Bug Club
Phonics

Teaching and Assessment Guide

Reception (P1)

Joyce Watson & Rhona Johnston (MBE)

Bug Club
Phonics

Teaching and Assessment Guide

Interactive systematic synthetic phonics for reading and spelling

Reception (P1)

Joyce Watson & Rhona Johnston

Contents

Overview

Teach
Teach whole-class phonics using the *Bug Club Phonics* lesson plans for each Unit. Make use of the opportunities that whole-class teaching provides for ongoing observational assessment.

Assess
Assess children's knowledge and understanding using the assessment pages and resources that make up the *Bug Club Phonics* teaching and assessment programme. Keep the children in the whole-class teaching programme, and provide extra, targeted **catch-up** – in small nurture groups or through one-to-one tuition, for those needing additional support. Use the online resources to prepare children for the Phonics Screening Check in Year 1.

Practise
Consolidate pupils' understanding using the *Bug Club Phonics Photocopy Masters (PCMs)* and games, which can be found as *handy links at the bottom of each teaching unit lesson plan*.

Apply
Allocate the decodable readers and eBooks, matched to each Unit, to help pupils practise reading, ensuring that they approach any unfamiliar words by using their knowledge of phonics to decode the word.

Bug Club Phonics is the dedicated phonics strand of *Bug Club*, a core reading programme that can be used for independent and guided reading from Reception (Primary 1) to Year 6 (Primary 7). Together, *Bug Club Phonics and Bug Club* provide a complete solution to helping you teach children to read in Reception (P1) and Key Stage 1 (P2 and 3).

This Teaching and Assessment Guide focuses on *Bug Club Phonics*. The programme is a balanced approach to the teaching of reading using systematic synthetic phonics (see page 4 for details). It simultaneously teaches the segmentation of words for spelling, and develops phonemic awareness skills. The programme is the product of seven years' research in Clackmannanshire, Scotland, which produced remarkable gains in reading and spelling among those children who followed the programme.

Bug Club Phonics comprises:

- Teaching and Assessment Guides for Reception (P1) and Key Stage 1 (P2 and 3)
- Resource cards
- Photocopy Masters
- 134 decodable readers
- 134 eBooks and activities
- Whole Class Teaching lessons
- pupil games and assessment games.

Bug Club Phonics Quick Start

1) Go to the **Before starting the programme** (page 21) and check that your children are ready to begin the programme.
2) Login to *Bug Club Phonics* whilst referring to *Bug Club Phonics* **Teaching controls** (page 13).
3) Read the **Guide to Teaching Sessions** (page 49).
4) Start using the programme!

Essential tips

- The basic Revision and Lesson elements of the Teaching Sessions are essential and should be carried out at a brisk pace. This may not be possible to begin with but, as you and your children get used to the format, the pace will quicken. The independent work provided by the PCMs and games can then be tailored to meet the needs of individuals or groups.
- Ideally the Sessions should be delivered on consecutive days, and if this is achieved, Units 1–12 will take around 16 weeks to complete. Teachers may decide to take a break between Units however.
- You will need an interactive whiteboard to deliver lessons in school, but if you do not have access to one, simply use the resource cards and make sure you have a large magnetic letter board and letters for modelling. (The resource cards are available to download. They include picture stimuli, letters, words and sentences.)
- Your class will need small magnetic letter boards and letters for individual use or to share between two, as your professional judgement dictates.

What is systematic synthetic phonics?

In systematic synthetic phonics the graphemes and corresponding phonemes are taught just before the introduction of words that contain these letters. To read these words, children are taught to pronounce the individual phonemes (sounds) associated with the graphemes (letters) they see, and then to blend them together (synthesise) to form the word. (In this programme, we use slashes / / to denote phonemes and inverted commas ' ' to denote graphemes.) The process is as follows:

- Children *see* a word, e.g. cat; it is not pronounced for them.
- They break it down into its individual letters (graphemes) and pronounce the corresponding sounds (phonemes) for each letter in turn: /c/ /a/ /t/
- Then they blend the separate phonemes together to form the word.

This process is known as **blending**.

Systematic synthetic phonics teaches letter sounds very rapidly, explicitly showing children how to build up words with letters from the start, and always includes blending with printed words.

Systematic synthetic phonics does not normally teach spelling, but *Bug Club Phonics* does teach spelling by reversing the reading process described above, i.e.

- Children hear a word, e.g. "cat" and say it.
- They say the first phoneme: /c/
- They write the corresponding grapheme: 'c'.
- They say the word again and say the next phoneme: /a/
- They write the corresponding grapheme: 'a', and so on.

This process is known as **segmenting**, and is followed by the children reading the word they have produced by sounding and blending.

In our approach, both blending for reading and segmenting for spelling are fully scaffolded. We model for the children how to sound and blend words for reading, but in each lesson children must attempt to sound and blend words for themselves to find out how they are pronounced. We also model for the children how to segment for spelling and continue to scaffold the children through the process with each word they spell. This ensures that they identify each phoneme and choose the appropriate grapheme in turn, until the word is spelt.

Systematic synthetic phonics differs from analytic phonics in that in analytic phonics children are shown word families. For example, they may be introduced to the letter sound 'c', and then be shown a list of words all starting with the same letter sound, e.g. 'cat, cake, cut, cup'. Sounding and blending starts when all the letters of the alphabet have been taught in the beginning, middle and final positions of words, whereas in systematic synthetic phonics this process starts after the first few letter sounds have been taught.

Programme rationale

Pace and order of teaching

In Reception, *Bug Club Phonics* teaches a new grapheme and related phoneme in every Phoneme Session. This fast pace, backed up by daily revision of past teaching, has proved the most effective and successful method of phonic training. This means that the basic 40+ phonemes are acquired quickly, and early reading skills develop rapidly. Decodable readers are introduced after just 10 days' teaching at the end of Unit 2. This enables children to apply the taught strategies and enjoy contextualised reading early on.

The order of grapheme introduction (see page 7) ensures that children are able to start reading and spelling a wide range of words at the earliest possible stage.

Introduction of graphemes and phonemes

In *Bug Club Phonics* children are taught graphemes and phonemes at the same time. The research study showed that children progressed quickly if they learnt about phonemes in the context of letters and print right from the start of the phonics teaching.

Blending and segmenting

In *Bug Club Phonics* blending for reading and segmenting for spelling are given equal prominence, though blending is always taught first in a Session. The practice of oral blending and segmentation is recommended in Phase 2 (see page 5 for more information on these 'Phases'). We suggest that these activities be done outside the lesson; for example, when there are a few minutes before the bell goes. Activities might include:

- suggesting words for children to practise sound-talk: e.g. tap, hat, mop
- using pictures from the online asset bank for sound-talk sentences, e.g.
  - Point to the m-a-p.
  - Can you h-o-p on one l-e-g?

Introduction of letter names

The names of letters can be taught first, via the Alphabet song and magnetic letters. Since the programme was first launched, children have not had any difficulties learning both letter names and sounds early on. One of the benefits of this is that any child who misses a Session will know the names of the letters they have missed. In many cases the letter names give a good guide to the letter sounds.

Multi-sensory learning

Bringing a multi-sensory element to the teaching of phonics is widely recognised to be hugely beneficial to its effectiveness. *Bug Club Phonics* recommends the use of magnetic letters and boards to consolidate children's blending and segmenting abilities. Mini-magnetic boards are to be used by pairs (or individuals) during and after the Whole-Class Teaching Sessions. The interactive whiteboard acts as an electronic magnetic letter board for teacher demonstration.

Additionally, teaching the formation of the letters at the same time as the sounds helps to consolidate the letters in memory. Once children are competent at writing the letters, they need not use the individual boards for spelling.

Handwriting

Bug Club Phonics does not necessarily seek to replace your normal handwriting programme, but it does recognise that letter formation helps kinaesthetic consolidation of grapheme acquisition and so spelling. The teaching of letter formation accompanies the introduction of every grapheme and the talking-through element of such teaching also supports the children's cognitive processes.

Note: If you teach cursive handwriting, there are optional demonstrations of cursive script formation in the Key Stage 1 lesson units. For all Key Stage 1 lessons there is an additional tab labelled 'Writing cursive'.

Less common grapheme–phoneme correspondences

Based on experience of the hundreds of children who have been through the programme over the last twenty or so years, *Bug Club Phonics* takes the view that children are best served by learning the basic 40+ grapheme–phoneme correspondences in the first year at school. The less frequent pronunciations, particularly for vowels, are taught when the children are secure in the basic principles, normally in the second year of school.

Very minor variations in pronunciation are not taught separately, and this has been found to pose no relevant difficulties for the children. We do, however, provide special notes within daily lesson plans, which outline areas where you may want to adopt your own regional pronunciation.

High frequency (common) words and irregular words

High frequency decodable common words are included for reading and spelling throughout *Bug Club Phonics*. These are listed in the chart under 'Decodable words' and are always taught by sounding and blending. There is also a list of 'Not fully decodable (irregular) words'; the term used in *Letters and Sounds* is 'tricky words'. These words are subsumed under the heading 'Irregular' in the Language Sessions (see below). Many of these words have spellings that have irregular pronunciations; these words are always deemed 'tricky', e.g. 'one'. However, some of the words in the list have regular pronunciations and become fully decodable later on as the phonics teaching progresses; for example, 'like' becomes completely decodable when split digraphs are taught.

Children are encouraged to use their phonic knowledge to help them decode these words as far as possible; you can point out and talk through the irregular aspects to help them read the words. You may want to introduce additional irregular words as deemed necessary by the content of your particular reading schemes. You may also want to practise the irregular words throughout the school day. However, these words, and the high frequency decodable words, are never taught as 'sight' words using flash cards. The following chart shows the *Bug Club Phonics* progression in common words (decodable and not fully decodable) in Reception (Primary 1).

Phase	Unit	Decodable words	Not fully decodable words (Irregular words)
2	1	at, as	
	2	an, it, in, is, dad	
	3	can, on, not, got	to
	4	mum, up, get	the, no, go
	5	had, back, his, big, him, if, of, off, but	I, into, her
3	6	will	me, be
	7	–	he, my, by, she
	8	that, this, then, them, with	they
	9	look, see, too	we, are
	10	for, now, down	you
	11	–	all, was, give, live
4	12	went, from, children, just, help	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Language Sessions

Language Sessions occur at the end of each Unit. These Sessions combine the teaching of irregular words with using words in the context of captions and sentences. The acquisition of skills for reading single words is only part of the reading process. To read with fluency and comprehension, children need to apply and develop the skills taught during the systematic synthetic phonics teaching element of the programme. The Language Sessions serve to consolidate the teaching of reading and spelling in the Phoneme Sessions, and promote early comprehension skills.

Comprehension is not an end product. It is a process which occurs during active interaction between the reader and the text. In the *Bug Club Phonics* Language Sessions, a progressive programme of text-related directed activities has been assembled to enable children to progress from single-word reading to reading intelligently to grasp meaning from the text.

While there are no new grapheme–phoneme correspondences in Phase 4, it is important that children learn to read and spell words containing adjacent consonants and read more decodable words and words that are not fully decodable (irregular words). For this reason there are three (rather than one) Language Sessions in Unit 12 (Phase 4).

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	*Bug Club Phonics* 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: • '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 *Bug Club Phonics*.
Assess Learning ▼	Assessment guidance and materials provided within this guide and in 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	I, 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

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

Bug Club Phonics and the Phases of Progression

Bug Club Phonics provides inbuilt formative and summative assessment. The letter order used in this programme follows a sequence that early on makes the reading of a large number of CVC words possible. Knowledge of the Phase 2 and 3 letters, digraphs and trigraphs can be tested using Assessments 1 to 4, and the ability to read and spell CVC non-words can be measured using Assessment 5. However, you should not expect the children to have mastery of what they have been taught right at the end of each Phase. During the Clackmannanshire study, children at the end of Phase 3 only got about 50% of these non-words correct; yet when tested a year later only 2.2% of the children were more than a year behind in reading, and none was more than 2 years behind. Phase 4 skills (adjacent consonants) are assessed in Assessment 6, where children are asked to read and spell CCVC, CVCC and CCVCC non-words. Advice on how to support struggling learners can be found on pages 24 and 25; these children should do extra catch-up sessions while staying in the whole-class programme.

