



Bug Club Phonics

Phonics for Parents and Carers

Teaching your Child to Read

Outcomes

In this session you will:

- understand how phonics supports early reading and spelling
- understand how we use Bug Club Phonics to teach early reading and spelling
- become confident in supporting your child at home
- understand what the phonics screening check is and when it takes place

Icebreaker

Turn to the person next to you and try to read the words on Handout 1.



What is phonics?

/a/	/e/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/	/oo/	/ <u>oo</u> /
/ar/	/or/	/ur/	/ow/	/oi/	/air/	/ear/	/er/	/b/	/c/	/d/
/f/	/g/	/h/	/j/	/l/	/m/	/n/	/p/	/qu/	/r/	/s/
/t/	/v/	/w/	/x/	/y/	/z/	/sh/	/ch/	/th/	/ <u>th</u> /	/ng/

Key vocabulary

segmenting

Word reading

cat

goat

/c/ /a/ /t/

/g/ /oa/ /t/

cat

goat

Spelling

/dog/

/sheep/

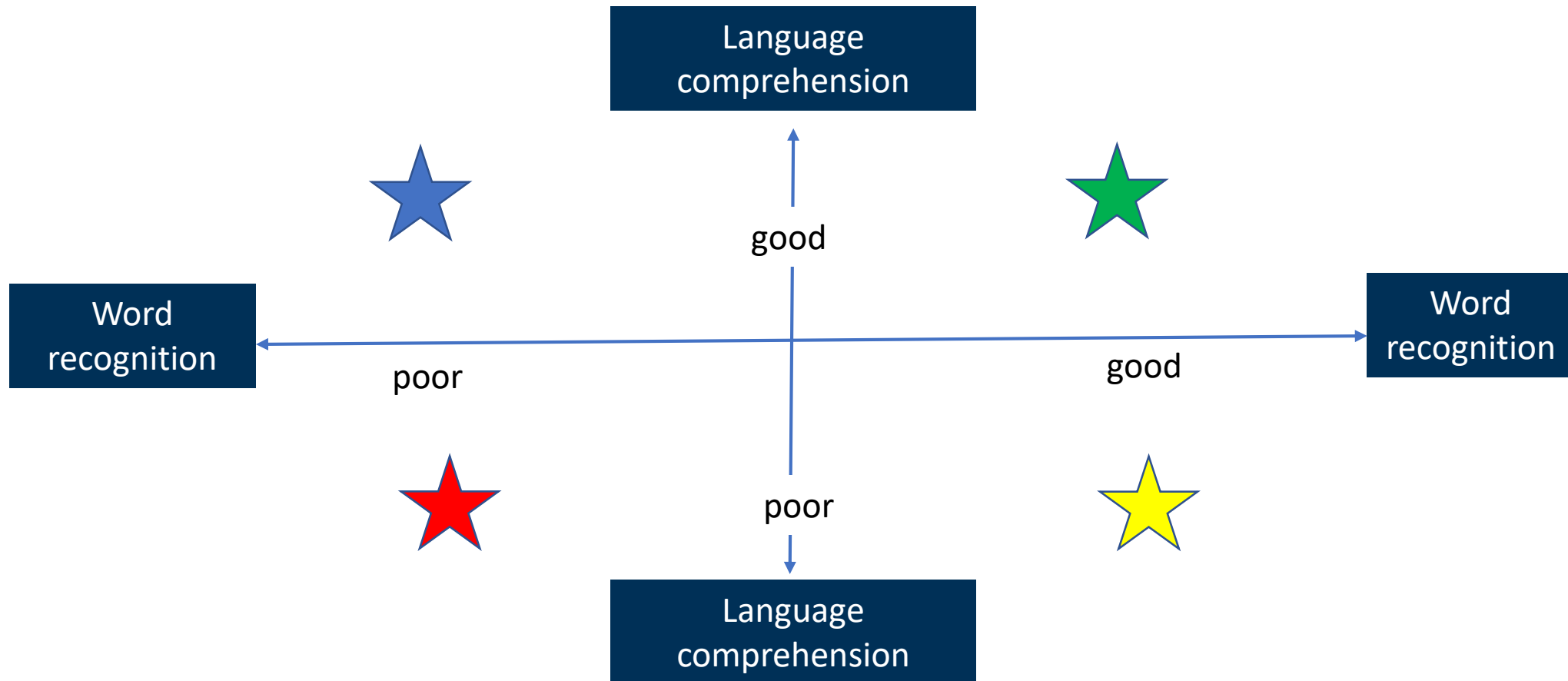
/d/ /o/ /g/

/sh/ /ee/ /p/


write dog

write sheep

The Simple View of Reading



What we do in school



The video player shows a title card on the left and a classroom scene on the right. The title card includes the Pearson logo, the Bug Club Phonics logo, the title 'Bug Club Phonics', the subtitle 'An introduction', and the text 'In the classroom with Liz Gillson-Hill, Hillmead School'. The video player controls at the bottom show a progress bar at 0:00 / 1:56 and various icons for play, volume, and settings.

