has	
2-5	Pink	f ff	The cats and the cod	fat fun fin off huff puff get bus bucket	the is oh no to and I of off	RecepF on HFW he she me we be of

				big cod kick	on	
2-6	Pink	I ll	Sell the Bckets	hill yell tell bell sell laptop lit lot begs Bckets hum fun	the is has and to of it up he she I	
NF 2-1	Pink	f ff l ll	Nip, nip!	Bill fill full pulls	a it in the is has she he mum go on up	
2-7	Pink	ss	The big mess	mess fuss boss hiss less pick cats lot bag bug bat fill	the is I oh and it in of no up	
2-8	Red	J	Go for a jog	jacket jam jogs bag hits mess sad upset back not	the is his I has and on it he she	RecepF on HFW if off you my they for going

					oh no	
2-9	Red	v	Visit to the vets	vet van visit vets pecks duck nips sick jam back dog ill	the is his of we and I it to you go my	
2-10	Red	w	I will win!	wig win wins will cobweb velvet hat yes red can bug	is as I going it am to she	
NF 2-3	Red	ss j v w	A big mess	will Jill mess toss Ravi	I get it the is has they up in put	
3-1	Red	X	Six cats and a box	taxi exit six box fix visit cats back cats velvet jacket hill will	the get and will going is up has she I	

3-2	Red	y	Tess the dog	yells yes yum yap yet tells wag fuss hugs lets Bps lick	the as of go no is has not and he she	RecepF on HFW was will all went from help
3-3	Red	z zz	Zigzag and zip	zigzag buzz zip zap mess yell spell visit hops hum fuss frog hiss	the was is she up they and it I go to has am in	
NF 3-1	Red	x y z zz	Fox and vixen	fox vixen fuzz buzz zip yell yap yes yum	up in it the is has and not	
3-4	Red	qu	The ducks get wet	quick quack liquid quit wet six ducks hops met gets zigzags ducks	the is she in oh no	
3-5	Red	ch	Chill with jazz	chop chug	the is	RecepF on HFW too

				check chat chips chill such much chicken jazz less laptop	it we has his no and me he	her with are yes
3-6	Red	sh	The fish and chip shop	fish cash bash rush shock shop man yells chips checks	the is has she to and oh no go into as	
NF 3-2	Red	qu ch sh th	The ship	ship check this fish quick shell shut push	we will go the is to it has	
3-7	Red	ng	Ding dong bell	long rings clangs strong ding dong swings bang flash ship must yells rocks crash rocket rush quick	the is I to oh no he and will with	
3-8	Red	th	The thin and thick rockets	this that thick	the is has	

				thin with six rocket pocket shed shock fun lots	her him of go they he she	
3-9	Red	Consonant digraph revision ch sh ng th	A cash ding dong	crash shock wish this bash chips long song ship cash ding fish check dong shell much back	are is it I her for go too help he she they you	
3-10	Red	Consonant digraph revision ch sh ng th	A shock on the path	long path them hush wings moth thick shed ring with thin chicken swings that much check hangs this shell rush shock	they and go from be she to up no her he help my	
3.1 vowel digraphs						

3.1-1	Red	oo blue	Zip at the zoo	too zoo boots hoof zoom cool food roots moon soon tooth toot	for put help went my got to can said the he up	Reception HFW then them that this said
3.1-2	Red	ar	At the park	bar car charms cart hard jar park market farm bark	they had at from she and to off not was he said	
3.1-3	Red	oo tricky	Into the Woods	look foot cook good book took wood wool hoods shook	for her will went we they my from said was she cannot	Reception HFW look now down
NF 3.1 - 1	Red	ng ar oo oo	To the shops	card park farm things swing ring ding along zoom zoo too	no will get the is go to in they now	
3.2-4	Red	ow	Yowl down town	now down	look then	

				brown owl cows how bow pow! row town yowl growl wow	will went help you was let's had said of she that get took off	
3.1-5	Red	ee	I can see you	see feel feet jeep meet week deep keep keeps need feeds peep three speech green	they then me help them you to down have too from she all he	RecepF on HFW see just have
3.1-6	Red	ur	The cat that got hurt	fur burn burp curl hurt hurts surf turn return	was they off went much my said let's this up see me his look	
3.1-7	Red	ai	Let's sail	wait hail pain aim sail main	must go said them let's they	

				tail rain bait wail train again	now have took back are we went this	
NF 3.1-2	Red	ow ee ur ai	Can you see the rain?	now down keep see feel turn burn rain hail	are can be the to do they get will going you up	
3.1-8	Red	or	A kiMen was born	born horn sort torn worn corn fork forgot shorts sports torch storm	lots her but took got that too been things was she had so	
3.1-9	Red	oa	A load on the road	coat load goats loaf road soap toad foal coach croak soak throat toast	down have will has back room how help ask said for she her some	RecepF on HFW come some were one
3.1-10	Red	er	A monster dinner	hammer leMer	for you	

				rocker ladder ever dinner never beMer summer banner	too this the they of come said was she soon	
3.1-11	Red	igh	A good night	high sigh light might night fight bright tonight right fright	just have you was going went down what next liMe fast now good dark sleep	RecepF on HFW like when liMe what by
NF 3.1 - 3	Red	or oa er igh	Owls at night	lights high night sight oak loads perch river dinner born corner for	they have down of liMe they from are like helps into	
3.1-12	Red	air	A trip to the fair	air fair hair pair airship chairs funfair stairs	long went way down things going like by have they were up said	

					my	
3.1-13	Red	oi	A spoil spell	foil boil coin coil join soil toil spoil joint	will her the some they was have you help said liMe need look them	100 HFWs day away play children
3.1-14	Red	ear	A fix for ears	ear dear fear hear gears near tear year tear beard	her said have were they went my see need to do now play	
3.1-15	Red	ure	The cat and the cure	lure cure mixture picture chill sick mash yuck fish well ill	the is has no things will this of with you thank not	
NF 3.1-4	Red	air oi ea ure	Seed to food	soil boil mixture manure air pair year gears	she gets go the too they up in put	

					now down	
3.2 CVC+						
3.2-1	Yellow	CVCC	A wish at the camp	tent camp next pond bank lamp damp hump bump jump soñ wind sang gust felt best	are going all went this they off you to not said was then have	Revision
3.2-2	Yellow	CVCC	The best band	band sing next best fact sent milk lost text jump rock lump	and much were help said had some he are went was they good	
3.2-3	Yellow	CCVC	The frog twin	frog twin grab spot speck crab glad plan stop drop grass	that see now went this come meet you her said was beMe took my	
3.2-4	Yellow	CCVC	The sled on the hill	plop glad slim	no liMe they	

				spin slid slam bled from snug scab skin slip flat blob clap skip trip	down from this yes her off have one now do too	
3.2-5	Yellow	CVCC + digraphs	Thank you monsters	punch shelf bench sixth joint thank chunks champ paint tenth roast toast	for down will went this some cook you off help said be then need	your here saw
3.2-6	Yellow	CCVC + digraphs	The thrill stars	thrill stars clown crowd frown crash smell train steep swing swoop spoil	now saw all went and away was to see said were then he put	Bme my
3.2-7	Yellow	CCVCC	A crisp day	crisp frost twist stamp grasp stand grunt	out down all think cannot day Bme	out house about

				thank glint	off said was that need house	
3.2-8	Yellow	CCVCC	A jump in the truck	trunk crept blast crisps driÑ drink spend stunt plump blink twist	are here house there look like they day away let's your one when	made make came
3.2-9	Yellow	CCVC+ Polysyllabi c	The helper	helper lunchbox handstand windmill sandwich champion sandpit holland fantasBc lunchBme thundering	help saw down that this some made came for called were are like they	I'm very old
3.2-10	Yellow	CVCC+ Polysyllabi c	The giÑbox	pondweed shelving plasBc classroom giÑbox helpdesk children sandpit chimpanzees presents	some went see jump like said here play look asked they you have and	called asked looked

3.2-11	Yellow	CCCVC digraphs	A spring day	CCCVC <u>shr</u> unk <u>spr</u> ing <u>spl</u> ash <u>str</u> ing <u>str</u> ong <u>scr</u> unch <u>str</u> eeet	down her day saw good by have came called look you cannot was	their our
3.2-12	Yellow	CCVCC + digraphs	The day she shrunk	shrink grasp crunch speech snack thing scrap crept black	have her liMe took old you made need all now see that down was	Mr Mrs don't
3.2 -13	Yellow	CCVCC + Polysyllabi c	Help for a driÑing ship	crashing driÑing tramping blasBng flashing blinking stamping standing grasping	came liMe Bme need some like old from off looked was our next	people could
3.2 -14	Yellow	CCVCC + Polysyllabi c	Stuck on Big Ben	printer twisBng grasping flapping blasBng swinging trusBng	their my all across house look going see let's	Revision

