

English – Phonics

St Thomas and St Anne's CE Primary  
School



Long Term Rolling Programme

2023 - 2025

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

Our curriculum has been developed using the Chris Quigley 'Essentials Curriculum'.

Our Long, medium- and short-term planning are supported by resources based on the Phonics Bug scheme by Pearson for Nursery, Reception, Year 1 and 2. For Key stage 2 we use the Rapid Phonics Scheme by Pearson to ensure gaps in learning are addressed.

We plan for daily phonics sessions which vary in length broadly aim to be 30 minutes to an hour.

Our programme follows the systematic planning of Phonics Bug and is implemented to individual year groups which means classes are split into individual year groups for the teaching of phonics unless it is for interventions where children are grouped together for catch up interventions.

We ensure that children are building on previously learning by referring to progression grids (see below).

We follow the threshold concept (key areas of learning that the children revisit in each unit of work) for Phonics from Reading which is:

- **Read words accurately**  
This concept involves decoding and fluency.

Progression of Phonemes/Graphemes including Not fully decodable words.

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

Phase	Unit	Focus	Not fully decodable words (Irregular words)	Decodable words
2	1	s a t p		at, as
	2	i n m d		an, it, in, is, dad
	3	g o c k	to	can, on, not, got
	4	ck e u r	the, no, go	mum, up, get
	5	h b f, ff l, ll ss	I, into	had, back, his, big, him, if, of, off, but
3	6	j v w x	me, be	will
	7	y z, zz qu	he, my, by	–
	8	ch sh th ng	they, she	that, this, then, them, with
	9	ai ee igh oa oo (long) oo (short)	we, are	look, see, too
	10	ar or ur ow oi	you, her	for, now, down
	11	ear air ure er	all, was	–
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what	went, from, children, just, help

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	zh wh ph	oh their
	14	ay a-e eigh/ey/ei (long a)	Mr Mrs
	15	ea e-e ie/ey/y (long e)	looked called asked
	16	ie i-e y i (long i)	water where
	17	ow o-e o/oe (long o)	who again
	18	ew ue u-e (long u) u/oul (short oo)	thought through
	19	aw au al	work laughed because
	20	ir er ear	Thursday Saturday thirteen thirty
	21	ou oy	different any many
	22	ere/eer are/ear	eyes friends
	23	c k ck ch	two once
	24	ce/ci/cy sc/stl se	great clothes
	25	ge/gi/gy dge	it's I'm I'll I've
26	le mb kn/gn wr	don't can't didn't	
27	tch sh ea (w)a o	first second third	
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

Rapid Phonics is divided into **3 core steps**, each with fine levelling.

- **Step 1:** Alphabet phonemes and very visually simple sentences.
- **Steps 1.2 – 1.5:** CCVC and longer words and simple sentences.
- **Steps 2.0 – 2.5:** Digraphs and trigraphs and more complex sentences.
- **Steps 3.0 – 3.2:** Alternative spellings and more complex sentences.

<p><b>1</b> Alphabet phonemes</p> 	<p>satpin    cehrmd    goulfb    jwzzy    k qu z ck ff ll ss zz</p> <p>cvccvc    cvcc    ccvc    ccvcc    cccvc/cccvcc</p>
<p><b>2</b> Digraphs and trigraphs</p> 	<p>sh ch    th ng</p> <p>ai    ee    ie    oa    ue</p> <p>ar    er    or</p> <p>oi    ou    oo (short)    oo (long)</p> <p>air    ear</p>
<p><b>3</b> Alternative graphemes</p> 	<p>/i/    /ai/    /ee/    /ie/    /oa/    /oa/    /ar/</p> <p>/er/    /or/    /oi/    /ou/    /oo/    /oo/    /e/    /u/</p> <p>/k/    /j/    /tch/    /nk/    /s/    /w/    /f/</p>

<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 (with the exception of Unit 1). 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, the linked decodable readers allow regular application of children's phonic skills, from 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 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 assessment resources can be used to prepare children for the Phonics Screening Check in Year 1.