Pearson

Bug Club
Phonics

An introduction

In the classroom with
Liz Gillson-Hill, Hillmead School

0:00 / 1:56

Bug Club Phonics

Nursery: Phase 1

Reception: Phases 2–4

Year 1: Phases 5 and 6

Plans Bug Club Phonics		R/PI				Year 1/P2								
Planning Guidance		Phase 1 (Pre-Reception)		Phase 2		Phase 3		Phase 4		Phase 5		Phase 6		
R/PI		Unit	Sessions	Unit	Sessions	Unit	Sessions	Unit	Sessions	Unit	Sessions	Unit	Sessions	
<ul style="list-style-type: none"> > Phase 1 (Pre-Reception) > Phase 2 > Phase 3 > Phase 4 > Year 1/P2 > Phase 5 > Phase 6 		A	<ul style="list-style-type: none"> A Wet Walk: Lesson 1 A Wet Walk: Lesson 2 A Wet Walk: Lesson 3 A Wet Walk: Lesson 4 	<ul style="list-style-type: none"> Phoneme /s/ written as 's' Phoneme /a/ written as 'a' Phoneme /t/ written as 't' Phoneme /p/ written as 'p' Phonemes /c/, 'g', 'j', 'p/ written as 'c', 'g', 'j', 'p' 	1	<ul style="list-style-type: none"> Phoneme /j/ written as 'j' Phoneme /n/ written as 'n' Phoneme /m/ written as 'm' Phoneme /d/ written as 'd' Language session 	6	<ul style="list-style-type: none"> Phoneme /j/ written as 'j' Phoneme /v/ written as 'v' Phoneme /w/ written as 'w' Phoneme /k/ written as 'c' Language session 	12	<ul style="list-style-type: none"> Adjacent consonants (ccvc) Language session 1 Adjacent consonants (ccvc) Language session 2 Adjacent consonants (ccvcc/cvcc/cvcc) Language session 3 	13	<ul style="list-style-type: none"> Phoneme /ai/ written as 'ai' Phoneme /i/ written as 'i' Language session 	28	<ul style="list-style-type: none"> Suffix ending: '-ing' (a morpheme) Suffix ending: '-ed' (a morpheme) Language session
		B	<ul style="list-style-type: none"> All Sorts of Art: Lesson 1 All Sorts of Art: Lesson 2 All Sorts of Art: Lesson 3 All Sorts of Art: Lesson 4 All Sorts of Art: Lesson 5 	<ul style="list-style-type: none"> Phoneme /g/ written as 'g' Phoneme /o/ written as 'o' Phoneme /z/ written as 'z' Phoneme /j/ written as 'c' Language session 	2	<ul style="list-style-type: none"> Phoneme /l/ written as 'l' Phoneme /r/ written as 'r' Phoneme /m/ written as 'm' Phoneme /d/ written as 'd' Language session 	7	<ul style="list-style-type: none"> Phoneme /y/ written as 'y' Phoneme /z/ written as 'z' Phoneme /q/ written as 'qu' Language session 			15	<ul style="list-style-type: none"> Phoneme /igh/ written as 'ic' Phoneme /igh/ written as 'ic' Phoneme /igh/ written as 'i' Phoneme /igh/ written as 'i' Language session 	29	<ul style="list-style-type: none"> Suffix ending: '-s' (a plural morpheme) Suffix ending: '-es' after 's', 'x', 'ch' Language session
		C	<ul style="list-style-type: none"> Nature Shapes: Lesson 1 Nature Shapes: Lesson 2 Nature Shapes: Lesson 3 Nature Shapes: Lesson 4 Nature Shapes: Lesson 5 	<ul style="list-style-type: none"> Phoneme /c/ written as 'ck' Phoneme /e/ written as 'e' Phoneme /u/ written as 'u' Phoneme /i/ written as 'i' Language session 	3	<ul style="list-style-type: none"> Phoneme /ch/ written as 'ch' Phoneme /sh/ written as 'sh' Phoneme /th/ written as 'th' Phoneme /ng/ written as 'ng' Language session 	8	<ul style="list-style-type: none"> Phoneme /ai/ written as 'ai' Phoneme /ee/ written as 'ee' Phoneme /igh/ written as 'igh' Phoneme /oa/ written as 'oa' Phoneme /oo/ (long) written as 'oo' Phoneme /oo/ (short) written as 'oo' Language session 			16	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 	30	<ul style="list-style-type: none"> Prefix: 'tri-' Prefix: 'sub-' Prefix: 'root' suffix Language session