3.2 - 15	Yellow	CVC + Revision	An old mat	fond dust milk wind glad sniff fresh plan swim grass crept smart liÑing landing floaBng tracking thinking splashing	been took off very their what old down out liMe away across were about	
NF 3.2-1	Yellow	CVC + Revision	GeÑ ng help	sandpit trips hurt starts room desk checks Fred bucket sink weep much bump limps chair needs Stan grit Mark finger sand help forms green	children play what the liMe has they her have some too for	

YEAR 1 PROGRAMME-BOOK WORD MAP

Stage -Book	Reading Book Band	Grapheme	New Title	Book phonics keywords	Book HFWs	Programme HFWs
4-1	Yellow	CVC + Review	The monster bash	liÑ jump thrill glad hands pink help crisps flash flaps picks grass drinks rings brings drum track blast hangs bumps	they look she he be their have house going with are out down them his from	Revision
4-2	Yellow	ff ll ss zz ck	The spell	track back black click quick luck well fell pull sBll fizz buzz across huff off kiss less	they said some need make Bme when liMe now went was saw made play were day Wow Word sudden	Year 1 CEWs be (being) he me she no go so
NF 4-1	Yellow	ff ll ss zz ck	The class trip	off puff huff fluff miss	like day see Bme look	

				hiss mess across class glass grass well will fill hill bell tells sell bull dull full black quack track pick sick kick Bck trick sBck chich quick neck duck luck stuck rock block lock rocket packet Bcket pocket	going their have children liMe when made need some from	
4-3	Yellow	nk	A trip in the sink	sink wink blink think drink shrinking chunks plank honk blank thank	they she said to out their this play are was were	Year 1 CEWs to do today I by my

				blanket bunk shrank	looked of some Wow Word grand fantasBc	
4-4	Yellow	tch	A dog in a ditch	fetch catch itch patch pitch ditch match kitchen witch stretch scratch	no you Bme have let's play our from now now liMe with was your said need Wow Word smashing	Year 1 CEWs love some come
NF 4-2	Yellow	nk tch	Pet rabbits	think bank sunk wink blink drink thank drank chunks blanket catch fetch kitchen hutch scratch stretch watch patch ditch	what out here some need like have liMe you good your people play house their very much see	
4-5	Yellow	ve	The monsters give a house	have live give above glove	there went came with you	Year 1 CEWs was is his has

NF 4-4	Blue	oi ai	Play days	boil boiling join soil point foil coil coils day play way stay say may pay clay Sunday today tray crayon saying spray delay birthday	here good friend see their they your when what house made children very some like there with Topic words seed picture picnic	
4-9	Blue	oy	The annoying troll	boy toy joy enjoy enjoying annoy annoying joyful destroy royal toys	have day made again were one do school like I'm saw my Wow Word horrid	Year 1 CEWs school you where were they says are
4-10	Blue	a-e	Angry Red A makes a plan	ate made plane date bake shame tape make lane mate	they down come then play with called don't green away	First 100 HFW Recap house our ask put push pull full

				blaze wave cave cake came shade lake gave rake take game shape shake save	saw old do said there some Wow Words fantasBc splendid	
NF 4-5	Blue	oy a-e	Toys	boy toy annoy toys royal joyful enjoyed enjoy made same snake shape fake hate sale safe amaze gave cave shake dates plate plane	here some their way what called might with were must your see are have people play just could	
5-1	Green	e-e	Theme day at monster school	compete concrete complete theme these extreme Japanese	school some looked been today there looking made was out make all	First 100 HFW Recap from help back will animals

					our very one your Wow Words stunning thrill	
5-2	Green	i-e	Hide and seek	like five sunshine slide bike side Bme invite smile hide alive miles inside	I'm house looked their going were where friend they was saw away called play his there Wow Word fantasBc	First 100 HFW Recap this that then them with
NF 5-1	Green	e-e i-e	Kites	compete concrete complete theme extreme Japanese kite size Bme like hide five line side inside outside fine slide shine prize drive	people playing house with you there away from are your too do when about some all they into	

				sizes alive smile		
5-3	Green	o-e	A trick on the homes	home poke those pole stole rode note drove joke hole rose spoke explode	Make now looked across could their all down house see saw one Wow Words sudden fantasBc zoom	First 100 HFW Recap people went children just of
5-4	Green	u-e	Zoo rules	rules rude pollute June prune parachute flute include	need called where our very here some liMe being look what aÑer people across have animals make were friends now Wow Words astonishing sweet	
NF 5-2	Green	o-e u-e	Cats and dogs	home those note	may like their	

				bone hole nose woke close explode hope stole joke rude rule include pollute	room same house take same there don't might when good friends	
5-5	Green	u-e	Cute cats	tube huge use cute useful confuse cube amuse	take how love one play down after have came with liMe could my found away asked need things home school	First 100 HFW Recap like Bme by my
5-6	Green	ar	A trip to the market	hard market scarf bark harp car far arm charming harmful card	there their said with took liMe things look out have looked	First 100 HFW Recap I I'm into too don't

				start charms smart dark jar park stars marching garments	keep down need do along home Wow Word sudden	
NF 5-3	Green	u-e ar	The market	use tune tube cute confuse amuse park car star scarf farmer carvings sharp hardest farm cart bark card hard jars market farmyard part	old don't might their come tree what from things there look animals need people days could too here	
5-7	Green	ee	The Frog Queen	need feel sweets queen meet been weeping greet feed seem week sleep green teeth sheepdog feet street	being school make very you told liMe do my could people have some good your took away	First 100 HFW Recap see day very have when out about people

				speech cheese sweeping	play asked Wow Words massive sudden	
5-8	Green	ea	Beach treat	seat dreaming tea seal screamed leaping teacher treat eat pea squealed real meal peach team beak steal cream sea read beast seagull feast each	her going about school was liMe this today so said when next they were what day called down Wow Words sudden fantasBc	First 100 HFW Recap look looked asked down now
NF 5-4	Green	ee ea	The beach	sea dreams read tea eat heat beat seat repeat beach teams scream cream clean each seaside treat reach	school come some people children like down don't liMe play friends might look make take good what by	

				see meet week free three seen feel teeth need sleep sweet keep weekend deep sweep street feet peep		
5-9	Green	ea	LiMe Ghost has a bad head	head sweat bread dreamt weather instead threaded spread leapt feather sweater heaven dreaded read breakfast health bedspread	looked came good your play very their oh called by some friends out Bme don't home about my añer old Wow Word terrific	First 100 HFW Recap could saw all
5-10	Green	er	A beMër job for a monster	beMër minister dinner singer quicker monster faster numbers	said asked could each Bme people with fast	First 100 HFW Recap Mr Mrs

				alert painter thinker leMers faster her advert herd perhaps panther superb speaker runner ever	like have out today give our need way Wow Word terrific	
NF 5-5	Green	ea er	Weather	bread instead head breakfast spread headache sweaBng sweat feather weather spreading health thunder hoMër colder buMër summer winter greener weMër paMër dinner longer her together never beMër under evergreen añernoon	animals	
6-1	Orange	ir	The third witch	first squirmed sBr third skirt	may old their take your	First 100 HFW Recap their liMe

				twirl shirt girl swirl thirteenth thirst birthday birth squirted smirked	were here people one liMe never away called asked day each Wow Words charming fantasBc	
NF 6-1	Orange	ir	Birthdays	girl bird shirt skirt third birthday first squirted swirls thirteen sir twirl sBr squirt thirst swirling twirling thirteenth	like Bme take may day out about need could see liMe añer some home friends people play	
6-2	Orange	ur	BursBng to go camping	burst fur burn return curled hurt church Saturday turned turns turning surf purr curved Thursday	have sleep their beMër they Bme were some three each liMe took need down asked	First 100 HFW Recap what called

				turnips	morning	
					Wow Word fantasBc	
NF 6-2	Orange	ur oo	Zoos	turn Thursday hurt fur curl Saturday soon moon food pool zoo too room broom cool tool school hoop roof classroom scoop tooth baboon kangaroo shampoo zookeeper goo	animals some see day come people look have all their what like night play want live right	
6-3	Orange	oa	A coach to the ball	goats soap loads loan oats road boat toast cloak croaked toad floaBng moaned boasted oak roam groaned	good have there need horse were down going all called could make house friends Wow Word splendid	
6-4	Orange	oo	The match	hook	today	

				cook flood wooden took shook good hooked booked stood hood foot woods wool cooks	there looked ever across again each much made called cold morning away play going Wow Words sudden fantasBc	
NF 6-3	Orange	oa oo	Football	coat road coach float goalkeeper toad moan groan croak boast boat goal took wood look book good looks flood foot stood shook hooked	what out there some under like when made you one your people play too good dark might called	
6-5	Orange	oo	At the zoo	too boomed zoomed gloom cool zoo kangaroo	animals right could looked away down house	

				food broom baboon goo rooms boots tooth mood shampoo roof hooted moon	some make out there called sleep morning were something Wow Word terrific fantasBc	
6-6	Orange	oe	The monster heroes	toe goes tomatoes toes dominoes volcanoes echoes heroes potatoes	play now could looked soon eat inside one children each there animals people where keep about Wow Words terrific splendid	
6-7	Orange	ou	Smoke on the mountain	our about out found around crouched shouted outside thousand ground surrounded south round loud loudest	house I'm three took by never liMe each come again now down Wow Words	Next 200 HFW play way say may away

				without cloud mountain proud fountain mouth	sudden swooped	
NF 6-4	Orange	ue ou	Volcanoes	toe goes tomatoes potatoes echoes volcanoes about out around mouth sound our shouBng round round found ground thousand houses cloud loud louder loudest mountain	together Bme here called under all where have some someone may way	
6-8	Orange	ow	Lost in the snow	low snow yellow shadow mow bellowed window followed crow bowl throw snowflakes tomorrow slow pillow blowing owned snowman bow	called out know white made seen found down come liMe could where Wow Words fantasBc sudden zooming	Next 200 HFW snow grow know window

