Progression of Phonics at St John's.

As a school, we teach the DfE approved scheme for phonics: Monster Phonics.

This approach to the teaching of phonics offers a clearly defined sequence of learning whilst the simultaneous use of different senses provides multisensory activities. Monster Phonics adds colour and context to this curriculum area in order to move phonics from the abstract to the real, allowing children to deepen their understanding of how to break up words and understand the code from written to spoken and vice versa.

Through their lessons, the children will meet and become familiar with a total of 10 monsters:



Children in EYFS, KS1 and those working at a phonics level in KS2 have daily, targeted phonics lessons and their progress is assessed regularly. Our trained staff use this information to plan for and deliver additional intervention sessions so that misconceptions can be addressed and further practice can be offered where required. Same day intervention and Rapid Intervention are in place to ensure specific, targeted phonics learning is delivered to every child. Details of the progression through phonics can be found below.

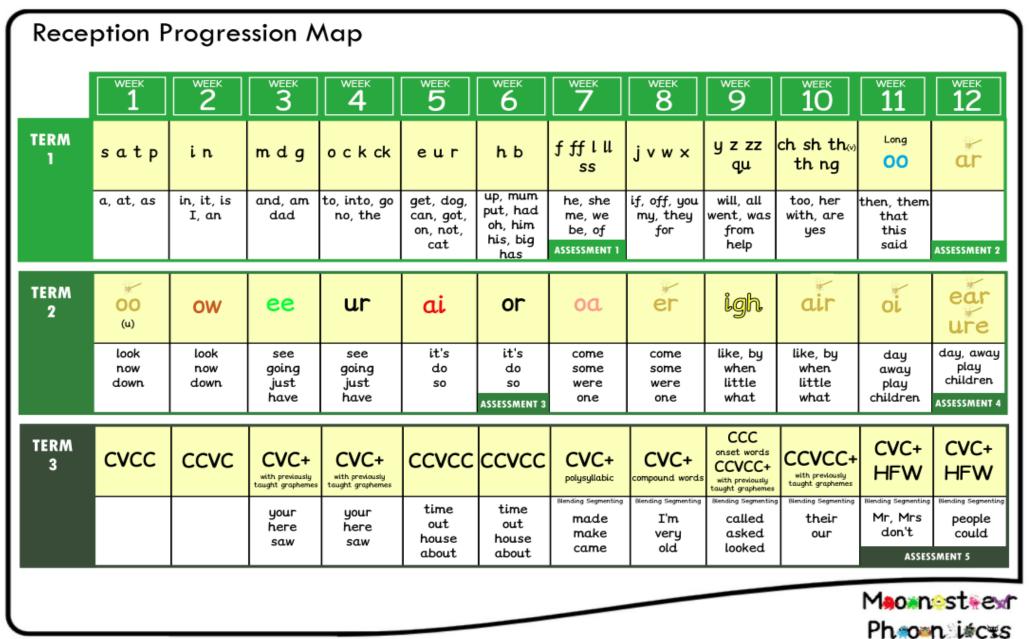
During their phonics journey, each child will bring home a Monster Phonics book, where the familiar monsters feature in their own stories. Please read this book with your child at least 3 times a week to help them progress in their phonics and consolidate their knowledge.

Once children have completed our phonics programme, reading remains at the heart of our curriculum, as explained in the English document listed above this on the website.

All children, across the key stages, read regularly at school and are encouraged to continue this avid reading at home. Whilst children make their way through the Monster Phonics reading levels, books are matched to their current phase of phonological learning and reviewed by experienced members of staff regularly. On the completion of the Monster Phonic levels, children progress to 'free reader' status which allows them to choose books carefully matched to their age-related standard, both appropriate in structure and content.