		D	<ul style="list-style-type: none"> The Missing Button: Lesson 1 The Missing Button: Lesson 2 The Missing Button: Lesson 3 	<ul style="list-style-type: none"> Phoneme /h/ written as 'h' Phoneme /b/ written as 'b' Phoneme /f/ written as 'f' and 'ff' Phoneme /l/ written as 'l' and 'll' Phoneme /s/ written as 'ss' Language session 	4	<ul style="list-style-type: none"> Phoneme /oi/ written as 'oi' Phoneme /ee/ written as 'ee' Phoneme /igh/ written as 'igh' Phoneme /oa/ written as 'oa' Phoneme /oo/ (long) written as 'oo' Phoneme /oo/ (short) written as 'oo' Language session 	9	<ul style="list-style-type: none"> Phoneme /ai/ written as 'ai' Phoneme /ee/ written as 'ee' Phoneme /igh/ written as 'igh' Phoneme /oa/ written as 'oa' Phoneme /oo/ (long) written as 'oo' Phoneme /oo/ (short) written as 'oo' Language session 			17	<ul style="list-style-type: none"> Phoneme /ong/ written as 'ov' Phoneme /ong/ written as 'ov' Phoneme /ong/ written as 'ov' Phoneme /short/ written as 'v' and 'ov' Language session 		
		E	<ul style="list-style-type: none"> From Seed to Sandwich: Lesson 1 From Seed to Sandwich: Lesson 2 From Seed to Sandwich: Lesson 3 From Seed to Sandwich: Lesson 4 From Seed to Sandwich: Lesson 5 	<ul style="list-style-type: none"> Phoneme /r/ written as 'r' Phoneme /or/ written as 'or' Phoneme /ur/ written as 'ur' Phoneme /ow/ written as 'ow' Phoneme /oi/ written as 'oi' Language session 	5	<ul style="list-style-type: none"> Phoneme /oi/ written as 'oi' Phoneme /ee/ written as 'ee' Phoneme /igh/ written as 'igh' Phoneme /oa/ written as 'oa' Phoneme /oo/ (long) written as 'oo' Phoneme /oo/ (short) written as 'oo' Language session 	10	<ul style="list-style-type: none"> Phoneme /ai/ written as 'ai' Phoneme /ee/ written as 'ee' Phoneme /igh/ written as 'igh' Phoneme /oa/ written as 'oa' Phoneme /oo/ (long) written as 'oo' Phoneme /oo/ (short) written as 'oo' Language session 			18	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 		
		F	<ul style="list-style-type: none"> A Day at the Beach: Lesson 1 A Day at the Beach: Lesson 2 A Day at the Beach: Lesson 3 							19	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			
										20	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			
										21	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			
										22	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			
										23	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			
										24	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			
										25	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			
										26	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			
										27	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			
										28	<ul style="list-style-type: none"> Phoneme /a/ written as 'a' Phoneme /i/ written as 'i' Phoneme /u/ written as 'u' Phoneme /e/ written as 'e' Phoneme /o/ written as 'o' Language session 			

Tricky words

Turn to the person next to you and discuss why you think these words are called 'tricky words'.