					Wow Words thrilled dashed	
7-2	Orange	ew	The crown jewels go missing	blew drew threw chewed crew screw grew flew unscrewed	something garden next been meet by those around good very over tomorrow when shouted one read Wow Words astonishing stunning replica	Next 200 HFW ever never river under beV _{er} aÑ _{er}
NF 7-1	Orange	ue ew	The rescue	flew threw chew screw grew rescue Tuesday due argue statue issue value pursue	people need home there very know found here may room when keep aÑ _{er} good their just morning best	
7-3	Orange	ew	The new drumkit	new dew stew news newspaper	inside morning something feet need	
						Next 200 HFW good took book looks

				few	play first today across it's friends made called come one Bme Wow Words fantasBc thrilled terrific	looking car dark park hard garden found round around
7-4	Orange	ie	The monster that spied	lie tried dried flies spied cried pie denies replied Be unBed fried	children where know some very now down food people friends liMe live over made first school play with Wow astonishing terrific	Next 200 HFW going most over
NF 7-2	Orange	ew ie	Spider-Man	new stew news newspaper few lie Be die tries cries	made school want people know by shout more aÑ _{er} looked never	

				dies spies denied flies tried cried spied	first Topic word Spider-Man	
7-5	Orange	ie	The field trip	field brief achieve achievement shield chief grief shriek relief cookie thief believe handkerchief	old asked himself told three out their never gave people told where very were each school over something found Wow Words astonishing massive	Next 200 HFW cold told
NF 7-3	Orange	ie	ParBes	field thief chief brief belief relief achieve believe shield shriek carries movie parBes babies ladies married daddies mummies	those garden first love going have children like liMe need away people look very some about made one	

7-6	Orange	igh	The night flight	night bright higher sight light flight might Bght tonight delight lighthouse fight frightened midnight lightning	too liMe dark some now their all back out away where very were across shouted took each called cannot girls Wow Words sudden zoomed	Next 200 HFW gave take place
7-7	Orange	or	The storm	corn storm horn porch fork for torch port horse forgot sort torn sports record corner shorts worn cord	some Bme window would night aÑer take head out without liMe one some been three each would around pulled down Wow Words frighŌul	Next 200 HFW he's we're even

					sudden	
NF 7-4	Orange	igh or	Night	high night light bright right higher flight might lighter fight sight Bght frightened frighten deligh tonight midnight for short born horse morning sorts or torch for	sleep place dark day cannot one use take eat down have much each food their wants helps Bme	
7-8	Orange	ore	The list of chores	more score adore tore snore before store wore chore seashore sore bore ignore bored	gone came each feet very now know beM er first could liMe love I'm with some have Wow Words terrific horrid	Next 200 HFW began before because

7-9	Orange	aw	Relaxing on the lawn	law caw draw dawn paw straw yawning lawn saw crawling sea-saw awesome strawberries	gone Bme animals down now green live right how birds please beM er where again garden beM er made Wow Words sudden	Next 200 HFW girls first bird
NF 7-5	Orange	aw ore	Clothes	saw yawn lawn crawling straw see-saw drawing crawls awesome dawn more wore sore score snore adore before shore seashore store	people some going clothes old around hard night children girls boys would years animal now their these	
7-10	Orange	au	Astronauts in Bme	autumn restaurant August astronauts Paul author launch taught	one Bme never three cold now what today	Next 200 HFW sea tea eat each

				caught daughters haunted brontosaurus stegosaurus	no-one ever liMe about out again aÑer Wow Words thrilled massive terrific	
8-1	Turquoise	air	The wedding	air pair unfair hair chair funfair upstairs fairies fair airport staircase millionaire repair	Bme came read new now asked look miss please over bird day take today again ever need very old liMe Wow Words thrilled massive elegant	Next 200 HFW floppy any many
NF 8-1	turquoise	au air	The fair	autumn launch Paul dinosaur restaurant haunted august daughter automaBc pair	where new people like there first house might some want	

				chair fair hairbrush hair downstairs staircase upstairs repair airport funfair	place made down two called one around have	
8-2	Turquoise	ear	A horrid monster appears	ear tear gears hearing hear dear rear fearing near year fear beard appears appeared earring disappeared	one jumped took might being new going more green over know one called everyone plants about summer Bme right very Wow Words horrid zoomed	Next 200 HFW every everyone
8-3	Turquoise	ear	Not afraid of bears	bear wear pears tear swear wearing	want need all outside each their before liMe inside could now asked played about	Next 200 HFW baby only suddenly pulled

					Bme night	
					Wow Word fantasBc sudden	
8-4	Turquoise	are	Bossy Witch comes to scare	care square dare share spare rare scare glare stare careful prepare scarecrow	your round some want have don't about shouted would where could going asked so beMe much food when say friends	Next 200 HFW want wanted great
NF 8-2	Turquoise	ear are	Scarecrows	care dare bare share spare rare scare glare stare careful prepare scarecrow ear hearing hear near years	about first some want over Bme found made might people like aÑer because there gardens birds come	

				fear clear beard appear appeared earring disappear	were	
8-5	Turquoise	y	Green Froggy and the liMe men	windy happily sorry messy mummy rainy twenty grumpy hungry daddy family very yummy grumpily thirsty story funny silly happy lovely lady	aÑer grass been home inside I'm over down some came come way love soon door old food what across aÑer	Next 200 HFW us has inside liked
NF 8-2	Turquoise	ear y	Teddy bears	bear wear tear wearing windy rainy family funny happily very silly sorry grumpy happy company luckily	because first use great like want take care, asked even where next such their love clothes more	

				lovely Bnt daddy mummy story teddy factory preMy hairy everyone baby many	could about	
8-6	Turquoise	ph	The photographe r	photo elephants dolphin trophy phone photograph autograph photographer nephew phew alphabet	even first anymore again could like their didn't everyone took gave came Wow Words talented awesome bashful	Next 200 HFW can't didn't key hear
8-7	Turquoise	wh	Where are you?	when where what whale while whisper whimpered wheeled whirled whip white whoop whacked whoopee whiz somewhere nowhere whisk while	came first shouted liked room around air jumped next asked found new Wow delight	Next 200 HFW love something coming

				when where		
NF 8-4	Turquoise	ph wh	The blue whale	photo elephant elephants dolphins trophy photographer photograph when while whirl where whizz whale what whimper white whoosh anywhere whales everywhere	sea eat car any very baby great there people even about animals same live good live Bme	
8-8	Turquoise	e	Secret beneath the sea	be he we she begin began before beneath below even maybe because neon lever secret details email being became	could cried everyone there away inside water from think wanted all sea ever would suddenly friend boat lights under Wow Words thrilled fantasBc	Next 200 HFW fly why new use
8-9	Turquoise	o	Meet Polo	totally most so	week those flowers	Next 200 HFW there where

				hello open both flamingo volcano tomato potato don't going only piano over won't ago hero both moment	one three could loves Bme very turned started window more make about ever Wow Words lovely erupt	boy
NF 8-5	Turquoise	e o	Flamingos	total flamingo flamingos going ago so only tomato potato both open over moment most don't won't hero be begin even secret he maybe details we before because she beneath neon being	food bird eat now everything birds fly there baby out by great liMe love plants baby one	

				me below lever become		
8-10	Turquoise	Revisio n	Santa and the giÑs	fields way lights sound torch threw Bssue bellowed asleep downstairs hole sneeze tea pie loudest dark curled cave around tree	their can't more here around way white please beMe herself about coming cold again under there like looked just said Wow Words suddenly massive amazement fantasBc	Next 200 HFW boat cried which head dragon animals couldn't eyes lived giant find laughed again friends different door jumped stopped thought through magic narrator once air I've I'll who

