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| **Year 2 | Term 2 | Week 1 | Spelling Rules, CEW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach consonant suffixes ment, ness, ful, less and ly.**  **Write sentences containing consonant suffixes ment, ness, ful, less and ly.**  **Teach contractions.**  **Write sentences that contain contracted words.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: Review all CEW** | **Can they add suffixes ment, ness, ful, less and ly to root words?**  **Can they write sentences with words containing suffixes ment, ness, ful, less and ly?**  **Can they form contractions?**  **Can they write sentences that contain contracted words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: Review all CEW** | | | | | | |
| **Week 1** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the rules for vowel suffixes – root ends in a **CC** –  simple addition | Recap the rules for vowel suffixes – root ends in a **VC** – double letter. | Recap the rules for vowel suffixes - root ends in **e** – drop **e**. | Recap the rules for vowel suffixes – root ends in **y** – change **y** to **i** (not for **ing**). | Recap the spelling rules using the PowerPoints.  CEWs  Use the Year 2 CEW PowerPoint to recap all CEWs taught last term. |
| **Teach**  Teach new graphemes. | Spelling Lesson – Adding consonant suffixes.  Introduce this with the PowerPoint – no need to change the root word ending unless the root words ends in a **y** (change to an **i**) before adding the consonant.  **+er** **+est Machine**  See how the **y** is changed to an **i** before adding. | Adding consonant suffixes.  Recap the rules for adding consonant suffixes.  Write the root words on the board.  **care mouth hope thank colour**  Look at how much the meaning changes with the suffixes **ful** and **less**. Notice how **ful** ends in one letter l. | Spelling Lesson – Contractions  Introduce with the PowerPoint. Contraction means to squash together; the apostrophe shows where the letter(s) would be.  To form a contraction, cross out a letter and turn it into an apostrophe. Look at how to squash **not is has**. | Recap contractions  Write the following words on the board – can the class help to squash them?  **can not**  **could not**  **was not**  **it is**  **she is**  **he is**  **he has** |
| **Main Activity**  Reading and writing words with the new grapheme. | 1. In pairs, match the root words flashcards with the consonant suffix flashcards to make as any new words as possible.  2. Write sentences containing as many of these new words as you can. | Select a [flashcard game](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/) to play.  Download the **Consonant Suffixes Worksheet**.  Read the sentence.  Change the meaning by adding **less** or **ful**! | 1. Download the activity.  Cut and paste to form contracted words for **not**,  **is** and **has**.  2. Write down a list of the contracted words for each  group and look at their similarities.  3. Write sentences that use the contracted words. | Select a [flashcard game](https://monsterphonics.com/how-it-works/how-to-teach-monster-phonics/flashcard-activities/) to play.  **Word Art**  Use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  Alternative **magnetic letters** activity - make 2 words. Contract by removing a letter and drawing an apostrophe. Use flashcards to support. | Weekly Spelling Test. |
| **Plenary** | How many new words did the whole class make? Share sentences that they have written. | Recap how a contraction is formed – by crossing out a  letter and replacing with an apostrophe. |
| **CEWs**  Show the flashcard or CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **[Year 2 CEWs](https://monsterphonics.com/resources/100-high-frequency-words-flashcards/)**  All of the CEWs have now been taught.  Now review all CEWs using the class display and the CEW chart. | **[Year 2 CEWs](https://monsterphonics.com/resources/100-high-frequency-words-flashcards/)**  All of the CEWs have now been taught.  Now review all CEWs using the class display and the CEW chart. | **[Year 2 CEWs](https://monsterphonics.com/resources/100-high-frequency-words-flashcards/)**  All of the CEWs have now been taught.  Now review all CEWs using the class display and the CEW chart. | **[Year 2 CEWs](https://monsterphonics.com/resources/100-high-frequency-words-flashcards/)**  All of the CEWs have now been taught.  Now review all CEWs using the class display and the CEW chart. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

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| **Year 2 | Term 2 | Week 2 | Spelling Rules, CEW and Assessment**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach possessive apostrophes.**  **Review adverbs formed by addition of the ly consonant suffix.**  **Review contractions.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: Review year 1 and year 2**  **Formative Assessment; y (long I), al (or), o (u), ey, w-a (o), w-or (er), w-ar (or), ti, i (CEW)** | **Can they use possessive apostrophes correctly?**  **Can they form an adverb by adding the consonant suffix ly to an adjective?**  **Can they use adverbs as sentence starters?**  **Can they form contractions?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Formative Assessment; y (long I), al (or), o (u), ey, w-a (o), w-or (er), w-ar (or), ti, i (CEW)** | | | | | | |
