



# Bug Club Phonics

## Teaching and Assessment Guide

Key Stage 1 (P2-P3)



Joyce Watson & Rhona Johnston (MBE)

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Registered company number: 872828

www.pearsonschools.co.uk

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First published as part of the *Fast Phonics First* programme

This edition 2021

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

British Library Cataloguing in Publication Data is available from the British Library  
on request.

ISBN 9781408263495

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### **Acknowledgements**

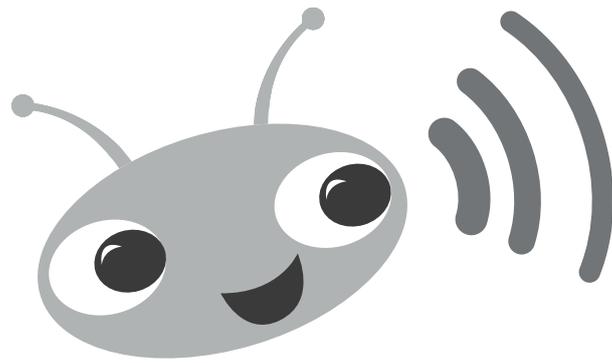
The authors would like to thank:

The Scottish Executive Education Department  
Clackmannanshire Council Education and Community Services  
The Education Director for Clackmannanshire  
Lesley Robertson, Quality Improvements Manager for Clackmannanshire  
Head Teachers, Staff and Pupils of the following schools in Clackmannanshire,  
in particular the Early Years Staff of Deerpark and Park Primary Schools:

Abercromby Primary School  
Alva Primary School  
Banchory Primary School  
Coalsnaughton Primary School  
Deerpark Primary School  
Park Primary School  
St John's Primary School  
St Mungo's Primary School  
Tillicoultry Primary School

Guide Characters by Finger Industries Ltd and Volker Beisler

Typeset by Tracey Camden, K & S Design



# Bug Club Phonics

## Teaching and Assessment Guide

Interactive systematic synthetic phonics  
for reading and spelling

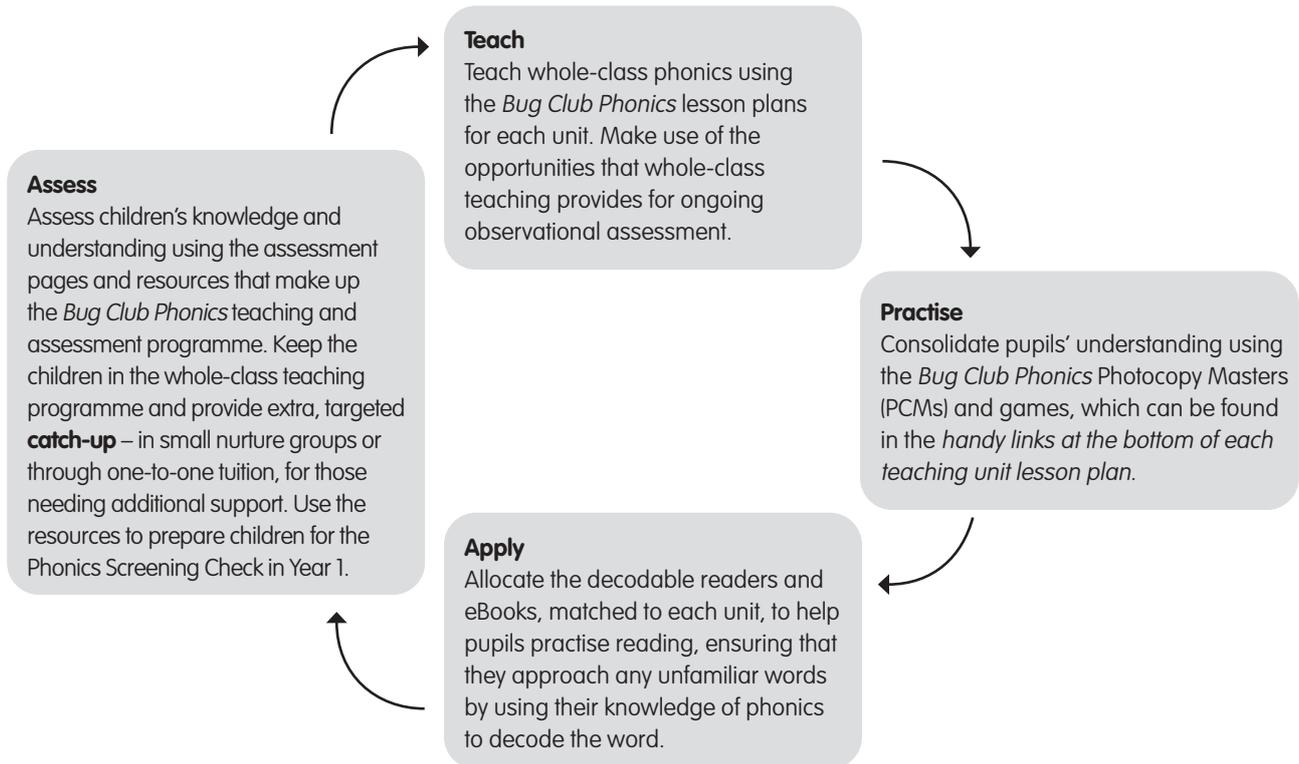
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## Overview



*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
- decodable readers
- eBooks and activities
- whole-class teaching
- pupil games and assessment games.

### **Bug Club Phonics quick start**

- 1) Go to the **Before starting section** (page 28) 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 18).
- 3) Read the **Guide to teaching sessions** (page 41).
- 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.
- Units 13–30 need not be run on consecutive days. Teaching of these units is intended to continue through Years 1 and 2 (Primary 2 and 3), with the majority being taught in Year 1 (Primary 2).
- 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 may need small magnetic letter boards and letters for individual use or to share between two, as your professional judgement dictates. However, many of your children will now be using pencil and paper.

## 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

*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 page 7) ensures that children 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, and taught to be reversible, though blending is always taught first in a session.

### 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. Other benefits include assisting with the language of instruction and oral spelling.

### 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. By Key Stage 1 many children will be able to write the letters and can dispense with the individual boards.

## 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 additional writing 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 20 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, although the teaching of common vowel digraphs and trigraphs too can be started in the first year at 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*. For Units 1–12, these are listed in the chart on page 5 of the *Reception Assessment and Teaching Guide* under 'Decodable words' and are always taught by sounding and blending. On page 7 of this Key Stage 1 Guide, there is also a list of 'Not fully decodable (irregular) words' covered in Units 1–12; the term used in *Letters and Sounds* is 'tricky words'. Table 2 on page 7 lists those irregular or high-frequency words covered in Units 13–30. 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 resource cards.

For a chart showing the *Bug Club Phonics* progression in irregular and high-frequency words at Key Stage 1 (Primary 2 & 3), see Table 2 on page 7 of this guide.

## 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. (From Unit 14, high-frequency words and abbreviations are introduced into some of the sessions for consolidation.) 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.

## 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 five categories of pupil games per unit: Sounds, Names, Reading, Spelling and Language.

## Introduction of graded readers

*Bug Club Phonics* is supported by decodable readers which match the order of phoneme introduction. When the children have completed Unit 2 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. These will 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

The *Bug Club Phonics* 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 pages 7–9 for the breakdown of the ‘teaching elements’ in both these session types). The following diagram illustrates the *Bug Club Phonics* lesson structure.

