



Welcome to the Monster Phonics and
Reading Workshop

Aims of the Session

- To know how we teach reading and why it is important.
- To know how we teach Monster Phonics.
- To understand what books come home with your child.
- To know how to support your child with reading at home.

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Why does reading matter?

- Reading together is fun and helps to build relationships.
- Books contain new words that will help to build your child's language and understanding. Children learn new words as they read.
- It is the most important thing that you can do to help your child to succeed. Research consistently shows a strong correlation between reading and academic success at all ages. Children who are good readers tend to achieve better across the curriculum.
- The impact lasts a lifetime. Readers are more confident and have greater job opportunities.

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How do we teach your child to read and promote a love of reading?

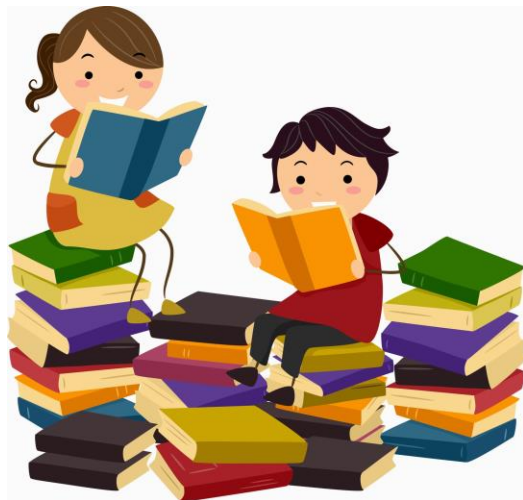
Guided Reading

Daily Phonic
Sessions

Independent
Reading during
CIL

Whole Class
Reading

Library Visits



Reading Corners

Storytime – read by the teacher

Reading across
the curriculum

Reading requires two skills

- **Phonics and Word Recognition**

The ability to blend sounds (phonemes) together to read words. For example,

cat
church

The ability to recognise words presented in and out of context.

- **Understanding**

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

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Monster Phonics



Meet the
Monsters

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Key Vocabulary

- Phoneme – the single sound that a letter or letters make
- Grapheme – the way the sound is written
- Digraph – two letters making one sound, e.g. 'sh'
- Split digraph – two letters making one sound, split by another letter in the word, e.g. 'a_e' in 'cake'
- Trigraph – three letters making one sound, e.g. 'igh'
- High frequency words (HFW) and common exception words (CEW)
- Focus words – key words found within the text
- CVC words – consonant-vowel-consonant words, e.g. cat

H



Daily Lessons

- Recap speed sounds, including new sounds taught.
- Segmenting and blending.
- Speedy reading.
- Reading words with the new sound, as well as revisiting previous sounds.
- Writing words/sentences depending on year group.
- Holding a sentence, using their skills to write a sentence, applying their phonic knowledge and to correct their work.
- Reading a book closely matched to their phonic ability.

^j ff ll ss zz qu ch sh th th
ng oo ar oo ow ee ur ai or
oa er igh air oi ear ure
tch ve

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What is segmenting and blending?

Segmenting – Breaking down a word into its individual sounds.

Blending – the process of combining sounds to make a word.

The monsters support the children:

now away sight today boat

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What is speedy reading?

Some words cannot be read using segmenting and blending. We know these as 'tricky words':

I

said

has

As children become more confident readers, their fluency should develop and they will recognise more words by sight.

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Let's practise...

My turn, your turn:

feet

rain

letter

Let's practise...

My turn, your turn:

“I will eat my lunch now”, he said.

When they become confident, we remove the colours.

H Which phonic reading book will children bring home?



We are encouraging the children to read fluently and to only segment and blend words that they do not recognise.

At Home

- Listen to your child read the same book again and again. This will support their fluency.
- If your child does not recognise a word, encourage them to segment and blend.
- Encourage a storyteller voice.
- Discuss what they have read.
- Ask questions about the story. Your child might sound like a good reader but they may not necessarily understand what they have read.

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Assessing your child's reading level

Our assessment system ensures that your child is reading the correct book based on their fluency and comprehension. Children should be reading a book with 90% fluency before they progress to the next book.

We assess the children at regular points throughout the year in order to give them books which match their knowledge.

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What can you do to help?



Make time to listen to your child read. When listening, do not rush to correct mistakes.

Sit comfortably and limit distractions.



Before reading, discuss the book cover and the illustrations. What might the book be about?

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Let's look at a book and have a go!

Focus words

big	bag	back	bad	bus	bed
tap	get	hug	rabbit	carrot	

High-frequency words

the	is	has	no	oh
at	had	in	on	

Things to talk about after reading

How did Miss Oh No feel when she left her bag on the bus?

Why did Miss Oh No hug Yellow I?

Can you guess what the rabbit was thinking in the story?

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Let's look at a book and have a go!

"Oh no! The bag is on the bus.
Get the bag!"

Child reads

*Miss Oh No gets off the bus but forgets to take her big bag.
It is still on the bus, and the bus is driving away! Oh no!*

Adult reads

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Let's look at a book and have a go!

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What can you do to help?

Lots of praise!



Read to your child.

Talk! Talk! Talk!
about what they
have read.



Final thought ...

Student A reads ...	Student B reads ...	Student C reads ...
<ul style="list-style-type: none">• 20 minutes per day.	<ul style="list-style-type: none">• 5 minutes per day.	<ul style="list-style-type: none">• 1 minute per day.
<ul style="list-style-type: none">• 3,600 minutes per school year.	<ul style="list-style-type: none">• 900 minutes per school year.	<ul style="list-style-type: none">• 180 minutes per school year.
<ul style="list-style-type: none">• 1,800,000 words per year.	<ul style="list-style-type: none">• 282,000 words per year.	<ul style="list-style-type: none">• 8,000 words per year.