

ee ur ow
wh y au



Phonics

Teaching and
Learning at All Souls'



**Bug Club
Phonics**

Aims and Objectives

At All Souls', we believe that for all of our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme.

We use the Bug Club Phonics programme to plan and provide daily engaging phonics lessons. Phonics is about the links between letters and the sounds they make. The children learn to recognise all of the different grapheme-phoneme correspondences to support them when they are reading and writing.

Grapheme: A letter or combination of letters that represents a phoneme

Phoneme: The smallest unit of sound that changes a words meaning. This can be represented by one or several letters.

How we teach phonics:

- In Reception, Year 1 and Year 2, the children follow the progression within the Bug Club Phonics programme. Phonics is taught daily and there are opportunities each day to practise and consolidate learning.
- Phonics is taught during the early stages of Reception to ensure the children make a strong start.
- By the end of Reception, children will have been taught up to the end of Phase 4.
- By the end of Year One, children will have been taught up to the end of Phase 5/beginning Phase 6.
- Year One and Two phonics sessions are 30 minutes long.
- Reception phonics sessions are 20 minutes long.
- In KS2 children are taught phonics sessions where appropriate to close specific reading/writing gaps from KS1 using Bug Club Phonics.
- From Reception, any children identified as needing extra support with reading, will become a Target Reader. They read daily 1-1 with an adult.



Bug Club Phonics Progression

Phase One (Pre-Reception):

Phase One of Bug Club Phonics concentrates on developing children's speaking and listening skills and lays the foundation for the phonic work which starts in Phase 2. The emphasis in phase one is to get children attuned to the sounds around them and ready to develop oral blending and segmenting skills.

Phase Two (Reception):

Bug Club Units 1-5

The purpose of this phase is to teach **23** letter sounds/phonemes and on completion, many children should be able to read and spell some VC and CVC words as well as read the irregular words—**'to, the, no, go, I, into, her'**.

Phase Three (Reception + Year 1 Recap):

Bug Club Units 6-11

The Purpose of Phase 3 is to teach a further 27 graphemes, most of which comprise of 2 letters e.g. 'ai'. Children will continue to practise CVC blending and segmentation and will apply their knowledge to read and spell two-syllable words and captions. They will learn to read and spell a selection of decodable and irregular words- **'me, be, he, my, by, she, they, we, are, you, all, was, give, live'**.

Phase Four (Reception + Year 1 Recap):

Bug Club Unit 12

Children entering Phase 4 will be able to represent up to 50 phonemes, be able to blend to read, and segment to spell CVC words with up to 3 different phonemes. By the end of Phase 4 they will be able to read and spell irregular words- **'said, have, like, do, so, some, come, were, there, little, one, when, out, what'**.

The purpose of this phase is to consolidate knowledge. Children will learn to read and spell words containing adjacent consonants in this phase e.g. 'mp', 'st'. By the end of this phase children will be able to read and spell words with up to 4 phonemes/graphemes e.g. steep, plot.



Bug Club Phonics Progression

Phase Five (Year One):

Bug Club Units 13-27

The purpose of this phase is for children to broaden their knowledge of phonemes and graphemes for use in reading and spelling. They will be introduced to new graphemes and alternative pronunciations for these. The children will also be able to read and spell a range of irregular words—'oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third'.

Teaching Sequence/Lesson Structure:

Teaching sequence

Bug Club Phonics is structured with Phoneme Sessions and Language Sessions (see pages 7–9 for the breakdown of the 'teaching elements' in both these session types). The following diagram illustrates the *Bug Club Phonics* lesson structure.

Recommended teaching sequence	<i>Bug Club Phonics</i> lesson structure
Introduce ▼	Learning intentions and outcomes for the day are discussed at the start of the lesson.
Revisit and review ▼	Every Phoneme Session begins with Revision to review previous learning. In Reception (P1) the Revision is not just of the previous day's target grapheme-phoneme correspondence, but also of blending for reading and segmenting for spelling of the relevant words. In Key Stage 1 (P2&3) the Revision is sometimes a review of previous learning which links with the planned teaching for that day.
Teach ▼	Every Phoneme and Language Session is composed of teaching elements (e.g. Sounds, Reading, Spelling etc) which are easily navigated to structure the new phonic teaching. The teaching of grapheme-phoneme correspondences and high-frequency (common) words is covered.
Practise ▼	Practise opportunities are available in the following areas: <ul style="list-style-type: none">• 'Follow-up' parts of the lessons• unit-linked pupil games• unit-linked photocopy masters• 'free-teaching' within the Magnetic Board.
Apply ▼	Language Sessions provide opportunities to apply developing phonic skills to the reading, spelling and writing of captions and sentences. This application also covers irregular (not fully decodable) common words. In addition, phonic skills can be applied when using the linked decodable readers, starting as early as Unit 2 of <i>Bug Club Phonics</i> .
Assess learning	Assessment guidance and materials provided within this guide and on the website enable ongoing formative assessment during the daily lessons and summative assessment at regular periods throughout the programme. The frequency of assessment opportunities means children's needs can be identified and evidenced the moment they become apparent, ensuring that no child gets left behind. The catch-up guidance and resources allow children to stay within the main teaching sessions whilst getting the extra help they need, in the right format, to be able to keep up with their peers. The <i>Bug Club Phonics</i> assessments and online resources can be used to prepare children for the Phonics Screening Check in Year 1.