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

## Programme structure

### Unit structure

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

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

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

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff l, ll, ss	l, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, 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
23	c, k, ck, ch	two, once	
24	c(e)/c(i)/c(y), sc/ st(l) se	great, clothes	
25	g(e)/g(i)/g(y), dge	it's, I'm, I'll, I've	
26	le, mb, kn/gn, wr	don't, can't, didn't	
27	tch, sh, ea, zh, (w)a, o	first, second, third	
6	28	suffix morphemes ing, ed	clearing, gleaming, rained, mailed
	29	plural morphemes s, es	men, mice, feet, teeth, sheep
	30	prefix morphemes re, un prefix+root+suffix	vowel, consonant, prefix, suffix, syllable

### Session structure

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

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

## Phoneme Session

Teaching element	Description
Alphabet song	Sing the Alphabet song

### Revision

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

### Lesson

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

## Language Session

Teaching element	Description
Alphabet song	Sing the Alphabet song

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

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

### Lesson

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

## Description of the blending process

We recommend a smooth articulation of the sounds for blending.

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

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

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

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

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

## Procedure for spelling using pupil magnetic boards

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

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

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

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

## Bug Club Phonics and the phases of progression

### Phase 5

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

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

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

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

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

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

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

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

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

### Phase 6

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

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

## Delivery method

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

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

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

## How to run the programme

### Duration of programme

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

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

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

### Attendance

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

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

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

### Daily time allocation

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

### Classroom organisation

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

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

### Classroom management of the magnetic letters

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

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

Experienced practitioners of the programme have found it useful to place the photocopyable alphabetic overlay (see page 44) 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.

If you feel your Year 1 and 2 (Primary 2 and 3) children are ready to exchange their magnetic boards and letters for paper and pencils, then of course you can do this.

## 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 a small group of, children who 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 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 practice 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 10 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.



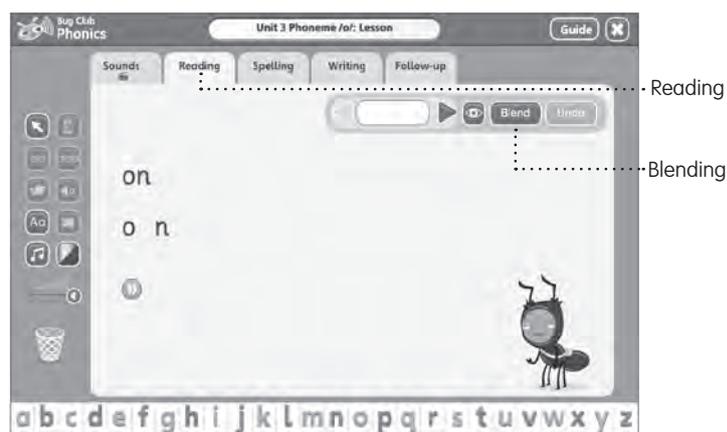
Reception Phoneme Session

## 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.



Reading  
Blending

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.

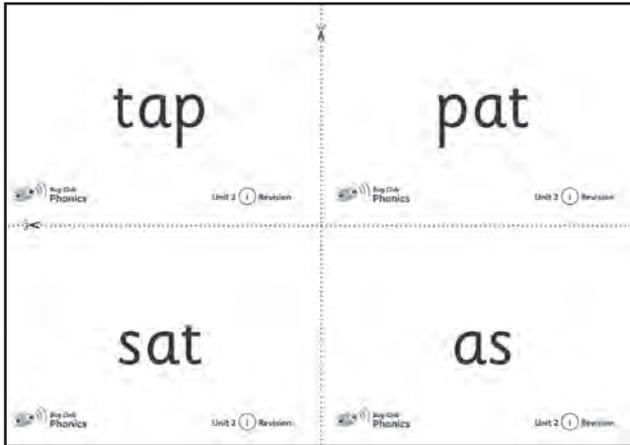


Game

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.

# Teaching systematic synthetic phonics using *Bug Club Phonics*



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. You 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.



Pronunciation guide



Hot spot for quiz question and pronunciation guide

Read to me button



Quiz question in each book

## Teaching activities for writing practice (letter formation and spelling)

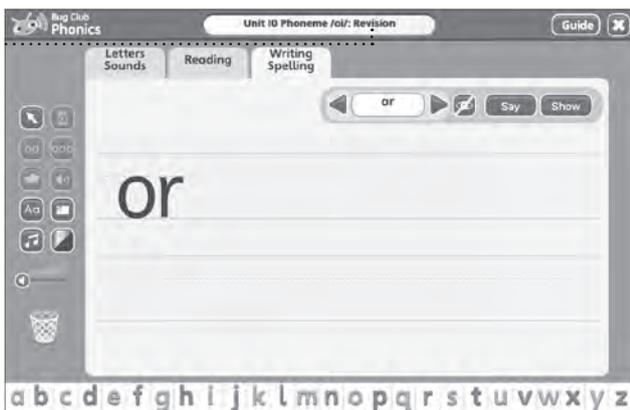
*Bug Club Phonics* provides many opportunities for children to practise letter formation and to spell words containing the GPCs they have been taught remotely.

Within Phoneme Sessions (see delivery options above):

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

# Teaching systematic synthetic phonics using *Bug Club Phonics*

Revision



- 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.



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.



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.

Recognition of syllables is a critical word-attack skill for both reading and spelling. Breaking words into syllables is a strategy that should be taught for both reading and spelling. A syllable is a word or part of a word that can be spoken independently – e.g. the word ‘alphabet’ has three syllables, al/pha/bet. Children need to know that:

- all words have at least one syllable
- each syllable has one vowel sound
- long words are made up of short syllables
- syllables can be one letter or a group of letters, one of which must be a vowel sound (including ‘y’ used as a vowel).

Prior to teaching about syllables, children need to have mastered the basic vowel and consonant sounds.

## What is a ‘syllable’?

Use the following procedure to help children understand what a syllable is:

- 1 Write the word ‘fluff’ on the board. Ask the children to say the word “fluff”.
- 2 Clap your hands once saying “fluff”. Ask the children to clap their hands once, saying “fluff”.
- 3 Explain that the word ‘fluff’ has one beat – i.e. one syllable.
- 4 Write the word ‘fluffy’ on the board. Ask the children to say the word “fluffy”.
- 5 Clap your hands twice saying “fluffy”. Ask the children: “How many beats does the word ‘fluffy’ have? How many syllables does the word ‘fluffy’ have?”
- 6 Do one or two more examples on the board – e.g. sun/sunny, fun/funny.

## Number of syllables equals number of ‘beats’

Use the following procedure to help children understand that you can tell the number of syllables in a word by the number of ‘beats’ in the word.

- 1 Use your class children’s names. Chant each name, clapping hands for each syllable as each name is pronounced. For example, chant and clap “Kate”. Repeat, chanting and clapping “Kate”.
- 2 Ask the children: “How many beats does ‘Kate’ have? How many syllables does ‘Kate’ have?” Ensure they understand that ‘Kate’ has one beat and one syllable.
- 3 Repeat the chanting and clapping activity with two-syllable names (e.g. ‘Samir’, ‘Alice’), three-syllable names (e.g. ‘Samantha’, ‘Benjamin’), and so on.
- 4 Prepare and give to each child a sheet with three columns (see below).
- 5 Write the children’s names on the board, one at a time, asking the children to pronounce the name and write it in

the column for one, two or three syllables. Do an example on the board:

Kate (Kate) Samir (Sa/mir) Samantha(Sa/man/tha)

Number of syllables		
1	2	3
Kate	Samir	Samantha

## Each syllable has one vowel sound

Vowel digraphs count as one vowel.