I

she

so

come

Actions



 Pearson 

Bug Club Phonics

Actions for Sounds

Phase 2

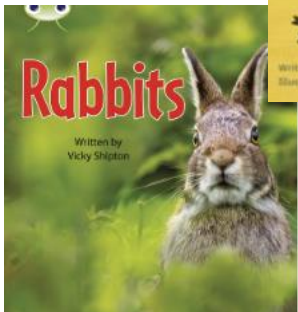
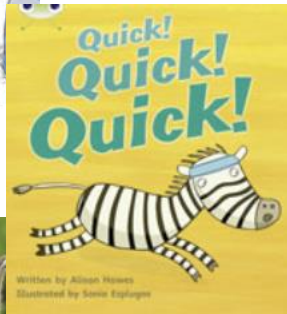
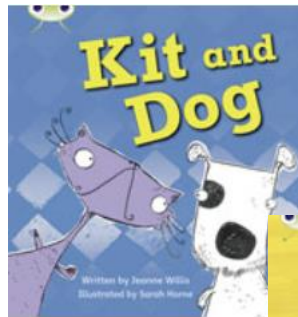


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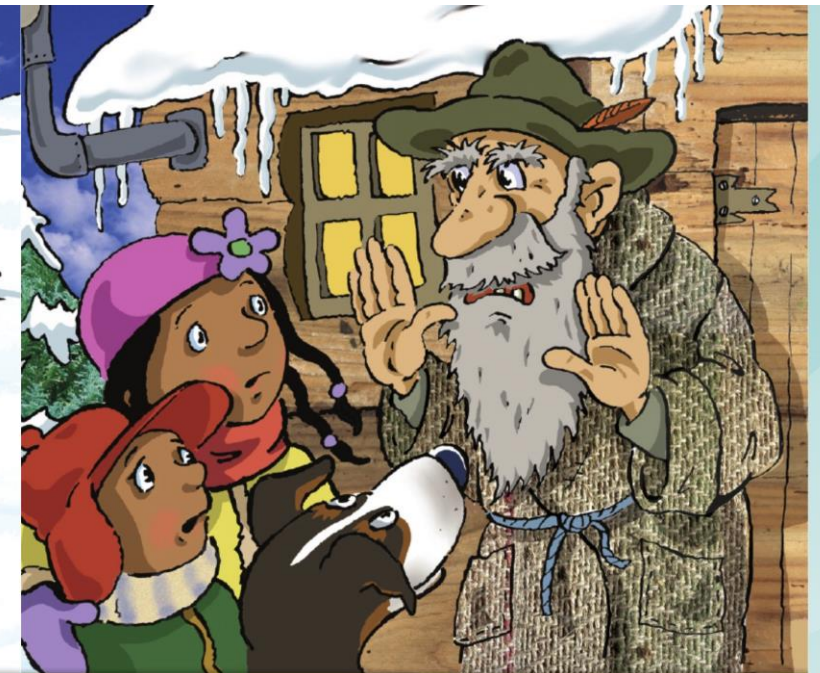
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info   Speed  

Decodable reading books



2 Joe and his sister Jade liked the snow.
They were going to the hill to play.



3 "Do not go to the hill!" said an old man.
"Why not?" asked Jade.

eBooks and hard copy books

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

o ow oa oe

o-e

Done

Before and during reading

1 Say the sounds and look at the new spellings

/oa/ ow o-e o oe

2 Blend the sounds

Joe	home	told
nose	on/ly	snow/ing
both	sha/dow	showed
grown	toes	strolled

3 Read the tricky words

who a/gain

Point out the tricky bits of the words ('o' sounds /oo/ in 'who', 'ai' sounds /ei/ in 'again') and then blend the rest.

Blending more than one syllable?
Do one syllable at a time,
e.g. sha/dow

Story comprehension


Ask the children to read the cover. What do they think a 'Snow Monster' might be like? Look at the first page and point out the two characters, Joe and Jade. Where does the story begin?

