

Active Learning
Phonics Bug

Reception (P1)

Progression and
teaching structure.

Guided independent work

Although *Bug Club Phonics* is delivered through teacher-modelling and rehearsal with the whole class, there are also resources for guided independent work. These can be tailored to meet the needs of an individual or groups and to give you a chance to work with children who may need more help to consolidate their learning. The resources consist of one photocopy master (PCM) for each session, plus up to five pupil games per unit that can start to be used after the end of each unit.

Introduction of graded readers

Bug Club Phonics is supported by decodable readers which match the order of phoneme introduction. When the children have completed the first two units of *Bug Club Phonics*, they will have acquired a sufficient number of grapheme–phoneme correspondences to start reading their own books. This should be a motivating and enjoyable experience for them.

There are books to match each unit of the teaching programme and these help children to practise and consolidate their learning at each stage.

Before, during and after the introduction of the *Bug Club Phonics* readers, children should be exposed constantly to a rich and

varied diet of book experiences to ensure their enthusiasm for reading is nurtured, their comprehension skills are being developed, and their speaking and listening skills are extended.

Speaking and listening skills

Our strategy of teacher-modelling and rehearsal for teaching reading and spelling provides opportunities for pupils to be both spectators and participants. As spectators, they listen to words and structures; as participants, they try them out. While sharing pupil magnetic boards, working in pairs or small groups, pupils respond to each other, learning to adjust the language to suit the situation and the response of partners. Using graded readers, the teacher can encourage pupils to express opinions and explore, develop and sustain ideas through talk and discussion.

Teaching sequence

Bug Club Phonics is structured with Phoneme Sessions and Language Sessions (see page 7 for the breakdown of the ‘teaching elements’ in both these session types). The following diagram illustrates the alignment of the *Bug Club Phonics* lesson structure to the recommended teaching sequence.

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 (with the exception of Unit 1). 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, the linked decodable readers allow regular application of children’s phonic skills, from 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 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 assessment resources can be used to prepare children for the Phonics Screening Check in Year 1.

Programme structure

Unit structure

The following table shows what is covered in each of Units 1–12 of *Bug Club Phonics*. (See also the section ‘*Bug Club Phonics* and the phases of progression’ on page 8.)

- Each of the 12 units represents a group of letters.
- Each phoneme within a group is introduced in one Phoneme Session, and each unit concludes with a Language Session, which includes teaching of associated irregular words.

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff l, ll, ss	l, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

(See page 48 for a table showing what is covered in each of Units 13–30 of *Bug Club Phonics*.)

Session structure

The following table illustrates the breakdown of teaching elements in Phoneme and Language Sessions.

- Every Phoneme and Language Session is composed of the same teaching elements (with the exception of Unit 1).
- Each Phoneme Session starts with Revision to review previous learning (with the exception of Unit 1).
- Each lesson within the Phoneme Session starts by introducing the new phoneme for the day, using a fun video clip. Children examine asset bank words in order to highlight the new grapheme in beginning, middle or end positions. It is not intended that children read these words out loud.

Phoneme Session

Teaching element	Description
Alphabet song	Sing the Alphabet song
Revision	
Letters and Sounds	Quick-fire practice of previously taught grapheme–phoneme correspondences
Reading	Children practise reading words composed of previously taught grapheme–phoneme correspondences
Writing and Spelling	Children practise spelling and letter formation using previously taught graphemes and words

Lesson

Introduction	Discuss learning intentions and outcomes for the day
Sounds	Children are introduced to new grapheme with corresponding phoneme. They highlight the letter’s position in words from the asset bank
Reading	Children blend phonemes for reading words
Spelling	Children segment words for spelling
Writing	Children form letters to cement grapheme–phoneme correspondence
Follow-up	Children are introduced to guided independent work, consolidating any teaching from lesson
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Language Session

Teaching element	Description
Alphabet song	Sing the Alphabet song
Introduction	Discuss learning intentions and outcomes for the day
Not fully decodable words/irregular words	
Reading	Children read irregular word(s)
Spelling	Children spell irregular word(s)
Writing	Children write captions and sentences
Follow-up	Basic comprehension and introduction of guided independent work
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Active Learning
Phonics Bug

Key Stage 1 (P2-P3)

Progression and
teaching 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.

Programme structure

Unit structure

The following tables show what is covered in each of the units of *Bug Club Phonics*. (See also the section ‘*Bug Club Phonics* and the phases of progression’ on page 9.)

For reference purposes, Table 1 (covering Units 1–12) shows what will have already been taught in Reception (Primary 1).

Table 1 Units 1–12 of *Bug Club Phonics Reception (Primary 1)*

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff l, ll, ss	l, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, ccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

The following table (Table 2) shows what is covered in each of Units 13–30, the Key Stage 1 (Primary 2 & 3) part of the programme.

