

Reception Phonics Workshop

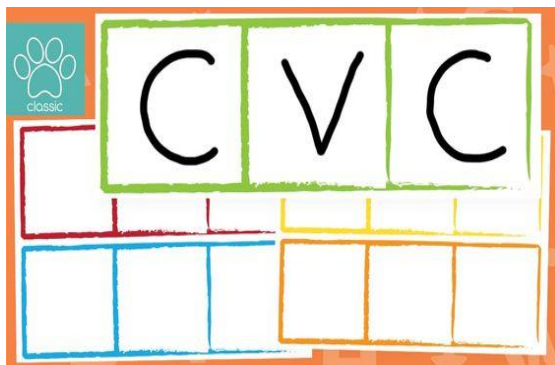
Monday 8th September 2025





How is phonics taught at school?

- Early years provision
- Daily phonics lessons
- Small group games
- Whole class games
- Targeted interventions
- External agencies: Chattertime, speech and language
- Build up- preparation for Reception- Phase 1 is very important





Phase 1- The foundation

Nursery / Early Reception (before formal phonics)

Goal: Build **listening, speaking, and sound awareness**

Key Skills:

- Listening carefully
- Tuning into environmental sounds
- Hearing rhythm, rhyme, and alliteration
- Playing with voice sounds
- Oral blending and segmenting (putting sounds together, splitting them apart)

What resources and Schemes are used?

Monster Phonics is a whole-class Systematic Synthetic Phonics Scheme with Decodable Books for children in Reception and Key Stage 1.

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



Programme Philosophy

- ✓ Colour-coded to support memory and facilitate understanding
- ✓ Monster sound cues and actions to support memory and increase engagement
- ✓ Rapid teaching of graphemes, grammatical rules HFW and CEW to improve reading fluency and access to the curriculum in all areas
- ✓ Consolidate and apply in meaningful and purposeful 'real' contexts
- ✓ Formative assessment to provide opportunities to address gaps early

Key Vocabulary

Phoneme- The smallest unit of sounds in words.

Example: The word **dog** has 3 phonemes: /d/ /o/ /g/.

Grapheme- The written letters (or group of letters) that represent a phoneme.

Example: The phoneme /f/ can be written as **f** (fun) or **ph** (phone).

Diagraph- two letters that make one sound e.g ch, sh, th, ng Examples: **ch** (chip), **sh** (ship), **th** (this), **ng** (ring).

Trigraph- Three letters that make one sound e.g igh, ure, ear

Examples: **igh** (light), **ear** (hear), **ure** (pure).

Blending- Blending the sounds in a word together to read e.g c –a – t- cat

Segmenting- Breaking the down word down into its sound to read and spell e.g. dog would segment into d-o-g

Tricky words- Words that can't always be sounded out using phonics and must be learned by sight. e.g the, they, was, where

	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 ff l ll ss	j v w x	y z zz qu	ch sh th _(v) 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 ASSESSMENT 1	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	ASSESSMENT 2

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 ASSESSMENT 3	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 ASSESSMENT 4

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	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could ASSESSMENT 5

Programme Content

	Reception
Term 1	<p>Children are single letter GPCs. Starting with graphemes s, a, t and p, children are taught 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 digraphs.</p>
Term 2	<p>Term 2 teaches digraphs and trigraphs and practise of blending and segmenting longer words. It also practises the phonics that has already been taught and continues to develop knowledge of the Reception HFWs also introduces more of the 100 HFWs.</p> <p>Repetitive stories provide a theme for this learning. Term 2 and 3 use well-known traditional stories to develop reading and writing in sentences. The aim is to provide real and meaningful contexts for practising blending and segmenting.</p>
Term 3	<p>Term 3 teaches and practices the blending and segmenting of words consisting of 4 letters or more (CVCC, CCVC, CCC onset, CCVCC include previously taught digraphs and polysyllabic words). There is regular opportunity to revisit learnt graphemes. HFW continue to be taught.</p>



My Go- Our Go- Your Go

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.