For in depth, step by step coverage of any of the phases or for individual lesson plans visit- <https://www.activelearnprimary.co.uk/login?c=> (Bug Club website)



Bug Club Phonics Progression

Consolidation of learning:

Phoneme Session PCM:

Each lesson contains a PCM (printable photocopy master), children may access these activities at the end of a lesson or take it home as part of their home learning. (PCMs are given as appropriate decided by the teacher)

Language session PCM:

Language sessions are taught at the end of each unit, where new irregular words are introduced. Language session PCMs may be completed at the end of a language session or sent home as part of home learning. (PCMs are given as appropriate decided by the teacher)

Progression:

Reception:

Children will begin Phase 2 phonics within the first few weeks of starting school. They will complete phase 2 by the end of the Autumn 2. They will learn Phase 3 across Spring 1 & 2. They will then learn Phase 4 in Summer 1 & 2. (Children who are not ready to move on to the next Phase will move across the phases at a slower pace and spend longer on each unit as necessary.)

Year One:

Children will recap Phase 3 & 4 in the Autumn term. They will start Phase 5 in the Spring term through to the end of Summer 2.

Year Two:

Children will recap Phase 5 in the Autumn term through to Spring 1. They will move on to Phase 6 in Spring 2 and continue to learn National Curriculum spelling rules in Summer 1 & 2.

(See grid on page 11 for coverage table)



Bug Club Phonics Progression

Groupings:

In **Reception** the children begin Phase 2 as a whole class. As the children progress through the phase, some gaps may appear, the children are then put into groups according to their ability. This usually consists of a larger group, keeping up with the planned progression and a smaller focus group where planning and teaching is adapted to children's needs, whilst maintaining high standards.

In **Year One and Two** children are grouped by ability. This usually consists of a large Year One and a large Year Two group, keeping up with planned progression and a smaller focus group (mixed Yr 1 & 2), where planning and teaching is adapted to children's needs, whilst maintaining high standards.

Termly/end of phase assessments will be used to determine whether children need to move to a different group in line with their phonics knowledge and to identify children who need to access intervention support to close gaps. If a child joins All Souls' mid-way through a year then they will be assessed using the relevant Bug Club assessment on arrival and placed in the appropriate group, matching their phonics ability.

Planning:

The class teacher plans for all children in the **Reception** class. Daily lessons are outlined, following Bug Club structure and progression.

In **KS1** the Phonics Lead plans for all groups in the key stage. Daily lessons are outlined, following the Bug Club structure and progression.

All staff access detailed plans on the Bug Club Phonics website. Adults teaching a phonics group access detailed lesson plans prior to the delivery of the lesson.

Timetabling:

Discrete phonics sessions are taught daily in Reception. Phonics is taught for 20 minutes in Reception. Phonics practice sessions also take place each day.

Discrete phonics sessions are taught daily in Years One and Two. Phonics is taught for 30 minutes in KS1.



Bug Club Phonics Progression

Assessment and Tracking:

At the end of each term/end of phase assessment, the Phonics Progress Tracker is updated for each phonics group. Any children who have not made at least expected progress are identified and further interventions are put in place. Pupil Premium children are highlighted on the tracker to ensure these children are making progress in line with non-pupil premium children. Once data is complete, it is shared with relevant members of staff.

Children in Reception are assessed every term/end of phase using the Bug Club Phonics end of unit & phase assessments. These assessments assess sound recognition and blending.

Children in Year One are assessed every term/end of phase using the Bug Club Phonics end of unit and phase assessments. In Spring 2 & Summer 1 children are also assessed using previous year's phonics screening checks and Bug Club mock tests to prepare them for the upcoming phonics screening at the beginning of Term 6 (Summer 2). (Children who did not pass the screening check in Year One, will also be assessed using previous screening checks.) Any children in Year 3 who did not pass the screening check in KS1 will complete an assessment each half term. Children remain in the programme until they can pass the screening check.

Children who join All Souls' will be assessed using the intervention tracker to identify any gaps in learning and to ensure that the child is placed in the correct group.