A fun, informal group assessment of real words and alien words are available in the end-of-phase assessments, whilst formal photocopiable tests are available. These tests are designed specifically to help you to prepare children for the Government's Phonics Screening Check in Year 1.

How to run the programme

Duration of programme

Units 1–12 support the suggested timetable for teaching Phases 2, 3 and 4 within the first year of school – for example, teaching four letters per week in Phase 2. The Units can take as little as 16 weeks to complete, but you should of course use your professional judgement to moderate the pace in accordance with the needs of the class. You may, for example, want to break for a week or so after you have finished introducing the single-letter phonemes, and use this time for assessment and catching up.

It is envisaged that the Sessions will be delivered on consecutive days. This will not always be possible or sensible, 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.

It should be noted that it is not expected that all of the children will have complete mastery of the phonemes as they are taught. The children will be able to master them in subsequent sessions, as they come up over and over again.

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 new sounds are taught means that time off school can create real gaps in children's phonic knowledge. The regularity of the sessions is crucial for the efficacy of phonics teaching, losing that due

to periods away from school can make it difficult for children to grasp the mechanics of phonics learning, which can have a long-term impact on their ability to develop the core skills needed to learn the grapheme-phoneme correspondences, to blend the sounds together to read and to segment spoken words to spell.

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. You will notice that Unit 1 contains less content than the other Units, but it is still recommended to use your full time allocation for these Sessions as the children will need more support when first introduced to the programme.

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 to help support different ability levels. See page 24 for further information on how to form a nurture/needs group for slower learners.

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

The children should be provided with small magnetic letter boards and appropriate sets of magnetic letters (e.g. for Unit 1, s, a, t, p plus one or two distractors). 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 should be available on the children's tables, and the children should 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.

You may find it useful to place the photocopiable alphabetic overlay provided in this guide (page 52) on top of each of the boards. The magnetic letters should be placed in their correct positions on the overlay at the end of each Session, thereby consolidating knowledge of the alphabet and making it easier to see if any letters are missing.

Extra tuition

To keep the class together, the slower learners will need extra help to target their areas of difficulty. *Bug Club Phonics* suggests a number of approaches to support these children. Where there are a couple of, or small group of, children that are struggling with the same element (for instance a specific sound), a separate **nurture group**, in addition to the whole-class session, is a useful environment in which to practise and consolidate knowledge. For those with greater needs, daily **one-to-one tuition** may be a more productive format to diagnose their difficulties and consolidate their learning. These approaches enable the whole-class sessions to continue, with every child having the chance to keep up and enjoy them.

Special Educational Needs

Bug Club Phonics is grounded in a proven pedagogy, based on seven years' research which produced remarkable gains in reading and spelling in the vast majority of children and very low levels of underachievement. Frequent assessment opportunities ensure all children's needs are identified and evidenced at an early stage and additional support can be put in place.

All children together, with targeted catch-up support

The *Bug Club Phonics* approach to the teaching of systematic synthetic phonics advocates teaching all children together through daily whole-class sessions. This has been shown to foster a sense of social inclusion and boost the performance of the children who are progressing more slowly. More guidance is given below about how to provide targeted support for those who require it to ensure all children make good progress.

Repeated teaching sequence builds familiarity to support all learners

Bug Club Phonics is structured around a repeated teaching sequence. Lessons each day are in short segments, in a particular order, and the same format is used every day. Familiarity with the sequence makes it easy for teachers to deliver and predictable and straightforward for children to follow.

Revision to reinforce previous learning

Revision is a key element of daily lessons; every session includes quick-fire practise of previously taught grapheme-phoneme correspondences together with opportunities to read and spell words containing previously taught

grapheme-phoneme correspondences. Language Sessions consolidate the teaching of reading and spelling in Phoneme Sessions, enabling children to apply developing phonic skills to the reading, spelling and writing of words, captions and sentences. Frequent revision and regular, focused activities to practise and apply taught phonics helps children who have poor working memories.

Resources to practise and apply core phonics

In addition to the opportunities to practise and apply knowledge within the whole-class sessions outlined above, there are also resources for independent work or guided independent work, providing focused and flexible opportunities for children to consolidate the phonics they have been taught.

The resources consist of one photocopy master (PCM) for each Session, plus up to five pupil games per Unit. These can be tailored to meet the needs of an individual or of groups and to give you a chance to work with children who may need more help to consolidate their learning. The games are engaging and accessible and can be used as frequently as necessary between lessons, making them ideal for slower learners.

From the earliest stages of learning phonics with *Bug Club Phonics* – after just ten days' teaching – children can apply the phonics they have been taught using the multiple decodable books for each unit. The eBooks have accompanying support for learners who need it, in the form of a phoneme pronunciation guide, 'Read to me' feature (for after a book has been read independently) and quiz questions for reinforcement.

Bringing a multi-sensory element to the teaching of phonics is widely recognised to be beneficial to its effectiveness and accessibility. *Bug Club Phonics* recommends the use of magnetic letters and boards to consolidate children's blending and segmenting. Magnetic letters and boards can be especially effective in supporting the needs of children with special educational needs and/or disabilities.

Adapting teaching approaches to support all learners

Detailed guidance is provided in this handbook of how to adapt the *Bug Club Phonics* teaching approach and resources to meet the needs of all learners.

As outlined above, *Bug Club Phonics* is a whole-class teaching programme, with lessons delivered at a brisk pace. However, you should of course use your professional judgement to moderate the pace in accordance with the needs of the class. Children learn at different speeds, with some children, for a range of reasons, requiring more time to embed that learning. These children may benefit from extra, targeted catch-up – in small nurture groups or through one-to-one tuition. For more details of how to provide additional targeted support see the **Support for those at risk of falling behind** section.

Differentiation

In the Clackmannanshire study, ability groups were not formed, however there were very low levels of underachievement. The benefits of ensuring all children are taught in whole

class sessions is explored above. However, to ensure full engagement of all children, you will need to vary your questioning in lessons according to pupils' levels.

The resources within the teaching sessions and those for independent or guided independent work provide opportunities to read and spell words of differing lengths and structures, including multi-syllabic words, catering for different ability levels.

In addition, some follow-up activities are provided at different levels of ability to support differentiation. For more details about how follow-up activities can be differentiated for different ability groups, see the **Guided independent work** section.

Delivering online learning with *Bug Club Phonics*

The *Bug Club Phonics* resources are ideally suited for online delivery. Direct teaching sessions can be delivered online with ease either live, by recording teaching sessions or by allocating resources for children to access remotely.

Delivering direct teaching remotely

There are a number of ways teachers can deliver direct teaching sessions online using *Bug Club Phonics*.

1. Teacher-led Phoneme Sessions or Language Sessions can be broadcast live using a learning platform such as Google Classroom or video conferencing software such as Zoom.
2. Teacher-led Phoneme Sessions or Language Sessions can be recorded and accessed by children and their parents/carers remotely.
3. Phoneme Sessions or Language Sessions can be allocated for children and their parents/carers to access from home.

The daily direct teaching sessions follow a familiar sequence and are composed of the same teaching elements – lessons are in short, engaging and focused segments.

Familiarity with the repeated sequence helps make it easy to deliver and straightforward to follow remotely with minimal time needed to explain the activities.

The lessons provide teachers with clear step-by-step guidance ensuring sessions are focused and easy to deliver.

Reception phoneme session

Words and texts for reading practice

Bug Club Phonics provides frequent opportunities for children to practise reading the GPCs they have been taught in words and texts remotely.

In Phoneme Sessions:

- children are given opportunities to practise reading words composed of previously taught grapheme-phoneme correspondences
- the process of sounding and blending the new grapheme-phoneme correspondence in words is modelled and children are also expected to attempt to sound and blend words containing it for themselves.
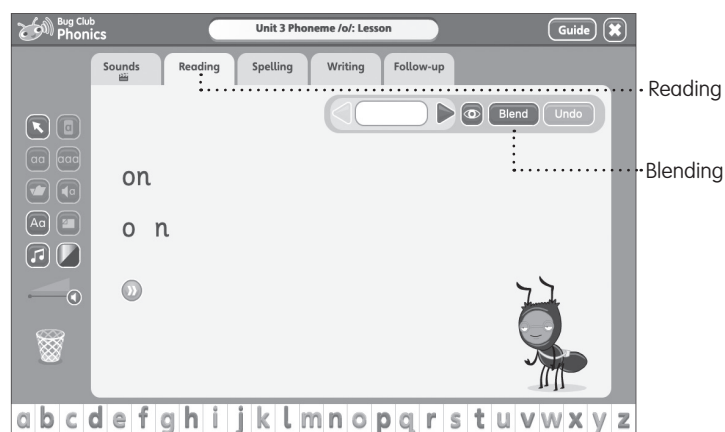
Language Sessions consolidate the teaching of reading in Phoneme Sessions by providing opportunities to apply developing phonic skills to the reading of words, captions and sentences.

To consolidate teaching from the Phoneme and Language sessions, children can remotely access allocated digital games (for both practice and assessment) which provide reading practice of the previously taught phonics.

PCMs provide children with further opportunities for reading practice of taught grapheme-phoneme correspondences. These can be shared either by email, using a learning platform such as Google Classroom, or via printed material.

In addition, Resource Cards, shared either by email, using a learning platform such as Google Classroom, or via printed material, can offer reading practice of previously taught phonics.

tap	pat
sat	as
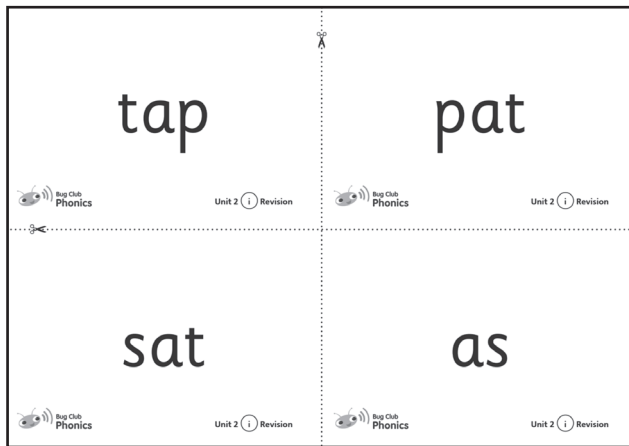
From the earliest stages of learning phonics with *Bug Club Phonics* – after just 10 days' teaching – children can apply the phonics they have been taught in contextualised reading early on, using the multiple decodable books and eBooks matched to each unit. Teachers can allocate specific digital eBooks.

The eBooks are accompanied by easy-to-use tools for children and parents/carers to provide support with phoneme pronunciation and with fluency. These include a phoneme pronunciation guide, a 'Read to me' feature for after a book has been read independently, and a quiz question for reinforcement.

