



**Monster Phonics
Workshop
at**

**Aberdare Town CIW
Primary School**



September 2025





Why is learning to read so tricky?

- English has 44 sounds but only 26 letters.
- The same sound can be written in many different ways:
 - *rain, day, cake, they and great* → all make the long ai sound.
- The same letters can make different sounds:
 - *cow vs snow* (both use “ow” but sound different).
- Many words are not spelled the way they sound (*was, said, one, people*).
- Children need to learn to decode words step by step rather than guess, which limits their progress.

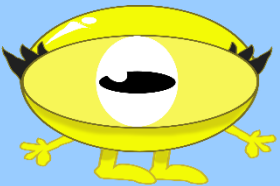
A systematic phonics scheme like **Monster Phonics** gives children clear strategies to untangle these complexities and become confident readers.




The Monster Phonics Approach



- Monster Phonics is a phonic scheme which we have recently introduced at Aberdare Town Church Primary School. It is based on the Letters and Sounds document and has a whole class approach. It is primarily used in Foundation Learning, but can also be used as an intervention in Progression Step 3.
- Monster Phonics is a multi-sensory approach to learning phonics.
- It is engaging and each set of phonemes are colour coded.
- Ten monsters are linked to a colour. This makes it easier for the children to learn and recall their sounds and tricky words.
- Each monster has a backstory.
- It engages the children by using all their senses. Lessons involve videos, action songs, games, story telling, use of magnetic letters, drawing, writing.
- It makes phonics memorable and fun!



oa ow
o-e oe
o ou



Miss Oh No

Miaolin's Phonics


ay ai ei
a-e eigh
a ea
ey



Angry Red A

Miaolin's Phonics

ow ou



Brown Owl

Miaolin's Phonics

ea ie ey ei
ee i
y e e-e
i-e



Green Froggy

Miaolin's Phonics

Each monster has one colour, one sound, and has many ways of representing that sound.

igh y
i-e ie
i y-e



Yellow I

Miaolin's Phonics


oo ew ue
u-e ou
o ui
u o-e
eu



Cool Blue

Miaolin's Phonics


u-e ew ue
u eu



U-Hoo

Miaolin's Phonics


k c d b a y i m x mm
 e ck bb j l ll n
 ff ph f w ur p r nn
 h t v nk th o pp
 g u tt or z rr
 s sh st ss zz



Black Cat

Moonstex
 Phonics
 monsterphonics.com


ere c oy le ear ir si
 al ti g oo air aw ave
 d o s a au oi dg
 ed a ture eer
 er ar gh ure
 ssi ou
 ci ce



Tricky Witch

Moonstex
 Phonics
 monsterphonics.com

u wh t a h k i
 o ea w gh l
 wh m b c
 e p s n



Silent Ghosts

Moonstex
 Phonics
 monsterphonics.com

Meet the
Monsters...



Angry Red A



Green Froggy



Yellow I



Miss Oh No



U-Hoo



Cool Blue



Brown Owl



Ghosts



Tricky Witch



The Black Cats

[Click here to meet the
monsters!](#)



Each
monster has
an action...



Angry Red **A** is actually very kind, always looking to give the other monsters presents even when it is not their birthday. However, when he gets angry he goes a little **crazy** and sometime **breaks** objects without thinking. He never ever hurts the other monsters.

He loves driving his **racing** car and visiting his best friends Cool Blue and Yellow I. Green Froggy gets cross with him at school sometimes. As of yet, he has never been pupil of the day.

Angry Red **A's** job is to drive the monsters around in his car - a little like a taxi service.

His **cave** is seriously cool! On Fridays it becomes the Rave Cave for the weekly monster disco.



Each monster
has a
backstory...

Green Froggy is a **teacher**. She loves **teaching** and telling people what to do.

She lives in a large **green** teapot house.

She has a beautiful garden school outside her **teapot** house.

The other monsters come and sit on **lily** pads in her garden school to listen to her **teach**.

On the wall she has a pupil of the day Poster which tends to be Brown Owl.

Although her pupils are basically well-behaved, some monsters tend to get in trouble during the school day:

- Miss Oh No for talking
- Cool Blue for singing
- Angry Red for breaking things
- At playtimes Yellow I likes to spy on people



Sometimes Tricky Witch messes up the school with a spell or two.

Like most teachers she drinks **tea** and **coffee**.

The monsters also do jobs as well as going to **Green** Froggy's school.