- End of unit assessments are used at the end of each unit
- * Unit games are allocated as home learning/opportunities given in class when unit is completed

Lowest 20% of children:

The lowest 20% of children in each year group will be assessed twice a term using the All Soul's screening document which follows Bug Club Phonics. This document contains words from each unit, giving adults the opportunity to assess children's phonics knowledge following what the children have learned in their phonics sessions. Gaps are identified and adults will address these in intervention groups and 1:1 reading time.



Bug Club Phonics Progression

National Phonics Screening Check:

During the Summer Term, all children in Year One will be screened using National Assessment materials and the data will be submitted to the local authority. The test includes 40 decodable words, 20 real words and 20 'alien' words. Children are usually expected to gain 32 marks out of 40, however this pass mark can change slightly year on year. If a child does not pass the screening test they will receive ongoing phonics support and retake the test at the end of Year Two. Children who do not pass the test at the end of Year Two will receive targeted phonics intervention support. (If a child has a specific learning issue, phonics may not be an appropriate intervention.)

Bug Club Phonics Progression

Reading Books:

Children are issued with fully decodable reading books in line with the Bug Club Phonics programme. These are available as both e-books and hard books.

Children are allocated reading books that match their phonics knowledge and are updated as necessary as they move through the Bug Club programme. A child may be asked to re-read their reading book to practise specific sounds or tricky words. Inside the cover of each decodable book are the sounds that can be found in the book and some of the words that contain these sounds as well as the tricky words.

Each child has their own individual Bug Club login which is sent home on a Bug Club bookmark when they are in Reception. Children in KS1 can also find their login inside their Reading Record.

The e-books contain these features:

Read to me:

This feature can be used as a model of fluent reading, modelling language, how expression can be used and to develop a sense of how stories work. This feature can be used before or after the child has a go at decoding the words and reading the book themselves.

Quiz Questions:

The children can read the text onscreen again, but this time they can access an interactive quiz question to reinforce phonics skills and to assess their comprehension skills. Teachers can access this information and can see which questions have been tackled.

There is a wide range of fully decodable reading books to choose from that the children absolutely love!

Classroom Environment:

In all infant classrooms (KS1 & Reception) a phonics wall frieze is displayed for all children to access. Smaller versions of the frieze (sound mats) and tricky word mats are available in classrooms for children to use when they are reading and writing to support independence. Pictorial versions and non-pictorial versions are available of the sound mats. In KS2 all classrooms have the phoneme frieze displayed on walls to support children as needed.



Bug Club Phonics Progression

Resources:

Effective phonics lessons mean that every second counts. Resources are always prepared prior to a lesson. All children in KS1 have their own phonics jotter that is used to write in during each phonics session. In Reception children use whiteboards in phonics sessions and will be introduced to jotters once they join Year One. Some children in Reception will have access to magnetic letters to use during each Bug Club Phonics lesson (where need is identified to feel the shape of the letters). In KS1 magnetic letters are used for identified children as well as printed word cards. Flashcards are used to support Bug Club Phonics interactive resources.

Children will also access online resources during their phonics session, including short clips, interactive boards, songs and online games.

Expectations:

- All staff must access lesson plans prior to teaching lesson
- All lessons must be taught using Bug Club Phonics
- All lessons include the revisit & review, teach, practice, apply, assess model
- All staff model 'pure' sounds correctly and pick children up on any mistakes immediately
- All staff model handwriting in line with school policy
- Lessons must start promptly and completed as timetabled
- Assessments are completed at the end of each term/phase to identify gaps and inform new groups



Bug Club Phonics Progression

Whole school mantras:

- When sounding out a word the children will put the sounds on their fingers/ children may be told how many sounds are in a word and display that many fingers to put the sounds onto each finger
- Technical vocabulary will be used e.g. vowel (KS1), consonant (KS1), grapheme, phoneme, digraph, trigraph, blending, segmenting
- Phonemes for 'th' will be taught as 'soft th' and 'hard th'
- Phonemes for 'oo' will be taught as 'long oo' and 'short oo'
- When blending a finger will be used to point to each phoneme then the word will be read by sliding a finger underneath
- We use 'my turn, 'your turn' when modelling sound pronunciation and blending
- When showing sound buttons we will use the following code:

- a round dot under a single sound e.g.

cat
● ● ●

- a straight line under a digraph/trigraph e.g.

shop
— ● ●

- a curved line under a split digraph e.g.

a e
—

- Letter names are used alongside sounds when spelling

Bug Club Phonics Progression

Progression from Reception -Year Two

Reception:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Begin Phase 2	Finish Phase 2 Begin Phase	Continue Phase 3	Consolidate Phase 3	Begin phase 4	Consolidate Phase 4

Year One:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recap Phase 3	Consolidate Phase 3 + 4	Begin Phase 5	Continue Phase 5 & Prepare for phonics screening	Continue Phase 5 & Phonics screening check	Consolidate Phase 5 & Begin phase 6

Year Two:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recap Phase 3, 4 & 5	Consolidate Phase 5	Consolidate Phase 5	Phase 6	Spelling rules (English appendix NC)	Spelling rules (English appendix NC)

- Children who have been identified as having gaps may not follow this medium term plan.