Here are some of the sounds you will hear in this book.
Click the speaker to hear each one.

| h | ss | l | ll |
| ff | f | b |

Pronunciation guide

o-ff, off!
The tap is off.
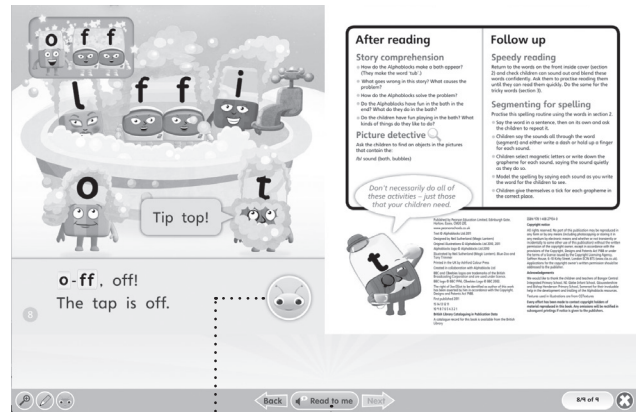
Hot spot for quiz question and pronunciation guide

Read to me button

Use the letters to make the word that you hear.

Quiz question in each book

Teaching activities for writing practice (letter formation and spelling)

Bug Club Phonics provides many opportunities for children to practise letter formation and to spell words containing the GPCs they have been taught remotely.

Within Phoneme Sessions (see delivery options above):

- children are given opportunities to practise letter formation and to segment spoken words containing previously taught grapheme to phoneme correspondences for spelling

Revision

Language Sessions consolidate the teaching of spelling in Phoneme Sessions by providing opportunities to apply developing phonic skills to the spelling and writing of words, captions and sentences.

- the process of segmenting spoken words for spelling is modelled and children are expected to practise letter formation and to spell words containing the newly learned grapheme-phoneme correspondence.

To consolidate any teaching from Phoneme and Language sessions, and to provide further writing practice, children can access PCMs which are clearly referenced in each session. PCMs can be shared either by email, using a learning platform such as Google Classroom, or via printed material. Parents/carers can be asked to return a scan or photo of the child's work.
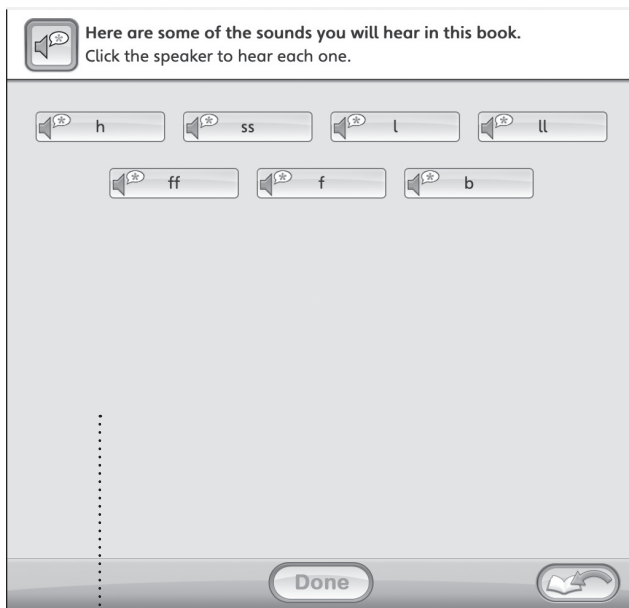
Resource cards matching the GPCs and progressions in the programme (shared either by email, using a learning platform such as Google Classroom, or via printed material) feature picture stimuli, letters, words and sentences. Resource cards are provided for each session.

Controls
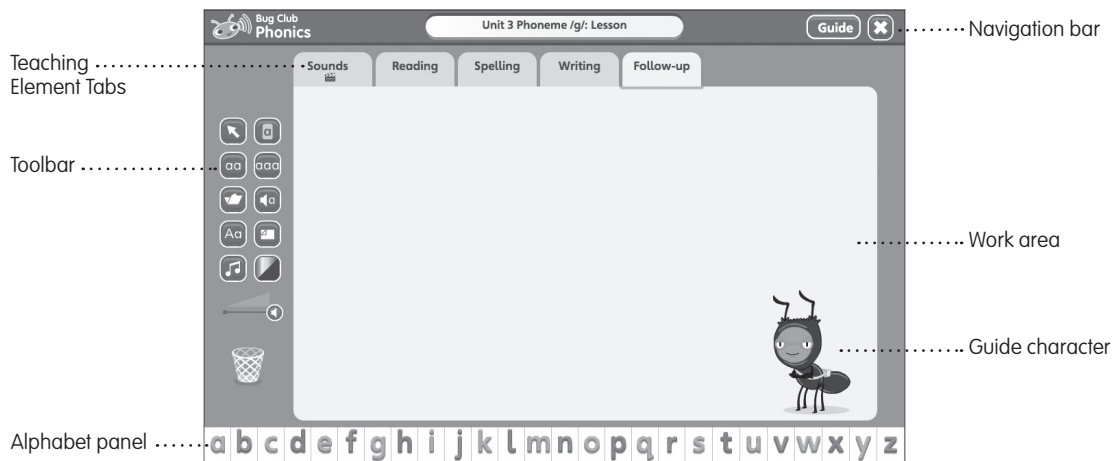
This is the main Whole Class Teaching Screen. There are a number of controls on this screen that are important for getting the most out of *Bug Club Phonics*.

Work area

The light blue area in the middle of the screen is called the Work area. This is where the Session takes place.

Guide character

The Guide character has been programmed to give the children encouragement and feedback. Clicking directly on the Guide character will pause the animation; clicking again will resume playback.

Teaching Elements

Each Session is broken down into a number of Teaching Elements. These are accessed by clicking on the Tabs at the top of the Work area:

Navigation bar
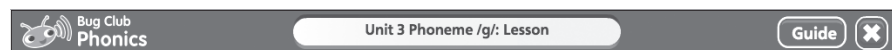
The Navigation bar contains a Guide button and an X button as shown above. Clicking 'Guide' will open a dialog box that contains the teaching points for the Teaching Element that you are currently on. Clicking 'X' will enable you to leave the lesson.

Toolbar

The Toolbar sits down the left-hand side of the screen.

Select tool use this tool to select objects

Digraph tool use this tool to select a group of two letters from the Alphabet panel

Asset bank some Teaching Elements require you to use pre-defined assets

Change case use this tool to switch the alphabet panel between uppercase and lowercase letters

Alphabet song

Highlight tool use this tool to highlight letters and words

Trigraph tool use this tool to select a group of three letters from the Alphabet panel

Audio tool use this tool to sound out phonemes and words

Clear screen

Change type use this tool to switch the alphabet between Magnetic and Printed letters

Volume control

Alphabet song

The Alphabet song has three buttons, sitting at the top right of the screen.

Close returns you to the screen you were previously on

Lyrics tool use this tool to turn the singing voice on and off

Change case use this tool to switch the case of the letters shown in the Alphabet song

Alphabet panel

Bin

a b c d e f g h i j k l m n o p q r s t u v w x y z
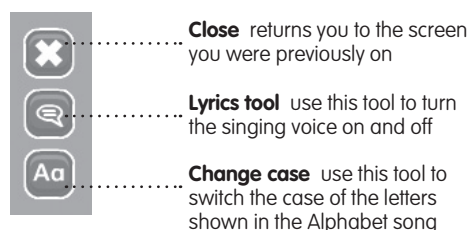
At the bottom of the screen is the Alphabet panel. This has been positioned specifically so that it is within reach of the children. Letters from the Alphabet panel can be moved onto the Work area either by clicking and dragging them, or simply by clicking once. The Teaching Element that you are currently on determ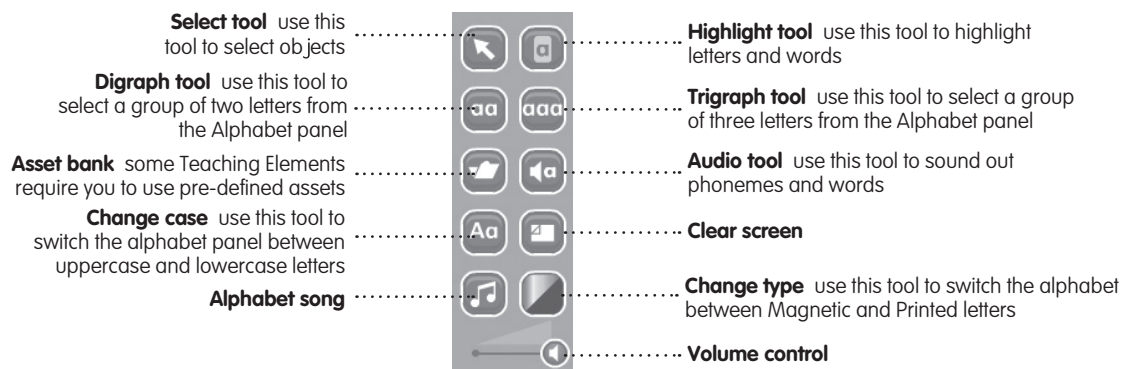ines where the letters can be dropped onto the Work area. Letters can be removed from the Work area by dragging them into the Bin (see above) or by clicking the Clear screen button on the Toolbar (see top of this page).

Control panel

Scroll through content

n

Say   Show

Control buttons

Eye
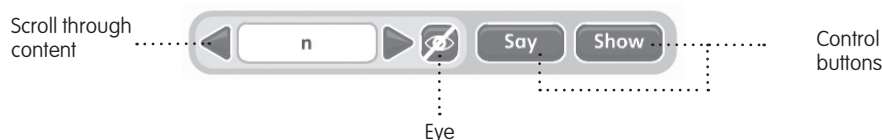
Some Teaching Elements are managed by a Control panel that sits at the top right of the Work area. This Control panel is tailored to the Teaching Element that you are currently on, and the Control buttons on the right-hand side will alter accordingly.

Clicking on the arrows will allow you to scroll through the pre-defined content for the current Teaching Element. Clicking on the Eye will allow you to preview the content.

Video

The Teaching Elements contain a video clip. The tools from the Toolbar are still available for you to use during the playing of the video.

Minimise button use this to hide the video

Play/pause use this to start and stop the video

Progress bar shows how far through the video you are

Volume slider use this to control the video volume

Print Material

There are two different kinds of print material specific to each Unit and Session: the PCMs and the Resources, both supplied as PDFs.

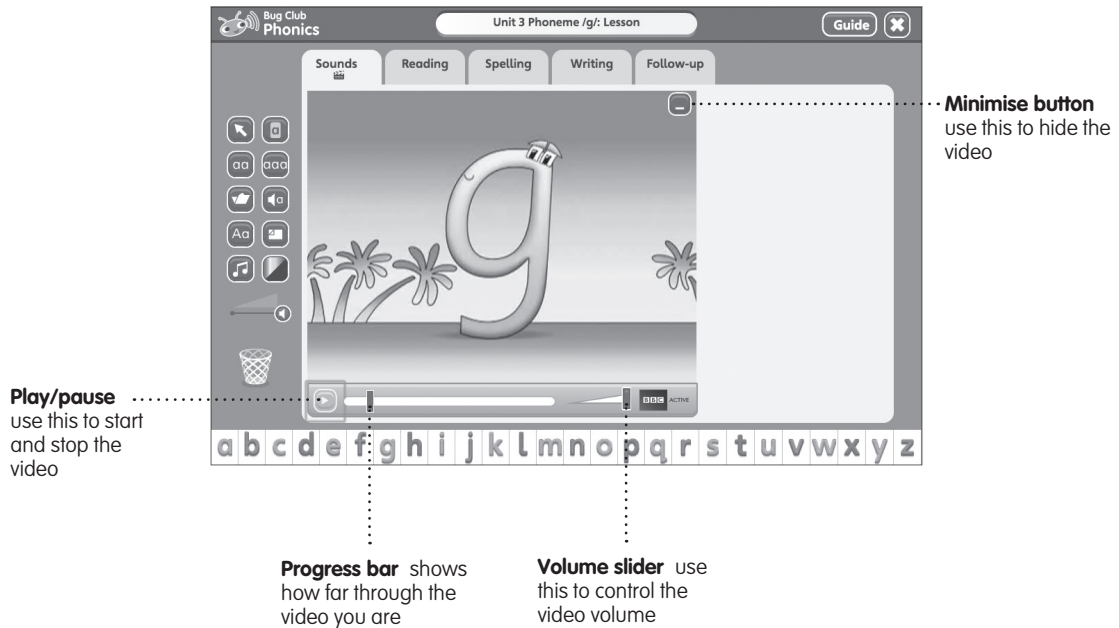In addition to the print material specific to each Unit and Session, you will find PDF print material specific to each assessment and catch-up activity for Units 1–12.