Yellow **I** is a **spy**.

He loves gadgets of all sorts including **iPads** and **iPhones**.

He is a tech wizard. He always has a **magnifying** glass hidden somewhere on his body. His main job is to watch over the other monsters from his **lighthouse**. When a monster is in trouble the **lighthouse** blinks and Yellow **I** jumps into action.

He is always willing to solve a **mystery** and to act as a **spy** on secret missions.

Yellow I can **fly** when he wears his secret cloak.

Here are some examples of his cool gadgets he keeps in his **lighthouse** home:

- **Lightsaber**
 - **iPhone**
 - **IPad**
- etc . . .



Miss **O** **No** loves to dance more than anything else in the world. She loves to play with everyone. All the monsters like her but she has a special admirer - **Polo**. **Polo** is not a main monster but comes to visit from far away mainly to see Miss **Oh No**. Although Miss **Oh No** is friends with **Polo** she does not return his love.

Miss **Oh No** loves the Friday dances in the Cave Disco. She loves to wear her amazing shoes and make up new dances. She is a **disco** dance teacher giving lessons after school to all the monsters.

She is also the lead singer in the Monsters' band which features U-Hoo on drums, Cool Blue on lead guitar and Angry Red on Base.



Miss **Oh No's** house is amazing. She lives inside a massive pink-coated **donut** shaped house.



How is Monster Phonics being taught at Town Church?

The Monster Phonics progression maps ensure that we teach our children sounds, words and skills in a particular order.

We start with single letter sounds to enable children to read and spell simple words, leading to consonant digraphs and vowel digraphs (2 and 3 letter units) and longer words. Common exception words are also taught in a progression that fits within the phonics programme.

Reception Progression Map												
	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 c k	e u r	h b	f f l l s s	j v w x	y z z q u	ch sh 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, ch, him, his, big, has	he, she, me, we, be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
TERM 2	oo (a)	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	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
TERM 3	CVCC	CCVC	CVC+	CVC+	CCVCC	CCVCC	CVC+	CVC+	CCVCC+	CVC+	HFV	CVC+ HFV
	your here saw	your here saw	time out house about	time out house about	made make came	made make came	I'm very old	called asked looked	their our	Mr, Mrs don't	people could	

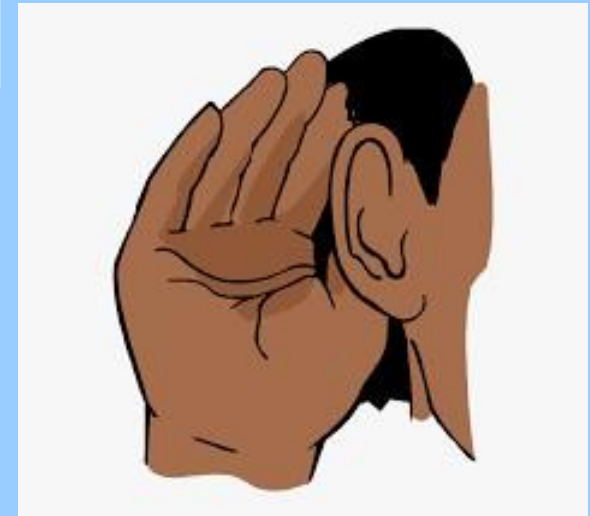
Year 1 Progression Map												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	ch ve ai	oi ay oy	suffix s/es	e-e i-e o-e	u-e u-r	ea er ir	oo oo oa	ee	ou ow		
	a, be, he, me, she, no, go so, to, do today, I, by, my	love, some come, was is, has one friend year	the, of said here there they says are, ask, put push, pull, full	house, our where were they says are, ask, put push, pull, full	made, make come, like time, by, my I, I'm into, too don't	see, very day have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	more, horse gone, live would school soon, food room	play, wag, say many, many pretty, move head, feet snake, grow window, know		
TERM 2	ue ew	ew k before y i o	ie ie	or or	au air	ear ear	are y ph	ie ie	ff ll ss zz ck nk	ve ai	ee	ow
	three, tree trees, green, were green, please see, never river better after	good, look, book looks, today, told, gave, take, place	going, most over, cold, told, gave, take, place	he's, were even, began before because girls, birds first	see, tea, eat each, really these, other motor another	flippy, any man's, every body, only suddenly pulled	want, wanted great, us has, inside laid, don't use, there where, bay	love something coming, fly why, now use, there where, bay	which, head dragon animals couldn't eyes, led, booted, oried	giant, find flapped again, friends different door, jumped stopped	thought through magic sorcerer once, or, who lives, ill, these	200 HFW REVISION
TERM 3	PHONICS SCREEN	ee ee	ee ee	ee ee	ee ee	ee ee	ee ee	ee ee	ee ee	ee ee	ee ee	ee ee
	Nonsense words	be, he, me, we she, no, go so, to, do today, I, by, my	love, some come, was is, has one friend year	the, of said here there they says are, ask, put push, pull, full, a	where were they says are, ask, put push, pull, full, a	from, house come, like time, by, my I, I'm into, too don't	made, make come, like time, by, my I, I'm into, too don't	see, day very, here when, about out, people	look, looked asked, could saw, all down now	Mr, Mrs what their little called		