Table 2 Units 13–30 of *Bug Club Phonics Key Stage 1 (Primary 2 & 3)*

Phase	Unit	Focus	Irregular/high-frequency words
5	13	wh, ph,	oh, their, people
	14	ay, a-e, igh/ey/ei (long a)	Mr, Mrs, Ms
	15	ea, e-e, ie/ey/y (long e)	looked, called, asked
	16	ie, i-e, y, i (long i)	water, where
	17	ow, o-e, o/oe (long o)	who, again
	18	ew, ue, u-e (long o), u/oul, (short oo)	thought, through
	19	aw, au, al	work, laughed, because
	20	ir, er, ear	Thursday, Saturday, thirteen, thirty
	21	ou, oy	different, any, many
	22	ere/eer, are/ear	eyes, friends
23	c, k, ck, ch	two, once	
24	c(e)/c(i)/c(y), sc/ st(l) se	great, clothes	
25	g(e)/g(i)/g(y), dge	it's, I'm, I'll, I've	
26	le, mb, kn/gn, wr	don't, can't, didn't	
27	tch, sh, ea, zh, (w)a, o	first, second, third	
6	28	suffix morphemes ing, ed	clearing, gleaming, rained, mailed
	29	plural morphemes s, es	men, mice, feet, teeth, sheep
	30	prefix morphemes re, un prefix+root+suffix	vowel, consonant, prefix, suffix, syllable

Session structure

The following table illustrates the breakdown of teaching elements in Phoneme and Language Sessions.

- Every Phoneme and Language Session is composed of the same teaching elements.
- Each Phoneme Session starts with Revision to review previous learning. This covers new graphemes, and blending for reading and segmenting for spelling.
- Each lesson within the Phoneme Session starts with introducing the new grapheme–phoneme correspondence for the day, using a fun video clip. Children examine asset bank words in order to highlight the new grapheme in beginning, middle or end positions. Some asset bank words are beyond the decodable experience of the children at this point and so are not intended for blending and reading; those that are will appear for blending in the Reading part of the lesson.

Phoneme Session

Teaching element	Description
Alphabet song	Sing the Alphabet song

Revision

Letters and Sounds	Quick-fire practice of previously taught grapheme–phoneme correspondences
Reading	Children practise reading words composed of previously taught grapheme–phoneme correspondences
Writing and Spelling	Children practise spelling and letter formation using previously taught graphemes and words

Lesson

Introduction	Discuss learning intentions and outcomes for the day
Sounds	Children are introduced to new grapheme with corresponding phoneme, highlighting its position in words from the asset bank
Reading	Children blend phonemes for reading words
Spelling	Children segment words for spelling
Writing	Children form letters to cement letter–sound correspondences
Follow-up	Children are introduced to guided independent work, consolidating any teaching from lesson
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Language Session

Teaching element	Description
Alphabet song	Sing the Alphabet song

Introduction	Discuss learning intentions and outcomes for the day
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Irregular/high-frequency words

Reading	Children read irregular/high-frequency word(s)
Spelling	Children spell irregular/high-frequency word(s)

Lesson

Reading	Children read captions and sentences
Spelling/Writing	Children write captions and sentences
Follow-up	Basic comprehension and introduction of guided independent work
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Description of the blending process

We recommend a smooth articulation of the sounds for blending.

- Pupils see the word but are *not told* what it is, e.g. ‘whip’ (see Unit 13, target phoneme /wh/ under the lesson Reading tab).

- Pupils sound out each separate phoneme in the word: /wh/ /i/ /p/.
- They repeat each phoneme slowly and smoothly, stretching each sound out into its adjoining sound without a pause, and giving the same emphasis to each sound, blending the sounds together to achieve the single sound of the complete word. This is known as ‘co-articulation’. Push the letters together by clicking on the green arrow symbol while all the children blend the sounds together out loud.
- Children read the word as one complete sound.
- Note: By clicking the Blend button, children can hear and see the automatic blending of the first few words. By clicking on Undo, the children can repeat the modelled process for themselves.

Procedure for spelling words of one syllable using the *Bug Club Phonics* whole-class teaching website

This example is from Key Stage 1 Unit 15 (/ee/ written as ‘ea’). Children *do not* see the word first. Click on the link for the lesson. Click the Spelling tab and then select the Words tab on the Spelling screen. Click Say to hear the word “beach”. Say the word. You may wish to put it into a sentence to ensure that children understand its meaning. The children (or child, where appropriate):

- Say the word “beach”, say the first phoneme /b/, drag up the lowercase letter (grapheme) ‘b’ and place it in the leftmost empty box shown on the work area.
- Say the word “beach” again, say the second phoneme sounding /ee/, drag up the graphemes ‘e’ and ‘a’ and place the digraph ‘ea’ in the empty double space next to the ‘b’ on the work area.
- Say the word “beach” again, say the last phoneme /ch/, drag up the graphemes ‘c’ and ‘h’ and place the digraph ‘ch’ in the empty double box next to the ‘ea’ on the work area.
- Push the letters together by clicking on the green arrow symbol while all the children blend the sounds together out loud to say “beach”.
- Spell the word “beach” orally using the letter names b e a c h, “beach”.
- Click Undo if you want to repeat the blending procedure.