- 1 Draw three columns on the board (see below).
- 2 Select your own words as appropriate for each column to be completed, writing each on the board, one at a time and separated from the table on the board.
- 3 Ask the children to pronounce each word and say which column to write it in – one, two, three syllables – e.g. ‘school’, ‘a/cross’, ‘ba/na/na’.
- 4 Do two or three more examples, including words with a vowel digraph, e.g. ‘train’, ‘boat/ing’, ‘ap/point/ment’.
- 5 Reinforce the idea that each syllable has one vowel sound, and that vowel digraphs count as one vowel.

Number of syllables		
1	2	3
school	across	banana
train	boating	appointment

- 6 Draw four columns on the board (see below).
- 7 Write examples on the board separate from the table before, e.g. ‘lamp’, ‘basket’, ‘Saturday’, ‘sail’.
- 8 Demonstrate with each word how to complete the table. For example, write ‘lamp’ in column 1. Ask the children: “How many vowels?” Write the answer in column 2. Ask the children: “How many vowel sounds?” Write the answer in column 3. Ask the children: “How many syllables?” Write the answer in column 4.
- 9 Repeat for each of the other examples. Note in particular the word ‘sail’ – a vowel digraph counts as one vowel sound in a syllable.

Syllables			
Word	Number of vowels	Number of vowel sounds	Number of syllables
lamp	1	1	1
basket	2	2	2
Saturday	3	3	3
sail	2	1	1

## Syllable categories

The following table outlines basic rules for syllabification, and is provided as background information for teachers.

Category rules	Examples
1. A vowel digraph counts as one vowel sound in a syllable.	pearl count [both one syllable]
2. Common words are split between each part of the compound.	milk/man foot/ball
3. Silent 'e' does not count as a vowel sound in a syllable.	star stare [both one syllable]
4. When two consonants are between two vowels, the division of syllables is usually between the two consonants.	rabbit rab/bit sister sis/ter
5. When a vowel is followed by a single consonant, the consonant usually starts the second syllable.	before be/fore vacant va/cant
6. When a word ends in 'le' and a consonant precedes it, the consonant goes with the 'le' syllable.	table ta/ble candle can/dle
7. If a word contains a prefix, the division comes between the prefix and the root word.	return re/turn explain ex/plain
8. If a word has a suffix, the division comes between the suffix and the root word.	likely like/ly smiling smil/ing

## Strategies for reading and spelling syllables

### Reading words of more than one syllable

In reading activities, children will be breaking down words into syllables visually. The children SEE the printed word and will need to be able to:

1. Separate the target printed word into syllables.	pumpkin pump/kin
2. Sound and blend successive letters of each syllable.	p-u-m-p pump k-i-n kin
3. Sound and blend successive syllables to read.	/pump/ /kin/ pumpkin
4. Read the whole two-syllable word.	pumpkin

Sometimes the first sub-unit will end with a consonant, and the second sub-unit will start with the same consonant, e.g. 'applaud', 'ap/plaud'. We recommend sounding the /p/ twice when saying the syllables separately, but, when it comes to blending the two syllables together, both /p/ sounds should taper into one sound. This is demonstrated in the online lesson plan.

### Spelling words of more than one syllable

In spelling activities, children will be dividing words into syllables by auditory segmentation. The children HEAR the target word and will need to be able to:

1. Pronounce the target spelling word.	pumpkin
2. Break the word into syllables, pronouncing each syllable.	pump/ /kin/
3. Segment and spell the successive letters of each syllable.	p-u-m-p pump k-i-n kin
4. Sound and blend the successive syllables to say the word.	/pump/ /kin/ pumpkin
5. Spell the word orally using the letter names.	p u m p k i n pumpkin

### Procedure for spelling words of more than one syllable using the *Bug Club Phonics* website

This example is from Unit 13 (/f/ written as 'ph'). Children *do not* see the word first. Click on the link for the lesson. Click Spelling. Select the Pictures tab. Scroll for the picture of a dolphin. Click Show. With your support, the children (or a child, where appropriate):

- Say the word "dolphin" and say the two syllables **dol** and **phin** as indicated on the work area by the two sets of empty boxes. (Note: If the word has three syllables this will be so indicated by three sets of empty boxes on the work area.)
- Say the first syllable /dol/, say the successive phonemes /d/ /o/ /l/, drag up the successive graphemes 'd', 'o', 'l' to the first syllable boxes on the work area and say the first syllable again: /dol/.
- Say the second syllable /fin/, say the successive phonemes /f/, /i/, /n/, drag up successive graphemes 'p' and 'h' (for the 'ph' /f/ digraph), 'i' and 'n' to the second syllable boxes on the work area and say the second syllable again: /fin/. Push the letters together for each syllable by clicking on the green arrow symbol, moving it along to the right as before while the children blend the sounds together for the first syllable **dol** and for the second syllable **phin**.
- Sound and blend the successive syllables to say the word "dolphin".
- Spell the word 'dolphin' orally using the letters names d o l p h i n, "dolphin".

### Procedure for dictation

**Note:** In *Bug Club Phonics Key Stage 1 (Primary 2 & 3)* sentences for dictation have been designed to provide examples for dividing words into syllables according to different categories (see above, under 'Syllable categories').

1. Revise any particular point being stressed within the sentence being dictated, e.g. digraph combination(s), the inclusion of a word of more than one syllable and so on.
2. Slowly and distinctly dictate the sentence to be written.

- 3 Ask the class to repeat the sentence together.
- 4 Dictate the sentence again and ask the children to write it.
- 5 Ask some of the children to assist with the production of the sentence on the screen/board (with you writing the sentence, not the children).
- 6 Ask a child to read the sentence.
- 7 Children can then compare their sentence with that on the screen/board, writing corrections above any errors (for discussion with you as soon as possible).
- 8 Repeat with the next sentence.

## Dictation example

- The sentence you have in mind might be: *The teacher is in the school.*
- Write on the screen/board the word 'teacher'.
- Ask the children where the syllable breaks should be: "Two beats, two syllables, two vowels?"
- Ask a child to come out and put in the syllable break: *teach/er.*
- Remove from the board and remind the children to use the strategy for helping them to spell such words, breaking them into small parts, into syllables.
- Dictate the sentence "The teacher is in the school."

## Understanding morphemes

In *Bug Club Phonics Reception (Primary 1)*, beginning readers and spellers will have been using a phonemic approach based on letter–sound correspondences. In *Bug Club Phonics Key Stage 1 (Primary 2 & 3)*, this phonemic approach of connecting letters to sounds provides the children with a method for connecting letters to syllables which, in turn, will lead children to thinking about the relationship between letters and meaning, namely 'morphemes'.

'Morphemes' are the smallest units of meaning in language. A morpheme can be as small as a single letter, e.g. the words 'a' and 'l', or the letter 's' when added to a noun to make it plural, as in 'horses'. A word can consist of only one morpheme (e.g. 'horse'), two morphemes (e.g. 'horse/s') or three or more morphemes (e.g. 'horse/back/rid/ing'). Understanding morphemes helps children to break down an unfamiliar word into meaningful parts, and to add morphemes to already known root words to make new words, thus extending their vocabulary.

Prefixes and suffixes are morphemes. A 'prefix' is a morpheme added to the beginning of a word to change its meaning, e.g. 'un' is the prefix in 'unlucky'. A 'suffix' is a morpheme added to the end of a word to change its tense (e.g. work/worked), number (house/houses) or word class (swim – verb; swimmer – noun). A 'root word' is a word to which prefixes and suffixes can be added to make other words, e.g. 'load' is the root word in 'unloading'.