Year 2 Progression Map												
	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	dge	c	gn	le ei u	ai	vee with drop e	vee with drop letter	y to i	eo	ai	er w-er	ti
	great break find	wild, child climb did, gold held cold told	would could should door poor	any many pretty move grow improve	most both only would school soon, food room	even people clothes thought	hang money hour Christmas	grass class past just last	both path father plant	after again sure sugar	water parent's beautiful	age who Mr Mrs
TERM 2	Consonants suggestive Contractions	Possessive Apostrophe	REVIEW dge	REVIEW g	REVIEW c	REVIEW gn	REVIEW gn	REVIEW wr	REVIEW ie	REVIEW ei ti di	REVIEW er	REVIEW y
	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW
TERM 3	REVIEW ch	REVIEW ey	REVIEW w-ai	REVIEW w-oi	REVIEW ai	REVIEW ai	REVIEW ai	REVIEW ai	REVIEW ai	REVIEW ai	REVIEW ai	REVIEW ai
	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW	Year 2 CEW REVIEW

How is Monster Phonics being taught at Town Church?

- Begins in nursery.
- Develops speaking and listening skills.
- Focuses on environmental sounds, listening and tuning into sounds they hear around them.
- Prepares children for learning to read with phonics.

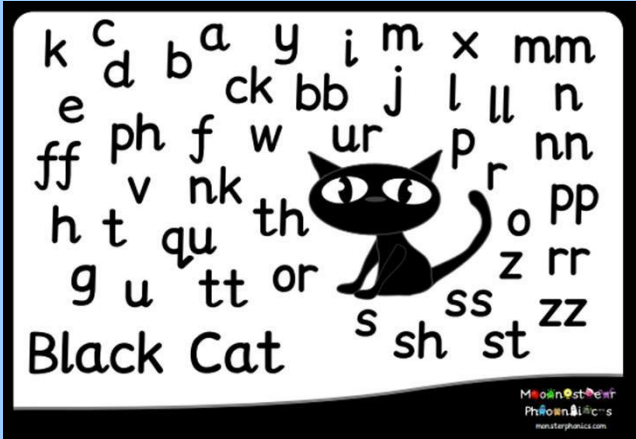
Phase 1



Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

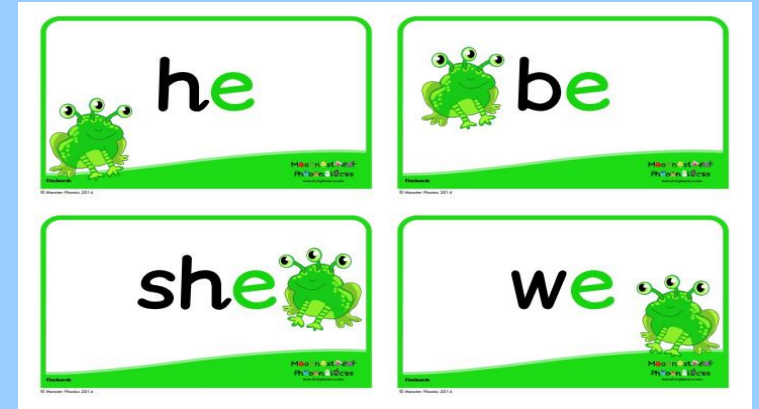
- Focuses on learning the first sounds (black cat sounds) and some tricky words.
- Children are taught how to make 'pure sounds'.
- Blending and segmenting are taught.
- Children are taught to write the letters as they learn them using letter formation rhymes.

