

ARTHUR BUGLER PRIMARY SCHOOL



How We Teach Phonics

At Arthur Bugler we use Monster Phonics to teach phonics. Monster Phonics builds children's speaking skills as well as teaching children to read by developing their phonic knowledge and skills through six distinct phases – set out below. Previously we had success using Letters and Sounds. However, in March 2021, the DfE stated that Letter and Sounds “isn't a full Systematic Synthetic Phonics programme”. Monster Phonics enables Letters and Sounds schools to easily transition to a full SSP, teaching every statutory requirement in Early Years and KS1, including the KS1 Spelling Curriculum. This includes all grapheme-phoneme correspondences and spelling rules. As a school with experience of Letters and Sounds our transition to Monster Phonics has been seamless. The children have become even more engaged through the use of the exciting monsters and other characters.

We aim for children to be fluent readers by the age of seven. Although Monster Phonics is taught on a daily basis in Early Years, Year 1 and Year 2 for about twenty to twenty five minutes it runs through the whole curriculum and needs to be applied especially, during literacy and reading. In addition to teaching phonics, Monster Phonics incorporates the Key Stage 1 spelling curriculum e.g. children learn to read suffixes and prefixes and can begin to spell them correctly in their writing. This brings it in line with current DfE guidance regarding schools using validated programmes to teach phonics.

Monster Phonics is a whole-class Systematic Synthetic Phonics Scheme. It can also be used as an intervention in Key Stages 1 and 2 and teachers throughout all the Key Stages can have access. Monster Phonics teaches children to read by enabling them to identify the individual graphemes* (letter combinations) and blend the sounds (phonemes*) together to read the word. It is a fun way to teach phonics, since it is multi-sensory. Sounds are categorised into ten colour groups, and each colour has a corresponding monster character. Monster Phonics is a highly advanced multisensory scheme. This creates interest and engagement for the children.

Each monster is 'responsible' for a set of letter sounds.

Angry Red A - a, a-e, ay, ai, ei, eigh, ea, ey

Yellow I - i, i-e, y, igh, ie, y-e

Green Froggy - e, y, ee, ea, ie, ey, ei, i, e-e, i-e

Miss Oh No - o, o-e, oa, ow, oe

U-Hoo - u, u-e, ew, ue, eu

Cool Blue - u, o, u-e, oo, ew, ue, ou, ui, o-e, eu



Angry Red A



Green Froggy



Yellow I



Miss Oh No



U-Hoo



Cool Blue

Brown Owl - ow, ou



Brown Owl



Ghosts



Tricky Witch

Ghosts - The sound cue for silent letters is “Put your fingers to your lips. Ghost letters make no sound.” We colour them white. The ghosts help children to remember to write these letters in words, even though they have no sound.

Tricky Witch - Tricky letters show no grapheme-phoneme correspondence. They make a different sound to the one that has been taught. We colour them gold. For example, the 'a' in 'want' makes an 'o' sound. For Tricky letters, the cue is "Tricky Witch has cast a spell to change the sounds you know so well. Can I catch you out"?



The Black Cats

The Black Cats - The black cats make the phonetic sounds. These are the 26 letters of the alphabetic, 9 consonant digraphs and or and ur. They do not need as sound cue as they are phonetic.

*Grapheme – the letters that are written in English

*Phoneme – the sounds that are heard in the English language

Monster Phonics follows a termly timetable which is divided as follows for each year group.

Phase 1 – normally taught in pre-school before children begin school

Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

Phase 2 – beginning in the first term of reception year

Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

Phase 3 – taught throughout Early Years

The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4 – is taught at the end of Early Years

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

Children will learn to blend two or three adjacent consonants

e.g. st as in nest nd as in hand fl as in flag pl as in plane or str as in street

I recently sent an email about spellings to which was attached a Phase 4 sound mat. Please see on there for more details of adjacent consonants or come and ask for a sound mat.

Phase 5 – taught in Year 1

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

a-e (as in came)	au (as in Paul)	aw (as in saw)	ay (as in day)
e-e (as in these)	ea (as in sea)	ew (as in stew)	ew (as in chew)
ey (as in money)	i-e (as in like)	ir (as in girl)	o-e (as in bone)
oe (as in toe)	ou (as in out)	oy (as in boy)	ph (as in Phil)
u-e (as in June)	u-e (as in huge)	ue (as in clue)	ue (as in due)
wh (as in when)			