At the bottom of each lesson unit there are handy links to all the resources needed for each session.

Magnetic Board
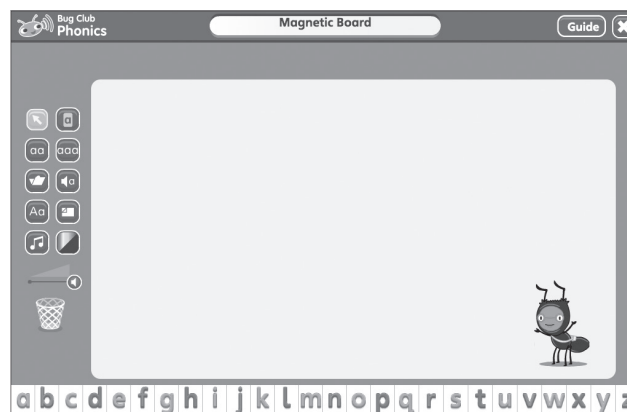
The Magnetic Board is a blank screen that can be used to continue your teaching of phonics, outside of the *Bug Club Phonics* lesson structure. Furthermore, the Asset bank accessible from this screen allows you access to all the assets (pictures, words and sentences) from Units 1–12.

Note: The multi-coloured magnetic letters of the alphabet can be switched to printed letters of the same colour by clicking the 'Change type' button. Clicking on the 'Change case' button switches the alphabet between lowercase and uppercase letters.

Photocopy masters (PCMs)

Over 60 PCMs have been specifically written for independent consolidation work, to be completed once you have modelled and rehearsed the Teaching Elements in the Whole-Class Session. They don't necessarily need to be completed immediately after the Whole-Class Session but should be done before the next Session. There are two types of PCM provided to accompany the teaching of *Bug Club Phonics*:

Phoneme Session PCM

To be completed after each Phoneme Session, each of these PCMs consolidates the three areas covered in the Lesson: matching graphemes to their alphabetic positions, identifying graphemes in different positions in words, and letter formation.

Language Session PCM

To be completed after each Language Session, each of these PCMs comprises two tasks which aim to consolidate the children's comprehension skills. You will find that some of these tasks mirror the Language Session follow-up Teaching Elements. The table below charts the progression of tasks covered in the Language Session PCMs.

Instructional text

Each task is preceded by a printed instruction. You may read this with the whole class, and perhaps draw attention to certain phrases such as 'Put a ring around …', 'Write the letter …', 'Look at the picture …' and 'Read the sentence …'. Please bear in mind that the children are by no means expected to read these instructions at the beginning stage of the programme, but it is hoped that, with time, they will become familiar with these words, understand their meanings and begin to read the instructions themselves.

Differentiated tasks

In Units 5–11, there are two differentiated versions of the Language Session PCMs to cater for different ability groups. In the tasks where the children are required to write out words, one version of the PCMs provides short blank lines to prompt the children as to the number of letters in each target word, while the other version does not provide such prompts; in this latter case the children will write the whole word on one line.

Self-assessment

At the bottom of each PCM you will see 'happy' and 'sad' faces. In order to encourage children to consider their own performance, they should tick one of the faces in accordance with how confident they felt about the tasks. In the first half of the programme, each PCM contains only the 'happy' and 'sad' faces. From Unit 8 onwards, when the tasks become more complicated, the children are given an additional 'neutral' face to choose from, to encourage them to think about the finer distinctions between being simply satisfied or dissatisfied with their performances. For example, they may select the 'neutral' face if they feel that they have performed particularly well in one task but not the other.

Language PCM task progression

| Task Units	2	3	4	5	6	7	8	9	10	11	12(i)	12(ii)	12(iii)
Matching words to words	●												
Matching pictures to words	●	●	●										
Drawing pictures for captions		●	●	●									
Writing words for pictures				●									
Drawing pictures for sentences					●	●							
Writing sentences for pictures							●	●	●	●			
Cloze procedures with picture clues					●	●	●						
Cloze procedures with word clues								●	●	●			
Selecting correct sentences											●	●	●
Complete story by writing its ending											●	●	
Complete story by writing its beginning													●

Create your own PCMs

A number of Templates have been provided, allowing you to create your own PCMs to match your class's requirements. They can be found on the Planning Guidance page.

Pupil Games

There are five Pupil Games in each Unit (except Unit 1), each game consolidating one of the five areas that the children have been working on in the Lessons:

- Sounds
- Names
- Reading
- Spelling
- Language

Sounds
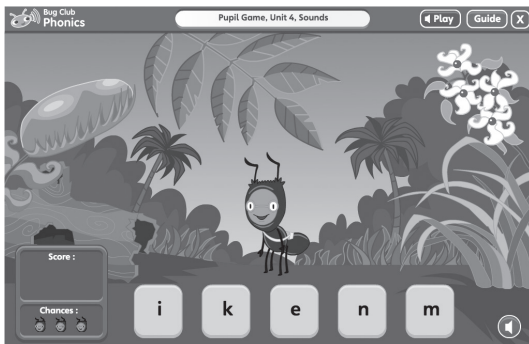
What is tested

This game tests the children's knowledge of the graphemes and their corresponding phonemes.

How to play

The children will hear a phoneme being read out, and have to find the corresponding grapheme from a selection of graphemes. If they select correctly, they will see a reward animation.

Score

There is a maximum of 10 points to be scored.

Names

What is tested

This game tests the children's knowledge of the letters of the alphabet and the letter names.

How to play

The children will hear a letter name being read out, and have to find the corresponding letter from a selection of letters. If they select correctly, they will see a reward animation.

Score

There is a maximum of 10 points to be scored.

Reading

What is tested

This game tests the children's ability to match the pronunciation of words to their spellings.

How to play

The children will hear a word being read out, and they have to find the correct word from a selection of words at the bottom of the screen. If they select correctly, they will see a reward animation.

Score

There is a maximum of 10 points to be scored.

Spelling

What is tested

This game tests the children's ability to spell words.

How to play

The children will hear a word being read out, and they have to select the correct letters to spell the word by scrolling through a list of letters, using the up and down arrows by the character boxes. Once they have spelt the word, they click on 'OK'. If the word is spelt correctly, the children will see a reward animation.

Score

There is a maximum of 6 points to be scored.

Language

What is tested

This game tests the children's comprehension skills, by testing their ability to match captions and sentences with pictures, as well as their ability to fill in missing words to complete sentences.

How to play

There are 3 different levels to this game, reflecting to a strong degree the exercises in the PCMs:

- In Units 1–5, the children are required to select pictures that match the given captions.
- In Units 6–9, the children are required to select pictures that best relate to the captions and sentences.
- From Unit 10 onwards, the children are required to select pictures or words to complete the given sentences.

If they select correctly, they will see a reward animation.

Score

There is a maximum of 10 points to be scored.

Pupil Game task progression

Game	Task	Units	1	2	3	4	5	6	7	8	9	10	11	12
Sounds	Selecting graphemes for given phonemes			●	●	●	●	●	●	●	●	●	●	●
Names	Selecting letters for given letter names			●	●	●	●	●	●	●	●	●	●	●
Reading	Selecting words which are pronounced			●	●	●	●	●	●	●	●	●	●	●
Spelling	Spelling words which are pronounced			●	●	●	●	●	●	●	●	●	●	●
Language	Selecting pictures that match captions			●	●	●	●							
	Selecting pictures that best relate to given sentences							●	●	●	●	●	●	●
	Selecting appropriate words to complete the given sentences											●	●	●

Using the PCMs and games in extra tuition

The PCMs and games help provide a rounded picture of each child's understanding, supporting and enhancing findings from the summative assessments. Used as a formative-assessment tool at the end of every session and then every week, they show how much children have learnt and in what areas they need extra tuition. Regular and rapid intervention will help children keep up with the class. A nurture-group session or a one-to-one tutorial can be set up quickly for efficient,

responsive catch-up, ensuring that the slower learners will benefit from the next whole-class session.

The PCMs and games within catch-up sessions provide useful practice material and can be revisited at any point in the programme, either one-to-one or in nurture groups. Consolidating key skills before they become significant issues for children is one of the ways the whole class can stay together.

The *Bug Club Phonics* readers have been designed to fully support the Teaching Sessions in the *Bug Club Phonics* daily lesson plans. The books have been written to match the order in which grapheme–phoneme correspondences are introduced in *Bug Club Phonics*. The books begin at Phase 2 and continue through to Phase 5.

Each Unit of *Bug Club Phonics* links with a series of decodable texts. These are designed to give children the opportunity to practise their blending skills and to consolidate their knowledge of grapheme–phoneme correspondences, in the context of engaging texts, in addition to the sentence level work on the Language Sessions.

Using the books

We are aware that the *Bug Club Phonics* readers may be used for a variety of purposes, such as Independent Reading, assessment, take-home reading and guided reading. Therefore, we have tried to make the teaching support (printed inside the covers of the books) as flexible as possible.

Decodability

The books have been designed to support children as they gain in confidence and become fluent and automatic decoders. The books do not contain any grapheme–phoneme correspondence until it has been taught in the main teaching programme, with the exception of a few common irregular ('tricky') words needed to make the text meaningful. The points at which these are introduced match to the Phases in which they are introduced in the teaching plans. Children should sound and blend unfamiliar words until they have sight recognition of them; they should not guess from context or use picture cues.

Some books contain environmental print which is often above the reading level of the child. The adult can decide whether or not to draw attention to this text as appropriate.

Polysyllabic words

Simple polysyllabic words (words with two syllables or more) are introduced from Unit 5. These words are pulled out and given special attention in the teaching notes when they occur. Children sometimes have problems with polysyllabic words as they have to break down the word into its component syllables, before blending each one and then combining them to read the whole word.

Plurals and 3rd person verbs

Simple plurals and 's' forms of verbs are used from the start as they are extremely common and research indicates that they do not pose problems for most children. These word forms are not referred to as adjacent consonants.

Sentence level progression

In addition to the cumulative coverage of grapheme–phoneme correspondences, *Bug Club Phonics* readers also develop their level of challenge in other ways. They gradually move from captions in the earliest books, through to simple sentences and more complex sentence structures in the later ones. There is also a carefully planned gradual increase in the number of words and the number of different words at each level. The stories themselves also become generally more sophisticated at later levels, while maintaining their appropriateness for the age group.

Bug Club Phonics eBooks

Once a child has read a *Bug Club Phonics* book, they can practise reading that text again, using the *Bug Club Phonics* eBooks which are accessed through a child's personalised online reading world. The eBooks have three main features for the child:

- **Phoneme pronunciation guide:** A child (and parent) can hear audio recordings of the sounds that each book is designed to practise, so that they can listen out for them during their reading.
- **Read to Me:** A child can also hear a model reading of the text. We recommend that you do not use this 'Read to Me' feature before the child has read the printed books for the first time, as the aim of systematic synthetic phonics teaching is to enable pupils to work out the pronunciation of unfamiliar words for themselves. This feature can be used subsequently as a model of fluent reading, to help them give expression to their reading, and to develop a sense of how stories work.
- **Quiz question:** A child can read the text again onscreen, but this time, access an interactive quiz question embedded within the book pages. Each question is designed to reinforce phonic skills, and attempted questions feed back information to teachers.