Phase 2



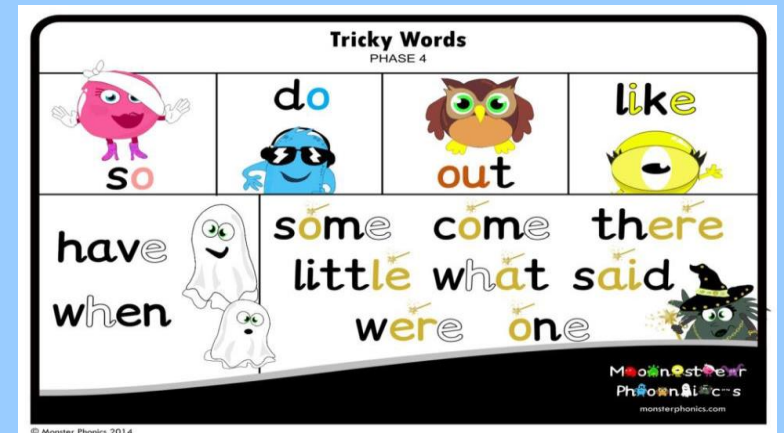
- Introduces digraphs, trigraphs and more tricky words.

Phase 3



- Children consolidate learning by manipulating phonemes and graphemes they have already learnt.
- Children are taught to blend and segment longer words with adjacent consonants.

Phase 4



- Introduces graphemes that have more than one sound.
- Introduces more tricky words.

Phase 5

Year 1 Progression Map

	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	ff ss zz ll ck nk	tch ve ai	ay oi oi	suffix s/es -e -ed	e-e -e -ed	U-e U-e	oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo
	a, he, he, he we, she, he, go to, to, to today, I by, my	there, some come, west to, to, to his, his once, found girl	the, of said more there you about	please, her where well, this, that they, that are, in, put push, put, put	from, help back, another well, this, that from, from ask, want, off children, put	made, make come, like well, this, that I, I, I to, to, to don't	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo
TERM 2	ue ue ew	ew k before g + e	le le lgh	or ore ow	ou ou air	oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo
	the, the green, green green, green and, and under, under when	well, well come, come to, to, to his, his found, found where, where when	le, le, le well, began before because grey, grey pink	oo, oo, oo well, this, that from, from ask, want, off children, put	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo
TERM 3	PHONICS SCREEN	Review oo oo oo	Review oo oo oo	Review oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo	oo oo oo
	Non-sense words	ba, he, no, ve she, no, go es, to, at today, I by, my	both, some come, west to, to, to his, his Mary, found girl	the, of said more there you about	where were well, this, that they, that are, in, put push, put, put	from, help back, another well, this, that from, from ask, want, off children, put	made, make come, like well, this, that I, I, I to, to, to don't	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo	oo, oo, oo oo, oo, oo oo, oo, oo

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- Children apply their phonic skills and knowledge to recognise and spell more complex words.
- They read an increasing number of high and medium frequency words independently and automatically.

Phase 6



What does a typical phonics lesson look like?

Monday - s

Visit the Planning Section to download the full Termly Plan with Learning Objectives and Assessment for each week.

1. Download the PowerPoint. Use this to introduce the s sound. Look at the objects on the screen and ask the children to say what they are. Emphasise the s sound.

Demonstrate the action for the s grapheme: Weave hand in an s shape like a snake, and say ssss. Next, trace s with a finger in the air. Look at objects in the PowerPoint with initial and final s. Can the children spot the sound?

2. Watch the video 'Cat Sat on the Mat'. Can the children hear any words that begin or end in the letter s?

3. Download and cut out of the picture of Miss Oh No to practise oral blending and segmenting. Miss Oh No has a dance club. She is going to ask the children to

Here are the resources to download this lesson.

1. PowerPoint



3. Miss Oh No Cut Out

4. Activity



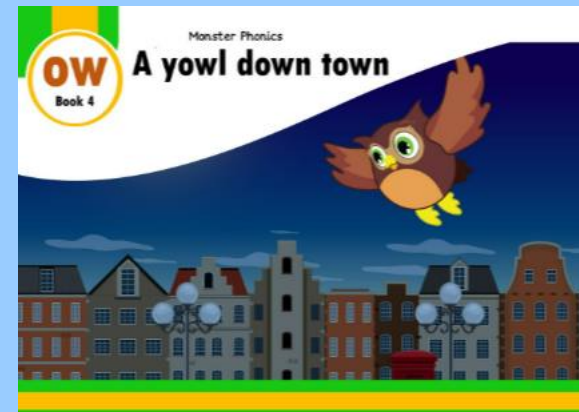
Children have **daily** 30 minute phonic sessions.