| **Week 2** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the Year 1 **ph** grapheme using the flashcards provided. | Recap the Year 1 **wh** grapheme using the flashcards provided. | Recap the Year 1 **e** grapheme using the flashcards provided. | Recap the Year 1 **o** grapheme using the flashcards provided. | Recap the spelling rules using the PowerPoints.  CEWs  Use the Year 1 and Year 2 CEW PowerPoints to recap the CEW words. |
| **Teach**  Teach new graphemes. | Spelling Lesson – Possessive Apostrophe.  Introduce with the PowerPoint.  Explain that a possessive  apostrophe means that something belongs to  someone or something.  Look at the rules. | Recap the rules for Possessive Apostrophes.  Ask the children for examples.  Use the monsters as example characters too. | **Formative assessment**  Set 1 graphemes – **y (long I) al (or) o (u) ey w-a (o) w-or (er) w-ar (or) ti i (CEW)**. Download the assessment. The class write dictations on separate lined paper. Record results as a Word document or print-out. | Recap Adverbs & Contractions  Look at how to form an adverb by adding the consonant suffix **ly** to an adjective.  These are useful openers and help to give a picture in your writing.  Note – words ending in **l** will have a double **l** after adding **ly**. Remember, root words ending in **y** change to **i**. |
| **Main Activity**  Reading and writing words with the new grapheme. | Complete the worksheet to show which person  or people own each item or items.  Remember the rules! | **Word Art**  Use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.  **Signs**  Write a set of signs to use around the school.  The children’s playground  The teacher’s staffroom  The girls’ toilet  The boys’ toilet  Katie’s peg etc. | If possible, work in groups with more than one adult to ensure that all children have enough time. Read out each of the eight dictations in turn. This assesses the use of suffixes **ies ied ed consonant suffixes y s n’t**. | **Adding ly PDF**  Work in pairs to create adverbs. Have fun thinking of how to change the meaning of the sentence by using them as openers.  **Contractions Worksheet**  Tricky Witch wants to slow everything down by stopping the monsters from using contractions! Can you put contractions in her spell to break it? Then add some to the monster’s speech bubbles! | Weekly Spelling Test. |
| **Plenary** | Share sentences. Can anyone recap one of the rules  for the class? | Ask for feedback on the assessment – children to talk about the spellings and rules that they have learnt. |
| **CEWs**  Show the flashcards or CEW PowerPoint. Resources found in the Flashcards Section.  Highlight features, graphemes, silent and tricky letters. | **[Year 2 CEWs](https://monsterphonics.com/resources/100-high-frequency-words-flashcards/)**  All of the CEWs have now been taught.  Now review all CEWs using the class display and the CEW chart. | **[Year 2 CEWs](https://monsterphonics.com/resources/100-high-frequency-words-flashcards/)**  All of the CEWs have now been taught.  Now review all CEWs using the class display and the CEW chart. | **[Year 2 CEWs](https://monsterphonics.com/resources/100-high-frequency-words-flashcards/)**  All of the CEWs have now been taught.  Now review all CEWs using the class display and the CEW chart. | **[Year 2 CEWs](https://monsterphonics.com/resources/100-high-frequency-words-flashcards/)**  All of the CEWs have now been taught.  Now review all CEWs using the class display and the CEW chart. | **Year 2 Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.  **Year 2 | Term 2 | Week 3 | dge revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the dge grapheme.**  **Review all year 2 graphemes.**  **Review how to add suffixes s ing and ed**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/HFW: find great kind steak mind break behind may, say, way, away, play, never, ever, river, under, better, after** | **Can they recognise the dge grapheme?**  **Can they blend the dge grapheme to read words?**  **Can they segment the dge grapheme and other graphemes to spell words?**  **Can they recognize all year 2 graphemes?**  **Can they add suffixes s, ing and ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/ HFWs: find great kind steak mind break behind may, say, way, away, play, never, ever, river, under, better, after?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review dge and suffixes**  Recap the **dge** PowerPoint.  Review how to add suffixes **s ing** and **ed** on the whiteboard. Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **dge** crossword. | **Ideas Generation**  What **dge** words could be used in the story?  - winner’s badge  - as cold as a fridge  - slide down the edge  Do any of these words rhyme?  e.g. dodge the lodge | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.  Focus on the words below, pointing out where the monster makes a sound.  **may say way away play** – the **ay** grapheme is making the Angry Red A sound.  **never ever river under better after** – Tricky Witch changes the sound of the stressed **er** grapheme to an **ur** sound.  2. Ask the children to work in pairs to create a memory sentence for each word. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **wrong little dry ball**  **write cuddle flying falling** | **Colourful Common Exception Words**  Review CEWs by writing in colour code:  find great kind steak mind break behind |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Watch the video ‘Fridge the Bridge’.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Sledging Story**  Write about sledging over hedges. Use as many **dge** words as possible and include words from grammar machines. | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 2 | Week 4 | Soft g revisions**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review ow, o (u), ey, w-a (o) graphemes.**  **Review the soft g grapheme.**  **Review adding suffixes s, ing and ed**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/ HFW: old, wild, hold, child, gold, climb, cold, told, grow, snow, know, window, car, dark, park, hard, garden** | **Can they recognize the wr, le, y (Yellow I) al (or) graphemes?**  **Can they recognise the soft g graphemes?**  **Can they blend the g grapheme and other graphemes to read words?**  **Can they segment the g grapheme and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/HFWs: old, wild, hold, child, gold, climb, cold, told, grow, snow, know, window, car, dark, park, hard, garden?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review g and suffixes**  Recap the **g** PowerPoint.  Review how to add suffixes **s ing** and **ed** on the whiteboard.  Remember to focus on the end of the word **o** - use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **g** anagrams. | **Ideas Generation**  What **g** words could be used in the story? About a visit to the zoo:  - animals – giraffe  - animal adjectives – giant, ginormous, gigantic, huge, strange, endangered, gentle, ginger  - story adjectives – magical, imaginary, danger  - scenes – stage, village | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.  Focus on the words below, pointing out where the monster makes a sound.  **grow snow know window** – the **ow** grapheme is making the Miss Oh No sound. A silent **k** is also in the word ‘know’.  **car dark park hard garden** – Tricky Witch has changed the sound of the a when it combines with r. It is called an r-controlled vowel  2. Ask the children to work in pairs to create a memory sentence for each word. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **towel other monkey wander tunnel nothing donkey watch** | **Colourful Common Exception Words**  Review CEWs by writing in colour code:  **old wild hold child gold climb cold told** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Watch the video ‘The Magician’.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Visit to the Zoo**  Write about a visit to the zoo. Can you describe the animals using **g** words? Include words from the grammar machines. | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 2 | Week 5 | Soft c revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Reviews the soft c grapheme.**  **Review w-or, w-ar, s (zsh), ti graphemes.**  **Review how to add suffixes s ing and ed.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/ HFW: would, door, floor, could, poor, should**  **our, found, round, around, mouse, shouted, good, took, book, looks, looking** | **Can they recognise the soft c graphemes?**  **Can they recognize w-or, w-ar, s (zsh), ti graphemes?**  **Can they blend the c grapheme and other graphemes to read words?**  **Can they segment the c graphemes and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: would, door, floor, could, poor, should**  **our, found, round, around, mouse, shouted, good, took, book, looks, looking?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review c and suffixes**  Read the story ‘Tricky Witch’s Trip the City Palace’.  Review how to add suffixes **s ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **c** anagrams. | **Ideas Generation**  What did each of the following characters decide to do to make the Prince and Princess smile?  King – notice, race to make them smile  U-Hoo – a dance, performance  Miss Oh No – a fancy necklace  Angry Red A decide – ice-cream, juice, ice, sauce, twice as nice  Nouns – space, face, place, palace, city  Adjectives – exciting, nice, excellent, fancy | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **our found round around mouse shouted** – the **ou** grapheme is making the Brown Owl sound. There is also a silent **e** in the word 'mouse'.  **good took book looks looking** – Tricky Witch changes the **oo** sound to a short **u** sound.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **work, warm, treasure, station, world, award, usual, mention** | **Colourful Common Exception Words**  Review CEWs by writing in colour code:  **would door floor could poor should** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Review the PowerPoint pages 1-9  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine  Boasting Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **The Sad Prince and Princess**  Can you describe how everyone tried to make the Prince and Princess smile using **c** words? Include words from the grammar machines. | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 2 | Week 6 | kn revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the soft g grapheme.**  **Review the kn grapheme.**  **Review changing nouns into plurals.**  **Review past tense.