In Units 28–29 of *Bug Club Phonics Key Stage 1 (Primary 2 & 3)*, children are introduced to suffixes with which they are already familiar – e.g. 'ing', 'ed', 's' and 'es', but now focusing on the morpheme meaning element. For example:

- 's' can be a morpheme added on to a word to make it plural (more than one) as in 'dog/dogs';
- 'es' is another small plural morpheme used with words ending in 's', 'ss', 'x', 'sh' and 'ch' as in 'bus/buses', 'dress/dresses', 'fox/foxes', 'wish/wishes' and 'arch/arches';
- 'ed' means something happening 'in the past' as in 'work/worked';
- 'ing' means something happening now, 'in the present' as in 'work/working'.

In all the above examples, a single morpheme word becomes a two-morpheme word with the addition of a suffix morpheme.

In Unit 30, children are introduced to prefixes, focusing on the morpheme meaning element of the prefixes 're' and 'un'.

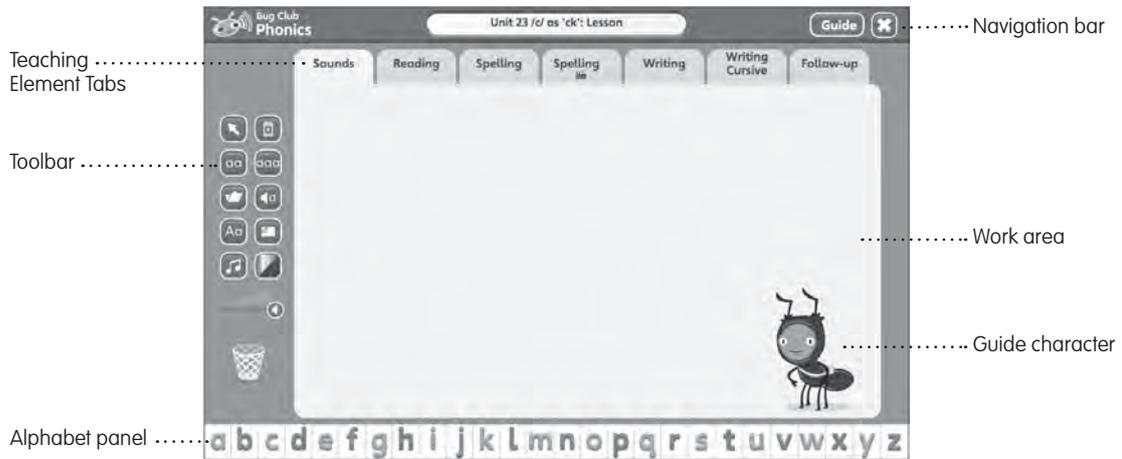
- 're' is a prefix morpheme and can mean 'again' or 'back' as in 'turn/return';
- 'un' is a prefix morpheme and can mean 'not' as in 'clear/unclear' and 'tidy/untidy'.

Note that the word 'untidy' has two morphemes (un/tidy) but three syllables (un/ti/dy).

In Unit 30, children are also introduced to the concept of root words having both a prefix morpheme and a suffix morpheme, for example:

Prefix	Root	Suffix	New word
re	print	ing	reprinting

## 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

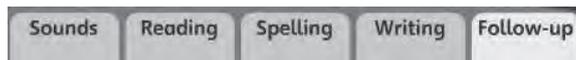
The light blue area in the middle of the screen is called the work area. This is where the session takes place.

### 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 two buttons as shown above.

## Toolbar

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

<b>Select tool</b> use this tool to select objects		<b>Highlight tool</b> use this tool to highlight letters and words
<b>Digraph tool</b> use this tool to select a group of two letters from the alphabet panel		<b>Trigraph tool</b> use this tool to select a group of three letters from the alphabet panel
<b>Asset bank</b> some teaching elements require you to use pre-defined assets		<b>Audio tool</b> use this tool to sound out phonemes and words
<b>Change case</b> use this tool to switch the alphabet panel between uppercase and lowercase letters		<b>Clear screen</b>
<b>Alphabet song</b>		<b>Change type</b> use this tool to switch the alphabet between magnetic and printed letters
		<b>Volume control</b>

## Alphabet song

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

	<b>Close</b> returns you to the screen you were previously on
	<b>Lyrics tool</b> use this tool to turn the singing voice on and off
	<b>Change case</b> use this tool to switch the case of the letters shown in the Alphabet song

## Alphabet panel

Bin

abcdefghijklmnopqrstuvwxyz

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 determines 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

Control buttons

Eye

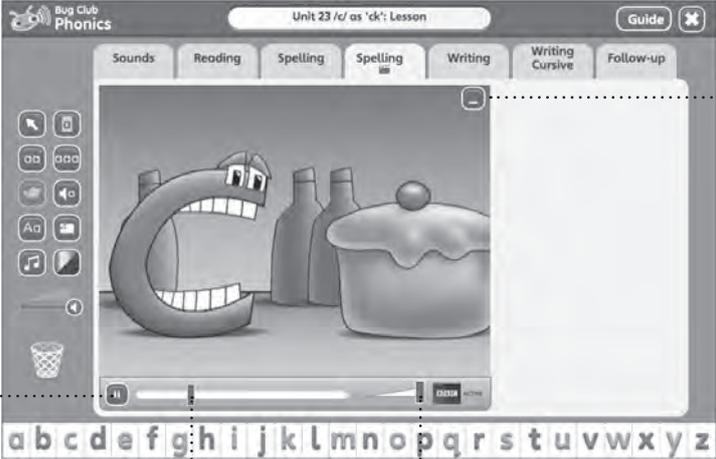
Some teaching elements are managed by a control panel that sits at the top right of the work area. This control panel is tailored to the teaching element that you are currently on, and the control buttons on the right-hand side will alter accordingly.

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.

# Bug Club Phonics teaching controls

## 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.



The screenshot shows the Bug Club Phonics interface. At the top, there is a title bar with the logo, the text 'Unit 23 /c/ as 'ck': Lesson', and a 'Guide' button. Below the title bar is a navigation menu with tabs for 'Sounds', 'Reading', 'Spelling', 'Spelling', 'Writing', 'Writing Cursive', and 'Follow-up'. The main content area features a video player with a cartoon illustration of a large letter 'C' with a face, standing next to a bottle and a cake. The video player has a play/pause button, a progress bar, and a volume slider. To the right of the video player is a 'Minimise button'. Below the video player is a phonics keyboard with letters 'a' through 'z'. Dotted lines connect the labels to the corresponding controls in the interface.

**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

**Minimise button**  
use this to hide the video

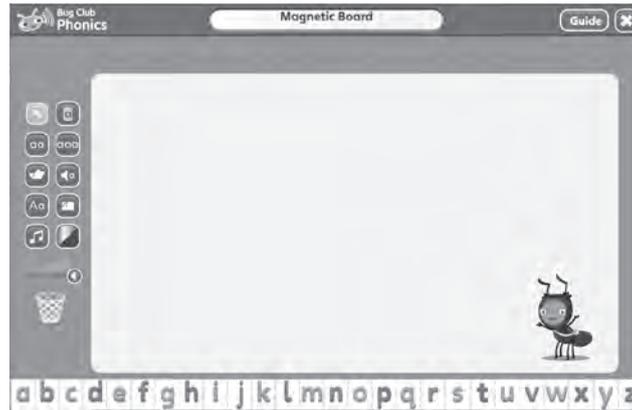
## Print material

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 activity for Units 13–30.

