

English – Phonics

St Thomas and St Anne's CE Primary
School



Long Term Rolling Programme

2021-2023

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 knowledge.

Our Long, medium- and short-term planning for Nursery, Reception, Year 1 and Year 2 are supported by the **Bug Club Phonics** scheme by Pearson Education. For Key Stage 2, we use the **Rapid Phonics** scheme also by Pearson Education to ensure any gaps in learning, in Key Stage 2, are addressed effectively.

Our programme of study follows the systematic planning of **Bug Club Phonics** and is implemented to individual year groups which means classes are split into individual year cohorts for the teaching of phonics. If children need further support to address any gaps in their learning, they may be grouped together for specific intervention sessions, and these are also in addition to their daily cohort phonics session.

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

If you would like any further guidance on how we teach early reading and spelling at our school, please contact Lucy George.

We ensure that children are building on previously learning by referring to progression grids:

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	c k 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
6	26	le mb kn/gn wr	don't can't didn't
	27	tch sh ea (w)a o	first second third
	28	suffix morphemes ing ed	clearing gleaming rained mailed
	29	plural morphemes s es	men mice feet teeth sheep
	30	prefix morphemes re un prefix+root+suffix	vowel consonant prefix suffix syllable

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.

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

Recommended teaching sequence	<i>Bug Club Phonics</i> lesson structure
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"> • 'Follow-up' parts of the lessons • unit-linked pupil games • unit-linked photocopy masters • 'free-teaching' within the Magnetic Board.
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.