Vocabulary check

Check the children understand the meaning of the following words: strode, bellow, cool. Do the children know what we mean by the phrase 'froze in fear'?

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Point out any places where there are speech marks on the page. What does this show us? Remind the children to read the words in speech marks as expressively as they can to show how the character might speak.
- On page 12, point out to the children that 'HAVE' is in capital letters. What does this tell them about how to say it?
- When they get to page 16, ensure the children read the old man's speech bubble. Why does he say 'What?!!' What is he thinking?



Written by Paul Shipton
Illustrated by Anni Axworthy

Back Read to me Next 01 of 17

Pupil World

www.activelearnprimary.co.uk



Reading at home

Your child's teacher will send home reading books for you to share with your child on a regular basis.

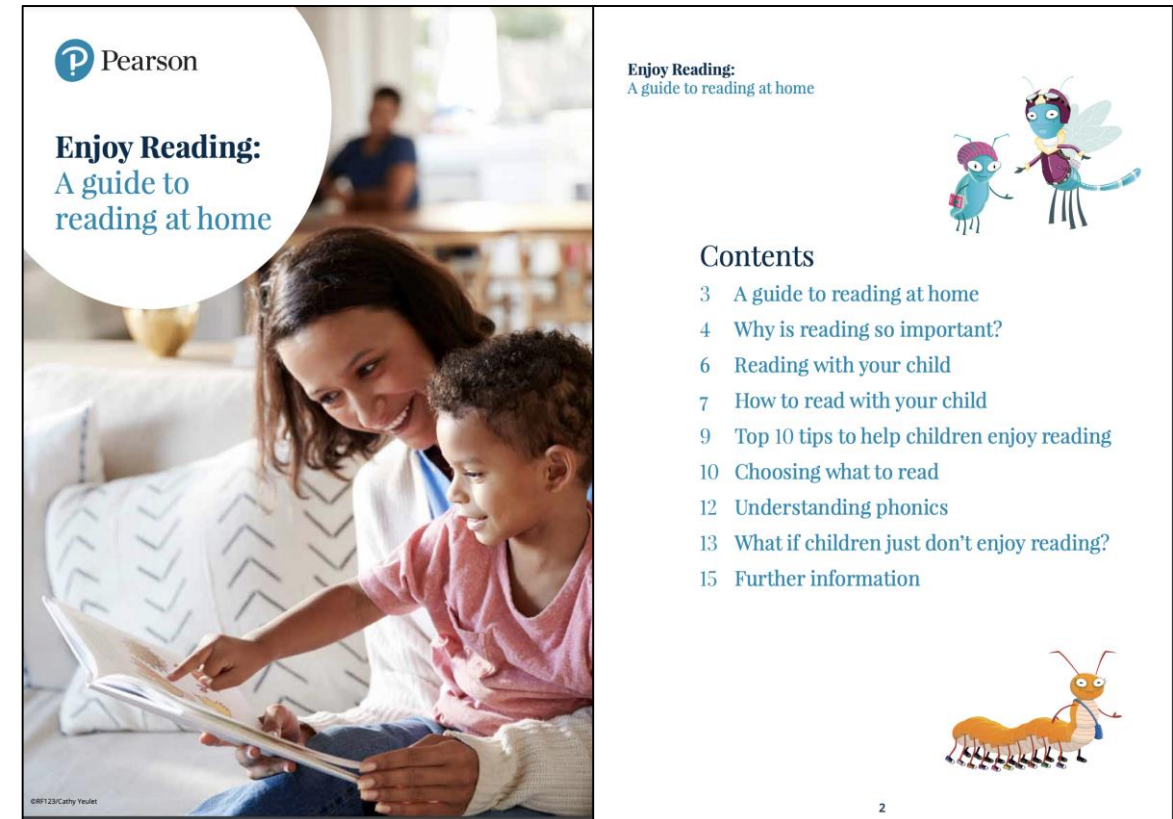


Supporting reading at home

Pearson's Enjoy Reading A guide to reading at home

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/Enjoy-Reading-Guide.pdf>

Parents are by far the most important educators in a child's life and it's never too young for a child to start, even if you're only reading with your child for a few minutes a day.