YEAR 2 PROGRAMME-BOOK WORD MAP

Stage -Book	Reading Book Band	Graph eme	New Title	Book phonics keywords	Book HFWs	Programme HFWs
9-1	purple	dge	Lost in the woods	edge badge hedge budge bridge lodge porridge trudge fudge fridge smudge	their shouted gave because anyone needed liMe food really three over right didn't door home wanted didn't found Wow Words preMy incredibly spectacular great	Year 2 CEWs great break steak
9-2	purple	g	The magic stranger	huge engine stage gem large carriage stranger bulge cage danger magic village giant outrage charge imagine strange giraffe cabbage	don't everyone only morning could any looked shouted would way never about something near inside very do over Wow Words	Year 2 CEWs find mind kind behind

					horrid stunning wicked	
NF 9-1	purple	dge g	The Sun and shadows	fridge edge dodge bridge budge badge change huge village charge bulge gem magic giraffe giant giganBc energy damage danger page stranger engine charges	great find behind many people always because why different magic eyes every very know cold two never through Topic words shadow straight sun planet	
9-3	purple	c	The sad Prince and Princess	prince princess voice decide leMuce ice-cream palace police space nice necklace performance noBce dance fancy race face	because everyone began floor called didn't cried shouted would round how never many hard only sound asked great going seemed Wow Words	Year 2 CEWs wild child climb

					astonishing extraordinary gloomy	
9-4	purple	kn	Tricky Witch has a horrid day	knock knees knowing knot knifing knocked doorknob knew knelt kneeling knight know known knickers	took different because give could cried most how would very should shouted many because before asked every away Wow Words horrid wicked	Year 2 CEWs old gold hold cold told
NF 9-2	purple	c kn	The life of a knight	prince princess palace fancy pieces except dance voice since nobled centre space exciting race lance decide knight knife know knew kneel knock	very each good great about many asked everyone find climb cold sometimes Topic words combat amour sword swords spears dubbing jousting favour tournaments	

				knees knighted necklace medicine certain place		
9-5	purple	gn	Gnomes underground	gnats gnaw gnawed gnawing gnus gnome gnats gnash gnashing gnarled	through our might find animals being anyone everyone air trees found head something even maybe find outside room more school Wow Words magnificent delighted	Year 2 CEWs would could should
9-6	purple	wr	Tricky Witch wrecks her wrist	wrong wreck wrung write wrist written wrote wring wrapped wrap wrecked wreckage wretched	high thought poor something magic kind air friends more began three should through new please come find can't any	

					soon	
					Wow Words whispered horrific	
NF 9-3	Purple	gn wr	The Titanic	gnash gnashed gnawing gnarled sign design design designed designer wrong wreck wrecked wrote wrinkly wring wriMen wriggling wrap wrapped	floor poor would children find behind great people thought wild many Topic words captain Titanic hull England iceberg New York Southampton	
9-7	Purple	le	Castle rescue	middle terrible handle jungle wobble table incredible castle obstacle giggle liMe turtle baMe miserable cuddle boMe uncle scramble untangle horrible	thought asked started over tried been know become people read window where water because without any through climbed shouted outside Wow Words	Year 2 CEWs any many preMy move prove improve

					superb intelligent incredibly	
9-8	purple	il	Fossils on the beach	pencils pupil peril April gerbil evil nostrils tranquil utensils stencil lenBl fossil	morning through thought climb most behind different both suddenly high Bme please very sorry air might magic instead find any Wow Words terrific spectacular	Year 2 CEWs most both only every everybody even people busy money hour Christmas
9-9	purple	el	The liMe witches and the channel tunnel	channel tunnel towel levels jewel camel trowel vessel marvel model squirrels swivel Bnsel shovel weasel snivel	now really each we'll garden started house more can't never break different Bme laughed boat home three without love magic Wow Words	

					astonished awesome intelligent	
NF 9-4	Purple	le el il	Sea turtles	obstacle liMe tangle turtle turtles boMes scramble table middle terrible single people baffle baMe channel jewel marvel tunnel level vessel trowel shovel model travel swivel weasel gerbil fossils perils utensil nostrils	find baby because many move why break through only before use eyes Topic words dinosaurs plasBc hatch eggs breathe hours salt	
9-10	Purple	al	The magical metal cauldron	metal petal capital medal total totally natural naturally dental pracBcal hospital local	before suddenly many beMer could anything liked laughed would these grow old liMe cried know	

					hard find kind called down Wow Words explore astonishing dusty	
NF 9-5	Purple	ao	Metals	metal medal natural pracBcal petal total hospital naturally capital totally local dental generally central survival metalsmith	use would different find know first only because everybody more few many Topic words copper mercury wires lead olympic iron steel bronze silver mould gold grey	
10-1	gold	y	A cry from the woods	fly July flying spy mulBply cry my sky fry idenBfy dry by shy	soon through any came again need other made wild head now around took	grass class pass

				deny apply reply why try lying magnifying	find could sound might right thought loud Wow Words fierce magnificent	
10-2	gold	al	A football cup	all talk fall talked ball hall tall calling call wall called beanstalk walk falling walked football	magic please great already first everybody water could break three almost friend other again over even everyone out down Bme Wow Words referee magnificent	past fast last bath path
NF 10-1	gold	y al	Flying	fly dry cry by why flying crying buy sky try deny spy all walk	different thought school through friends everyone move birds place knew suddenly only Topic words	

				walking talk talking hall falling fall called also	gilders Wilbur Orville write factory invent balloon rudder	
10-3	gold	o (u)	Uncle wonder	other done worry brother wonder shovel wonderful discover mother son above month sponge nothing Monday doves oven loved covered	when very please came door ever snow never what before first new turned home asleep because fly use over Wow Words mulBtude disappeared	another mother other
10-4	gold	ey	Harvey goes missing	monkey chimney jockey honey trolley key money valley turkey alley	friend anyone something different their kind wanted everyone very find before who where some house ever fast never	father plant

					could busy Wow Words screeched scampered sobbed	
NF 10-2	gold	o(u) ey	Mary Seacole	other mother brother another worried wonder wonderful woman done some come love above nothing months cover discover oven colour other London worry key monkey donkey valley chimneys alleys money trolley	plants father because school many everything thought great why kind find only Topic words Mary Seacole Florence nighBngale Crimea Russia Kingston Jamaica soldier soldiers heal fever raise	
10-5	gold	w-a	The witch factor	was wand swans watch what watching squash want swap wash wanted swapped	laughed climbed always really inside everyone could many people new came behind	aÑer again

					rabbit magic never now water their head three Wow Words magnificent extraordinary astonishing	
10-6	gold	w-or	The magic words	work worth world words worm worse worked worst	kind began going floor great under door around could wild magic gone each laughed first different their suddenly preMy another Wow Words incredibly extraordinary tasty	
NF 10-3	gold	w-a w-or	Swans	wander want wash watch wanted swan wand wasp swans washed swap	beauBful birds once though baby only Topic Words England Wales feathers	

				was swapped what squash quanBty work world worm worth word worked worse worst	feather cygnets egg	
10-7	gold	w-ar	Miss Oh No and the magic wardrobe	warn warned warning swarm awards reward war wart wardrobe warp dwarf dwarves	once old thought about found began watched right small smaller suddenly again love please very more magic room danced Wow Words incredibly magically persisted	water parents
10-8	gold	s (zsh)	Treasure Land	usual usually unusually pleasure treasure measure leisure vision television division supervision explosion	Bme found each find hour only magic away cried liMe came sea	beauBful

				decision Asia busy	home how very under should night by everyone Wow Words miserable sparkling gleaming	
NF 10-4	gold	w-ar s (zsh)	Television	towards war warm forwards rewards awards warn wardrobe television treasure usual usually pleasure leisure measure casual vision visual	because any friends many although every different colour throughout great first Topic words Stooky Bill human John Logie Baird live tv grey special 1925 1927	
10-9	gold	B	PoBon for a taxi	poBon moBon condiBon staBon menBon commoBon informaBon instrucBons direcBons secBon cooperaBon naBon invitaBon imaginaBon posiBon	don't stopped all important need more magic friends most started here usually can't shouted tried	eye who

				capBon paBence impaBent collecBon iniBals	cloud could air both Wow Words excellent horrific	
10-10	gold	i	Wild explorers	lion Bgers Friday diary Viking wild child mild blinded island kind find mind wind behind minus pilots idea Bdying spiders	every across Bme can't instead really take friend anything started river people over thought don't door only other more come Wow Words supersonic exhausted explore	Mr Mrs
NF 10-5	gold	B i	The Bger	moBon cooperaBon protecBon naBon imaginaBon instrucBons ficBon conservaBon menBon compeBBon posiBon secBon collecBons naBon kind find	animals water many everybody beauBful different father even eye because baby more Topic words India hours	

				Bger diet spider mild wild child minor mind idea Bgress blind lion Bny quiet lions kinds	liMer roar endangered species grassland purr savanna	
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Appendix 3 – Monster Phonics Reading Scheme
Placement

Monster Phonics Reading Scheme Placement Chart

Children should practise reading using books in which 90% of the words are read accurately and with fluency. This ensure that children practice the skills of reading with confidence.