**  **Review adding suffixe ing.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/ HFW: any move prove many improve pretty gone, more, horse, live, lived, pulled, want, wanted, water, work** | **Can they recognise the soft g and kn graphemes?**  **Can they blend g and kn graphemes and other graphemes to read words?**  **Can they segment the g and kn grapheme and other graphemes to spell words?**  **Can they add suffixes s ing and ed ?**  **Can they change nouns into plurals?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/ HFWs: any move prove many improve pretty gone, more, horse, live, lived, pulled, want, wanted, water, work?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review kn and suffixes**  Review the **kn** PowerPoint.  Review how to add suffixes **s ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **kn** crossword. | **Sentence Preparation**  Read the list of nouns.  How do these change into plurals?  Note - knife/knives  Read the verbs.  How is the past tense formed?  Note - know/knew. | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **gone more horse live lived pulled** – there is a silent **e** in each of these words.  **want wanted water work**– Tricky Witch changes some graphemes after **w**. The 'a' in 'want' makes an 'o' sound, in 'water' it makes an 'or' sound. The 'or' in 'work' makes an 'er' sound.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **find fudge change race quiet edge giant dance** | **Colourful Common Exception Words**  Review CEWs by writing in colour code  **- any move prove many improve pretty** |
| **Grapheme Recap**  Action: Fingers to your lips, ghost letter a makes no sound.  Review the video ‘Knocking Knees Twist’.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Silly Sentences**  Write sentences that include both a **kn** verb and a **kn** noun. These can be as silly as you like! | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 2 | Week 7 | gn revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the gn grapheme.**  **Review ow, o (u), ey, w-a (o) graphemes.**  **Review how to add suffixes s, ing and ed.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/ HFW: any, many, prove, improve, pretty, gone, more, horse, live, lived, pulled, want, wanted.** | **Can they recognise the gn graphemes?**  **Can they blend the gn grapheme and other graphemes to read words?**  **Can they segment the gn grapheme and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/HFWs: any, many, prove, improve, pretty, gone, more, horse, live, lived, pulled, want, wanted?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review gn and suffixes**  Review the **gn** PowerPoint.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **gn** anagram. | **Ideas Generation**  What is the problem in the garden?  Who and what is causing the problem?  - gnomes, a gnu, gnats?  What was the problem?  - gnawing, gnashing, a sign, a design?  How was this solved? | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **over, most, going, cold, told** – the **o** grapheme is making the Miss Oh No Sound.  **love, something, dragon** – Tricky Witch changes the sound of **o** to a short **u** sound.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **Know wrong table pencil knee write wobble fossil** | **Colourful Common Exception Words**  Review CEWs by writing in colour code  **- most every both everybody only** |
| **Grapheme Recap**  Action: Fingers to your lips, ghost letter a makes no sound.  Review the video ‘Shakespeare’s gn Words’.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **A Problem in the Garden**  Write a short story about a problem in the garden. Include as many **gn** words as possible! Remember to use words from the grammar machines too! | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 2 | Week 8 | wr revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the wr grapheme.**  **Review graphemes gn, y (long I), al (or), w-o.**  **Teach adding suffixes s, ing and ed.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/ HFW: even, people, whole, clothes, over, most, going, cold, told, love, something, dragon** | **Can they recognise the wr, gn, y (long I), al (or), w-o**  **graphemes?**  **Can they blend the wr grapheme and other graphemes to read words?**  **Can they segment the wr grapheme and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/HFWs: even, people, whole, clothes, over, most, going, cold, told, love, something, dragon?** | | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review wr and suffixes**  Review the **wr** PowerPoint.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **wr** word search. | **Ideas Generation**  Use the ‘Get Well Soon’ video to think of ideas for how the ghosts can create a surprise birthday party for Tricky Witch! Write a list of instructions for the ghosts. Start by thinking about  the card, the card, the theme, the present and where to hide before surprising Tricky Witch.  Useful vocabulary  - write, wrote, written  the present  wrap, wrapped, wrist, watch, wriggly worms, wrinkle cream, the wrong one!  the theme and where to hide  - wriggle, the old wreck, the wrong place! | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **over, most, going, cold, told** – the o grapheme is making the Miss Oh No Sound.  **love, something, dragon** – Tricky Witch changes the sound of **o** to a short **u** sound.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. | |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **gnome July always wonder gnat sky altogether worry** | **Colourful Common Exception Words**  Review CEWs by writing in colour code.  **- old clothes child whole climb** |