Child experience

Bug Club Phonics facilitates independent practice at school, home, on computers, laptops and tablets. With easy-to-remember logins (which you can also personalise) a child can log in to their personalised reading homepage and access eBooks for further reading practice.

My Stuff: Teachers can allocate as many books to a pupil at once as they wish. Pupils can also re-read any book that they have previously completed in *My Library*.

ActiveLearn Coins: A child can collect ActiveLearn Coins by completing quiz questions within eBooks and then exchange these points for rewards.

Worlds: A child can choose between different 'Worlds' to personalise their homepage design.

Teacher experience

For you, the teacher, *Bug Club Phonics* provides a quick and easy way of allocating reading practice to every child in your class, as well as at-a-glance reports on their attainment. You can log in to your own personalised teacher homepage and access all the planning and assessment tools you need.

Book search: You can browse by reading level (Book Band, or Phonic Phase). Alternatively, you can use *Keyword Search* to find books by a keyword search.

Search results: You can see basic eBook information in your results, or choose to see more details about the book.

Open or allocate: From your search results, you can either open eBooks and use these in your planning or teaching in school, or allocate through to children's bookshelves.

Support for parents

Reading the *Bug Club Phonics* readers at home – both in physical form and as e-books - offers children the opportunity to apply the phonic skills they've learnt at school. Reading daily is a critical part of phonics learning, therefore getting parents on board at the outset is really valuable. It can be hard for parents to understand the phonic method, so it's useful to offer some guidance at the beginning of Reception on the basics of:

- what phonics is
- what the difference is between sounds and letter names
- how children are taught to blend
- what is meant by tricky words and how to approach these when reading.

Explaining these fundamentals, along with how important it is for children to be heard reading aloud as often as possible, can be done either in a physical workshop, or via a leaflet or newsletter. Bolstering the home-school links in relation to phonics learning increases children's chances of progression and success, as well as enhancing their confidence in, and enjoyment of, learning to read.

The eBook features not only support children reading at home, but support parents listening to their children reading at home. The phoneme pronunciation guide and `Read to me' functionality are particularly useful tools for parents with English as an additional language, or who might struggle themselves with the texts. Parent and child listening to the pronunciation guide together can be a rewarding activity for both parties, increasing their knowledge of, and confidence with, the grapheme to phoneme correspondences. Listening together to a book being read aloud, after the child has attempted it independently first, is a way for books to be mutually enjoyable, regardless of potential challenges.

Before beginning the programme it is useful for children to do some preparatory work on print conventions, letter knowledge and whiteboard use. The following table itemises what the children should have experience of and suggests ways of giving them this experience (competences in italic are optional) before they start their Reception/P1 year. For some of the tasks, you will need to use the Magnetic Board.

Competence	Teaching suggestions
Have experience of activities to develop phonological awareness (Phase 1)	To develop children's ability to listen to and identify everyday sounds, play listening games. Provide sequences of sounds for them to remember and to say the location of a particular sound – e.g. the ringing doorbell was the first sound, the barking dog was the second sound etc. Developing listening skills leads to an awareness of phonemes and syllables.
	To focus the children's attention on the structure of words and to develop their familiarity with rhyme and rhythm, provide opportunities to sing songs, nursery rhymes, jingles, raps with music and movement, and skipping games. Collect objects or pictures that rhyme, asking the children to name each object and talk about the rhymes.
	To encourage children to focus on alliteration and initial (onset) sounds, put out objects and pictures and play 'I spy'. Ask the children to think of words beginning with the same sounds – e.g. man, mop, mummy.
	To develop an awareness that language consists of words and sentences, children can play games with spoken sentences of different lengths – e.g. for each sentence, one child comes out to stand at the front for each word. How many children (words) make up the sentence? Can other children generate a new sentence with the same number of words?
	To help children identify rhythm in words (syllables), ask them to use their bodies to act out the syllable beats in a word – e.g. by marching or clapping in time. Progress to asking children to tap the number of syllables in their names and other words, such as Sunday, sunshine, teapot, bathtub, tiptoe.
	To practise oral blending, segment words into phonemes and then say the whole word. For example, say to the children, "Tap your h-ea-d, head."
	To practise oral segmentation, introduce the children to a puppet who can only understand sound-talk. For example, ask the puppet what he or she would like to do. The puppet whispers in the teacher's ear, and the teacher repeats "h-o-p", and then says "hop". Ask the children to see if they can speak in puppet-talk. Get them to say "h-o-p" to the puppet, who responds by hopping up and down.

Competence	Teaching suggestions
Have experience of the conventions of print and the vocabulary of reading, i.e.: • left-to-right directionality • top-to-bottom directionality • words are made up of letters • spaces are used between words • use of lower- and uppercase letters • punctuation • positional words (see right) • illustrations.	Read stories with the children, pointing out and discussing the conventions of print. Use positional words such *as page, top, bottom, start, beginning, end, first, middle, last, right, left.*
Know about alphabetic order (if teaching letter names). *Match lowercase letter names to print.* Be familiar with the interactive screen.	Select the lowercase version of the Magnetic Board and use it to introduce the children to the alphabet. Read the names in order as you point to the letters. Select the Alphabet song button. Play the lowercase version of the Alphabet song with voice accompaniment, and as the children become familiar with it over a few days, encourage them to join in. Tell the children that they are learning the letter names of the alphabet and point out that each letter of the alphabet is being highlighted as it is sung. As they become more secure with the Alphabet song you may wish to switch to the music-only version, by selecting the Lyric tool, and ask a child to point to the letters as they are sung.
Match uppercase letter names to print (if teaching letter names). Know that lower- and uppercase letters correspond to each other.	Repeat the procedures above with the uppercase letters. Discuss with the children the fact that lower- and uppercase letters share the same name. (Later on in the programme, they will find out that they also share the same sound.)
Manipulate items on the screen (if teaching letter names).	Play 'find the letter' games with the children. Say a letter name and ask the children to drag the corresponding letter from the Alphabet panel onto the work area, or to click on the letter to make it appear on the work area. Switch between lower- and uppercase alphabet options when playing this game.
Have sufficient pencil control to make straight lines and circles with adequate firmness and good posture.	Give the children opportunities to use pencil and paper to draw and write.

Bug Club Phonics contains a variety of useful assessment resources to help you ensure that all children are progressing in line with national expectations throughout Reception, Year 1 and Year 2.

The resources help you gauge children's knowledge of the grapheme–phoneme correspondences and their ability to blend (using both real and non-words). These are the skills needed to reach the expected standard for the Phonics Screening Check in Year 1. You can also assess their knowledge of high frequency irregular (tricky) words. The resources can be used at regular intervals to provide an ongoing record of children's attainment.

Ongoing formative assessment

Daily assessment is carried out in two ways. Firstly, through using the Whole-Class Revision section of the Phoneme Sessions you can identify strengths and weaknesses at an early stage and intervene to support those children who need it during the Independent Session.

Additionally, you can monitor how well children complete the independent tasks in order to give an ongoing indicator of how each child is progressing. Feedback about progress should also be given to the children so that they know what they need to do to improve.

Children should also be assessed on their ability to use taught strategies to read unknown words. This should be done individually when they are reading their reading books to you. However, it is important that children should not be asked to guess an unknown word from context or use picture cues. Such a regular, rigorous system of formative assessment reduces the opportunities for children to fall behind. It facilitates efficient, responsive catch-up tutoring so that the whole class can stay together.

Self-assessment

Children should be encouraged to practise self-assessment, measured against the learning outcomes for the day. They can also reflect on their own performance through the inclusion of happy and sad faces on the PCMs, which they should tick in accordance with how confident they feel about the task. For further information, see page 16.

Summative assessment

Summative assessment (to be used formatively) is also provided. We suggest you undertake assessment activities at least every six weeks in Reception, though assessments can be more frequent (see the Schedule of Assessment on page 26). An assessment on entry to Reception and at the end of week 3 provides an early picture of the class's skills and children not meeting expectations can be identified quickly and offered the support they need. Knowing which children need additional help at the soonest opportunity is critical to avoiding them falling behind. It greatly enhances their chances of being able to catch up and keep up with their peers in the whole-class sessions.

Those not meeting expectations can be categorised in the most part as 'emerging' in terms of their phonic knowledge.

However, it's important to recognise children who are some way off expectations, especially at this early stage, so that more specialised, individual support can be provided, and so they don't get left behind. Children scoring under a certain threshold, e.g. 20% on an assessment, should be considered 'developing' and their progression will be enabled by one-to-one help.

Assessment and catch-up activities
Letter names and sounds

From the beginning, it will be apparent that some children are slow at learning the letter names and sounds.

These children should be kept in the classroom programme, where they will get constant exposure to the role of letters in finding the pronunciation of words. It is helpful for all children to learn the letter formation as each letter sound is learnt – the more multi-sensory information they have about letters, the better they are at consolidating them in memory.

However, spelling work is carried out at the beginning using magnetic letters, so that those slow at learning letter formation are not held back in practising segmenting words for spelling. Children having difficulty in learning letters will be picked up in Assessments 1 and 2.

Blending

Some children will be slow to learn to sound and blend to find out the pronunciation of an unfamiliar word. Again, we recommend that they stay in the classroom programme to get continuous reinforcement of the alphabetic principle, and plenty of exposure to the printed word. This will ensure they do not develop unhelpful approaches to word reading, such as focussing on the letters at the beginning and end of words. Children having difficulty in blending will be picked up in Assessment 5.

Vowel digraphs/trigraphs and phonic rules

Vowel digraphs (covered here in Units 9–11, and more extensively in *Bug Club Phonics – Key Stage 1*) are difficult for all children. This is where there is the greatest variability in English spelling (e.g. 'ea' has multiple pronunciations, and the long 'e' sound can be spelt in a number of different ways). Inevitably some learning has to be word specific (e.g. 'head' versus 'bead'). It is very useful to also teach certain phonic rules, such as split digraphs (i.e. silent or magic 'e'), although again there are word-specific exceptions that need to be learnt. There are also other useful rules covered in this programme, such as silent letters, and rules for when to double up the final consonant before adding a suffix. Children having difficulty with the digraphs taught in *Bug Club Phonics – Reception (Primary 1)* will be picked up in Assessments 3 and 4.

Adjacent consonants

Words with adjacent consonants can be read by blending, and do not need to be taught in blocks of words starting, for example, with 'sl' or ending in 'pt'. Our research shows there is much better learning of adjacent consonants by slow learners if they are taught by the systematic synthetic

phonics method, so we begin to introduce a few words with adjacent consonants from Unit 6 (start of Phase 3). Unit 12 of *Bug Club Phonics* offers consolidation [or initial] teaching to ensure children understand adjacent consonants in differing positions within words, and longer letter strings (Phase 4 teaching). Children having difficulty with adjacent consonants will be picked up in Assessment 6. You may also wish to use Assessment 6 (adjacent consonants) at the end of Unit 12 to get an impression of how well the children can blend.

Support for those at risk of falling behind

The whole-class approach does not rely on complete whole-class mastery of skills before the whole class can move on as each new grapheme to phoneme correspondence comes up repeatedly in subsequent sessions. However, some children will benefit from extra consolidation through catch-up support. What is offered for those children will depend on whether they are 'emerging' or 'developing' readers. Different strategies can then be put into place (see below), and with the right targeted support the children can stay in the whole-class setting.

It's useful to see the extra support as a flexible resource that enables slower learning children to achieve steady progress. With that in mind, some children may switch between the levels, so the support needed may vary. For instance, a child may start off as 'developing', move quickly into the 'emerging' group but then hit difficulties with a particular sound or group of sounds and so become a developing reader again.

Both ongoing formative and summative assessments will ensure that any skill weakness is identified promptly so that no child gets left behind.