Our Placement Procedure is a simple assessment to match children’s secure phonic knowledge to the correct level book.

- 1. Determine the furthest GPC in the programme at which the child’s phonics knowledge for reading is secure by examining the results of the most recent Formative Reading Assessment and the Success Criteria from recent Lesson Plans.
- 2. Use the Placement Chart to match each the most recently secured GPC to the appropriate decodable reading book.
- 3. Check that the child can read the phonics keywords and HFWs for that book.
- 4. 90% or more words are read fluently and accurately.

Yes - start the reading scheme at this point.

No – look further back in the Placement Chart. Find the point in the Placement Chart at which the child can read the phonics keywords and HFWs with 90% fluency and accurately.

To determine the correct placement in the reading scheme, use the GPC in the programme at which the child’s phonics knowledge for reading is secure If 90% of the words in the list are read correctly and fluently, then this is a suitable point at which to start the scheme. If less than 90% are read fluently, then check the words at a lower level.

- 1. Phonics keywords – 90% correct
- 2. High-Frequency words – 90% correct

RECEPTION PROGRAMME-BOOK WORD MAP

Stage-Book	Reading Book Band	Grapheme	New Title	Book phonics keywords	Book HFWs
1-1	Pink	satp	Tap, tap	tap pat	
1-2	Pink	i	A pit	sit sip pit pat tap Bp	

1-3	Pink	n	A pin, a pan, a Bn	nip sit nap pin pan pat Bn tap	is in it a
1-4	Pink	m	A Bn pan	man map mam pan Bn tap sits sip	is it at a

1-5	Pink	d	Sip sap	dip dim din tap Bps sip sap sad mat	it in and is a
1-6	Pink	g	In a pit	sag pit tag din gap nip nag	a am in it I is

				sad dig	
1-7	Pink	o	Pop in a pot	not dog top pot pop gas dip Bp pig dim did pan	the is on go in and a
1-8	Pink	c	The cod	cat cats	to go

				cod	the
				can	on
				top	in
				naps	it
				got	is
				taps	a
				sags	
				nip	
				Bn	
1-9	Pink	k ck	Pick a sack	pick	the
				sack	no
				sock	and
				kicks	in
				kid	a
				cat	
				top	

				picks	
1-10	Pink	e	Ten Cats	ten	the
				pet	is
				pets	on
				get	go
				peg	and
				Bcket	in
				pocket	a
				pen	
				cats	
				tap	
2-1	Pink	u	Ten ducks	duck	the
				ducks	no
				tuck	go
				sun	on
				ten	in

				picnic peck mat sad not get net	
2-2	Pink	r	The red rocket	run rocket red rug mugs pip pets mud cups	the is no go to into in it and

				sunset din can	a
2-3	Pink	h	I had a hat	hat had has hop him hit hip sags rip pick back him rocket	the it is and oh I on it no am put up

2-4	Pink	b	A bag on the bus	<div>big</div> <div>bag</div> <div>back</div> <div>bad</div> <div>bus</div> <div>bed</div> <div>tap</div> <div>get</div> <div>hug</div> <div>rabbit</div> <div>carrot</div>	<div>the</div> <div>is</div> <div>has</div> <div>no</div> <div>oh</div> <div>at</div> <div>in</div> <div>on</div>
2-5	Pink	f/ff	The cats and the cod	<div>fat</div> <div>fun</div> <div>fin</div> <div>off</div> <div>huff</div>	<div>the</div> <div>is</div> <div>oh</div> <div>no</div> <div>to</div>

				<div>puff</div> <div>get</div> <div>bus</div> <div>bucket</div> <div>big</div> <div>cod</div> <div>kick</div>	<div>and</div> <div>I</div> <div>of</div> <div>off</div> <div>on</div>
2-6	Pink	I/ll	Sell the Bckets	<div>hill</div> <div>yell</div> <div>tell</div> <div>bell</div> <div>sell</div> <div>laptop</div> <div>lit</div> <div>lot</div> <div>begs</div>	<div>the</div> <div>is</div> <div>has</div> <div>and</div> <div>to</div> <div>of</div> <div>it</div> <div>up</div> <div>he</div>

				Bckets hum fun	she I
2-7	Pink	ss	The big mess	mess fuss boss hiss less pick cats lot bag bug bat fill	the is I oh and it in of no up
2-8	Red	j	Go for a jog	jacket	the

				jam jogs bag hits mess sad upset back not	is his I has and on it he she oh no
2-9	Red	v	Visit to the vets	vet van visit vets pecks	the is his of we

				duck nips sick jam back dog ill	and I it to you go my
2-10	Red	w	I will win!	wig win wins will cobweb velvet hat yes	is as I going it am to she

				red can bug	
3-1	Red	x	Six cats and a box	taxi exit six box fix visit cats back cats velvet jacket hill will	the get and will going is up has she I

3-2	Red	y	Tess the dog	yells yes yum yap yet tells wag fuss hugs lets Bps lick	the as of go no is has not and he she
3-3	Red	z/zz	Zigzag and zip	zigzag buzz zip zap	the was is she

				mess yell spell visit hops hum fuss frog hiss	up they and it I go to has am in
3-4	Red	qu	The ducks get wet	quick quack liquid quit wet six	the is she in oh no

				ducks hops met gets zigzags ducks	
3-5	Red	ch	Chill with jazz	chop chug check chat chips chill such much chicken jazz	the is it we has his no and me he

				less laptop	
3-6	Red	sh	The fish and chip shop	fish cash bash rush shock shop man yells chips checks	the is has she to and oh no go into as
3-7	Red	ng	Ding dong bell	long rings clangs	the is I

				strong ding dong swings bang flash ship must yells rocks crash rocket rush quick	to oh no he and will with
3-8	Red	th	The thin and thick rockets	this that	the is

				thick thin with six rocket pocket shed shock fun lots	has her him of go they he she
3-9	Red	Consonant digraph revision ch sh ng th	A cash ding dong	crash shock wish this bash chips	are is it I her for

				long song ship cash ding fish check dong shell much back	go too help he she they you
3-10	Red	Consonant digraph revision ch sh ng th	A shock on the path	long path them hush wings	they and go from be

				moth thick shed ring with thin chicken swings that much check hangs this shell rush shock	she to up no her he help my
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3.1-1	Red	oo blue	Zip at the zoo	too zoo boots hoof zoom cool food roots moon soon tooth toot	for put help went my got to can said the he up
3.1-2	Red	ar	At the park	bar car charms cart	they had at from

				hard jar park market farm bark	she and to off not was he said
3.1-3	Red	oo tricky	Into the Woods	look foot cook good book took wood wool	for her will went we they my from

				hoods shook	said was she cannot
3.2-4	Red	ow	Yowl down town	now down brown owl cows how bow pow! row town yowl growl	look then will went help you was let's had said of she

				wow	that get took off
3.1-5	Red	ee	I can see you	see feel feet jeep meet week deep keep keeps need feeds peep	they then me help them you to down have too from she

				three speech green	all he
3.1-6	Red	ur	The cat that got hurt	fur burn burp curl hurt hurts surf turn return	was they off went much my said let's this up see me his

					look
3.1-7	Red	ai	Let's sail	wait hail pain aim sail main tail rain bait wail train again	must go said them let's they now have took back are we went this
3.1-8	Red	or	A kiMen was born	born	lots

				horn	her
				sort	but
				torn	took
				worn	got
				corn	that
				fork	too
				forgot	been
				shorts	things
				sports	was
				torch	she
				storm	had
					so
3.1-9	Red	oa	A load on the road	coat	down
				load	have
				goats	will
				loaf	has

				road	back
				soap	room
				toad	how
				foal	help
				coach	ask
				croak	said
				soak	for
				throat	she
				toast	her
					some
3.1-10	Red	er	A monster dinner	hammer	for
				letter	you
				rocker	too
				ladder	this
				ever	the
				dinner	they

				never beMer summer banner	of come said was she soon
3.1-11	Red	igh	A good night	high sigh light might night fight bright tonight right fright	just have you was going went down what next little fast

					now good dark sleep
3.1-12	Red	air	A trip to the fair	air fair hair pair airship chairs funfair stairs	long went way down things going like by have they were up said

					my
3.1-13	Red	oi	A spoil spell	foil boil coin coil join soil toil spoil joint	will her the some they was have you help said little need look them
3.1-14	Red	ear	A fix for ears	ear	her

				dear fear hear gears near tear year tear beard	said have were they went my see need to do now play
3.1-15	Red	ure	The cat and the cure	lure cure mixture picture	the is has no

				chill sick mash yuck fish well ill	things will this of with you thank not
3.2-1	Yellow	CVCC	A wish at the camp	tent camp next pond bank lamp damp hump	are going all went this they off you

				bump jump soÑ wind sang gust felt best	to not said was then have
3.2-2	Yellow	CVCC	The best band	band sing next best fact sent milk lost	and much were help said had some he

				text jump rock lump	are went was they good
3.2-3	Yellow	CCVC	The frog twin	frog twin grab spot speck crab glad plan stop drop grass	that see now went this come meet you her said was

					beMer took my
3.2-4	Yellow	CCVC	The sled on the hill	plop glad slim spin slid slam bled from snug scab skin slip flat	no little they down from this yes her off have one now do

				blob	too
				clap	
				skip	
				trip	
3.2-5	Yellow	CVCC + digraphs	Thank you monsters	punch	for
				shelf	down
				bench	will
				sixth	went
				joint	this
				thank	some
				chunks	cook
				champ	you
				paint	off
				tenth	help
				roast	said
				toast	be

					then
					need
3.2-6	Yellow	CCVC + digraphs	The thrill stars	thrill	now
				stars	saw
				clown	all
				crowd	went
				frown	and
				crash	away
				smell	was
				train	to
				steep	see
				swing	said
				swoop	were
				spoil	then
					he
					put

