



Early Reading Policy

Bug Club Phonics

Phonics

Phonics is to be taught daily for a minimum of 30 minutes in Early Years and Key Stage One following the Phonics Bug SPP programme.

Bug Club Phonics teaches a new grapheme and related phoneme, or alternative spellings to previously-taught phonemes, 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 (Units 1–12), and then the alternative spellings of these phonemes (Units 13–30), 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 below) ensures that children start reading and spelling a wide range of words at the earliest possible stage.



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	c k e u r	the, no, go
	5	h b f, ff l, ll ss	l, info
3	6	j v w x	me, be
	7	y z, zz qu	he, my, by
	8	ch sh th ng	they, she
	9	ai ee igh oa oo (long) oo (short)	we, are
	10	ar or ur ow oi	you, her
4	11	ear air ure er	all, was
	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase	Unit	Focus	Irregular/High-frequency words
5	13	zh wh ph	oh their
	14	ay a-e eigh/ey/ei (long a)	Mr Mrs
	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 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	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 (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

The child Jesus grew and became strong; he was full of wisdom gaining favour with God and people. Luke 2:54

1. Planning and the Teaching Sequence

Nursery children will receive a strong foundation of Phase 1 teaching across all areas of provision. The children in Nursery will be immersed in a learning environment rich with Phase 1 opportunities as well as daily adult led sessions led by the Phase 1 Letters and Sounds guidance. Phase 2 will be introduced when/if children are secure within Phase 1.

Phase 2 to 4 are delivered throughout Reception and Phases 5 and 6 in Key Stage 1. Children are set for phonics so that those who are not ready for the phases set out within their year group still have the delivery of the appropriate phonics stage.

Once the children have completed phase 6 through the Bug Club programme, they move onto Spelling Shed to further develop phase 6, this leads into KS2 spelling shed.

Phonics planning is provided within the Bug Club programme. The planning follows the same teaching sequence for each lesson delivered through each and every phase: Introduce, Revisit, Teach, Practice and Apply. Teachers and teaching assistants enhance planning to ensure that there is a multi-sensory approach to the delivery of the direct teaching sessions but remain within the teaching sequence to ensure consistency across the key stages in the delivery of phonics.

Teachers use the Bug club phonics actions as a 'hook' when necessary.



2. Resources

Children have individual phonics packs including whiteboards, pens and magnetic letters.

All classrooms must display the graphemes that match the progression of the Phonics Bug Club Programme.

All classrooms have a challenge area that includes a reading challenge – this challenge will be phonics based in Early Years and Key Stage 1 where the children have opportunities to apply their phonics knowledge.

TA's who take responsibility for leading a phonics group must provide children with a calm working environment where phonics resources/walls are available to support the children.

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3. Organisation

Children are set in terms of their phonics stage so that their phonics session is appropriately pitched. This is currently achieved.

4. Letter formation

Bug Club Phonics teaches letter formation (for both lower case and capital letters) at the point of introduction of every grapheme, talking-through element of such teaching also supports the children's cognitive processes. Our letter formation is taught from the beginning of phonics using the 'Achieving Excellence in Handwriting' scheme by Deb Watson.

5. Assessment

Teachers assess children's understanding daily during the teaching of phonics. When TA's are teaching phonics they work closely with the teacher to plan the children's next steps carefully. Teachers assess children's understanding of phonics half-termly using the assessment tools provided by the Phonics Bug. These can be reviewed alongside the assessment data generated from their online reading quizzes/interaction to provide a level of understanding within their phase.

6. Home Reading

Bug Club Phonics is supported by decodable readers which match the order of phoneme introduction. All of our home readers are decodable and have been organised to match the Bug Club Phonics progression. There are a variety of books to match each unit of the teaching programme. Following all assessments children are matched to the correct unit of home reader. Thus providing an opportunity for the children to practise and consolidate their learning at each stage.

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. Prior to this there is a strong focus on communication and language where pre-readers will be sent home with guidance for parents.

The Bug Club also provides a library of ebooks that can be allocated to individual children post phonics teaching session. The Bug Club Phonics readers are designed to support children in practising and consolidating the knowledge they acquire during the whole-class Teaching Sessions. Bug Club's online reading world helps children improve core reading skills at school or home with exciting texts and fun rewards. It also enables teachers to monitor every child's progress.

7. Meeting the need of the lowest 20% of children

A phonics baselining assessment is completed during the first six weeks of the school year. This aids the identification of those children who required additional support.

Children working within the lowest 20% will be supported by the following provision:

- ✓ eBooks and digital games by phonics set allocated and monitored weekly by the class teacher.
- ✓ Children to receive at least twice weekly PIRA shine interventions in school.
- ✓ Children to receive direct phonics teaching in smaller group tailored to their specific needs.
- ✓ Children to receive precision teaching intervention daily.

8. Support/Guidance for Parents/Carers

Parents are given an insight to the bug club programme at the new starters curriculum meeting.

Communication between home and school occurs daily through the children's home reading record books.

MONITORING and REVIEW

It is the responsibility of the staff to follow this policy. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

The next scheduled review date for this policy is **September 2024**