Emerging pupils

Emerging pupils would benefit from additional nurture-group teaching – small groups of children (not more than four), who are all struggling with the same concept, for instance a particular sound. A nurture group can target a specific learning need, allowing for co-operative learning. These children should remain in the whole-class sessions and work in their nurture group additionally, to master the skill they're finding difficult. There are lots of ways to make these sessions fun, interesting and varied – see the below example for a nurture group on the sound for 'd'. The example demonstrates how various new, alternative activities can be introduced, but also how the whiteboard sessions, relevant PCMs and games can be revisited. Teachers may decide that if a group of children is struggling with one particular sound, it's worth revisiting some of the recently taught sounds at the same time, so that confidence can be boosted and skills consolidated in this setting. In order to help the lowest 20% of the class, it is beneficial to determine at the start of the year (and then regularly throughout the programme) whether any children do not have secure knowledge of the letter sounds and the formation of the letters. A nurture group can be formed for these children to help them catch up and stay in the class programme, which will help boost their self-esteem and give them a feeling of social inclusion. This may reduce the number of children who need to have individually tailored 1 to 1 support

programmes (an example of which we give in our report on the Clackmannanshire Study https://dera.ioe.ac.uk/14793/, pp 44–65; a shorter version can be found in our book Teaching Synthetic Phonics in Primary Schools (2014). Sage: London. pp 103–106).

Revisiting the sound for 'd'

The teacher can set aside an area in the classroom for the group of four children with a table and four chairs. They will need:

- facilities for operating the programme on the interactive whiteboard or a laptop computer
- access to materials which will be needed, e.g. magnetic boards, magnetic letters
- a fresh PCM for /d/ for each pupil.

At the start of the session, to let the children know their learning target, the teacher selects the Sounds tab for the children to see the "This is 'd'" video clip from Unit 2 (Phase 2). She then asks a child to find the letter 'd' and to pull it up onto the whiteboard or computer screen. She then clicks on the audio tool and clicks on 'd' to hear its sound. All of the children repeat the sound. Each child is then invited to select 'd', click on it to hear its sound and to say it at the same time. The teacher clicks on 'd' again and all of the children say the sound. How well did the children do?

Revisiting visual recognition of d

While still in the Sounds tab, the teacher clicks on the Asset bank, and each child gets a chance to circle the letter d in a word ('stand', 'damp', 'add' and 'Adam'), saying whether it is in the middle, the beginning or the end of the word. They do not read the words. Now the teacher can select the Follow-up tab and asset bank words. Another set of words will appear for the children to circle the letter 'd' in each word again, saying whether it is in the middle, the beginning or the end of the word. Finally, children are asked to complete this task on their PCM sheet, circling the letter d in each word. How well did the children do?

Revisiting writing d

The teacher then clicks on the Writing tab, and clicks on Show to get a demonstration of how to write the letter 'd'. Then the teacher clicks on Show again, and the children follow the instructions for forming the letter, saying the letter sound as they finish it. They can look at the whiteboard or computer screen to see how well they have done. The children can then use the Unit 2 PCM sheet for d again, where they will practise forming the letter d.

Games to reinforce d, and all the letters sounds in Unit 2

The Unit 2 games (including all of the letter sounds taught by the end of Unit 2) were first introduced to the class through the daily Lesson Plans for Unit 3. These games will be motivating for the four children, but will also enable the teacher to observe and evaluate the success or otherwise of each pupil's contribution to each game played. Selecting the Sounds category for Games, each child in turn can have a go at identifying the letters from the sounds. Then they can use

the Reading category to see these letter sounds in the context of words, and use the Spelling category to reinforce selecting letters to match the sounds they hear.

Reassess learning of Unit 2 Sounds

The next day, the teacher lays out on a magnetic board for each child, the letters: s a t p i n m d. She asks each child to give the sound for each letter as she points to it. Then she rearranges the letters and says each letter sound, asking them to point to the letter. Children still having difficulty can repeat the procedure above and spend more time playing the Unit 2 Games.

Developing pupils

Developing pupils would benefit from more bespoke, one-to-one tutoring. While many of the nurture-group activities can be used in this setting, there are also some specific, more focussed suggestions in the Schedule of Assessment that could be used in this format. It is these children who are most at risk of being left behind in a whole-class environment, but having one-to-one support has the dual benefit of ensuring that their skills develop, while enabling them to stay part of the inclusive whole-class approach. Tutoring for this group should be daily, alongside rather than instead of the whole-class sessions, and short – 10 to 15 minutes is optimal. The tutor should be an experienced practitioner – either an experienced TA or the class teacher.

It's important that neither of these groups feel the teaching is punitive in any way, so avoid scheduling them in break, 'golden' or free time. If it's possible, carve out some time from the literacy or English sessions to accommodate it, and make it feel as fun and interesting as possible. Having access to the games, when others do not, is very rewarding, and this helps these children find learning phonics a rewarding experience.

The Schedule of Assessment (page 26) provides next steps for every summative assessment, so it's easy to see where and what the catch-up resources are.

There is analysis on page 30 of the definitions of mastery for each phase which supports the categorisation of children completing the summative assessments.

Support for late-entry pupils

For children entering Reception late, use the first two assessments (Entry assessment and Week 3 assessment, see the Schedule of Assessment page 26) to gain an understanding of the basic phonic knowledge children have on arrival. From that starting point, the end of unit games and PCMs can help identify the right entry point to the programme. The summative assessments provide further evidence of children's level of mastery at each milestone, and depending on how far behind children are, the right sort of additional support can be put into place – either in the nurture group setting or through intensive tuition. It's important that inclusion in the whole-class sessions happens as soon as possible; indeed they may benefit from joining in right away. However, keeping an eye on how well these children are mastering the skills at each stage is critical in case gaps in phonic knowledge become evident. The Schedule of Assessment can be used at any point for guidance on what activities and resources to use at what point.

Schedule of Assessment

The schedule of Assessment charts when the various summative assessments take place through the Reception year. These can be found as a combination of photocopiable resource sheets in this Teaching and Assessment Guide (pages 31–47) and also on the website. It's important to remember that these are only the milestone assessments that (apart from in Phase 2) take place at the end of each phase. There are also formative assessment opportunities within the games at the end of every unit on the website which can be carried out weekly, as well as the daily session PCMs so that continued, ongoing assessment of children's level of mastery can be tracked much more frequently. It's useful to be able to step in with support and catch-up as soon as a difficulty is detected, giving children the best chance of overcoming specific challenges before they develop.

For any children needing extra help with the skills being assessed, there are suggestions to support children whose skills are emerging (within nurture groups), and those still at an early stage of developing these skills (in one-to-one tuition).

Assessment

Schedule of Assessment

The chart below outlines areas for assessment, together with suggestions for assessment methods. The necessary resource sheets are provided on pages 31–47.

Phase	Term	Assessment name	Skills assessed	When to assess	Where to find it
PHASE 2	TERM 1	Entry Assessment	s a t p i n m d	Within first week of Reception	Teaching and Assessment Guide (Reception) page 31
		Week/Unit 3 Assessment	s a t p i n m d g o c k	At the end of unit/ week 3	Teaching and Assessment Guide (Reception) page 35
		Phase 2 Assessment	s a t p i n m d g o c k ck, e u r h b ff ll ss	At the end of Phase 2/ end of week 5	Website
		Photocopiable Assessment Sheets 1 & 2	Names and sounds of the alphabet; Writing letters (stop after 19 letters)	At the end of Phase 2/ end of week 5	Teaching and Assessment Guide (Reception) pages 40–41
PHASE 3	TERM 2	Phase 3 Assessment	j v w x y z zz qu ch sh th ng ai ee igh oa oo (long) oo (short) ar or ur ow oi ear air ure er	At the end of Phase 3/ end of week 11	Website
		Photocopiable Assessment Sheets 3 & 4	Sounds and spellings of digraphs and trigraphs	At the end of Phase 3/ end of week 11	Teaching and Assessment Guide (Reception) pages 42–43
		Photocopiable Assessment Sheet 5	Blending and segmenting CVC words	At the end of Phase 3/ end of week 11	Teaching and Assessment Guide (Reception) page 44
PHASE 4	TERM 3	Phase 4 Assessment	CVCC, CCVC, CCVCC, CCCVCC	At the end of Phase 4/ end of week 12	Website
		Photocopiable Assessment Sheets 6 & 7	Blending and segmenting CCVC, CVCC and CCVCC words	At the end of Phase 4/ end of week 12	Teaching and Assessment Guide (Reception) pages 45–46

This table is now repeated with suggested Nurture-group activities and One-to-one tuition activities for each assessment.

Phase	Term	Assessment name	Nurture-group activities	One-to-one tuition activities
		Entry Assessment	This assessment is for information only to identify pupils possibly in need of additional support Extra game sessions could be used for the less-known letters	This assessment is for information only to identify pupils possibly in need of additional support Extra game sessions could be used for the less-known letters
		Week/Unit 3 Assessment	Go over the relevant whiteboard sessions Use extra game sessions for the letters where mistakes were made	Use the following tools to practise saying and introducing the phonemes: • the videos in the Phoneme Lessons' 'Sounds' tabs and 'Sounds' games • the magnetic letters on the magnetic board • 'Follow up' tabs of Phoneme Lessons, as well as the accompanying photocopy masters • the hot spot recordings in the eBook • the 'Letters/Sounds' tab in the revision parts of the Phoneme Sessions for quick-fire practice
PHASE 2	TERM 1	Phase 2 Assessment	Use extra games sessions, selecting the games for the letters, digraphs and trigraphs on which mistakes have been made Use the relevant letter formation session on the whiteboard Revisit the PCM for each phoneme session	As above for support with grapheme-phoneme recognition, plus the following tools to practise blending to read words: • the 'Reading' tabs in the revision sections of each Phoneme Session, pupil games, resource cards and decodable books • the 'Reading' tabs of each Language Session's 'Irregular' and 'Language' lessons to practise irregular words Play a game where you select two consonants and a vowel from two piles of letters and blend the letters together (producing either a non-word or a real word). Use the following tools to practise letter formation: • the 'Writing' tabs in the Phoneme Sessions. • the PCMs • the 'Writing/Spelling' tabs in the 'Revision' screens in each Phoneme Session for quick revision • the line guides in the 'Writing' tab in each Language Session lesson
		Photocopiable Assessment Sheets 1 & 2	Use extra games sessions, selecting the games for the letters, digraphs and trigraphs on which mistakes have been made Use the relevant letter formation session on the whiteboard Revisit the PCM for each phoneme session	As above.

Phase	Term	Assessment name	Nurture-group activities	One-to-one tuition activities
		Phase 3 Assessment	Use extra games sessions, selecting the games for the letters, digraphs and trigraphs on which mistakes have been made Use the relevant letter formation session on the whiteboard Revisit the PCM for each phoneme session	As above for support with grapheme-phoneme recognition and blending.
PHASE 3	TERM 2	Photocopiable Assessment Sheets 3 & 4	Use extra games sessions, selecting the games for the letters, digraphs and trigraphs on which mistakes have been made Use the relevant letter formation session on the whiteboard Revisit the PCM for each phoneme session	As above for support with grapheme-phoneme recognition and blending.
		Photocopiable Assessment Sheet 5	Sounding out, blending and segmenting practice using downloadable nonword resource cards	Use the following online tools to practise segmenting to spell words: • the 'Spelling' tabs in each Phoneme Session's 'Revision' and 'Lesson' screens • the 'Spelling' tabs in each Language Session's 'Irregular' and 'Lesson' screens, and the pictures to prompt spelling by phonemes in the 'Follow up' • the 'Spelling' games • the magnetic board and resource cards to practise non-words Play a game where you create words from sets of consonants and specific vowel digraphs on cards
		Phase 4 Assessment	Sounding, blending and segmenting practice using the downloadable nonword resource cards	As above.
PHASE 4	TERM 3	Photocopiable Assessment Sheets 6 & 7	Sounding, blending and segmenting practice using the downloadable nonword resource cards	As above.

