



Long Term Plan – Bug Club Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Reception, children will begin to learn phonemes and graphemes and begin to match the phonemes and the graphemes to each other. Once the children can recognise phoneme-grapheme correspondence (GPC's) they will begin to blend the phonemes to read words and simple sentences and segment phonemes to spell words and simple sentences. Pearson Bug Club Reading Scheme is used alongside our phonics teaching which ensures reading books carefully match the phonic phase the children are working at and we teach the reading and spelling of sight words (Irregular and Common Exception words) alongside phonics to support children in being able to read fluently. Our aim is that children will finish Reception with a secure knowledge of Phase 4 phonics.</p>						
Reception	<p>Phase 2</p> <p>Unit 1: s, a, t, p</p> <p>Unit 2: i, n, m, d</p> <p>Unit 3: g, o, c, k</p> <p>Unit 4: ck, e, u, r</p> <p>Language Objectives: Learn to read and spell CVC words. Learn to read and spell short captions.</p> <p>Irregular words: I, no, go, to, the, into</p>	<p>Phase 2 revision and beginning Phase 3</p> <p>Unit 5: h, b, f, ff, l, ll, ss</p> <p>Unit 6: j, v, w, x</p> <p>Unit 7: y, z, zz, qu</p> <p>Unit 8: ch, sh, th, ng</p> <p>Language Objectives: Learn to read and spell CVC words and short captions. Learn to read and spell short captions.</p> <p>Irregular words: me, be, he, she, they</p>	<p>Phase 3</p> <p>Unit 9: ai, ee, igh, oa, oo (long), oo (short)</p> <p>Unit 10: ar, or, ur, ow, oi</p> <p>Unit 11: ear, air, ure, er</p> <p>Language Objectives: Learn to read and spell CVC words and short captions. Learn to read and spell short captions.</p> <p>Irregular words: we, are, you, all, was, give, live</p>	<p>Phase 3 revision</p> <p>Consolidate Unit 8-11</p> <p>Language Objectives: Practise reading and spelling CVC words and short captions. Learn to read and spell short captions.</p> <p>Irregular words: I, no, go, to, the, into, me, be, he, she, they, we, are, you, all, was, give, live</p>	<p>Phase 3 Revision and Phase 4</p> <p>Unit 12: Adjacent consonants: CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>*c - Consonant *v - Vowel</p> <p>Language Objectives: Learn to read and spell short captions containing adjacent consonants. Practise reading and spelling 2 syllable words.</p> <p>Irregular words: said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>	<p>Consolidation</p> <p>Phase 4 assessment Irregular words assessment</p> <p>Language Objectives: Practise reading and spelling captions containing adjacent consonants. Practise reading and spelling 2 syllable words.</p> <p>Irregular words: said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>
	Baseline assessment	Phase 2 assessment Gaps identified Interventions identified	Phase 3 assessment Gaps identified Interventions identified	Phase 3 assessment Gaps identified Interventions identified	Phase 4 assessment Gaps identified Interventions identified	Phase 4 assessment Irregular words assessment Gaps identified Interventions identified