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

**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.

# Guided independent work

## Photocopy masters (PCMs)

Over 70 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*:

### 1) Phoneme Session PCM

To be completed after each Phoneme Session, each of these PCMs provides three activities, consolidating work covered

in the lesson. The tasks form a progression through the units (see the table below) offering pupils a variety of ways to demonstrate their learning. In the assisted-cloze procedure tasks (sentences, texts and word puzzle clues) deletions have been selected to provide forward-acting cues (The postman brings the \_\_\_\_\_), backward-acting cues (\_\_\_\_\_ are we waiting?) and forward/backward-acting cues (Hang your \_\_\_\_\_ on the peg.). The alphabetic order tasks build upon the alphabetic teaching in *Bug Club Phonics Reception (Primary 1)* and are included as preparation for dictionary skills.

### Phonics PCM task progression

Task	Units	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Making semantic decisions		●																	
Matching words to pictures		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Assisted-cloze procedure word puzzles <b>D</b>		●	●	●	●	●	●	●											
Assisted-cloze procedure sentences <b>D</b>			●	●	●	●	●												
Meaning clues for crosswords <b>D</b>									●	●									
Assisted-cloze procedure text <b>D</b>								●	●	●	●	●	●	●	●	●			
Alphabetic order letters											●	●	●	●	●				
Alphabetic order words <b>D</b>														●	●	●			
Adding suffix morphemes																	●	●	●
Adding plural morphemes																		●	
Adding prefix morphemes																			●
Matching meanings to prefix words																			●
Forming words from prefix+root word+suffix																			●
Identifying syllables in words																			●

**D** indicates activities where opportunities for differentiation can be made (see 'Differentiation', page 23).

### 2) 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.

## Language PCM task progression

Task	Units	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Assisted-cloze procedure with picture clues <b>D</b>		●																	
Sentence reading and modelling		●	●	●															
Dialogue to promote discussion and stimulate thinking skills			●	●															
Reading sentences – semantic choice			●	●															
Completing story – writing ending			●																
Completing story – writing beginning				●															
Matching meaning clues and words					●	●	●												
Constructing story from title/picture					●	●													
Reading and illustrating sentences							●	●	●	●	●	●	●						
Matching words to meaning clues								●	●	●	●	●	●						
Sequencing related sentences														●	●	●	●	●	●
Illustrating specific sentences														●	●	●	●	●	●
Choosing a title for sentences																	●	●	●

**D** indicates activities where opportunities for differentiation can be made (see 'Differentiation', below).

### 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 round ...', 'Write in the best word ...', 'Read the clues ...' and 'Tick the box ...'. 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.

### Differentiation

There are a number of ways children can be differentiated for different ability groups. For example:

- In sentences and text tasks where children are required to choose best-fit words, they can either write them in the deletion space or put a ring around or highlight the best word.
- In word puzzle tasks, pupils can complete the word grid as normal using the clue words, or the first letter of each word can be placed in the word grid to give support.
- In assisted-cloze procedure tasks where children are given picture clues only, a choice of words for the missing word could be provided in a box below the activity.
- Some of the activities lend themselves to paired or group work – e.g. matching tasks could be enlarged when photocopied, and then cut up for paired or group game playing.

### Self-assessment

At the bottom of each PCM you will see 'happy', 'neutral' 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. The inclusion of a 'neutral' face enables the children 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.

### 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.

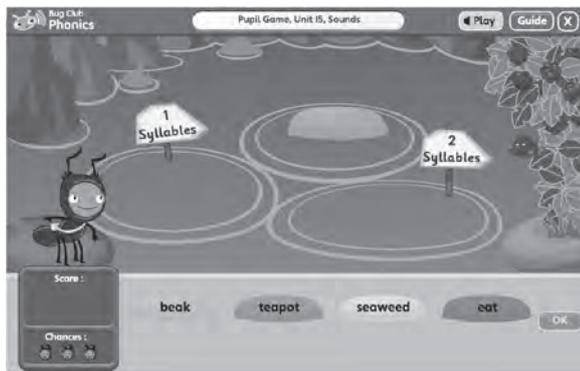
### Pupil games

There are five pupil games in each unit, each game consolidating one of the five areas that the children have been working on in the Lessons:

- Sounds
- Letters
- Reading
- Spelling
- Language

# Guided independent work

## Sounds



### What is tested

This game tests the children's ability to hear and distinguish the different number of 'beats' (syllables) in a word.

### How to play

The children will see a collection of pebbles (2, 4, 6 or 8 depending on the level), each containing a word. As they click on each word, they will hear the word being read out. They then have to decide how many syllables the word has and drag the word to the correct 'zone' – 1 syllable, 2 syllables or 3 syllables. By dragging and dropping the pebbles into the correct waterpool, the children can make stepping-stones across the piranha-infested water. Once they are happy with their sorting, they click 'OK'. If they have sorted correctly, they will see a reward animation of the character skipping across the stepping stones to grab a berry from the bush. Children can have a re-try at the sorting before it demonstrates the correct answer.

### Score

There is a maximum of 5 points to be scored.

## Letters



### What is tested

This game tests the children's knowledge of the letter combinations that make up the consonant blends, vowel digraphs and trigraphs, prefixes, suffixes and spelling rules targeted in the units.

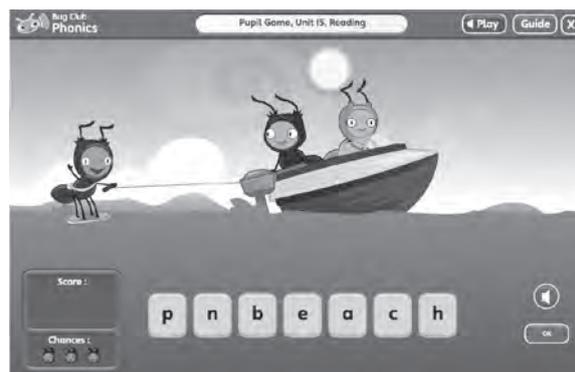
### How to play

The children will see part of a word and have to select, from several fish containing options, the letter combination that completes the word. If they select correctly, they see a reward animation of the fish splashing up and out of the water. Children can try again before it demonstrates the correct answer.

### Score

There is a maximum of 5 points to be scored.

## Reading



### What is tested

This game tests the children's knowledge of the pronunciation of words and their ability to find the consecutive letters that make up that word.

### How to play

The children will hear a word being read out, and they have to find the correct word within a simple wordsearch grid. They highlight the word by clicking each letter. If they select correctly, they will see a reward animation of the character doing stunts on a wake-board. The number of 'goes' increases (5, 8 and 10) as the units advance, as does the size and complexity of the search grid. Children can have a re-try at the wordsearch before it demonstrates the correct answer.

### Score

There is a maximum of 5, 8 or 10 points to be scored, depending on the level.

## Spelling



### *What is tested*

This game tests the children's ability to spell words of one, two and three syllables.

### *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. Once the children have spelt the word, they click 'OK'. If the word is spelt correctly, the children will see a reward animation of the character travelling across a spiderweb tightrope. Children can have a re-try at the spelling before it demonstrates the correct answer.

### *Score*

There is a maximum of 5 points to be scored.

## Language



### *What is tested*

This game tests the children's comprehension skills, by testing their ability to change a sentence from nonsense to sense by choosing the correct word.

### *How to play*

The children are given a nonsense sentence with the nonsense word highlighted. They then have to choose, from a number of options, the word that will make the sentence sensible and drag the word into the highlighted position in the sentence. The new word will now replace the nonsense word in the sentence. The children then read the sentence and, when they are happy with their choice, they click 'OK'. If their choice is correct, the children will see a reward animation of bugs flying by. The position of the nonsense word in the sentence is varied and the number of 'goes' increases (5, 8 and 10) as the units advance. Children can have a re-try at the choosing before the game demonstrates the correct answer.