Catch-up work for children having problems with blending and segmenting

Support work for blending for reading

Children who are slow to learn letter sounds may also have problems with blending (but not necessarily so). Other children may learn letter sounds with ease but nevertheless have difficulty in blending. What is important in the systematic synthetic phonics approach is that children learn to track sequentially through words from left to right using letter-sound information, in order to read unfamiliar words. We recommend a smooth co-articulation of the sounds in words, spending as little time as possible pronouncing the letter sounds individually.

When children are faced with real words for blending practice, they may have seen them before and so try to recognise them on the basis of partial visual cues. This visual approach may slow down the acquisition of an extensive sight vocabulary, as many words look similar. The systematic synthetic phonics method is designed to develop a form of sight word reading that is underpinned by all-through-the-word letter-sound information. Although slower learners often have short-term memory problems, we have found that sounding and blending practice actually increases their memory spans.

For children having difficulty with blending, we recommend carrying out some support work with *nonwords*; this means that they cannot guess what the item is, so the child has to blend the letter sounds together in order to pronounce it. You can tell the children that these are the names of children in a fictional book!

Catch-up

Our research shows that practising the approach of reading nonwords is very effective in developing reading skills even in 12 year old secondary pupils. It may be helpful to use plastic letters on a magnetic board while doing this, so that the letters can be pushed together from left to right as they blend. A game can be made by putting the magnetic letters into two piles, vowels and consonants, and getting the child to select two consonants and a vowel, and blending the letters together (which might produce some real words).

It would also be useful to make sure that the child applies their blending skills when reading text. Your session might include work with an appropriate *Bug Club Phonics* decodable reader; when the child hesitates over a word, they should be encouraged to sound and blend it.

Support work for segmenting for spelling

Segmenting for spelling involves children having awareness of phonemes in spoken words. However, research has shown that phonemic awareness skills are best developed through learning to read and spell.

First of all, make sure that the child can write or select magnetic letters for all of the letter sounds on Assessment Sheet 2. The children then carry out the segmentation test on Assessment Sheet 5. Read out each nonword clearly, repeating it until the child has heard it properly and can repeat it correctly. Ask the child to write down or select a magnetic letter for the first sound they hear. Then they should say the item again and pick out the next sound and write or select the appropriate letter. Continue like this until the whole item has been attempted, noting down the problems they experience. They may have problems like not repeating the item accurately, not keeping their place, or finding the vowel hard to identify.

Can all of the children be kept together for phonics teaching?

In our study in Clackmannanshire we found that the children could be kept together for the first and second year of schooling for phonics work. Although ability groups were not formed, there were very low levels of underachievement. For example, at the end of the second year at school only 2.2% (i.e. 6 out of 268) children had reading ages more than a year below their chronological age, and none were so far behind in spelling, despite around half of the children coming from areas of deprivation. This means that there were no groups of children performing at a Phase 2 level in (the equivalent of) Year 1 classes.

Mastery

Mastery for each phase is defined as follows but, please note, the programme does not expect all children to have mastery of a phase before the class moves on.

A child who has mastered Phase 2 can:

- give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n;
- find any Phase Two letter, from a display, when given the sound;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug and ock;
- read the seven tricky words the, to, I, no, go, into, her.

A child who has mastered Phase 3 can:

- give the sound when shown all or most Phase 2 and Phase 3 graphemes;
- find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound;
- blend and read CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);
- segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);
- read the tricky words he, she, we, me, be, was, my, you, they, all, are, by, give, live;
- spell the tricky words the, to, I, no, go, into, her;
- write each letter correctly when following a model.

A child who has mastered Phase 4 can:

- give the sound when shown any Phase 2 and Phase 3 grapheme;
- find any Phase 2 and Phase 3 grapheme, from a display, when given the sound;
- blend and read words containing adjacent consonants;
- segment and spell words containing adjacent consonants;
- read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- spell the tricky words he, she, we, me, be, was, my, you, they, all, are, by, give, live;
- write each letter, usually correctly.

Names and sounds of letters

Name: _____

Letter	Name	Sound
s		
a		
t		
p		
i		
n		
m		
d		

Blending real words

Real word	Blending notes
sip	
pat	
dip	
mat	
pin	

Blending nonwords

Nonword	Blending notes
mip	
pid	
nas	
sim	
tas	

Next steps

There are no next steps to this entry assessment as its purpose is just to ascertain any prior knowledge children may have and identify any children particularly struggling with the concepts.

All children should begin the programme in the whole-class sessions.

s	a
t	p
i	n
m	d

sip

pat

dip

mat

pin

mip

pid

nas

sim

tas

Names and sounds of letters

Name: _____

Letter	Name	Sound
s		
a		
t		
p		
i		
n		
m		
d		
g		
o		
c		
k		

Blending real words

Real word	Blending notes
kit	
map	
dig	
pan	
sat	
dog	
got	

Blending nonwords

Nonword	Blending notes
gid	
som	
kon	
pim	
nid	
cag	
tam	

Analysing the results

Children who have mastered the skills being assessed, can:

✓ give the sound when shown any week 3 letter
✓ find any week 3 letter from a display when given the sound
✓ orally blend and segment CVC real words and nonwords.

Children who haven't mastered these skills should be considered as 'emerging'. Those scoring under 20% in the assessment should be considered as 'developing'.

Next steps

All children continue in the whole class sessions, but additionally the emerging pupils should follow the extra-tuition activities, working in 'nurture groups' to catch-up, and the developing pupils should receive one-to-one tutoring with the extra-tuition activities.

s	a
t	p
i	n
m	d
g	o
c	k

kit

map

dig

pan

sat

dog

got

gid	som
kon	pim
nid	cag
tam	

Names and sounds of letters   Name: _____

letter	name	sound	letter	name	sound
s			S		
a			A		
t			T		
p			P		
i			I		
n			N		
m			M		
d			D		
g			G		
o			O		
c			C		
k			K		
e			E		
u			U		
r			R		
h			H		
b			B		
f			F		
l			L		
j			J		
v			V		
w			W		
x			X		
y			Y		
z			Z		
q			Q		

**Writing the letters for letter names/
letter sounds**   Name: _____

1	2	3	4
____ ____	____ ____	____ ____	____ ____
5	**6**	**7**	**8**
____ ____	____ ____	____ ____	____ ____
9	**10**	**11** ____ ____	**12**
____ ____	____ ____		____ ____
13	**14**	**15**	**16**
____ ____	____ ____	____ ____	____ ____
17	**18**	**19**	**20**
____ ____	____ ____	____ ____	____ ____
21	**22**	**23**	**24**
____ ____	____ ____	____ ____	____ ____
25	**26**		
____ ____	____ ____		

Sounds of digraphs and trigraphs   Name: _____

digraphs/trigraphs	sound
ch	
sh	
th	
ng	
ai	
ee	
igh	
oa	
oo (long)	
oo (short)	
ar	
or	
ur	
ow	
oi	
ear	
air	
ure	
er	

Spelling of digraphs/trigraphs   Name: _____

1 _____	2 _____	3 _____
4 _____	5 _____	6 _____
7 _____	8 _____	9 _____
10 _____	11 _____	12 _____
13 _____	14 _____	15 _____
16 _____	17 _____	
18 _____	19 _____	

Assessment sheet 5

Blending and segmenting   **Name:** _____

Nonword	Blending notes
kig	
dal	
bok	
mep	
san	
bip	
nos	
cuk	
ped	
jul	

Nonword	Segmented notes
rin	
nop	
weg	
dut	
yab	
lem	
cam	
fon	
zun	
hib	

Blending and segmenting CCVC and CVCC words

Name: _____   Date: _____

A) CCVC

Nonword	Blending Notes	Nonword	Segmenting Notes
stib		crup	
blat		snig	
brod		skap	
twop		speg	
slaf		plon	
flem		prin	
swip		drog	
gluf		trub	
clum		smat	
frem		gred	

B) CVCC

Nonword	Blending Notes	Nonword	Segmenting Notes
tond		tund	
dist		dest	
fent		fant	
hong		ting	
kump		kemp	
pask		posk	
relt		ralt	
saft		suft	
musp		mosp	
bink		hink	

C) CCVCC

Nonword	Blending Notes	Nonword	Segmenting Notes
blapt		blamp	
slest		slelt	
crilk		crint	
fromp		spind	
spunt		plusp	
plasp		frast	
stend		stemp	
spimp		crind	
plont		blosp	
crupt		plupt	

Name: _____

1 **Write about the picture.**

_____

_____

2 **Tick the sentences that make sense.**

The cat hid in the tent. ☐

The cat hid in the bent. ☐

The queen had a big sing. ☐

The queen had a big ring. ☐

Gran had sent Josh a rift. ☐

Gran had sent Josh a gift. ☐

Units 1 to 12 in *Bug Club Phonics* – Reception (Primary 1) take children through to the end of Phase 4, the recommended teaching for a child's first year at school. There are 18 further Units in *Bug Club Phonics* (Units 13–30), which will take children through to the end of Key Stage 1 (Primary 3). Using your professional judgement, you may decide your class is ready to make a start on *Bug Club Phonics – Key Stage 1 (Primary 2 and 3)* in the first year of school. *Bug Club Phonics* is an incremental programme, and so the pace at which you move through the Units can be set by your class.

Units 13–30 introduce children to alternative ways of pronouncing and spelling the graphemes they have already been taught, as well as introducing new graphemes for reading. For instance, they develop the concept that some vowel sounds can be represented in more than one way (e.g. 'ai', 'ay' and 'a-e' for the long 'a' sound) and that sometimes the same grapheme is used to represent different sounds (e.g. 'ea' as in 'bead' and 'head'). Common silent-letter digraphs are introduced as well as the concept of root words, prefixes and suffixes. Throughout these Units children learn how to tackle reading and spelling polysyllabic words by applying phonic rules.

The following table presents an overview of *Bug Club Phonics* Units 13 to 30.

Phase	Unit	Focus	Not fully decodeable (Irregular words)/ High-frequency words
5	13	wh ph	oh their people
	14	ay a-e eigh/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 u) u/oul (short u)	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	ce/ci/cy sc/stl se	great clothes
	25	ge/gi/gy 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 endings: -ing, -ed (morphemes)	clearing gleaming rained mailed
	29	Suffix plurals: -s, -es (plural morphemes)	man/men mouse /mice foot/feet tooth/teeth sheep/sheep
	30	Prefix morphemes: re-, un-	vowel consonant prefix suffix syllable

Every Phoneme Session in the programme follows exactly the same pattern of teaching (with the exception of Unit 1), as does every Language Session. There is a Language Session for each unit (group of letters). The pattern and delivery method of teaching each Session is described here. You are advised to use these pages to familiarise yourself with the method of teaching before you begin the programme. There is also a 'Guide' button on the platform, which will act as an *aide-memoire*.

Limited interactive whiteboard access

If you have only limited access to an interactive whiteboard, you can:

- Use the resource cards and writing on the board to substitute for the Reading Teaching Elements, the asset bank contents and free-writing on screen.
- Use magnetic letters for all uses of the electronic Magnetic letters.
- Carry out your own demonstrations of letter formation, letter-sound articulation and blending.

Generic lesson guidance

Remember that each Phoneme and Language Session should feature the following:

- The Alphabet song to begin and end every Session (if letter names are taught)
- Learning intentions and desired outcomes discussed at the beginning of each lesson
- Learning outcomes discussed at the end of each lesson
- The necessary next steps (online pupil games, relevant Unit PCMs for guided independent work, and relevant reading books).

