

Programme structure

Unit structure

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

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

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

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

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

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

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

Session structure

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

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

Phoneme Session

Teaching element	Description
Alphabet song	Sing the Alphabet song

Revision

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

Lesson

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

Language Session

Teaching element	Description
Alphabet song	Sing the Alphabet song

Introduction	Discuss learning intentions and outcomes for the day
--------------	--

Irregular/high-frequency words

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

Lesson

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

Description of the blending process

We recommend a smooth articulation of the sounds for blending.

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

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

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

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

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

Procedure for spelling using pupil magnetic boards

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

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

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

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

Bug Club Phonics and the phases of progression

Phase 5

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

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

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

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

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

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

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

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

This programme provides inbuilt formative and summative assessment that follows closely the phonic phases of progression: (Year 1) Terms 1B–3B Assessment Sheets - New graphemes and vowel digraphs/trigraphs (Spelling), examine the children’s ability to spell using these new graphemes and spelling alternatives. Then, (Year 1) Terms 1B–3B Assessment Sheets - New graphemes and vowel digraphs/trigraphs (Reading), examine reading skills. Suggestions for catch-up work are made after each assessment.

Phase 6

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