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Year 1, children will learn alternative graphemes and alternative pronunciations for phoneme-grapheme correspondences GPCs already taught, giving them access to a great variety of texts. The Pearson Bug Club Phonics scheme will continue to be followed, ensuring a mixture of fiction and non-fiction texts are carefully matched to their phonics level. At the end of Year 1, it is expected that children will be secure at Phase 5 phonics and be able to read texts at this level fluently. They will continue to build up their bank of sight words (Irregular and Common Exception words) by learning to read and spell words on the Year 1 Common Exception Words List later in the year. Children will also begin to learn spelling rules such as adding the –ed, -ing, and –est suffixes and adding -s, -es to plural nouns.</p>						
Year 1	<p>Phase 3 and 4 revision then moving onto Phase 5</p> <p>Unit 13: /w/ written as ‘wh’ /f/ written as ‘ph’</p> <p>Unit 14: /ai/ written as ‘ay’, ‘a-e’, ‘a’, ‘ey’, ‘eigh’, ‘ei’</p> <p>Unit 15: /ee/ written as ‘ea’, ‘e-e’, ‘ie’, ‘y’, ‘ey’</p> <p>Unit 16: /igh/ written as ‘ie’, ‘i-e’, ‘y’, ‘i’</p> <p>Unit 17: /oa/ written as ‘ow’, ‘o-e’, ‘oe’, ‘o’</p> <p>Language Objectives: Practise reading and writing short sentences. Write sentences from dictation, including two syllable words.</p> <p>Irregular Words: Mr, Mrs, looked, called, asked, water, where, who, again, oh, their, people</p>	<p>Phase 5</p> <p>Unit 18: /oo/ (long) written as ‘ue’ ‘ew’ ‘u_e’ /oo/ written as ‘u’ ‘oul’</p> <p>Unit 19: /or/ written as ‘aw’ ‘au’ ‘al’</p> <p>Unit 20: /ur/ written as ‘ir’ ‘er’ ‘ear’</p> <p>Language Objectives: Learn to write dictated sentences containing 1 and 2 syllable words.</p> <p>Irregular Words: thought, through, laughed, because, would, could, should</p>	<p>Phase 5</p> <p>Unit 21: /ow/ written as ‘ou’ /oi/ written as ‘oy’</p> <p>Unit 22: /ear/ written as ‘eer’ ‘ere’ /air/ written as ‘are’ ‘ear’</p> <p>Language Objectives: Learn to write dictated sentences containing 1 and 2 syllable words. Write dictated sentences, including polysyllabic words.</p> <p>Irregular Words: different any many eyes friends</p>	<p>Phase 5</p> <p>Unit 23: /c/ written as ‘c’ ‘k’ ‘ck’ ‘ch’</p> <p>Unit 24: /s/ written as ‘c’ ‘sc’ ‘se’</p> <p>Unit 25: /j/ written as ‘g’ ‘dge’</p> <p>Unit 26: /l/ written as le /m/ written as mb</p> <p>Language Objectives: Learn to write dictated sentences containing 1 and 2 syllable words. Write dictated sentences, including polysyllabic words.</p> <p>Irregular Words: two once great clothes</p>	<p>Phase 5</p> <p>Unit 26: /n/ written as kn gn /r/ written as wr</p> <p>Unit 27: /ch/ written as tch /sh/ written as ch c(ious) c(tion) /e/ written as ‘ea’ /zh/ written as ‘s’ /wo/ written as ‘wa’ /u/ written as in ‘o’</p> <p>Language Objectives: Learn to write dictated sentences containing 1 and 2 syllable words. Learn the apostrophe punctuation mark. Write dictated sentences including polysyllabic words.</p> <p>Irregular Words: I’m I’ve I’ll it’s can’t don’t didn’t</p>	<p>Phase 6</p> <p>Unit 28: Suffix ‘ing’ Suffix ‘ed’ Suffix ‘ing’ and ‘ed’ after split digraphs</p> <p>Unit 29: Suffix ‘s’ as a plural Suffix ‘s’ after ‘x’ and ‘ss’ Suffix ‘es’ after ‘ch’ ‘sh’ and ‘tch’</p> <p>Unit 30: Prefix ‘un’ Prefix ‘re’ Prefix – root – suffix</p> <p>Language Objectives: Learn to read and spelling high frequency words with suffix endings. Write sentences from dictation which include words with suffix endings. Breaking 3 syllable words into syllables for reading and spelling.</p> <p>Irregular Words: Revision of all phase 5 irregular words.</p>
	Baseline assessments	Half Termly Assessment Phonics Tracker updated Gaps identified Interventions identified	Half Termly Assessment Phonics Tracker updated Gaps identified Interventions identified	Half Termly Assessment Phonics Tracker updated Gaps identified Interventions identified	Half Termly Assessment Phonics Tracker updated Gaps identified Interventions identified	Half Termly Assessment Phonics Tracker updated Gaps identified Interventions identified

In **Year 2**, we aim that children will be able to read simple texts with pace and fluency. Children will continue their daily phonics sessions to consolidate their learning from Phase 5 but the teaching focus will shift from reading to spelling. Children will build up their bank of sight words through learning to read and spell words on the Year 2 Common Exception Word List. They will also begin to learn spelling rules and patterns for words, such as how to change root words when adding suffixes. Any children who were not secure at Phase 5 in Year 1 will continue their learning in this Phase as well as learning spelling strategies. In Year 2, the children will move away from the Bug Club scheme and will begin to follow ‘No Nonsense Spelling’.

Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Revise Phase 3, 4, 5 and 6 (based on phonic assessments)	Revise Phase 3, 4, 5 and 6 (based on phonic assessments)	Revise Phase 5 and 6 (based on phonic assessments)	Revise Phase 5 and 6 (based on phonic assessments)	Revise Phase 5 and 6 (based on phonic assessments)	Revise Phase 5 and 6 (based on phonic assessments)
	Consolidation of Y1 Common Exception Words	Consolidation of Y1 Common Exception words	Practise Y2 Common Exception Words	Practise Y2 Common Exception Words	Practise Y2 Common Exception Words	Practise Y2 Common Exception Words
	Introduce Y2 Common Exception words	Practise Y2 Common Exception words				

Spelling

[illegible]