3.2-7	Yellow	CCVCC	A crisp day	crisp frost twist stamp grasp stand grunt thank glint	out down all think cannot day Bme off said was that need house
3.2-8	Yellow	CCVCC	A jump in the truck	trunk crept blast	are here house

				crisps driŃ drink spend stunt plump blink twist	there look like they day away let’s your one when
3.2-9	Yellow	CCVC+ Polysyllabi c	The helper	helper lunchbox handstand windmill sandwich champion	help saw down that this some

				<div>sandpit</div> <div>holland</div> <div>fantasBc</div> <div>lunchBme</div> <div>thundering</div>	<div>made</div> <div>came</div> <div>for</div> <div>called</div> <div>were</div> <div>are</div> <div>like</div> <div>they</div>
3.2-10	Yellow	CVCC+ Polysyllabi c	The giÑbox	<div>pondweed</div> <div>shelving</div> <div>plasBc</div> <div>classroom</div> <div>giÑbox</div> <div>helpdesk</div> <div>children</div> <div>sandpit</div>	<div>some</div> <div>went</div> <div>see</div> <div>jump</div> <div>like</div> <div>said</div> <div>here</div> <div>play</div>

				<div>chimpanzees</div> <div>presents</div>	<div>look</div> <div>asked</div> <div>they</div> <div>you</div> <div>have</div> <div>and</div>
3.2-11	Yellow	CCCVCC digraphs	A spring day	<div>CCVCV</div> <div><u>shr</u>unk</div> <div><u>spring</u></div> <div><u>spl</u>ash</div> <div><u>string</u></div> <div><u>strong</u></div> <div><u>scr</u>unch</div> <div><u>street</u></div>	<div>down</div> <div>her</div> <div>day</div> <div>saw</div> <div>good</div> <div>by</div> <div>have</div> <div>came</div> <div>called</div> <div>look</div>

					you cannot was
3.2-12	Yellow	CCVCC + digraphs	The day she shrunk	shrink grasp crunch speech snack thing scrap crept black	have her little took old you made need all now see that down

					was
3.2 - 13	Yellow	CCVCC + Polysyllabic	Help for a driŃing ship	crashing driŃing tramping blasBng flashing blinking stamping standing grasping	came little Bme need some like old from off looked was our next
3.2 - 14	Yellow	CCVCC + Polysyllabic	Stuck on Big Ben	printer twisBng	their my

				grasping flapping blasBng swinging trusBng	all across house look going see let's
3.2 - 15	Yellow	CVC + Revision	An old mat	fond dust milk wind glad sniff fresh plan swim	been took off very their what old down out

				grass crept smart liÑing landing floaBng tracking thinking splashing	little away across were about
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YEAR 1 PROGRAMME-BOOK WORD MAP					
Stage-Book	Reading Book Band	Grapheme	New Title	Book phonics keywords	Book HFWs
4-1	Yellow	CVC + Review	The monster bash	liñ	they
				jump	look
				thrill	she
				glad	he
				hands	be
				pink	their
				help	have
				crisps	house
				flash	going
				flaps	with
				picks	are
				grass	out
				drinks	down
				rings	them
				brings	his

				drum	from
				track	
				blast	
				hangs	
				bumps	
4-2	Yellow	ff ll ss zz ck	The spell	track	they
				back	said
				black	some
				click	need
				quick	make
				luck	Bme
				well	when
				fell	little
				pull	now
				fizz	went
				buzz	was

				across huff off kiss less	saw made play were day Wow Word sudden
4-3	Yellow	nk	A trip in the sink	sink wink blink think drink shrinking chunks plank	they she said to out their this play

				honk blank thank blanket bunk shrank	are was were looked of some Wow Word grand fantasBc
4-4	Yellow	tch	A dog in a ditch	fetch catch itch patch pitch ditch	no you Bme have let's play

				match kitchen witch stretch scratch	our from now little with was your said need Wow Word smashing
4-5	Yellow	ve	The monsters give a house	have live give above	there went came with

				glove love	you make they house said little was next some here asked made Wow Words grand fantasBc
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4-6	Blue	ai	Stuck in the rain	rain	this
				train	saw
				pain	have
				brain	when
				snail	called
				sail	they
				nail	house
				paint	she
				wait	down
				against	out
				paid	my
				afraid	one
				rail	his
				raining	Bme
				sailing	are
				painBng	all

				waiBng	Wow Words
					sudden
					fantasBc
					zoom
4-7	Blue	oi	Tricky Witch boils a spell	oil	make
				boil	said
				soil	was
				coil	little
				foil	going
				coins	way
				join	want
				point	some
				toilet	you
				poison	of
					day

					do now your what out Wow Words splendid sudden
4-8	Blue	ay	Angry Red A is going on holiday	day play stay say spray Sunday Monday	they made called there me friend so

				may crayon delay Thursday pay tray	going house was said asked went one with look Wow Words splendid fantasBc
4-9	Blue	oy	The annoying troll	boy toy joy	have day made

				enjoy enjoying annoy annoying joyful destroy royal toys	again were one do school like I'm saw my Wow Word horrid
4-10	Blue	a-e	Angry Red A makes a plan	ate made plane date	they down come then

				bake shame tape make lane mate blaze wave cave cake came shade lake gave rake take	play with called don't green away saw old do said there some Wow Words fantasBc splendid
--	--	--	--	---	--

				game shape shake save	
5-1	Green	e-e	Theme day at monster school	compete concrete complete theme these extreme Japanese	school some looked been today there looking made was out make all

					our very one your Wow Words stunning thrill
5-2	Green	i-e	Hide and seek	like five sunshine slide bike side Bme invite	I'm house looked their going were where friend

				smile hide alive miles inside	they was saw away called play his there Wow Word fantasBc
5-3	Green	o-e	A trick on the homes	home poke those pole stole	Make now looked across could

				rode note drove joke hole rose spoke explode	their all down house see saw one Wow Words sudden fantasBc zoom
5-4	Green	u-e	Zoo rules	rules rude pollute June	need called where our

				prune	very
				parachute	here
				flute	some
				include	little
					being
					look
					what
					after
					people
					across
					have
					animals
					make
					were
					friends
					now

					Wow Words
					astonishing
					sweet
5-5	Green	u-e	Cute cats	tube	take
				huge	how
				use	love
				cute	one
				useful	play
				confuse	down
				cube	after
				amuse	have
					came
					with
					little
					could

				my found away asked need things home school Wow Words dashing fantasBc	
5-6	Green	ar	A trip to the market	hard market scarf bark	there their said with

				harp car far arm charming harmful card start charms smart dark jar park stars marching garments	took little things look out have looked keep down need do along home Wow Word sudden
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5-7	Green	ee	The Frog Queen	need	being
				feel	school
				sweets	make
				queen	very
				meet	you
				been	told
				weeping	little
				greet	do
				feed	my
				seem	could
				week	people
				sleep	have
				green	some
				teeth	good
				sheepdog	your
				feet	took

				street	away
				speech	play
				cheese	asked
				sweeping	Wow Words
					massive
					sudden
5-8	Green	ea	Beach treat	seat	her
				dreaming	going
				tea	about
				seal	school
				screamed	was
				leaping	little
				teacher	this
				treat	today
				eat	so

				pea squealed real meal peach team beak steal cream sea read beast seagull feast each	said when next they were what day called down Wow Words sudden fantasBc
5-9	Green	ea	LiMe Ghost has a bad head	head	looked

				sweat bread dreamt weather instead threaded spread leapt feather sweater heaven dreaded read breakfast health bedspread	came good your play very their oh called by some friends out Bme don't home about
--	--	--	--	--	--

					my after old Wow Word terrific
5-10	Green	er	A beM e r job for a monster	beM e r minister dinner singer quicker monster faster numbers alert painter	said asked could each Bme people with fast like have

				thinker letters faster her advert herd perhaps panther superb speaker runner ever	out today give our need way Wow Word terrific
6-1	Orange	ir	The third witch	first squirmed sBr third	may old their take

				skirt	your
				twirl	were
				shirt	here
				girl	people
				swirl	one
				thirteenth	little
				thirst	never
				birthday	away
				birth	called
				squirted	asked
				smirked	day
					each
					Wow Words
					charming
					fantasBc