Bug Club Phonics Progression

Interventions:

Termly/end of phase assessments identify gaps to ensure children are placed in the correct group and receive the appropriate interventions. Interventions are carried out either in small groups or on a 1:1 basis.

Phonics intervention across the school follow the same format as follows:

Recall: Flashcards to show focus sounds for session, process is repeated until children can recognise the grapheme and recall each phoneme for the focus sound.

Practise: Select small selection of words that contain the focus phoneme.

Adult models sounding out the word putting each sound on their fingers and then blending the sounds.

Children then have a turn at sounding out the word and blending sounds.

(Do this for each word)

On the last few words allow the children to independently sound out and blend without modelling.

Apply:

Give each child their own word to read.

Child uses sounds button to show each sound in their word.

Using words read within the session children write these words in jotters/whiteboards.

If children are able to they can write a short sentence using the words from the session.

*Intervention sessions are timetabled by class teachers where appropriate and in line with availability of supporting adults.

*Group may sing alphabet song to practise letter names



Bug Club Phonics Progression

CPD:

All staff have received 3 hours of Bug Club Phonics training. Each staff member has their own login details and can access all Bug Club Phonics materials. Support staff are given time to observe Bug Club Phonics teaching to ensure they are confident and consistent in their approach.

Glossary:

Glossary of terms

Adjacent consonants two or more letters that represent two or more phonemes, e.g. 'fr' beginning the word 'fridge'

Blend drawing together the constituent phonemes of a written word in order to read it

Digraph two successive letters that represent one phoneme, e.g. 'oa', 'ck', etc.

Grapheme letter or combination of letters that represent a phoneme, e.g. 'r', 'ch'

Phoneme the smallest unit of sound that changes a word's meaning; it can be represented by one or several letters, e.g. /a/ or /sh/

Segment breaking down the sounds of a spoken word into phonemes in order to spell it

Trigraph three successive letters representing one phoneme, e.g. 'igh'

Quadgraph four successive letters representing one phoneme e.g. 'eigh'

Bug Club Phonics Progression

A typical phoneme lesson at All Souls':

Alphabet song x 1 (in reception) x 2 (yrs 1 & 2) one with voice accompaniment and one without

Learning intentions are shared

Revision—smart notebook screens where sound mats are displayed without pictorial prompts (reference is made to pictorial sound mats to show where sound can be found to support identified children)

Revision—children read words to recap previous learning

Lessons—watch sound video (if there is one for that lesson)

-Bring up words from the 'asset bank' - highlight new sound in each word

-Reading- say sounds for each word and listen to computer blend, for last word, the children have a turn at blending

-Spelling—children sit at seats, they listen to the word, teacher models putting sounds on fingers, children write word in jotter/whiteboard teacher builds word using magnetic board on IWB (a flashcard may be put on the board to remind children of a grapheme they may need e.g. 'ear').

- Follow- up activity

-Tricky word flashcards on whiteboard (KS1 only)

-Alphabet song x 1 to signify the end of the lesson

A typical language session at All Souls':

Alphabet song x 1 (Reception) x 2 (Yrs 1&2—once with voice accompaniment and once without)

Learning intention shared

Sound mats to recap sounds learned so far

Irregular- Read tricky word together (discuss tricky part & give example of word in a sentence)

Build tricky word

Lesson—Show sentences/captions—look for tricky words/digraphs etc and discuss with children. Decode sentences together.

Spelling- Build sentence/captions together on IWB

Writing- write caption in jotter/whiteboard

Tricky word flashcards on whiteboard (KS1 only)

Alphabet song x 1

*Some phoneme/language sessions may need to be taught over a few days to secure knowledge (this is decided by teacher)

*Tricky words are practiced as appropriate daily in Reception

*handwriting is taught separately, teacher will model letter formation on

IWB



Bug Club Phonics Progression

A typical end of unit assessment session:

- Alphabet song x 1 (in reception) x 2 (ks1) one with voice accompaniment and one without)
- Learning intentions shared
- Revision—smart notebook screens where sound mats are displayed without pictorial prompts
- End of unit assessment games x 4 (as whole class/small groups on I pads/ laptops
- Writing words in jotters, practising spelling words learned in unit (KS1)
- Tricky word flashcards (KS1)
- Alphabet song x 1 (capital letters)