| **Grapheme Recap**  Action: Fingers to your lips, ghost letter **a** makes no sound.  Review the video ‘Get Well Soon’.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine  Adjective Machine and Boasting Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Planning a Birthday Surprise for Tricky Witch**  Write a list of instructions for how the ghosts can create a surprise birthday party for Tricky Witch! Remember to use words from the grammar machines too! | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. | |

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| **Year 2 | Term 2 | Week 9 | le revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Reviews the le grapheme.**  **Review al (or), o (u), ey, qu-a (o) graphemes.**  **Review adding suffixes s, ing and ed.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/ HFW: sea tea eat, each, really, please, birds, girl, first**  **busy, hour, Christmas, money** | **Can they recognise the le, al (or), o (u), ey, qu-a (o) graphemes?**  **Can they blend the le graphemes and other graphemes to read words?**  **Can they segment the le graphemes and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/HFWs:, sea tea eat, each, really, please, birds, girl, first**  **busy, hour, Christmas, money?** | | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review le and suffixes**  Review the **le** PowerPoint.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **le** crossword. | **Ideas Generation**  Write poem with as many **le** words as possible with the title ‘Twinkle, Twinkle…’  Generate ideas for useful verbs  e.g. scrambling eggs  untangling hair  tickling toes  giggling babies  wobbling teeth  cuddling friends  and useful nouns  e.g. eating apples  making candles  saving animals in the jungle  bottles, castle, people | **HFWs**  Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **sea, tea, eat, each, really, please** – the **ea** grapheme is making the Green Froggy Sound. The **s** in 'please' also makes a **z** sound.  **birds, girl, first** – Tricky Witch changes the sound of **ir** to an **ur** sound.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. | |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **called son jockey squash tallest Monday alley quantity** | **Colourful Common Exception Words**  Review CEWs by writing in colour code.  - **busy hour Christmas** **money** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Review the ‘The Boating Uncles’ video.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine  Adjective Machine and Boasting Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Twinkle Little…**  Write a poem starting with the ‘Twinkle, Twinkle’ title. Use as many **le** words as you can! Remember to use words from the grammar machines too! | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. | |

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| **Year 2 | Term 2 | Week 10 | il el al revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the il, el and al graphemes.**  **Review ey, w-a (o), w-or (er), w-ar (or) graphemes.**  **Review adding suffixes s, ing and ed**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/ HFW: grass class pass past fast last soon, food, room, school, air, where, there** | **Can they recognise the il, el and al graphemes?**  **Can they blend the il, el and al graphemes and other graphemes to read words?**  **Can they segment the il, el and al graphemes and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/ HFWs: grass class pass past fast last soon, food, room, school, air, where, there?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review il el al and suffixes**  Review the **al** and **el** PowerPoints.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **il el al** anagram. | **Ideas Generation**  Think back to the videos watched this week, can you list words in 3 columns for each of the **el**, **al** and **il** graphemes.  Extend the list by adding suffixes.  Now use the words from each list to write funny sentences.  For example: The squirrel travelled through the tunnel to get to the towel. | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.    **soon food room school** – the **oo** grapheme is making the Cool Blue sound. The **h** in 'school' is silent.  **air where there** – Tricky Witch makes the 'air' sound and changes the 'ere' to this sound too.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **valley swap worm wardrobe honey wash worth reward** | **Colourful Common Exception Words**  Review CEWs by writing in colour code to show the pronunciation in the north and the south of England.  **- grass class pass past fast last** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Review the **il** PowerPoint.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Funny Sentences**  Write one or two sentences for each of the **el**, **al** and **il** graphemes to help remember the spellings. Draw a picture of the sentence. | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 2 | Week 11 | y revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Reviews the y grapheme that makes the long I.