Procedure for spelling using pupil magnetic boards

This example is from Key Stage 1 Unit 14 (/ai/ written as ‘ay’). Children *do not* see the word first. Click on the link for the lesson. Click Spelling and select the Pictures tab. Scroll for the picture of a tray and click Show. The children:

- Say the word “tray”, say the first phoneme /t/, find the magnetic letter ‘t’ and place it on the left side of their magnetic boards.
- Say “tray” again, say the next phoneme /r/, find the magnetic letter ‘r’ and place it next to the letter ‘t’.
- Say “tray” again, say the last phoneme /ai/, find the magnetic letters ‘a’ and ‘y’ and place the digraph ‘ay’ next to the ‘r’.

Now you can use the interactive whiteboard to help the children check their spelling. With your support, ask a child to:

- Go to the work area, select the Pictures tab and scroll for the picture of a tray.
- Click Show, hear and say the word “tray” and drag up the letters placing them in the boxes provided on the work area.
- Click on the green arrow, moving it along to the right as all the children blend the sounds together to say “t-r-ay” and push their letters together on their magnetic boards blending the sound together to make “tray”.
- Spell the word “tray” orally using the letter names t r a y, “tray”.

Bug Club Phonics and the phases of progression

Phase 5

Units 13–27 of *Bug Club Phonics* offer coverage of Phase 5 phonic progression. The following tables illustrate how the *Bug Club Phonics* daily lesson plans ensure a structured route through Phase 5 teaching and learning.

Note: Alternative pronunciations of known graphemes for reading are covered within the *Bug Club Phonics* programme at the point of teaching the alternative spellings. For instance, the pronunciation of the known grapheme ‘c’ in the word ‘cent’ is taught in Unit 24, when all the spelling alternatives for the /s/ phoneme are taught.

Table 1 Graphemes for Reading within *Bug Club Phonics* Key Stage 1

Phase 5 teaching: new grapheme–phoneme correspondences for reading	<i>Bug Club Phonics</i> unit
wh	Unit 13
ph	Unit 13
ay	Unit 14
a-e	Unit 14
ea	Unit 15
e-e	Unit 15
ie	Unit 16
i-e	Unit 16
oe	Unit 17
o-e	Unit 17
ew	Unit 18
ue	Unit 18
u-e	Unit 18
aw	Unit 19
au	Unit 19
ir	Unit 20
ou	Unit 21
oy	Unit 21
ear/ere/eer	Unit 22
air/are/ear	Unit 22

NB: Subsequent sessions could be said to be phonic rules, not new graphemes.

Table 2 Alternative spellings within *Bug Club Phonics* Key Stage 1

Phase 5 teaching: alternative spellings for each phoneme	<i>Bug Club Phonics</i> unit
w / wh	Unit 13
f / ph	Unit 13
ai / ay / a-e / eigh / ey / ei	Unit 14
ee / ea / e-e / ie / y / ey / eo	Unit 15
igh / ie / i-e / y / i / ey	Unit 16
oa / ow / o-e / oe / o	Unit 17
oo / ew / ue / u-e / ui / ou	Unit 18
oo / u / oul	Unit 18
or / aw / au / al	Unit 19
ur / ir / er / ear	Unit 20
ow / ou	Unit 21
oi / oy	Unit 21
ear / ere / eer	Unit 22
air / are / ear	Unit 22
c / k / ck / qu / x / ch	Unit 23
s / c / sc	Unit 24
j / g / dge	Unit 25
m / mb	Unit 26
n / kn / gn	Unit 26
r / wr	Unit 26
ch / tch	Unit 27
sh / ch / t / ss / s / c	Unit 27
e / ea	Unit 27
s for /zh/	Unit 27
o / (w)a	Unit 27
u / o	Unit 27

So, *Bug Club Phonics* Key Stage 1 (Primary 2 & 3) starts with the Phase 5 skills of learning new graphemes for reading and then moves through the alternative pronunciations and spellings of all graphemes.

This programme provides inbuilt formative and summative assessment that follows closely the phonic phases of progression: Assessments 8 and 9 examine the children’s ability to spell using these new graphemes and spelling alternatives. Assessments 10 and 11 then examine reading skills. Suggestions for catch-up work are made after each assessment.