6-2	Orange	ur	BursBng to go camping	burst	have
				fur	sleep
				burn	their
				return	beMer
				curled	they
				hurt	Bme
				church	were
				Saturday	some
				turned	three
				turns	each
				turning	little
				surf	took
				purr	need
				curved	down
				Thursday	asked
				turnips	morning

					Wow Word fantasBc
6-3	Orange	oa	A coach to the ball	goats soap loads loan oats road boat toast cloak croaked toad floaBng moaned	good have there need horse were down going all called could make house

				boasted oak roam groaned	friends Wow Word splendid
6-4	Orange	oo	The match	hook cook flood wooden took shook good hooked booked stood hood foot	today there looked ever across again each much made called cold morning

				woods wool cooks	away play going Wow Words Sudden fantasBc
6-5	Orange	oo	At the zoo	too boomed zoomed gloom cool zoo kangaroo food broom	animals right could looked away down house some make

				baboon goo rooms boots tooth mood shampoo roof hooted moon	out there called sleep morning were something Wow Word terrific fantasBc
6-6	Orange	oe	The monster heroes	toe goes tomatoes toes dominoes	play now could looked soon

				volcanoes	eat
				echoes	inside
				heroes	one
				potatoes	children
					each
					there
					animals
					people
					where
					keep
					about
					Wow Words
					terrific
					splendid
6-7	Orange	ou	Smoke on the mountain	our	house

				about	I'm
				out	three
				found	took
				around	by
				crouched	never
				shouted	little
				outside	each
				thousand	come
				ground	again
				surrounded	now
				south	down
				round	
				loud	Wow Words
				loudest	sudden
				without	swooped
				cloud	

				<div>mountain</div> <div>proud</div> <div>fountain</div> <div>mouth</div>	
6-8	Orange	ow	Lost in the snow	<div>low</div> <div>snow</div> <div>yellow</div> <div>shadow</div> <div>mow</div> <div>bellowed</div> <div>window</div> <div>followed</div> <div>crow</div> <div>bowl</div> <div>throw</div> <div>snowflakes</div>	<div>called</div> <div>out</div> <div>know</div> <div>white</div> <div>made</div> <div>seen</div> <div>found</div> <div>down</div> <div>come</div> <div>little</div> <div>could</div> <div>where</div>

				<div>tomorrow</div> <div>slow</div> <div>pillow</div> <div>blowing</div> <div>owned</div> <div>snowman</div> <div>bow</div>	<div>Wow Words</div> <div>fantasBc</div> <div>sudden</div> <div>zooming</div>
6-9	Orange	ow	Brown Cow gets stuck	<div>now</div> <div>cow</div> <div>town</div> <div>gown</div> <div>allowed</div> <div>crowd</div> <div>how</div> <div>wow</div> <div>frown</div>	<div>could</div> <div>their</div> <div>help</div> <div>these</div> <div>pulled</div> <div>needs</div> <div>friend</div> <div>Bme</div> <div>would</div>

				crown owl powder pow bow clown down growl power row ow brown flower howling shower	once something pulled like old again Wow Words fantasBc zoomed
6-10	Orange	ue	Looking for clues	blue	I'm

				glue true clue clues	way something took found friend would very could people know going called around been more
--	--	--	--	-------------------------------	--

					Wow Words fantasBc stunning
7-1	Orange	ue	U-Hoo to the rescue	argue Bssues queue rescue statue pursue Tuesday issue	Bme yesterday someBmes one home about today down across very people don't called

					three would school Wow Words thrilled dashed
7-2	Orange	ew	The crown jewels go missing	blew drew threw chewed crew screw grew flew unscrewed	something garden next been meet by those around good

					very over tomorrow when shouted one read Wow Words astonishing stunning replica
7-3	Orange	ew	The new drumkit	new dew stew news	inside morning something feet

				newspaper few	need play first today across it's friends made called come one Bme
					Wow Words fantasBc thrilled

					terrific
7-4	Orange	ie	The monster that spied	lie tried dried flies spied cried pie denies replied Be unBed fried	children where know some very now down food people friends little live over made first

					school play with Wow astonishing terrific
7-5	Orange	ie	The field trip	field brief achieve achievement shield chief grief shriek relief	old asked himself told three out their never gave

				cookie	people
				thief	told
					where
				believe	very
				handkerchief	were
					each
					school
					over
					something
					found
					Wow Words
					astonishing
					massive
7-6	Orange	igh	The night flight	night	too
				bright	little

				higher	dark
				sight	some
				light	now
				flight	their
				might	all
				Bght	back
				tonight	out
				delight	away
				lighthouse	where
				fight	very
				frightened	were
				midnight	across
				lightning	shouted
					took
					each
					called

					cannot girls Wow Words sudden zoomed
7-7	Orange	or	The storm	corn storm horn porch fork for torch port horse forgot	some Bme window would night after take head out without

				sort torn sports record corner shorts worn cord	little one some been three each would around pulled down Wow Words frighŌul sudden
7-8	Orange	ore	The list of chores	more score	gone came

				adore	each
				tore	feet
				snore	very
				before	now
				store	know
				wore	beMer
				chore	first
				seashore	could
				sore	little
				bore	love
				ignore	I'm
				bored	with
					some
					have
					Wow Words

					terrific
					horrid
7-9	Orange	aw	Relaxing on the lawn	law	gone
				caw	Bme
				draw	animals
				dawn	down
				paw	now
				straw	green
				yawning	live
				lawn	right
				saw	how
				crawling	birds
				sea-saw	please
				awesome	beMer
				strawberries	where
					again

				garden beMer made Wow Words sudden
7-10	Orange	au	Astronauts in Bme	autumn restaurant August astronauts Paul author launch taught caught daughters one Bme never three cold now what today no-one ever

				haunted brontosaurus stegosaurus Wow Words thrilled massive terrific
8-1	Turquoise	air	The wedding	air pair unfair hair chair funfair Bme came read new now asked

				upstairs	look
				fairies	miss
				fair	please
				airport	over
				staircase	bird
				millionaire	day
				repair	take
					today
					again
					ever
					need
					very
					old
					little
					Wow Words

					thrilled
					massive
					elegant
8-2	Turquoise	ear	A horrid monster appears	ear	one
				tear	jumped
				gears	took
				hearing	might
				hear	being
				dear	new
				rear	going
				fearing	more
				near	green
				year	over
				fear	know
				beard	one
				appears	called

				<div>appeared</div> <div>earring</div> <div>disappeared</div>	<div>everyone</div> <div>plants</div> <div>about</div> <div>summer</div> <div>Bme</div> <div>right</div> <div>very</div> <div>Wow Words</div> <div>horrid</div> <div>zoomed</div>
8-3	Turquoise	ear	Not afraid of bears	<div>bear</div> <div>wear</div> <div>pears</div> <div>tear</div> <div>swear</div>	<div>want</div> <div>need</div> <div>all</div> <div>outside</div> <div>each</div>

				wearing	<div>their</div> <div>before</div> <div>little</div> <div>inside</div> <div>could</div> <div>now</div> <div>asked</div> <div>played</div> <div>about</div> <div>Bme</div> <div>night</div> <div>Wow Word</div> <div>fantasBc</div> <div>sudden</div>
8-4	Turquoise	are	Bossy Witch comes to scare	care	your

				square	round
				dare	some
				share	want
				spare	have
				rare	don't
				scare	about
				glare	shouted
				stare	would
				careful	where
				prepare	could
				scarecrow	going
					asked
					so
					beMer
					much
					food

					when
					say
					friends
					Wow Words
					elegant
					sudden
					great
8-5	Turquoise	y	Green Froggy and the liMe men	windy	after
				happily	grass
				sorry	been
				messy	home
				mummy	inside
				rainy	I'm
				twenty	over
				grumpy	down

				hungry	some
				daddy	came
				family	come
				very	way
				yummy	love
				grumpily	soon
				thirsty	door
				story	old
				funny	food
				silly	what
				happy	across
				lovely	after
				lady	
					Wow Words
					preMy
					awesome

					suddenly
8-6	Turquoise	ph	The photographe r	photo	even
				elephants	first
				dolphin	anymore
				trophy	again
				phone	could
				photograph	like
				autograph	their
				photographer	didn't
				nephew	everyone
				phew	took
				alphabet	gave
					came
					Wow Words
					talented