**  **Review: s (zsh), ti, i, gn graphemes.**  **Teach adding suffixes s, ing and ed**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/ HFW: bath, path, father, plant, half, right, night, use, new, us, has** | **Can they recognise the y graphemes?**  **Can they recognize s (zsh), ti, i, gn graphemes?**  **Can they blend the y graphemes and other graphemes to read words?**  **Can they segment the y graphemes and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: bath, path, father, plant, half, right, night, use, new, us, has?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review y and suffixes**  Review the **y** PowerPoint.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete the **y** word search. | **Ideas Generation**  Use the ‘Why Cry Lullaby’ video to think of ideas for your own lullaby.  Try to end each sentence in a rhyming **y** word.  Think about images of dreamland.  It’s time to sleep so must try  To close your eyes and fly  to lullaby land in the sky. | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **right night** – the igh grapheme makes the Yellow I sound.  **new use** – the ew and u-e graphemes make the U-Hoo sound. The **s** in 'use' makes a z sound.  **us has** – Tricky Witch changes the **s** sound to a **z**.  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **television potion kind gnash measure information child gnaw** | **Colourful Common Exception Words**  Review CEWs by writing in colour code to show the pronunciation in the north and the south of England.  **- bath path father plant** |
| **Grapheme Recap**  Action: I eye.  Review the ‘Why Cry Lullaby’ video.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine | **A picture containing graphical user interface  Description automatically generatedDay 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Write a Lullaby**  Watch the ‘Why Cry Lullaby’ video. Now write a lullaby of your own. Remember to use words from the grammar machines too! | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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| **Year 2 | Term 2 | Week 12 | al revision**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the al grapheme.**  **Review the dge, g, c, k graphemes.**  **Review adding suffixes s, ing and ed**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW/ HFW: after, sure, again, sugar, head, door, which, friends, different, would.** | **Can they recognise the al, dge, g, c and k graphemes?**  **Can they blend the al grapheme and other graphemes to read words?**  **Can they segment the al grapheme and other graphemes to spell words?**  **Can they add suffixes s, ing, ed?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEW/ HFWs: after, sure, again, sugar, head, door, which, friends, different, would?** | | | | | |
| **Monday Recap** | **Tuesday Grammar** | **Wednesday Practice** | **Thursday Free Write** | **Friday HFW and Spelling Test** |
| **Monster Sounds Roar**  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. | **Review al and suffixes**  Review the **al** PowerPoint.  Review how to add suffixes **s**, **ing** and **ed** on the whiteboard.  Remember to focus on the end of the word to use the correct rule.  Children add suffixes in pairs using small whiteboards. | **Day 3 Worksheet**  **Word Puzzle**  Children complete **al** crossword. | **Ideas Generation**  Think of **al** words that would accompany the sentence starters.  For example:  Already, I am tall.  Altogether, there are 10 of us playing netball.  verbs - fall call talk walk  adjectives - small tall all  nouns - ball wall hall stalk  pronoun - all | **HFWs**  1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.  Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.  **head door which friends different would friends would** – each of these words contains a silent letter (the word 'would' has two). Can the children guess the silent letters?  2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory. |
| **Day 1 Worksheet**  **Quick Mix Review**  Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.  **hedge huge fancy knife bridge gem city knight** | **Colourful Common Exception Words**  Review CEWs by writing in colour-code to show the pronunciation in the north and the south of England.  Which words have a **s** that makes a **sh** sound?  - **after sure again sugar** |
| **Grapheme Recap**  Action: Tricky Witch’s wand.  Review the ‘I am the Tallest’ video.  **Day 1 Worksheet**  - **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Day 2 Worksheet**  **Grammar Machines**  Complete the  + ing Machine  Time Machine  More than One Machine  Boasting Machine | **Day 3 Worksheet**  **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | **Day 4 Writing Task**  **Write a Lullaby**  Write a set of sentences that start with each of the words below.  **always already although also almost altogether**  Then add as many **al** words as possible to the sentence. Remember to use words from the grammar machines too! | **Weekly Spelling Test**  Use the Monster Phonics Spelling Book.  Send home the spelling book for words to learn for next week’s test. |

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