Soundmats

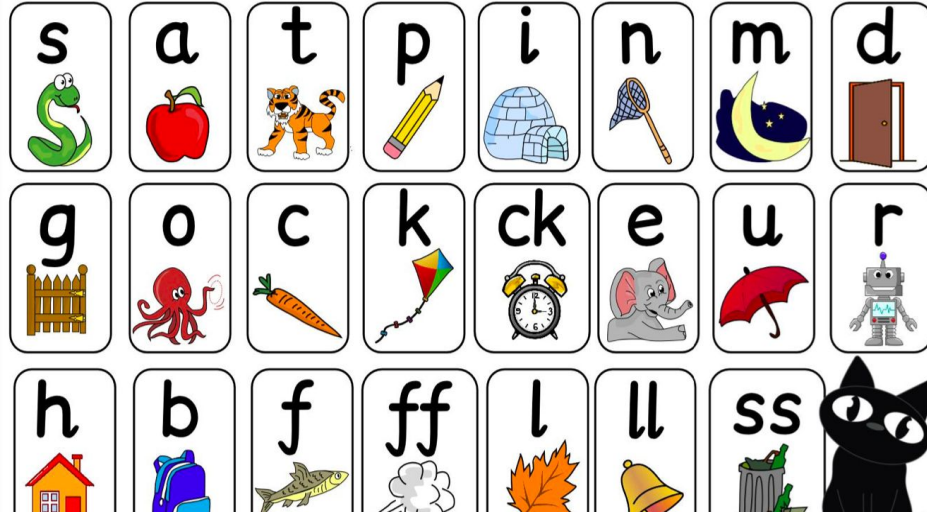
A **Sound Mat** is a visual chart showing all the phonemes (sounds) and their graphemes (letters/letter groups) taught in Monster Phonics.

Each sound is linked to a **Monster character** and a **colour code**, making it easy for children to remember.

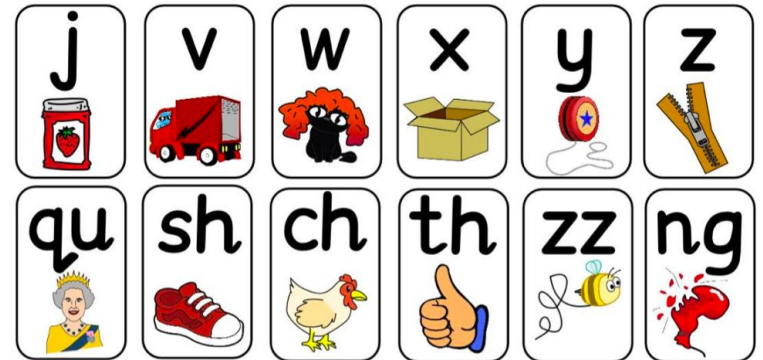
- Children don't always need to ask an adult for help—they can **use the mat to find the sound** they need.
- Supports spelling and writing activities, especially in Reception and Year 1.

In reception we learn and use Phase 2 and Phase 3

My Phase 2 Sound Mat



My Phase 3 Sound Mat



Tricky Words

TERM 1



go

no



I

to



into

the



Tricky Words

TERM 2



we be me

he she



you



my



they

was her

are all



Tricky Words

TERM 3



so

do



out

like



have

when



some come there

little what said

were one

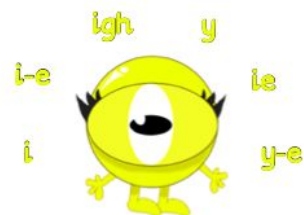




Angry Red A



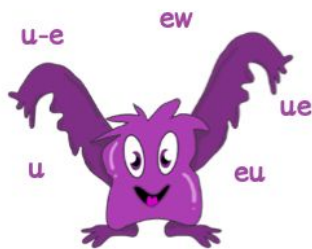
Green Froggy



Yellow I



Miss Oh No



U-hoo



Cool Blue



Brown Owl





Teaching HFW/CEW

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.

Phase	Tricky Words
Phase 2	the, to, I, no, go
Phase 3	he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Phase 5	oh, their, people, Mr, Mrs, looked, called, asked, could









■ Use this mat with your child to practise tricky words. Point to them, read them together, and spot them in books!

HFW -High Frequency Words

and	on	that	had	then	big	from	got	off
a	for	with	this	mum	it's	him	put	an
in	at	can	went	them	will	get	help	children
it	but	up	not	dad	back	just	if	
they	came	day	made	make	a			
he	she	we	be	me	see	very	people	
I	my	like	by	time	I'm			
so	go	no	don't	oh	old			
to	you	do	into	too				
out	down	now	about	house				
have	your	could	when					
are	what	some	were	come	called	one		of
the	as	was	saw	there	all	little	look	
is	his	said	here	their	her	asked	looked	
Mr	Mrs							



CEW- Common Exception Words

	no	go	so		a	says	they
	be	he	me		do	to	you school
	I	my	by		house	our	
	your	friend	are	some	come	love	
	one	once	where	of	his	is	
	the	were	has	there	here	was	
	said	ask	put	push	pull	full	



Reading books

As your child begins their Reception journey, we will start by **assessing their phonics and reading skills** to ensure we give them the right support.