Useful information

Bug Club Phonics walk-through for parents

Useful links

Bug Club Phonics walk-through for parents




Step 1: Firstly, go to www.activelearnprimary.co.uk

Click on the yellow Log in button and use your child's username, password and school code that the teacher provided

Log in

[Forgotten password?](#)
[Will it work on my computer?](#)


Once logged in you will be taken to the Pupil World homepage. This is where you can access all of the homework.




You will see there are several tabs at the top of the page: My Home, My Stuff, My Library, My Rewards, Log Out and Grown-Ups.

Use My Home to change the home page theme.

My Stuff is where any new homework gets sent to. The number displayed indicates how many pieces of homework have been allocated to your child.




Phonics for Parents and Carers
Handout 4: Useful links




Access your child's Pupil World at:
www.activelearnprimary.co.uk


You will need their:
Username




YouTube clip explaining how to use Pupil World and the eBooks.
<https://www.youtube.com/watch?v=0Y-TCRnIEDg&t=17s>




Link to the Bug Club Phonics Sound Board.
<https://www.pearsonschoolsandcolleges.co.uk/asset-library/interactive/primary/bugclub/alphabet/index.html>



Link to Supporting Reading at Home.
<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20Parents/Enjoy-Reading-Guide.pdf>



All you need to know about phonics video.
<https://youtu.be/44mZZQjgkY>

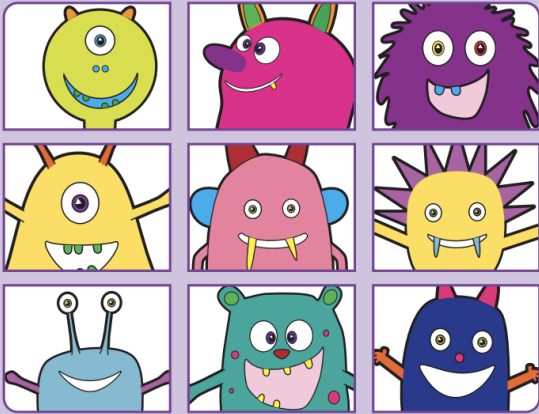


The phonics screening check

2022 national curriculum assessments

Key stage 1

Phonics screening check
Pupils' materials



2022 Phonics

Screening check: answer sheet

First name

Last name

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
bem				vair			
dax				cloat			
kig				tirt			
eld				whike			
besh				plunt			
quab				flards			
barp				spran			
chell				splew			
grux				globe			
smung				teams			
nesk				bowl			
foint				chase			
thud				print			
hang				clouds			
coin				spree			
shell				stroke			
twig				visit			
flick				fabric			
vest				trapeze			
horns				concrete			
				Total correct <input type="text"/>			

