



Phonics & Early Reading Policy

Rosebrook Primary School

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1. Intent

At Rosebrook Primary School we are committed to the delivery of excellence in the teaching of phonics and early reading. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children throughout their lives.

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum.

The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read.

In order to read and understand texts, children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills need to be taught systematically.

2. Implementation

2.1. Systematic synthetic phonics (SSP) programme

Bug Club Phonics is the validated SSP we use here at Rosebrook, and it is the dedicated phonics strand of Bug Club, a core reading programme that can be used for independent and guided reading from Reception to Year 6. Together, Bug Club Phonics and Bug Club provide a complete solution to helping teach children to read in Reception and Key Stage 1.



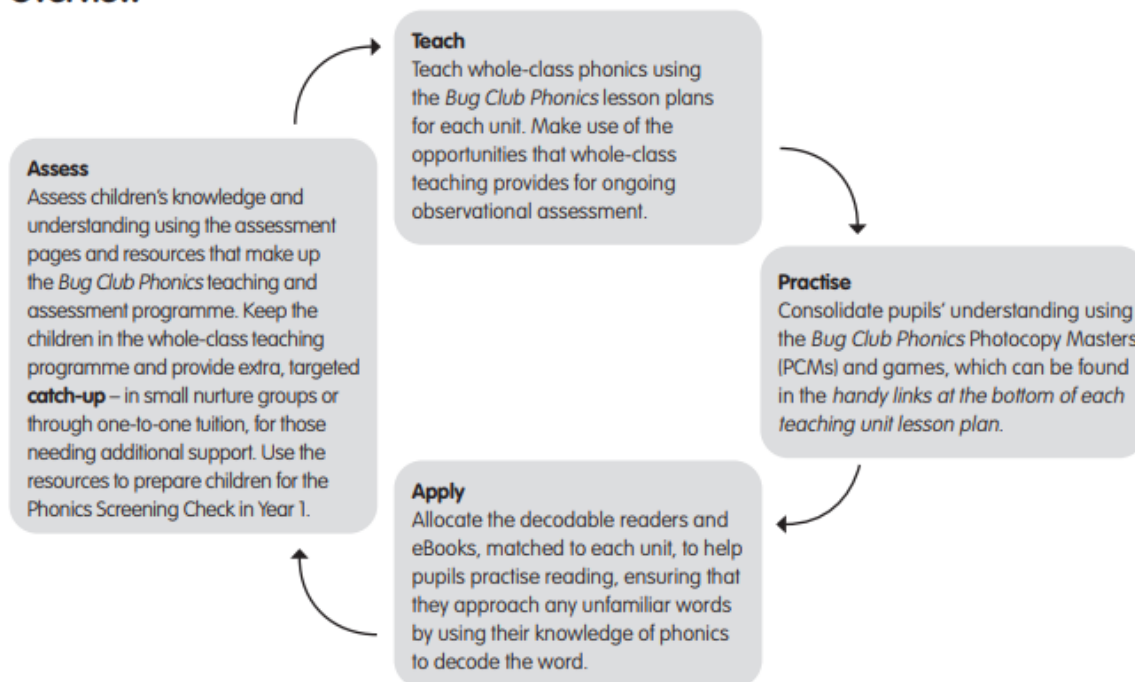
The programme is a balanced approach to the teaching of reading using systematic synthetic phonics. It simultaneously teaches the segmentation of words for spelling and develops phonemic awareness skills. The programme is the product of seven years' research in Clackmannanshire, Scotland, which produced remarkable gains in reading and spelling among those children who followed the programme. Bug Club Phonics comprises:

- Teaching and assessment guides for Reception and Key Stage 1
- Resource cards
- Photocopy masters
- Decodable readers
- eBooks and activities
- Whole-class teaching
- Pupil games and assessment games

3. Planning Sequence

Planning follows the same teaching sequence for each lesson delivered through each and every phase: Introduce, Revisit and Review, Teach, Practice, Apply and Assess Learning.

Overview



4. Programme Structure

4.1. Phase 1

Nursery children will receive a strong foundation of Phase 1 teaching across all areas of the provision. The children in Nursery will be immersed in a learning environment rich with Phase 1 opportunities as well as daily adult led sessions led by the Phase 1 Letters and Sounds guidance. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. The planned activities are arranged under seven aspects (general sound discrimination-environmental, instrumental and body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting) to develop children's speaking and listening skills and lay the foundations for the phonics work which starts in Phase 2. This will be introduced when/if children are secure within Phase 1.

