

Monster Phonics DSR - Weekly Overview	
Monday	Day 1
Tuesday	Day 2
Wednesday	Day 1 - New book
Thursday	Day 2
Friday	Spelling

### Day 1 Focus: Decode for reading

- **Introduce the grapheme**, monster and colour - always use correct terminology: grapheme, phoneme, digraph, trigraph etc (do the children know any alternative graphemes already)
- **Decode key words** using segmenting and blending (robot arms) ALL children- do not take turns
- **HF words** encourage recall (no decoding)
- Explain **wow words** if needed
- Children all **read text** -teacher to move around listening to every child one to one
- **Echo read** a part to model pace, expression, intonation and use of punctuation for pauses etc

### Day 2 Focus: Comprehension

- **Recap prior learning** (title, content of book)
- Recap **key words**, **HF words** and **wow words**
- **Re read text** (independent, pairs, groups / play jump in)
- Use the **comprehension questions** at the end of the text- children to retrieve the answer from the text (put your finger on the answer).
- Teach children how to **scan for key words** to locate the answer
- Children are encouraged to **use the words from the text to formulate their answer** (if it is an inference question we still locate the correct part and discuss)

### Friday Focus: Spelling

- Recap graphemes covered that week (from both books)
- Children move to spelling books
- Stick in the monster stickers relating to the graphemes
- Children to write the date
- Teacher to say the word and segment using robot arms / fingers to show how many sounds are needed
- Children use writing pencil to write the word (they can add sound buttons if needed but this isn't always necessary)
- Complete words as a list (like a spelling test)

- Mark words as a group (teacher model using white board). Address misconceptions.
- Children edit using editing pencil
- Support handwriting during writing to ensure children are using correct joins and letter formation