					awesome
					bashful
8-7	Turquoise	wh	Where are you?	when	came
				where	first
				what	shouted
				whale	liked
				while	room
				whisper	around
				whimpered	air
				wheeled	jumped
				whirled	next
				whip	asked
				white	found
				whoop	new
				whacked	
				whoopee	Wow

				whiz	delight
				somewhere	
				nowhere	
				whisk	
				while	
				when	
				where	
8-8	Turquoise	e	Secret beneath the sea	be	could
				he	cried
				we	everyone
				she	there
				begin	away
				began	inside
				before	water
				beneath	from
				below	think

				even	wanted
				maybe	all
				because	sea
				neon	ever
				lever	would
				secret	suddenly
				details	friend
				email	boat
				being	lights
				became	under
					Wow Words
					thrilled
					fantasBc
8-9	Turquoise	o	Meet Polo	totally	week
				most	those

				so	flowers
				hello	one
				open	three
				both	could
				flamingo	loves
				volcano	Bme
				tomato	very
				potato	turned
				don't	started
				going	window
				only	more
				piano	make
				over	about
				won't	ever
				ago	
				hero	Wow Words

				both	lovely
				moment	erupt
8-10	Turquoise	Revision	Santa and the gñs	fields	their
				way	can't
				lights	more
				sound	here
				torch	around
				threw	way
				Bssue	white
				bellowed	please
				asleep	beMer
				downstairs	herself
				hole	about
				sneeze	coming
				tea	cold
				pie	again

				loudest	under
				dark	there
				curled	like
				cave	looked
				around	just
				tree	said
					Wow Words
					suddenly
					massive
					amazement
					fantasBc

YEAR 2 PROGRAMME-BOOK WORD MAP					
Stage-Book	Reading Book Band	Grapheme	New Title	Book phonics keywords	Book HFWs
9-1	purple	dge	Lost in the woods	edge	their
				badge	shouted
				hedge	gave
				budge	because
				bridge	anyone
				lodge	needed
				porridge	little
				trudge	food
				fudge	really
				fridge	three
				smudge	over
					right
					didn't
					door
					home

					wanted
					didn't
					found
					Wow Words
					preMy
					incredibly
					spectacular
					great
9-2	purple	g	The magic stranger	huge	don't
				engine	everyone
				stage	only
				gem	morning
				large	could
				carriage	any
				stranger	looked

				bulge	shouted
				cage	would
				danger	way
				magic	never
				village	about
				giant	something
				outrage	near
				charge	inside
				imagine	very
				strange	do
				giraffe	over
				cabbage	
					Wow Words
					horrid
					stunning
					wicked

9-3	purple	c	The sad Prince and Princess	prince	because
				princess	everyone
				voice	began
				decide	floor
				lettuce	called
				ice-cream	didn't
				palace	cried
				police	shouted
				space	would
				nice	round
				necklace	how
				performance	never
				noBce	many
				dance	hard
				fancy	only
				race	sound

				face	asked
					great
					going
					seemed
					Wow Words
					astonishing
					extraordinary
					gloomy
9-4	purple	kn	Tricky Witch has a horrid day	knock	took
				knees	different
				knowing	because
				knot	give
				knitBng	could
				knocked	cried
				doorknob	most

				knew	how
				knelt	would
				kneeling	very
				knight	should
				know	shouted
				known	many
				knickers	because
					before
					asked
					every
					away
					Wow Words
					horrid
					wicked
9-5	purple	gn	Gnomes underground	gnats	through

				gnaw	our
				gnawed	might
				gnawing	find
				gnus	animals
				gnome	being
				gnats	anyone
				gnash	everyone
				gnashing	air
				gnarled	trees
					found
					head
					something
					even
					maybe
					find
					outside

					room
					more
					school
					Wow Words
					magnificent
					delighted
9-6	purple	wr	Tricky Witch wrecks her wrist	wrong	high
				wreck	thought
				wrung	poor
				write	something
				wrist	magic
				written	kind
				wrote	air
				wring	friends
				wrapped	more

				wrap wrecked wreckage wretched	began three should through new please come find can't any soon Wow Words whispered horrific
9-7	purple	le	Castle rescue	middle	thought

				terrible handle jungle wobble table incredible castle obstacle giggle little turtle baMe miserable cuddle boMe uncle	asked started over tried been know become people read window where water because without any through
--	--	--	--	---	---

				scramble untangle horrible	climbed shouted outside Wow Words superb intelligent incredibly
9-8	purple	il	Fossils on the beach	pencils pupil peril April gerbil evil nostrils tranquil	morning through thought climb most behind different both

				utensils stencil lenBl fossil	suddenly high Bme please very sorry air might magic instead find any Wow Words terrific spectacular
--	--	--	--	--	---

9-9	purple	el	The liMe witches and the channel tunnel	channel tunnel towel levels jewel camel trowel vessel marvel model squirrels swivel Bnsel shovel weasel snivel	now really each we'll garden started house more can't never break different Bme laughed boat home
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					three without love magic Wow Words astonished awesome intelligent
9-10	purple	al	The magical metal cauldron	metal petal capital medal total totally natural	before suddenly many beMe could anything liked

				naturally	laughed
				dental	would
				practical	these
				hospital	grow
				local	old
					little
					cried
					know
					hard
					find
					kind
					called
					down
					Wow Words
					explore

					astonishing
					dusty
10-1	gold	y	A cry from the woods	fly	soon
				July	through
				flying	any
				spy	came
				multiply	again
				cry	need
				my	other
				sky	made
				fry	wild
				identify	head
				dry	now
				by	around
				shy	took
				deny	find

				apply	could
				reply	sound
				why	might
				try	right
				lying	thought
				magnifying	loud
					Wow Words
					fierce
					magnificent
10-2	gold	al	A football cup	all	magic
				talk	please
				fall	great
				talked	already
				ball	first
				hall	everybody

				tall	water
				calling	could
				call	break
				wall	three
				called	almost
				beanstalk	friend
				walk	other
				falling	again
				walked	over
				football	even
					everyone
					out
					down
					Bme
					Wow Words

					referee magnificent
10-3	gold	o (u)	Uncle wonder	other done worry brother wonder shovel wonderful discover mother son above month sponge nothing	when very please came door ever snow never what before first new turned home

				Monday doves oven loved covered	asleep because fly use over Wow Words multitude disappeared
10-4	gold	ey	Harvey goes missing	monkey chimney jockey honey trolley key money	friend anyone something different their kind wanted

				valley	everyone
				turkey	very
				alley	find
					before
					who
					where
					some
					house
					ever
					fast
					never
					could
					busy
					Wow Words
					screeched

					scampered
					sobbed
10-5	gold	w-a	The witch factor	was	laughed
				wand	climbed
				swans	always
				watch	really
				what	inside
				watching	everyone
				squash	could
				want	many
				swap	people
				wash	new
				wanted	came
				swapped	behind
					rabbit
					magic

				never	
				now	
				water	
				their	
				head	
				three	
				Wow Words	
				magnificent	
				extraordinary	
				astonishing	
10-6	gold	w-or	The magic words	work	kind
				worth	began
				world	going
				words	floor
				worm	great

				worse	under
				worked	door
				worst	around
					could
					wild
					magic
					gone
					each
					laughed
					first
					different
					their
					suddenly
					preMy
					another

					Wow Words incredibly extraordinary tasty
10-7	gold	w-ar	Miss Oh No and the magic wardrobe	warn warned warning swarm awards reward war wart wardrobe warp dwarf dwarves	once old thought about found began watched right small smaller suddenly again

					love please very more magic room danced Wow Words incredibly magically persisted
10-8	gold	s (zsh)	Treasure Land	usual usually unusually pleasure	Bme found each find

				treasure	hour
				measure	only
				leisure	magic
				vision	away
				television	cried
				division	little
				supervision	came
				explosion	sea
				decision	home
				Asia	how
				busy	very
					under
					should
					night
					by
					everyone

					Wow Words
					miserable
					sparkling
					gleaming
10-9	gold	B	PoBon for a taxi	poBon	don't
				moBon	stopped
				condiBon	all
				staBon	important
				menBon	need
				commoBon	more
				informaBon	magic
				instrucBons	friends
				direcBons	most
				secBon	started
				cooperaBon	here

				naBon	usually
				invitaBon	can't
				imaginaBon	shouted
				posiBon	tried
				capBon	cloud
				paBence	could
				impaBent	air
				collecBon	both
				iniBals	
					Wow Words
					excellent
					horrific
10-10	gold	i	Wild explorers	lion	every
				Bgers	across
				Friday	Bme
				diary	can't

				Viking	instead
				wild	really
				child	take
				mild	friend
				blinded	anything
				island	started
				kind	river
				find	people
				mind	over
				wind	thought
				behind	don't
				minus	door
				pilots	only
				idea	other
				Bdying	more
				spiders	come

					<div>Wow Words</div> <div>supersonic</div> <div>exhausted</div> <div>explore</div>
--	--	--	--	--	--