### *Score*

There is a maximum of 5, 8 or 10 points to be scored, depending on the level.

## 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. So, for instance, the Unit 17 spelling game is really useful for practising the vowel digraphs – there's a lot of exposure to word-specific spellings in a fun way so the concept of two letters in a digraph making one sound can be reinforced until the children are really familiar and comfortable with this.

# Bug Club Phonics decodable readers

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.

In Phase 5, we have followed the introduction of graphemes according to the order set out in the lesson plans.

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:** You can allocate as many books to a pupil at once as you 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 find books by using 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 eBooks – 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 know what support they can offer their children as they get more fluent, so it's useful to offer some guidance in Key Stage 1 on:

- how important it still is to hear children read aloud
- how to encourage blending when the words are much longer and more complex
- how to talk about the content of books to develop comprehension and vocabulary, and to ensure that children are reading for meaning as well as reading the words.

This can be covered 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 with, 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-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.

As children approach the Phonics Screening Check at the end of Year 1, it may be useful to inform parents about the format and purpose of this, as well as how the results are used to support children moving forward. It's not something that parents should be concerned about, or testing children on, but being aware of it can help increase understanding about the significance and relevance of phonics beyond Reception.

# Assessing progress – Before starting

Before beginning *Bug Club Phonics Key Stage 1 (Primary 2 & 3)*, the children will have completed the 12 units of the *Bug Club Phonics Reception (Primary 1)* programme. Working with individual letters, children have already learned to sound and blend successive letters to read words, and to segment spoken words for spelling. They will also have started learning some vowel digraphs and trigraphs. Now the children will be introduced to syllabification, moving forward from blending letter sounds to blending syllables.

Before embarking on Units 13–30, children should:

Competence	Teaching suggestions
Know that the vowels <b>a, e, i, o, u</b> can have both a short and a long sound.	Use the Alphabet song to demonstrate that the long vowel sound is the same as the letter name, e.g. be, he, me, we. For the short vowel sound, remind the children of the relevant phoneme lessons: ‘The letter ‘a’ sounds ?’ (/a/ as in cat) ‘The letter ‘e’ sounds ?’ (/e/ as in egg) Repeat for ‘i’, ‘o’, ‘u’.
Be able to clap/tap the number of beats in one- and two-syllable words.	Use names of children in the class with one and two syllables. Demonstrate how to clap the beats for them. Ask children to say the name, clap the beat(s) and say the number of syllables. Children can clap their hands, clap their chins, tap on the table, nod their heads to the beat, etc. (See also page 15 ‘Teaching syllables’.)
Be able to follow the procedure for spelling words, selecting or writing the letters for each sound and blending them together to be able to say and read the word.	Say the target word, embed it in a sentence and repeat the word again for the children to spell. Children look at a picture, say the picture word, repeat it and spell the word.
Know that: (i) a sentence is a group of words (ii) a sentence begins with a capital letter (iii) a sentence ends with a full stop.	Remind the children of these points using a question-and-answer technique. Demonstrate on the board using children to model, e.g. It is hot and sunny. The first day of the week is Sunday.
Be able to help the teacher write sentences from dictation, leading to being able to write sentences independently from dictation.	Dictate a given sentence slowly and clearly. Ask one of the children to repeat the sentence. Dictate the sentence again. Invite children to tell you how to write each sentence on the board. Any errors can be used as a teaching opportunity for revision and discussion. Such an opportunity is also valuable for identifying individual problems.

# Assessing progress – Before starting

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## Competence

Be able to follow the procedure for completing a sentence with a deleted word, by choosing from given words one which will make sense.

## Teaching suggestions

Write a sentence with a deleted word on the board, together with the words from which children make a choice to complete the sentence (assisted cloze procedure), e.g. We had ham and \_\_\_\_\_ for tea. (end egg)

Remind the children to:

- (i) read the two parts of the sentence
- (ii) read the words in brackets
- (iii) read and choose the best word
- (iv) write in the word or circle the word
- (v) read the sentence to see if it makes sense.

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Be able to follow the assisted cloze procedure technique to complete simple word grids and crossword puzzles.

Model the completion of the Across clues by doing one or two examples on the board with a simple grid, mirroring what the children are asked to do.

Use and explain the word **Across**. The clue might be: The sun is very \_\_\_\_\_ today. (wet hot icy)

There are three empty boxes going across. Therefore the word will need three letters. Which one will make sense?

Ask a child to write 'hot', one letter in each box.

Follow the same procedure for **Down** clues.

Follow the same procedure for **Across** and **Down** clues.

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## Catch-up for Year 1

There are many reasons for children coming in to Key Stage 1 with a lack of phonic confidence, a lack of reading fluency or having knowledge gaps – the long summer break between Reception and Year 1 being just one example. Having a robust catch-up plan with assessments and additional activities is really useful to reinforce those key skills and keep the class together. Revisiting the Reception photocopiable Assessment Sheets, as well as some of the games and PCMs, can act as

a refresher before embarking in full on the Key Stage 1 units. This also helps identify any children who need extra support with specific skills or individual sounds/groups of sounds – suggestions for which can be found in the Year 1 catch-up plan.

Following this plan is also a useful guide when evaluating pupils entering Year 1 late, in terms of their phonic knowledge and understanding, working out where any potential gaps might be and how to support those needs.

## Year 1 catch-up plan

Identified skill weakness	Catch-up activity	Where to find it
For pupils struggling with the letter sounds	<ul style="list-style-type: none"> <li>Revisit the Reception games sessions, selecting the games for the letters, with which pupils are struggling</li> <li>Re-assess to check progress, using photocopiable Assessment Sheets 1 and 2</li> <li>If extra tuition is still needed, refer to the Schedule of Assessment for suggested activities</li> </ul>	Teaching and Assessment Guide (Reception) pages 40–41
For pupils struggling with blending	<ul style="list-style-type: none"> <li>Revisit the relevant units</li> <li>Sounding out, blending and segmenting practice using nonwords</li> <li>Re-assess to check progress using photocopiable Assessment Sheets 5 (for CVC) words and 6 (for CCVC and CVCC words)</li> <li>If extra tuition is still needed, refer to the Schedule of Assessment for suggested activities</li> </ul>	Teaching and Assessment Guide (Reception) pages 44–45
For pupils struggling with segmenting	<ul style="list-style-type: none"> <li>Re-assess progress using Assessment Sheets 3 and 4</li> <li>Segmenting practice using nonwords</li> <li>If extra tuition is still needed, refer to the Schedule of Assessment for suggested activities</li> </ul>	Teaching and Assessment Guide (Reception) pages 42–43
For pupils struggling with vowel digraphs and trigraphs	<ul style="list-style-type: none"> <li>Re-assess progress using Assessment Sheets 3 and 4</li> <li>If extra tuition is still needed, refer to the Schedule of Assessment for suggested activities</li> <li>Revisit Units 9–13 before starting the new vowel digraphs and trigraphs (Units 14–22)</li> </ul>	Teaching and Assessment Guide (Reception) pages 42–43

*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 guided independent work.

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 23.

## Summative assessment

Summative assessment (to be used formatively) is also recommended and resources are provided for this.

