



Revisit / review

'Recapping previously taught phonemes and key words



Teach

Introducing the new phoneme

Practice

Reading using the new phoneme



Apply

Application of phoneme taught through writing



Speed read sounds on IWB

Speed read sound flashcards

Speed read high frequency words

Identifying marvellous mistakes e.g. 'I think this word says ____, is that right? Why not?'

Model marvellous mistakes in line with the needs of the children e.g. missing split digraphs, swapping digraphs around, reading b and d incorrectly etc.

Teach the new sound through listening to and repeating the sound and then through oral segmenting and blending e.g. using robot arms.

Identify new sound in words they know e.g. 'Can you think of any words that have the __ sound in? Can we use our robot arms to spell that word?'

Introduce monster and colour associated with the new sound and model adding the new sound to phonics working wall.

Phonemes are introduced in the order set out in Letters and Sounds Phases 1 - 6

Practice use of new phoneme using a multi-sensory approach. Some examples of activities are:

Monster Phonics videos and actions songs

Physical games e.g. word hunts, dance and scrunch, hopscotch

Interactive reading games e.g. Illy Billy Bon, Bingo, matching pictures and captions, Noughts and Crosses, word searches

Identifying and correcting marvellous mistakes
Reading words using the Monster phonics colours constructed using magnetic letters, play dough or different types of pens e.g. felt tips, gel pens

Guided writing: Use phoneme frames to construct and write word containing phoneme taught, then Apply phoneme frame generated word / words through writing a caption / sentence based on a picture on IWB or linked to Monster phonics resources. E.g. 'Can you write this sentence that has 5 words using the new sound we are learning today...?'

Extend and challenge: Always provide opportunities for the children to challenge themselves by writing a more complex/extended version of the sentence. Include previously taught phonemes as well as new sound and high frequency words.

Provision and Further Application

Phonics working walls: Added to each week with daily phoneme identified and added during the lesson. Words with daily sound clearly displayed and sound buttoned. Colour coded according to Monster Phonics.

Phonics provision: Game based, multi-sensory and interactive with opportunities to reinforce learning from daily phonics sessions. Lots of resources used during phonics lessons can be added to provision areas e.g. creating words using magnetic letters, using colour, play dough etc. Provision should show consistency with Monster Phonics where possible.

Modelling: All staff are expected to consistently model application of phonics in reading and writing, both in discrete inputs and when working in classroom provision. This is also expected within 1:1 reading time. Signs in and around school should also follow the Monster Phonics approach where possible to ensure consistency.

Further application: Through 1:1 reading, writing tasks, DEAR time, reading skills and access to tasks in provision

Feedback and Assessment

Assessment: Children in KS1 will be assessed using the phonics screening tests. Additional assessments will take place through 1:1 reading and tracking, tasks completed in provision and phonics Phase assessments where required

Feedback: Phonic misconceptions will be identified and celebrated in reading and writing tasks and addressed through same day / next day teaching and intervention. Key patterns will be identified and a range of strategies will be used such as learning mnemonics to spell words, (e.g. Big Elephants Can Always use Small Elevators = BECAUSE), drawing pictures around words, writing in Monster Phonics colours etc.