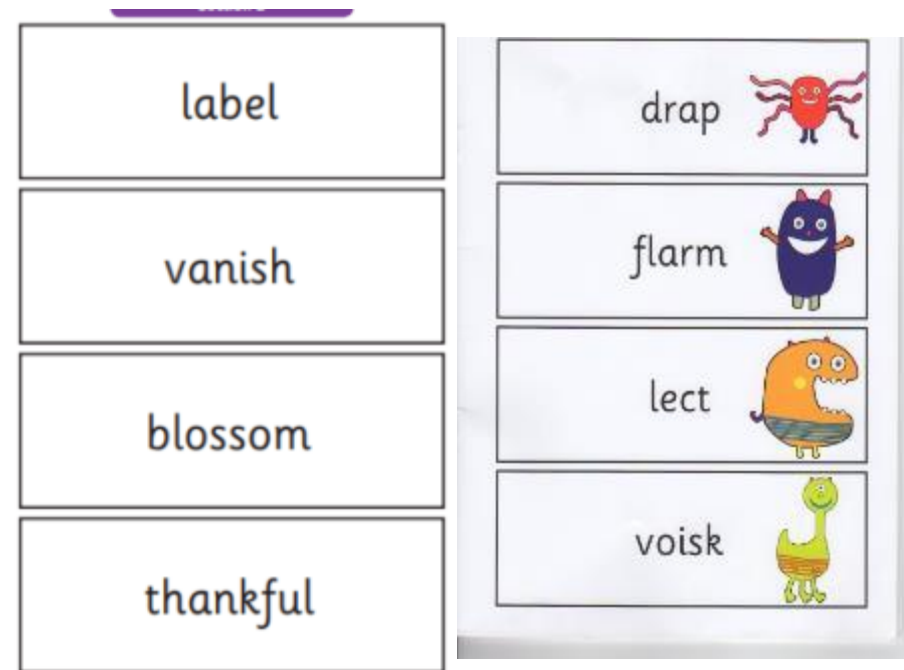
ALL ABOUT THE PHONICS SCREENING CHECK



What is the phonics screening check?

- The Phonics Screening Check is an assessment for ALL Year 1 children in England. Children take it in a **one-to-one setting** with their teacher.
- This year it is taking place the week **beginning 9th June**.
- It is a school-based check. It will help to **identify whether your child needs additional support** at this stage so that they do not fall behind in this vital early reading skill.

- The check takes around 5-10 minutes per child. There will be a few practice words first to make sure your child understands the activity.
- There are two sections in this 40-word check.
- Your child will read up to four words per page.
- We will make it as low-key as possible - the children will not be informed it is a "test". We carry out several assessments throughout the year using past Phonics Screeners, the children really will not think it is any different.



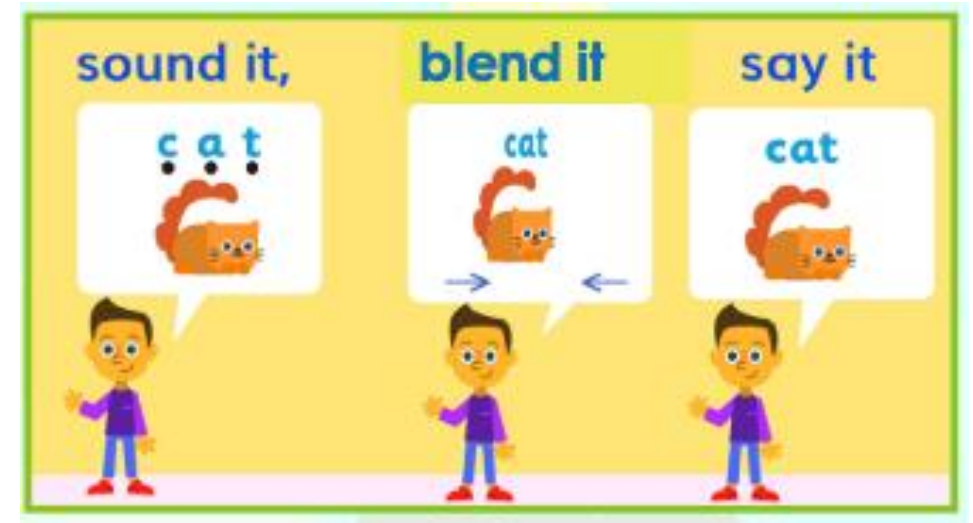


What are nonsense or pseudo words? Why are they included?

- These are words that are phonically decodable but are not actual words with a meaning.
- Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.
- The pseudo words will be shown to your child with a picture of an alien and they will be asked to tell us the alien's name by reading the word.

It will check that your child can:

- Sound out and blend graphemes in order to read simple words.
- Read phonically decodable one and two syllable words, e.g. cat, sand, windmill.
- Apply their phonics to read a selection of pseudo words.



What is happening in school to prepare the children?

Daily phonics lessons.

Regular exposure to pseudo, “alien” words during these sessions.

Daily reading of flashcards and tricky words.

Additional support for some children – **Daily** interventions & resources sent home.

REMEMBER: Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each night and encourage them to:

- Sound out.
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.

And most importantly
ENJOY READING!



Outcomes

In this session you will:

- understand how phonics supports early reading and spelling
- understand how we use Bug Club Phonics to teach early reading and spelling
- become confident in supporting your child at home
- understand what the phonics screening check is and when it takes place

Any questions