We suggest you undertake assessment activities frequently through Year 1, following on from the pattern established in Reception (see the Schedule of Assessment on page 33). The Phase 5 assessments can be completed at any point during the phase, but tracking progress is recommended approximately every six weeks. There are three mock tests intended for use at the end of Year 1 – assessing phonic knowledge up to the end of Phase 5, which are designed to reflect the Government's Phonics Check. As well as providing valuable practice for pupils and familiarising them with the format of the statutory check, the mock tests provide you with additional information on pupils' phonic understanding and skills.

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, 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. This will inform any further teaching and/or consolidation that is deemed necessary before moving on to Units 13–30 in *Bug Club Phonics Key Stage 1 (Primary 2 & 3)*.

Here, in *Bug Club Phonics Key Stage 1 (Primary 2 & 3)*, we provide assessment activities which allow regular summative assessment after the units within Phase 5 (to assess children's ability to read and spell words with new graphemes and alternative spellings) and activities for assessment after Unit 30 (to assess children's understanding of prefixes and suffixes).

## Assessment and catch-up activities

### Letter names and sounds

There may still be some children at this stage who are having difficulty remembering the letter sounds. These children will benefit from further reinforcement using the letter sound games for the Phoneme Sessions from *Bug Club Phonics Reception (Primary 1)*, and Assessments 1 to 3 can be used again to assess their progress.

### Blending

There will be some children who still may not have mastered sounding and blending by the start of the second year of school. However, we have found even with Special Educational Needs children that by revisiting the earlier units from the programme they can master this skill. If blending seems to be a problem for a child, you might like to re-administer Assessments 5 and 6 from *Bug Club Phonics Reception (Primary 1)*, as well as the catch-up activities recommended for blending.

### Vowel digraphs/trigraphs and phonic rules

Vowel digraphs and trigraphs (covered in Units 9–22) 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 also useful to 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. You can carry out Assessments 3 and 4 from *Bug Club Phonics Reception (Primary 1)* again with children who appear not to have made a good start on vowel digraphs and trigraphs before they start the new vowel digraphs and trigraphs (Units 14–22).

## Delivery of assessment

The assessments for *Bug Club Phonics Key Stage 1 (Primary 2 & 3)* have been designed so that in each case there is a spelling assessment that can be delivered by the class teacher to quickly screen the whole class. The children who are found to have the greatest difficulty can then be selected to do the associated reading test, and the catch-up activities.

## 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–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 assessment and summative assessment 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. By revisiting the whiteboard sessions, PCMs and games in a smaller-group setting confidence and self-esteem can be boosted and support with understanding offered. There are also ideas for practical, fun games (see page 34) to consolidate skills making the sessions interesting and varied. In order to help the lowest-attaining 20% of the class and to keep the individually tailored one-to-one support limited to those who need it most (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), identifying children who would benefit from the support provided by a nurture group ensures progress for all.

## 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 focused suggestions in the Schedule of Assessment that could be used. 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 as 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 so helps these children find learning phonics a rewarding experience.

The Schedule of Assessment (page 33) 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 34 on the definitions of mastery for each phase which supports the categorisation of children completing the summative assessments.

## Schedule of Assessment

The Schedule of Assessment charts when the various summative assessments take place throughout Key Stage 1. These can be found as a combination of photocopiable resource sheets in this Teaching and Assessment Guide (pages 35–40) and also on the website. It’s important to remember that in addition 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).

## Schedule of Assessment

Phase	Term	Assessment name	Skills assessed	When to assess	Where to find it
PHASE 5	TERM 1 & 2	Photocopiable Assessment Sheets 8 & 9	Spelling new graphemes and vowel digraphs/trigraphs	Anytime during Phase 5; Weeks/Units 13–27	Teaching and Assessment Guide (KS1) pages 35–36
		Photocopiable Assessment Sheets 10 & 11	Reading new graphemes and vowel digraphs/trigraphs	Anytime during Phase 5; Weeks/Units 13–27	Teaching and Assessment Guide (KS1) pages 37–38
		Phase 5 Assessment	wh, ph, ay, a–e, eigh/ey/ei (long a), ea, e–e ie/ey/y (long e), ie, i–e y i (long i), ow, o–e o/oe (oa), ew, ue, u–e (long o), u and ou (short oo), aw, au, al, ir, er, ear ou, oy, ere/eer, are/ear, c k, ck, ch, c(e)/c(i)/c(y), sc/st(l), se gle)/g(i)/g(y) dge, le, mb, kn/gn, wr, tch, sh, ea, zh, (w)a, o Guided/Unguided blending Reading real words Reading pseudo-words Tricky words	At the end of Phase 5/ end of Week 27	Website
		Mock tests A, B & C		Anytime from the middle of Phase 5 through Phase 6	Website
PHASE 6	TERM 3	Photocopiable Assessment Sheet 12	Rules for adding suffixes and prefixes: Spelling	After Unit/Week 30	Teaching and Assessment Guide (KS1) page 39
		Photocopiable Assessment Sheet 13	Rules for adding suffixes and prefixes: Reading	After Unit/Week 30	Teaching and Assessment Guide (KS1) page 40

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
PHASE 5	TERM 1 & 2	Photocopiable Assessment Sheets 8 & 9	Revisit relevant units and games.	Use the following online tools to practise segmenting to spell words: <ul style="list-style-type: none"> <li>the 'Spelling' tabs in each Phoneme Session's 'Revision' and 'Lesson' screens</li> <li>the 'Spelling' tabs in each Language Session's 'Irregular' and 'Lesson' screens, and the pictures to prompt spelling by phonemes in the 'Follow-up'</li> <li>the 'Spelling' games</li> <li>the Magnetic Board and resource cards to practise nonwords.</li> </ul> Play a game where you create words from sets of consonants and specific vowel digraphs on cards.
		Photocopiable Assessment Sheets 10 & 11	Revisit relevant units and games.	As above for support with grapheme–phoneme recognition, plus the following tools to practise blending to read words: <ul style="list-style-type: none"> <li>the 'Reading' tabs in the revision sections of each Phoneme Session, pupil games, resource cards and decodable books</li> <li>the 'Reading' tabs of each Language Session's 'Irregular' and 'Language' lessons to practise irregular words.</li> </ul> Play a game where you select two consonants and a vowel from two piles of letters and blend the letters together (producing either a nonword or a real word).
		Phase 5 Assessment	Revisit relevant units and games.	Use the following tools to practise saying and introducing the phonemes: <ul style="list-style-type: none"> <li>the videos in the Phoneme Lessons' 'Sounds' tabs and 'Sounds' games</li> <li>the magnetic letters on the Magnetic Board</li> <li>the 'Follow-up' tabs of Phoneme Sessions, as well as the accompanying photocopy masters</li> <li>the hot spot recordings in the eBooks</li> <li>the 'Letters/Sounds' tab in the revision parts of the Phoneme Sessions for quick-fire practice.</li> </ul>
		Mock tests A, B & C	Revisit the relevant units and games.	As above for phoneme recognition and blending activities.
PHASE 6	TERM 3	Photocopiable Assessment Sheet 12	Revisit the relevant units and games.	As above for spelling activities.
		Photocopiable Assessment Sheet 13	Revisit the relevant units and games.	As above for blending activities.

Mastery for Phase 5 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 5 can:

- give the sound when shown any grapheme that has been taught;
- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly.