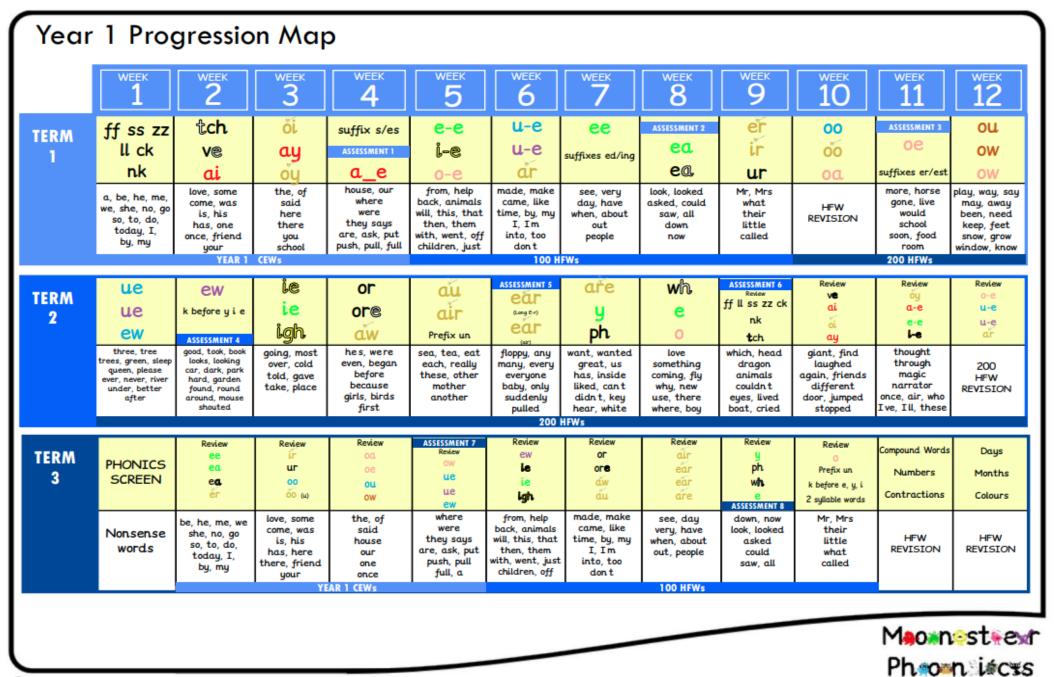
Phonics continues into Key Stage 2 where the children carry their phonological learning on through weekly spellings. Children who have struggled to achieve the phonics screening check at Year 1 and Year 2 have targeted support for phonics. This usually takes the form of small group intervention, working specifically on the gaps in their understanding.

To find out more about Monster Phonics please speak to your child's class teacher, visit <u>www.monsterphonics.com</u> or watch the parent information session linked <u>https://www.youtube.com/watch?v=58U5HecJAXc&ab_channel=MonsterPhonics</u>



© Monster Phonics 2021

monsterphonics.com



Year 2 Progression Map													
	1	2	WEEK 3	4	5	6	7	8	9	10	^{wеек} 11	12	
TERM 1	dğe ğ	č kn	gn wr	191 B1	ál homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i	y ăl (or)	စ် _ယ ey	after W-a after W-or	w-ar S(zsh)	ti i	
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	bath path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs	
YEAR 2 CEWs													
TERM 2	Constants suffixes	Possessive Apostrophe	REVIEW dge	REVIEW	REVIEW	review kn	review gn	review W r	REVIEW	el il al	review y	REVIEW	
-	Contractions	ASSESSMENT 2	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix ASSESSMENT 3	
	Year 2 CEW	Year 1&2 CEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole YEAR 2 CEWs	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, plant half	after, sure again, sugar	
	REVIEW	REVIEW	may, say, way away, play, never ever, river, under better, after	grow, snow, know window, car, dark park, hard garden	our, found, round around, mouse shouted, good took, book, looks	gone, more, horse live, lived pulled, want wanted	need, feet, keep queen, tree other, mother another, coming	over, most going cold, told, love something	sea, tea, eat each, really, first, please bird, girl	soon, food room, school air, where there	right, night use, new us, has	head, door which, friends different would	
200 HFWs													
TERM 3	REVIEW O(u) Adding suffix	REVIEW CY Adding suffix	REVIEW W-a Adding suffix	REVIEW W-OC Adding suffix	REVIEW W-ar Adding suffix	REVIEW Z(zsh) Adding suffix	REVIEW ti Adding suffix	REVIEW L Adding suffix	Homophone ^{Vowel suffix} Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions	Possessive Apostrophe CEWs ASSESSMENT 5	
	water parents beautiful gave, take place, began before, because even	Mr, Mrs who eye cews he's, we're can't, didn't couldn't, jumped stopped	thought laughed magic, animals I've, I'li who two	where once couldn't only, baby flopp, every suddenly great	any many these small, bear boat home clothes	because we're everyone town how through eyes, boy again	gone horse which pulled fiy, why cried, find giant narrator	ASSESSMENT 4 different pulled grandad morning, rabbit that's, things king, across along	great, break steak, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold toid, coid, hold whole, clothes only	beautiful mave prove improve Who half	would, could, should door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again	
Monster Phonics 2021													

monsterphonics.com

© Monster Phonics 2021