4.2. Phase 2 (Bug Club Units 1-5)

The purpose of this phase is to teach 23 letter sounds/phonemes and on completion, many children should be able to read and spell some VC and CVC words as well as read the irregular words 'the, to, go, I, into, her and no'.

4.3. Phase 3 (Bug Club Units 6-11)

The purpose of this phase is to teach a further 27 graphemes, most of which comprise of 2 letters (oa). Children will also continue to practise CVC blending and segmentation and will apply their

knowledge to read and spell two-syllable words and captions. They will learn to read and spell a selection of decodable and irregular words (me, be, he, my, by, she, they, we, are, you, all, was, give, live). This Phase typically lasts for 11-12 weeks.

4.4. Phase 4 (Bug Club Unit 12)

Children entering Phase 4 will be able to represent up to 50 phonemes, be able to blend to read, and segment to spell CVC words with up to three different phonemes. They will also be able to read and spell a range of irregular (said, have, like, so, do, some, were, there, little, one, when, out, what). The purpose of this phase is to consolidate knowledge and to begin to blend to read and segment to spell words with adjacent consonant clusters, such as trap, string and milk. By the end of this phase, children will be able to read and spell words with up to 4 phonemes/graphemes.

4.5. Phase 5 (Bug Club Units 13-27)

The purpose of this phase is for children to broaden their knowledge of phonemes and graphemes for use in reading and spelling. They will be introduced to new graphemes and alternative pronunciations for these. The children will also be able to read and spell a range of irregular words (oh, their, people, Mr, Mrs, Ms, Looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, fifteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third).

4.6. Phase 6 (Bug Club Units 28-30)

The purpose of this phase is to introduce more complex, multi-syllabic words and morphemes such as prefixes and suffixes. This phase also covers less-common grapheme–phoneme correspondences and phonic irregularities. The children will have the opportunity to apply their phonic skills in a wide range of reading and spelling settings. As they work through this phase, they 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.

As reading becomes more fluent and automatic in Year 2 the focus will then be on developing children's reading comprehension. Learning about word structure and spelling will then continue in Key Stage 2.

Bug Club Phonics teaches a new grapheme and related phoneme, or alternative spellings to previously taught phonemes, in every phoneme session. The fast pace, daily revision of past teaching is an 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 below) ensures that children start reading and spelling a wide range of words at the earliest possible stage.

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
4	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
	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, eigh/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/ll 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, l(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

For in depth, step by step coverage of any of the phases or for individual lesson plans and resources, these can be accessed on the Bug Club website:

<https://www.activelearnprimary.co.uk>

5. Progression

Children will progress through the phases of Letters and Sounds/Bug Club, starting with Phase One in Nursery. Aspects 1 to 6 will be covered through learning opportunities within the provision and taught daily sessions in small groups for a minimum of 10-15 minutes. During the final term of Nursery, the children will complete the Aspect 7 element of the programme, so that they are able to confidently orally blend and segment when they start Phase 2 in Reception.

The expectation in Reception is that phonics is taught whole class daily for a minimum of 20-25 minutes. By the end of the Summer Term in Reception, it is envisaged that the children should have completed Phase Four of the programme ready to move on to Phase 5 during Year 1.

The expectation in Year 1 is that phonics is taught whole class daily for a minimum of 25 minutes to cover Bug Club sessions and an additional 10-15 minutes session to consolidate learning daily.

Year 2 pupils who have yet to pass the Phonics Screening Check are taught in intervention groups which are set at the phase they are working, in addition to accessing whole class Phase 6 phonics daily for a minimum of 25 minutes.

Children in Reception and Key Stage 1 are taught phonics as a whole class with additional support for those children working at a slower pace. Following regular assessments, intervention sessions are planned to address gaps in learning.

The teaching of Bug Club Phonics can also be delivered remotely at home with sessions allocated for children to access. Phoneme Sessions or Language Sessions can be allocated for children and their parents/carers to access from home.

KS2 children are assessed and grouped to focus on the phase within which they are working, with rapid interventions and support to close the gap and enable them to pass the phonics test.