Sessions are split into four sections:

- **Revisit & review** the previous sound and word building.
- **Teach** a new phonic sound.
- **Practise** the new sound.
- **Apply** in different situations, e.g. Reading in a sentence or writing the word in a sentence.

Each lesson is planned with the use of visual, auditory and physical movements to help the children learn new phonic skills.

Monster Phonics eBooks



<https://ebooks.monsterphonics.com/>

You will soon receive an invitation to access the Monster Phonics eBooks at home, along with a username and password. You will be able to explore the full online library, with a wide choice of fiction, non-fiction, comics and more. The books are organised into reading stages, and you can help your child choose the level that is right for them.

ai



Tricky Word
challenge



my

by

Time to read sheet



1. <u>ai</u> m	5. wa <u>it</u>	9. sail
2. m <u>ai</u> n	6. r <u>ai</u> n	10. trail
3. t <u>ai</u> l	7. h <u>ai</u> l	11. give
4. b <u>ai</u> t	8. p <u>ai</u> n	12. have

1. My tail is in pain.

2. I wait in the rain.

3. The snail is by the train.

4. Is it hailing or raining?

What else can you do at home to support your child's reading?



'SPLAT'

One person calls out a sound

and the other person splats the corresponding cards. How quickly can you spot it?



'We're going on a phonics hunt!'

Ask someone to hide some of your sounds around the

house or garden. Then go on a sound hunt to find them all!



'Shoot the sound'

Listen to the sound being called and shoot it. This could

also be done with water guns and chalk sounds written in the garden.



Matching Pairs

Make two sets of your sounds and turn them all over. Select

two sound cards and if they match then you get to keep them.



SNAP!

You will also need two sets of sounds for this game. Each player has half the cards (if there are 2 of you). You take it in turns to lay a card, if they match then you say the sound out loud. The quickest player wins all the cards in the pile.



Stepping Stones

Say the sounds as you hop, skip or jump from sound to sound in your house or in the garden.

Links to support phonics at home

Information Sites

<https://monsterphonics.com/phonics-support-for-parents/>

<https://monsterphonics.com/how-it-works/>

<https://monsterphonics.com/free-phonics-worksheets/>

<https://www.aberdaretownciwprimary.co.uk/page/?title=Monster+Phonics&pid=46>

Monster Phonics actions <https://www.youtube.com/watch?v=RwLyFPIcTig>

Free Online Games

- <https://www.phonicsplay.co.uk/resources>
- <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>
- <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- <https://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>

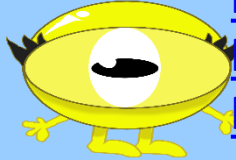
Apps

<https://monsterphonics.com/monster-phonics-apps/>

Webinars

<https://www.eventbrite.co.uk/o/monster-phonics-19791043283>

- January 2026 <https://ebooks.monsterphonics.com/parents-webinar/>



Thank you!

Monster
Phonics

Angry Red A is brave.
He lives in his cave.



Grip your hands, look angry and say

ay, ay, ay

Green Froggy is a
teacher and lives in
her teapot house.



Smile and stretch your lips. Use your hand to make a
frog mouth shape with your finger and thumb and say

eeee

Yellow I is a spy, and
lives high in his red
and white lighthouse.



Point to your eye and say

I

Miss Oh No bumps into
things and says oh no!
She is pink like a rose.



Look surprised, put your hands out and say

Oh

U-hoo lives in the
universe, he is cute!



Point and say
You!

Cool Blue is so cool,
he lives in his blue moon
house and is a DJ.



Make a round mouth, and circle your lips
with your finger, don't touch your lips!

oo

Brown Owl lives in a
treehouse on Monster
Mountain.



Lift your finger quickly, like you have pricked it!

Ow!

Tricky Witch uses her
magic wand to trick us
by changing sounds that
you know so well.



Pretend to wave a wand in the air.

When the silent ghosts fly, they make no sound!



Put your fingers to your lips.
Silent letters make no sound!

The black cats make the sounds that you know to read words like cat and black.



Use your fingers to make a walking action like the black cats legs, walk your fingers across your palm.