## New graphemes and vowel digraphs/trigraphs – Spelling

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit	Cloze procedure sentence	Word selection
13	Can you tell me _____ one? Please answer the _____.	which      wich fone        phone
14	Jack fell and is in _____. Please can I have some _____?	payn        pain cake        caik
15	Please _____ the car. Try not to get up to _____.	cleen        clean mischief    mischeef
16	The baby _____ all night. You can have _____.	cried        cride mien        mine
17	Jane has a pretty _____ in her hair. Please do not _____ the animals.	bow         boe poak        poke
18	Poppy has a _____ dress. Can I play a _____?	blue         blew toon         tune
19	Can you _____ me a picture? Where is my _____, please?	draw        drau bawl        ball
20	Give this to the _____, please. Have you _____ this song?	gurl         girl heard        herd
21	Please put the _____ away. Can you lend me a _____ coin?	toy          toi pownd        pound

## New graphemes and vowel digraphs/trigraphs – Spelling

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit	Cloze procedure sentence	Word selection
22	I do not have a hat to _____.	wear      ware
23	After summer, I go to a new _____.	school      skule
24	I am going to _____ home. I like the smell of Gran's _____.	sycle      cycle scent      sent
25	We have _____ today. Follow the _____ round the garden.	gym      gim hedge      hej
26	Please _____ your hair. Please put down your _____. We had an _____ crumble today.	coam      comb knife      nife apul      apple
27	I have a terrible _____. The class has a drama _____ today. Stop at the next _____. The football team gets a _____ train. A _____ came to the party.	ich      itch seshun      session junction      junkshon speshil      special magician      majishun
28	Tap your _____ with your fingers. At tea-time we like to have _____. Do not _____ away from home. _____ and sit down, please.	head      hed waffles      woffles wonder      wander Come      Cum

## New graphemes and vowel digraphs/trigraphs – Reading

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<i>Unit</i>	<i>Nonword</i>	<i>Pronunciation guide</i>	<i>Blending notes</i>
13	<b>phant</b>	As in 'fant'	
14	<b>daim</b>	As in 'fame'	
14	<b>cay</b>	As in 'day'	
14	<b>pake</b>	As in 'bake'	
15	<b>feam</b>	As in 'beam'	
15	<b>heeb</b>	As in 'sheep'	
15	<b>beve</b>	As in 'Eve'	
16	<b>kigh</b>	As in 'nigh'	
16	<b>nied</b>	As in 'tied'	
16	<b>cly</b>	As in 'fly'	
16	<b>dife</b>	As in 'strife'	
17	<b>fow</b>	As in 'blow' or 'cow'	
17	<b>boam</b>	As in 'foam'	
17	<b>cose</b>	As in 'hose'	
18	<b>bued</b>	As in 'sued'	
18	<b>bew</b>	As in 'new'	
18	<b>fube</b>	As in 'tube'	

## New graphemes and vowel digraphs/trigraphs – Reading

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<i>Unit</i>	<i>Nonword</i>	<i>Pronunciation guide</i>	<i>Blending notes</i>
19	<b>nawn</b>	As in 'drawn'	
20	<b>thirk</b>	As in 'shirt'	
20	<b>gert</b>	As in 'bert'	
20	<b>kearn</b>	As in 'herd'	
21	<b>voim</b>	As in 'coin'	
21	<b>doy</b>	As in 'toy'	
22	<b>bleer</b>	As in 'beer'	
22	<b>sare</b>	As in 'pear'	
23	<b>cam</b>	Hard 'k' sound	
23	<b>kint</b>	Hard 'k' sound	
24	<b>cem</b>	Soft c sound (sem)	
24	<b>dence</b>	Soft c sound (dense)	
25	<b>dinge</b>	Soft g sound (dinj)	
25	<b>gyl</b>	Soft g sound (jil)	
26	<b>somb</b>	Silent b (som)	
26	<b>kneb</b>	Silent k (neb)	
27	<b>wab</b>	Short vowel o (wob)	
27	<b>bisual</b>	As in 'visual'	

## Rules for adding suffixes and prefixes – Spelling

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit	Cloze procedure sentence	Word selection
28	My sister's _____ is in June.	weeding    wedding
28	I fell and _____ my t-shirt. That is a nice _____ jacket.	ripped      rippt padded      paded
28	The cat is _____ the dog. We saw the ice _____ on TV.	chasing      chaseing skateing      skating
28	I _____ you would be here. We had _____ cheese on toast.	hoped      hopped gratted      grated
29	We saw the _____ at the circus.	clownz      clowns
29	Count the _____ on the shelf. How many _____ will we need? The silver _____ need cleaning. Pet rabbits live in _____.	glasses      glases boxses      boxes dishs      dishes hutches      hutchs
30	Reset the DVD to _____ the film.	reeplai      replay
30	On our return, we had to _____ the cases.	unnpak      unpack
30	The water bottle needs _____. Remember the TV has to be _____. Tracey _____ her new doll. The driver _____ his lorry.	refilling      reefilling unplugged    unplugd unndresses    undresses reloaded      reloaded

## Rules for adding suffixes and prefixes – Reading

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<i>Unit</i>	<i>Nonword</i>	<i>Pronunciation guide</i>	<i>Blending notes</i>
28	<b>dobing</b>	Long vowel 'o' as in 'robing'	
28t	<b>kobbing</b>	Short vowel 'o' as in 'shopping'	
28	<b>tropped</b>	Short vowel 'o' as in 'dropped'	
28	<b>hobed</b>	Long vowel 'o' as in 'robed'	
29	<b>unfol</b>	See if prefix pronounced as one unit i.e. /un/	
29	<b>rebick</b>	See if prefix pronounced as one unit i.e. /re/	
30	<b>unbroded</b>	See if prefix 'un' and suffix 'ed' each pronounced as one unit i.e. /un/ and /ed/	
30	<b>relinding</b>	See if prefix 're' and suffix 'ing' each pronounced as one unit i.e. /re/ and /ing/	

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*.

## 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. 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. The website 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'

# Guide to teaching sessions

The screenshot shows the 'ActiveLearn' interface for 'Bug Club Phonics'. The left sidebar lists a hierarchy of teaching sessions: R/PI, Phase 2 (Assessing before starting, Units 1-4, Phase 2 Assessment, Phase 3, Phase 4), and Year 1/P2 (Phase 5, Units 13-22). The main content area is titled 'Target phoneme /igh/ written as 'ie'' and contains sections for Introduction, Revision, Lesson, and Follow-up. Annotations on the right side of the screen link specific parts of the interface to explanatory text.

**Annotations:**

- Target phonemes are stated at the start of each session:** Points to the 'Target phoneme /igh/ written as 'ie'' header.
- Worksheets and resource cards you need to support your teaching of this session:** Points to the 'Revision' section.
- Links to the lessons screens, games and eBooks for this teaching session. All can be allocated to the child from here:** Points to the 'Lesson' section.
- Suggested next steps in the form of guided independent work and Bug Club Phonics reading books are given throughout:** Points to the 'Follow-up' section.

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

The screenshot shows the 'ActiveLearn' interface for 'Bug Club Phonics'. The main content area displays a lesson plan for 'Language session – After: ie, i-e, y, i'. The lesson is divided into sections: Introduction, Irregular, and Lesson. The Introduction section includes instructions for playing an alphabet song and discussing learning intentions. The Irregular section details reading and spelling activities. The Lesson section provides further reading, spelling, and follow-up tasks. The right-hand sidebar contains three annotations: 'Language Sessions enable children to apply the skills taught in prior sessions to read and spell irregular words, captions and sentences', 'Worksheets and resource cards you need to support your teaching of this session', and 'Links to the lessons screens, games and eBooks for this teaching session. All can be allocated to the child from here'. The left-hand navigation menu shows a tree structure of units and phases, with 'Language session' highlighted under 'Year 1/P2'.

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

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



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**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 <https://dera.ioe.ac.uk/14793>.