6. Reading Books

Books are matched to the units and the Progression Chart can be found online:

<https://www.pearsonschoolsandfecolleges.co.uk/asset-library/pdf/Primary/Bug-Club/Bug-Club-Phonics-Progression-Chart-Oct-21.pdf>

Children that are completing the Bug Club phonics Programme are issued with a phonetically decodable, Bug Club reading book to engage and enthuse them. The books are aimed at a high interest level whilst coverage is maintained for the phonics phases. We expect that children read at home at least 3 times per week to develop blending/decoding, fluency and comprehension skills.

Phases linked to book band expected Progress/Attainment

6.1. Pre-reception

Phase 1 Lilac book band

6.2. Reception

Autumn- Phase 2 Pink band

Spring- Phase 3 Red band

Summer- Phase 4 Yellow band

6.3. Year 1

Autumn 1- Phase 4 Yellow band

Autumn 2/Spring- Phase 5 Blue band

Summer- Phase 5 Green band

6.4. Year 2

Autumn 1- Phase 5 Orange band

Autumn 2- Phase 6 Turquoise band

Spring 1- Phase 6 Purple band

Spring 2- Phase 6 Gold band

Summer 1- Phase 6 White band

Summer 2- Phase 6 Lime band

Bug Club Phonics eBooks are also available for all children. Each child has their own unique login that can also be accessed from home. Once a child has read a Bug Club Phonics book, they can practise reading that text again. 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: Once the child has read the book independently using their blending/decoding skills, they can also hear a model reading of the text. 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 feedback information to teachers. As a school, we use the Pearson, Bug Club reading scheme because the books are 100% decodable and progressive using the Letters and Sounds Phases.

See Pearson Bug Club for further details

<https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/bug-club-family/bug-club-phonics.html>

7. Impact

Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

8. Formative Assessments

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 independent session. 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.

9. Summative Assessments

Bug Club Phonics suggests undertaking assessment activities at least every six weeks in Reception, though assessments can be more frequent. An assessment on entry to Reception and at the end of Week 3 provides an early picture of the children's skills and those not meeting expectations can be

identified quickly and further interventions put in place (see the Schedule of Assessment on page 26 of the Reception Teaching and Assessment guide -

https://www.activelearnprimary.co.uk/downloadable-resource?id=903715&file=bcp_teaching-guide_reception.pdf)

The assessments are added to the Phonics Progress Tracker and updated following each assessment, data is then used to identify gaps in learning and plan for interventions.

Bug Club Phonics suggests undertaking assessment activities frequently through Year 1, following on from the pattern established in Reception (see the Schedule of Assessment on page 33 of the Key stage 1 Teaching and Assessment guide - https://www.activelearnprimary.co.uk/downloadable-resource?id=903716&file=bcp_teaching-guide_ks1.pdf).

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 Phonics Screening Check. As well as providing valuable practice for pupils and familiarising them with the format of the statutory check, the mock tests provide additional information on pupils' phonic understanding and skills.

10. National Phonics Screening Test

During the Summer Term, all children in Year One will be screened using National Assessment materials and the data will be submitted to the Local Authority. Children are expected to gain 32 marks out of 40, however if they do not pass the screening test, they will be retested when they are in Year Two and receive ongoing Phonics support during this year. Children who do not pass at the end of Year 2 will receive targeted phonic intervention work until they have addressed gaps in learning (if not due to a specific learning issue, meaning phonics isn't an appropriate intervention). Assessments are monitored and tracked on the Phonics excel document Phonics assessor created by the phonics lead. This is tracked and monitored to see phonics progression and next steps for teaching.

11. Meeting the Need of the Lowest 20% of Children

A phonics baselining assessment is completed during the first six weeks of the school year. This aids the identification of those children who require additional support. Children working within the lowest 20% will be supported by the following provision:

- Online resources by Bug Club Phonics
- Children to receive at least once weekly Bug Club Phonics intervention in school
- Children to receive direct phonics teaching in smaller group tailored to their specific needs.
- Children to receive precision teaching intervention daily.

12. Compliance information

Bug Club Phonics & the OFSTED Framework:

<https://www.pearsonschoolsandcolleges.co.uk/asset-library/pdf/Primary/Bug-Club/Bug-Club-Phonics-Ofsted-requirements-chart.pdf>