The daily lesson plans

Each Phoneme Session is divided into Revision and Lesson (with the exception of Unit 1, Sessions 1–4). The Revision Session ensures that the children have retained all the teaching from their previous Sessions – grapheme–phoneme correspondences; blending for reading and segmenting for spelling of the relevant words. It is advisable to read the Lesson part of the session before the Revision part of the session as this will give you a better understanding of how to build up phoneme knowledge. Each Language session is divided into Irregular (key words) and Lesson. Remember that the programme is effective if the children are active participants in the lessons.

Alphabet song

The Alphabet Song, automatically highlighting the letters, can begin and end every Session. It helps children to learn the alphabet and to practise letter-name correspondence. One version of the song includes accompaniment and singing, but before long the children can sing the song on their own, so the second version of the song needs only the accompaniment with one child coming out to point to the letters as they are sung. It provides for singing in both lower case and upper case letters.

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'

ActiveLearn Home Resources Assessment **Planning**

Resource search 🔍   🔔   Help   Admin   My Account

Plans | Bug Club Phonics

Planning Guidance

- ∨ R/P1
  - ∨ Phase 2
    - Assessing before starting
    - > Unit 1
    - > Unit 2
    - > Unit 3
    - > Unit 4
    - ∨ Unit 5
      - **Phoneme /h/ written as 'h'**
      - Phoneme /b/ written as 'b'
      - Phoneme /f/ written as 'f' and 'ff'
      - Phoneme /l/ written as 'l' and 'll'
      - Phoneme /s/ written as 'ss'
      - Language session
      - Unit 5 Assessment
    - Phase 2 Assessment
  - > Phase 3
  - > Phase 4
- ∨ Year 1/P2
  - > Phase 5
  - > Phase 6

Teaching sessions listed in the order you will teach them, with assessment points built in

Target phoneme /h/ written as 'h'

The target phonemes are stated at the start of each session

Introduction

- Play the alphabet song twice, once with voice accompaniment, children listening and singing along with accompaniment, and once with children singing along to the music without voice accompaniment.
- Discuss with the children the learning intentions for the day.

Learning intentions are to:
- recap what we know
- say the /h/ phoneme
- find the letter 'h'
- read words with 'h' in
- spell words with 'h' in
- write the letter 'h'

Revision

[previously taught grapheme–phoneme correspondences; blending phonemes for reading; segmenting spoken words for spelling]
- Open Unit 5 Phoneme /h/ Revision and go through the screens at a brisk pace
- Watch out for any children who have not remembered the phonemes or the graphemes.

Lesson

Sounds
- Open the Unit 5 Phoneme /h/ Lesson.
- Play the "This is 'h'" video once through.
- Say the phoneme /h/, and ask the children to repeat it after you. Make sure you keep the sound pure and encourage the children to do the same.

Visual Search
- Bring up the words from the asset bank onto the Work area. Ask the children to highlight the 'h' in each of the words, saying whether h's position is at the beginning, the middle or the end of the word. Do not pronounce the words.

Reading
- Click the Reading tab for children to see the printed word. Note: Children *are not told* the word. The word is broken down into its constituent phonemes. Ask children to say each of the phonemes in the word.
- Click Blend to watch and hear the Bug's demonstration of how to blend the word.
- Click Undo and then ask a child to come to the Work area and move the arrow along. Encourage the whole class to blend the sounds out loud as the arrow moves along pushing the letters together. We recommend a smooth articulation of the sounds for blending.
- Work through each of the words in sequence. Click ▶ to change words.

Spelling
- The children return to their seats.
- Start by selecting the Words tab. Remember, the children do not see the word. Click Say to hear the word and ask the children to repeat it. Then ask the children to use their magnetic letters to make the word on their own magnetic boards, saying the word every time they look for a letter. Follow the procedure for word spelling.
- Ask a child to come up to the Work area to make the word. Did everyone get it right?
- Ask a child to use the arrow to push the letters together. Encourage the class to blend the word out loud.
- Repeat for the remaining word under the Words tab.
- Under the Pictures tab, click Show to display the image. You and the children say the picture word and proceed to spell it as before. Repeat if there is more than one image.
- Select the Spelling video and play it once through.

Writing
- Ask the children to find the 'h' letter among their magnetic letters and to feel the shape of it. Click Show and ask the children to look and listen as the lowercase letter is formed.
- "Skywrite" the letter in the air, and ask the children to do the same as you say how to form the letter.
- Ask children to tell you how to write the letter as you write it on the empty Work area.
- Ask children to try to write the letter themselves using paper and pencil or individual whiteboard and pen.
- Select uppercase and repeat when you think this to be appropriate for your children.

Wrap-Up

- Recap the learning intentions with the children.
- Open the Unit 5 Phoneme /h/ Lesson and play the "This is 'h'" video again. Then play the alphabet song and encourage the children to sing along, signifying the end of the session.

Next Steps

- Play the online pupil games for Unit 4
- Complete the PCM: Unit 5 Phoneme h
- Read Bug Club Phonics books that practise ck, e, u, r
- Get a Pet!
- In the Pit
- Is it a Rock?
- Sid and Duck
- Sid's Pet Rat
- Tut, Tut, Pup!

Suggested next steps in the form of guided independent work and *Bug Club Phonics* reading Books are given throughout

Select All   Allocate   Add to My Files

Worksheets and resource cards you need to support your teaching of this session

Photocopiables
- ☐ PCM: Unit 5 Phoneme h
- ☐ Resource card: Unit 5 Phoneme h

Digital Resources
- ☐ Unit 5 Phoneme /h/ Revision
- ☐ Unit 5 Phoneme /h/ Lesson
- ☐ Unit 4 (ck, e, u, r) Sounds
- ☐ Unit 4 (ck, e, u, r) Names
- ☐ Unit 4 (ck, e, u, r) Reading
- ☐ Unit 4 (ck, e, u, r) Spelling
- ☐ Unit 4 (ck, e, u, r) Language
- ☐ Get a Pet!
- ☐ In the Pit
- ☐ Is It a Rock?
- ☐ Sid and Duck
- ☐ Sid's Pet Rat
- ☐ Tut, Tut, Pup!

Links to the lessons screens, games and eBooks for this teaching sessions. All can be allocated to the child from here

*Active*Learn   Home   Resources   Assessment   **Planning**   Resource search   Help   Admin   My Account

Plans | Bug Club Phonics

Planning Guidance
- ⌄ R/P1
  - ⌄ Phase 2
    - Assessing before starting
    - › Unit 1
    - › Unit 2
    - › Unit 3
    - ⌄ Unit 4
      - Phoneme /c/ written as 'ck'
      - Phoneme /e/ written as 'e'
      - Phoneme /u/ written as 'u'
      - Phoneme /r/ written as 'r'
      - **Language session**
      - Unit 4 Assessment
    - › Unit 5
    - Phase 2 Assessment
  - › Phase 3
  - › Phase 4
- › Year 1/P2

Teaching sessions listed in the order you will teach them, with assessment points built in

Language session – After: ck, e, u, r

Language sessions enable children to apply the skills taught in prior sessions to read and spell irregular words, captions and sentences

Introduction
- Play the alphabet song twice, once with voice accompaniment, children listening and singing along with accompaniment, and once with children singing along to the music without voice accompaniment.
- Discuss with the children the learning intentions for the day.

Learning intentions are to:
- learn to read and spell irregular words "the", "no" and "go"
- learn to read and spell short captions

Irregular

Reading
- Open the Unit 4 Language Irregular screen.
- Click Show to display the words, and ask/teach the children how to read them. Click Answer to hear the correct pronunciation. Ask the children to repeat it.
- Explain that 'e' and 'u' are vowels like 'a', 'i', and 'o'. If 'the' is being used before a word beginning with a consonant, the 'e' sounds a short /e/; if it is being used before a word beginning with a vowel, the 'e' sounds /ee/. Depending on the geographical region you are in, the 'e' can also sound /i/.
- In the words 'no' and 'go', 'o' sounds like its letter name, pronounced /oa/.

Spelling
- Click Say to hear the word, and ask the children to repeat it.
- Put the word into a sentence, so that the children understand its meaning, for example, "Close the door", "There were no sweets left", "Let's go to the park".
- Ask children to say the word, help to select the lowercase magnetic letters and drag each letter into its empty box.
- Ask the children to read the word.
- Repeat for the remaining words.

Worksheets and resource cards you need to support your teaching of this session

Lesson

Reading
- Open the Unit 4 Language Lesson.
- Click Show to display the caption, and ask the children to read it.
- Click Answer to see whether they are right.
- Repeat for the sentence. Remind the children that a sentence starts with a capital letter and ends with a full stop.

Spelling
- Click Say to hear the caption and ask the children to repeat it.
- Ask the children to help you to select the lowercase magnetic letters and drag the letters to the empty boxes on the Work area.
- Ask the children to read the caption.
- Repeat the procedure for the remaining captions.

Writing
- The children return to their seats.
- Click Say to hear the caption and ask the children to repeat it.
- Ask the children to tell you how to write the caption on the lines provided.
- Clear the screen. Ask the children to say the caption and try to write it using paper and pencil or individual whiteboard and pen.
- Click Answer to check whether they are right.
- Repeat for the remaining captions.

Follow-up
- Display the picture. You and the children say the caption for the picture (a red pen).
- Ask the children to spell the caption, using pencil and paper.
- Click on the picture itself to show the caption and ask the children to read it.

Links to the lessons screens, games and eBooks for this teaching sessions. All can be allocated to the child from here

Suggested next steps in the form of guided independent work and Bug Club Phonics reading Books are given throughout

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

Dr. Joyce Watson An Early Years teacher for a number of years, she was a lecturer in the Northern College of Education, Dundee, for over 20 years (in Primary Development and Early Education, and in the Psychology Department). She was also a postdoctoral fellow, and an Honorary Research Fellow, in the School of Psychology at the University of St. Andrews for over 10 years. Dr. Watson holds the PGCE Open University Diploma in Reading Development, an M.Ed from the University of Dundee (on reading comprehension), and a Ph.D in Psychology from the University of St. Andrews (on the effects of phonics teaching on children's progress in reading and spelling).

Professor Rhona Johnston A Learning Support teacher for two years, she was in the School of Psychology at the University of St Andrews for 20 years. She was a Reader in the School of Psychology at the University of Birmingham and is now a Professor in the Department of Psychology at the University of Hull. Professor Johnston has researched extensively in the areas of reading disorders and reading development. She received an MBE for services to education in the 2012 New Year Honours list.

The authors have together investigated the teaching of reading with beginning readers. These studies have been reported in Johnston, R.S. and Watson, J. (2004), 'Accelerating the development of reading, spelling and phonemic awareness', Reading and Writing, 17 (4), 327–357; Johnston, R.S. and Watson, J.E. (2006), 'The effectiveness of synthetic phonics teaching in developing reading and spelling skills in English speaking boys and girls', in Joshi, R.M., and Aaron, P.G. (Eds), Handbook of Orthography and Literacy, LEA: London; Johnston, R.S., Watson, J.E., and Logan, S. (2009), 'Enhancing word reading, spelling and reading comprehension skills with synthetic phonics teaching: studies in Scotland and England', in Wood, C. and Connelly, V., Contemporary Perspectives on Reading and Spelling, Routledge, London.

There are also a number of reports for the Scottish government: 'Accelerating reading attainment: the effectiveness of synthetic phonics', Interchange 57 (SOEID, 1998), 'Accelerating reading and spelling with synthetic phonics: A five year follow up', Insight 4 (SEED,2003), 'A seven year study of the effects of synthetic phonics teaching on reading and spelling attainment', Insight 17 (SEED, 2005) and 'The effects of synthetic phonics teaching on reading and spelling attainment: a seven year longitudinal study' (The Scottish Executive Central Research Unit, 2005), available at http://www.scotland.gov.uk/library5/education/sptrs-00.asp.