Phase 6

Bug Club Phonics supports learning in Phase 6 by introducing more complex, multi-syllabic words and morphemes such as prefixes and suffixes. This teaching occurs in the Phoneme and Language Sessions and in guided independent work, with the children also covering less-common grapheme–phoneme correspondences and phonic irregularities, and applying their phonic skills in a wide range of reading and spelling settings.

The children will become increasingly fluent in sounding and blending unfamiliar words, and will develop more automatic recognition of familiar ones based on a sound foundation of phonic skills, so you will be able to devote more and more time to developing their reading comprehension. Phase 6 skills are assessed in Assessments 12 and 13. Suggestions for catch-up work are also provided.

Delivery method

Bug Club Phonics has been developed for use on an interactive whiteboard.

However, if you do not have access to an interactive whiteboard you can still deliver *Bug Club Phonics*. You can use non-interactive data projection facilities, and use the mouse to control the elements on the screen. For activities that require free-writing, you can use a conventional whiteboard or a flip chart.

If you do not have access to any kind of data projection facilities, the resources you will need are available on the website, all clearly referenced to their relevant units, ready for printing off and making into cards (these include picture stimuli, letters, words and sentences). You will also need a large magnetic board and upper- and lowercase magnetic letters, plus a whiteboard or flip chart for writing on.

How to run the programme

Duration of programme

Units 1–12 of *Bug Club Phonics* can take as little as 16 weeks to complete, while a little more time can be taken with Units 13–30, the teaching being intended to continue through Years 1 and 2 (Primary 2 and 3). As a general rule, you should aim to complete Units 13–27 within Year 1 (Primary 2), enabling Year 2 (Primary 3) to be an opportunity to consolidate the word recognition skills from the first two years of schooling. To prepare the children adequately for the Year 1 Phonics Screening Check, Units 13–21 should be completed by half term of the summer term. You should therefore try to maintain a fairly brisk pace with Units 13–21, whereas Units 22–30 can be taken at a slower pace. However, you should, of course, use your professional judgement to moderate the pace in accordance with the needs of the class. You may, for example, decide to take a day or two after each unit to consolidate your teaching.

While reading will become more fluent and automatic in Year 2, learning about word structure and spelling will then continue in Key Stage 2 (Primary 4–7).

The sessions for Units 13–30 do not need to be delivered on consecutive days, but you should try to maintain the brisk pace of lesson delivery as far as possible in order to achieve maximum benefits from the programme.

Attendance

It's useful for all staff in the school, but especially those responsible for children's welfare and attendance, to be aware of how phonics is delivered. The pace at which sounds are taught – all the way through Reception and Key Stage 1 means that time off school, at any stage, can create real

gaps in children's phonic knowledge. Children's phonic skills are checked at the end of Year 1 with the statutory Phonics Screening Check, and success in that relies on daily exposure to phonics teaching so as to learn the grapheme–phoneme correspondences and develop the blending and segmenting skills to the expected level.

Bug Club Phonics is designed around whole-class teaching. In order to maintain that inclusive approach the class needs to move forward together as much as possible. Periods of absence for individual children may result in them needing additional catch-up support and tuition in order to be able to keep up with their peers.

Daily time allocation

The time it takes to deliver the whole-class sessions will depend on your familiarity with the programme and how you choose to use the more flexible elements such as the video clips, Alphabet song and so on. The independent work provided by the PCMs does not necessarily have to be done immediately after the whole-class session, but it should be completed before the next session if possible. The games can be used as consolidation work at any point in the day, and are ideal for slower learners if appropriate to their learning needs.

Classroom organisation

It is recommended that the children are kept together for the daily sessions in spite of different ability levels. This has been shown to foster a sense of social inclusion and boost the performance of the children who are progressing more slowly. However, you will need to differentiate your questioning within the lesson to ensure that all children are fully engaged. Some of the follow-up activities are provided at different levels of ability to support differentiation.

Children usually sit together on the floor in front of the interactive whiteboard at the start of the daily teaching sessions for the Introduction, Revision, Lesson Sounds, Lesson Visual Search and Lesson Reading elements. The children return to their seats when the Spelling element is reached.

Classroom management of the magnetic letters

During Key Stage 1, you may find that, even early on, the class no longer needs to use their individual magnetic boards for spelling and letter formation with the relevant interactive whiteboard teaching elements. However, if you feel your children still need them, they can be provided with small magnetic letter boards and sets of magnetic letters. One board between two is ideal. Paired work is useful because it enables the children to explain what they are doing and hear explanations from others, and in so doing consolidate the learning. (Additional magnetic letters will be required when double letters are being practised.)

The boards can be available on the children's tables, and the children can return to their seats when the Spelling teaching element is reached during the daily Phoneme Session to build the target words themselves on their boards. As children become more advanced they will begin to spell using pencil and paper instead of magnetic letters.