Following **Monster Phonics** guidance:

- If your child is **not yet orally blending sounds** (e.g. putting c-a-t together to say “cat”), they will begin with **wordless picture books**. These develop storytelling skills, vocabulary, and comprehension.
- If your child **can blend sounds**, they will take home a **phonics book matched to their level** once the sounds have been taught.

We will work with **6 children each day**

You will be informed which day it is your child's **reading day**- Please ensure your child brings their reading book to school on this day, so it can be changed.



Wordless picture books

1. Look and Talk Together

Look at the pictures slowly, page by page.

Talk about what is happening, e.g. *“The boy is running. Where do you think he is going?”*

2. Encourage Storytelling

Let your child “tell the story” in their own words.

They may describe characters, actions, and feelings.

3. Ask Questions

Open-ended prompts work best: “What might happen next?” “How do you think she feels?” “Why did that happen?”

4. Add Detail Together

Introduce new words: instead of “big dog,” you might say *“enormous, fluffy dog.”*

Encourage your child to repeat new words.

5. Retell and Revisit

On another day, ask your child to retell the story from memory.

Praise all attempts—it builds confidence and comprehension.



Monster phonics Reading Books

If your child **can blend sounds**, they will take home a **phonics book matched to their level** once the sounds have been taught.

- Books are matched to **sounds already taught**—children don't need to guess unknown phonemes.
- Aim to read 3 times a weeks to focus on:

1. Book talk and decoding

- Look at the pictures and talk about what might happen.
- Sound out words together (blending) to practise decoding.

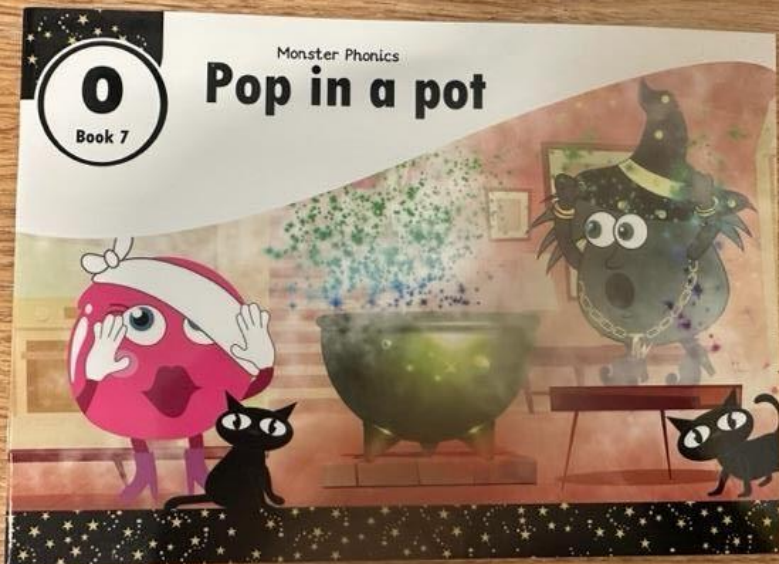
2. Developing fluency

- Re-read the book to improve confident reading.
- Encourage children to read aloud with expression and pace.

3. Comprehension (understanding of the text)

- Help children understand the text, not just read the words. Ask questions

Reading book Photograph



Focus words

not	dog	top	pot	pop	gas
dip	tip	pig	dim	did	pan

High-frequency words

the	is	on	go	in	and
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Things to talk about after reading

What spell do you think *Tricky Witch* is trying to do?

What makes *Tricky Witch* think that the spell is going wrong?

What do you think *Miss Oh No* will call her new pets?

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	s/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
	igh	air	oi	ear	ure					
STAGE 3.2	CVCC	CVCC	CCVC	CCVC	CCVC + previous graphemes	CCVC + previous graphemes	CCVCC	CCVCC + polysyllabic words	CCVCC + polysyllabic words	CCVCC + polysyllabic words
	CCVCC + polysyllabic words	CCVCC + digraphs	CCVCC + polysyllabic	CCVCC + polysyllabic	CCVCC + polysyllabic					



Alternatives to Phonics

- Some children will need to spell words, rather than using their phonic skills
- Using whole word cards- as opposed to segmenting words
- Tricky word songs- [youtube.com](https://www.youtube.com)
- Focussing on letter names and letters of importance- e.g. their name, 'Mum', 'Dad' etc
- Interactive games- tablet or ipad

Really helpful phonic sites

-Instagram: So many pages to follow:

- Mini Writers Club
- The Phonics Fairy
- Toddlers can read

Apps- Reading eggs
Teach your monster to read

www.phonicsplay.co.uk

Alphablocks-Cbeebies

Youtube: Fun with phonics
- Gives practical activity ideas