



THE BISHOPSWOOD SCHOOLS FEDERATION

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Executive Headteacher: Mr G Golding

Tuesday 5th April 2022

Dear Parents & Carers,

As we shared earlier this term, we have started using a new scheme to teach phonics called **Monster Phonics**. Alongside daily phonics sessions in school, we will be providing a range of decodable Monster Phonics books each week to match your child's level of reading attainment. We have purchased a number of brand new copies of all of the titles available and ask you to respect and care for the books at home.

Moving forward your child will now have the same reading book in their book bag for a longer period of time. Research shows that children benefit from reading the same book at least 3 times. The first time a child reads their book they learn to sound out the words (decoding), the second time they build their speed and accuracy (fluency) and the third time they can focus on answering questions about the story or text (comprehension). This is why all books will be changed once a week and why we are continuing to request parents read 3 times a week with their child; to enable you read the same book multiple times with your child therefore improving fluency and comprehension skills.

Some children may have a decodable book that matches their learning for the whole term. For example, at the start of Year R, they will have a decodable book with the first 8 sounds they learn [s,a,t,p,i,n,m,d]. Some children may additionally repeat key sounds (and therefore similar books) to ensure they have consolidated their learning before moving onto new ones.

The reading books your child brings home will be a mixture of Monster Phonics books and those from other schemes and companies. As we have sorted the books into each of the Monster Phonics' stages, we have noticed there are occasionally words that do not follow typical spelling patterns which may be trickier for your child to decode independently. Therefore, we have put a sticker on the front of these individual books to prompt the adult reading with your child (either in school or at home) to have a conversation about the words before reading the book. These conversations, over time, will encourage your children to become fluent readers and to recognise some of the more awkward spelling patterns within our written language.

The table overleaf explains the types of conversations you could have for each sticker.

Caring








Respecting



Thriving Together



Bishopswood Federation work together to develop kind and considerate children who are resilient, reflective and motivated learners, ready for the challenges that the future holds.

	<p>Dialect Sticker The British flag signifies that the tricky word is a dialect word, meaning that it is pronounced differently around the UK. For example, in the Northern part of England you would pronounce it as g-r-a-ss and in the Southern part of England you would pronounce it as g-r-ar-ss.</p>
	<p>Suffix Sticker There may be a spelling rule involving the 'ing' or 'ed' ending (suffix) that the children have not been explicitly taught about in their phonics sessions. Alternatively, this may not yet be an embedded reading skill. These stickers signify that you may need to have a conversation about the rules of adding 'ed' and 'ing' to words to support your child when reading these words.</p>
	<p>Coloured Letters Sticker In these books, there may be unfamiliar graphemes (written sound) that your child has not yet been exposed to in school. Each coloured font relates to one of our Monster Phonics monsters, which is why the word is colour coded on the sticker to support their reading of the words. This example is a name in a book, which is why the word may be unfamiliar.</p>
	<p>Hands Clapping Sticker The clapping symbol shows you that there are polysyllabic words (words with more than 2/3 syllables) in the book and you may need to support your child to read these longer, unfamiliar words. In the higher stages, there may not be a clap picture for a polysyllabic word, because the children will have already learnt how to read these words at school.</p>
	<p>Tricky Witch Wand Sticker A sticker may simply have spelling rules in gold to prompt a discussion about 'Tricky Witch' changing letters with her magic wand. For example in this word, if we were to spell the word phonetically we would write as s-p-e-sh-oo-l. This is why there are two wands to signify the two rules. The 'ci' makes the 'sh' sound and the 'a' makes a short 'oo' sound.</p>

Alongside sharing decodable books regularly with your child, another important part to your children's reading success is reading stories to them at home. By sharing stories with an adult, children are exposed to a wide range of words. This will help your child build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.

Studies show that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. So we please ask that you, as parents and carers, read as often as you can with your child.

Yours Sincerely

Miss Ledger
Phonics Leader

Miss Wright
KS1 English Leader



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