



How we teach Early Reading and Phonics

1. Use one systematic synthetic phonics programme in Reception, Year 1 & Year 2

We use Bug Club to teach phonics and graphic knowledge (common exception words and tricky words). The programme follows an approach of synthesising phonemes associated with graphemes a child sees; or put another way, learning to read by blending the sounds associated with the letters a child sees. The programme is the product of extensive research on the best way to teach children how to read. We have fidelity to this one programme.

Using this programme, we are confident that:

- grapheme/phoneme (letter/sound) correspondences are taught a clearly defined, incremental sequence;
- we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell as soon as possible many simple CVC words;
- children are taught the highly important skill of blending phonemes, in order, all through a word to read it;
- children are taught to apply the skills of segmenting words into their constituent phonemes to spell; blending and segmenting are reversible processes

The programme is begun almost immediately as children enter Reception, from the second week of starting school. Click here to hear the sounds as they are pronounced and taught on the Bug Club interactive Sound Board:

<https://www.pearsonschoolsandfecolleges.co.uk/asset-library/interactive/primary/bugclub/alphabet/index.html>

Bug Club have also produced a video to support parents in understanding and supporting the Bug Club programme:

<https://youtu.be/44mZZQfgkY>

2 - Make time to teach phonics

We ensure enough time and priority are given to fully implement our Phonics programme. Children in EYFS and Year 1 have 5x weekly phonics sessions lasting for an average of up to 20 mins. However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout the day. The pace of the programme is maintained.

The structure of each lesson is as follows:

1 - Introduction - alphabet song followed by learning intention

2 - Revision of previous phoneme and grapheme

3 - We then:

- Learn the sound
- Visual search
- Reading
- Spelling
- Writing
- Follow up

4 - Wrap up the lesson by re-capping our learning intention followed by alphabet song

3 - Ensure children practise early reading with fully decodable books

All the books in Bug Club Phonics have been finely levelled to ensure that all children can read books at exactly the right level for them. What's more, there are online versions for every printed title that children have access to.

Bug Club reading books in EYFS and Key Stage 1 are:

- matched to phonic knowledge and do not require use of alternative strategies e.g. whole-word recognition and/or cues from context, grammar, or pictures.
- are fully decodable at child's current level and match the sounds they are currently learning
- are not mixed with non-decodable books for independent reading practice
- include a controlled, small number of 'tricky words' the decoding of which has been specifically taught
- are continued in a progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes.

Children have one reading book per week to ensure that they develop good fluency and confidence in this.

4 - Have high expectations that all children will attain or exceed expected reading standards

We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 1:

EYFS:

- End of Autumn Term: Completed Phase 2 and Started Phase 3
- End of Spring Term: Completed Phase 3
- End of Summer Term: Completed Phase 4

Year 1:

- End of Autumn Term: Y1: Consolidated Phase 4 – Started Phase 5
- End of Spring Term: Completed Phase 5
- November: Expected Score on Phonics Screening Check 8-10
- February: Expected Score on Phonics Screening Check of 16-20
- April: Expected Score on Phonics Screening Check of 24-30
- June: Expected score on Phonics Screening Check of 32-40

Year 2:

- Phase 6 (consolidation of Phase 5 depending on pupils needs). Children then move onto our spelling scheme.

We assess our children's reading progress each half term to ensure any gaps in knowledge are identified quickly. This process ensures we can put in place any interventions a child may need to become the reader we aspire for them to be.