



# 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.

# 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>ure</u> /	/ng/

## Key vocabulary

digraph

phoneme

trigraph

segmenting

grapheme

blending

# Glossary of terms

TERM	MEANING
<b>Blending</b>	Saying the individual sounds that make up a word and then merging or 'blending' the sounds together to say the word. (Used when reading.)
<b>Consonant</b>	Most letters of the alphabet (excluding vowels: <u>a,e,i,o,u</u> ).
<b>CVC words</b>	<p>Abbreviation used for consonant-vowel-consonant words. (Used to describe the order of sounds.) Some examples of CVC words include the following: cat, pen, top.</p> <p>Other similar abbreviations include:</p> <ul style="list-style-type: none"><li>• VC words (vowel-consonant words). Examples: on, is, it</li><li>• CCVC words (consonant-consonant-vowel-consonant words) Examples: trip, flat, this</li><li>• CVCC words (consonant-vowel-consonant-consonant words) Examples: milk, fast, bark.</li></ul>

# Glossary of terms

TERM	MEANING
<b>Digraph</b>	<p>Two letters which together make one sound. Examples: <u>ee</u>, <u>oa</u>, <u>ea</u>, <u>ch</u>, <u>ay</u></p> <p>The following are different types of digraphs:</p> <ul style="list-style-type: none"><li>• Vowel digraph: a digraph in which at least one of the letters is a vowel. Examples: <b>boat</b>, <b>day</b>, <b>book</b></li><li>• Consonant digraph: two consonants that can go together. Examples: <b>shop</b>, <b>chip</b>, <b>thin</b></li><li>• Split digraph (previously called 'magic e'): two letters, which work as a pair to make one sound, but are separated within the word, such as a-e, e-e, <u>i</u>-e, o-e, <u>u</u>-e. Examples: cake, line, rule.</li></ul>
<b>Grapheme</b>	<p>Written letters or a group of letters which represent one single sound (phoneme). Examples: a, <u>i</u>, <u>sh</u>, air, ck.</p>

# Blending – to join together individual sounds



Word reading

cat

goat

/c/ /a/ /t/

/g/ /oa/ /t/

*cat*

*goat*



# Segmenting—breaking a word down into individual sounds



Bug Club  
Phonics

Spelling

/dog/

/sheep/

/d/ /o/ /g/

/sh/ /ee/ /p/

write dog

write sheep

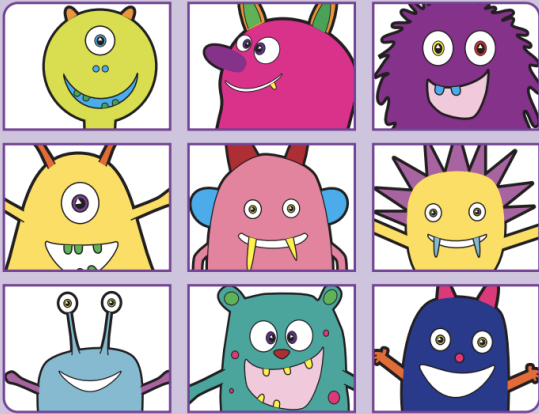
## The phonics screening check

2022 national curriculum assessments

**Key stage 1**

**Phonics screening check**

Pupils' materials



2022 Phonics

**Screening check: answer sheet**

First name

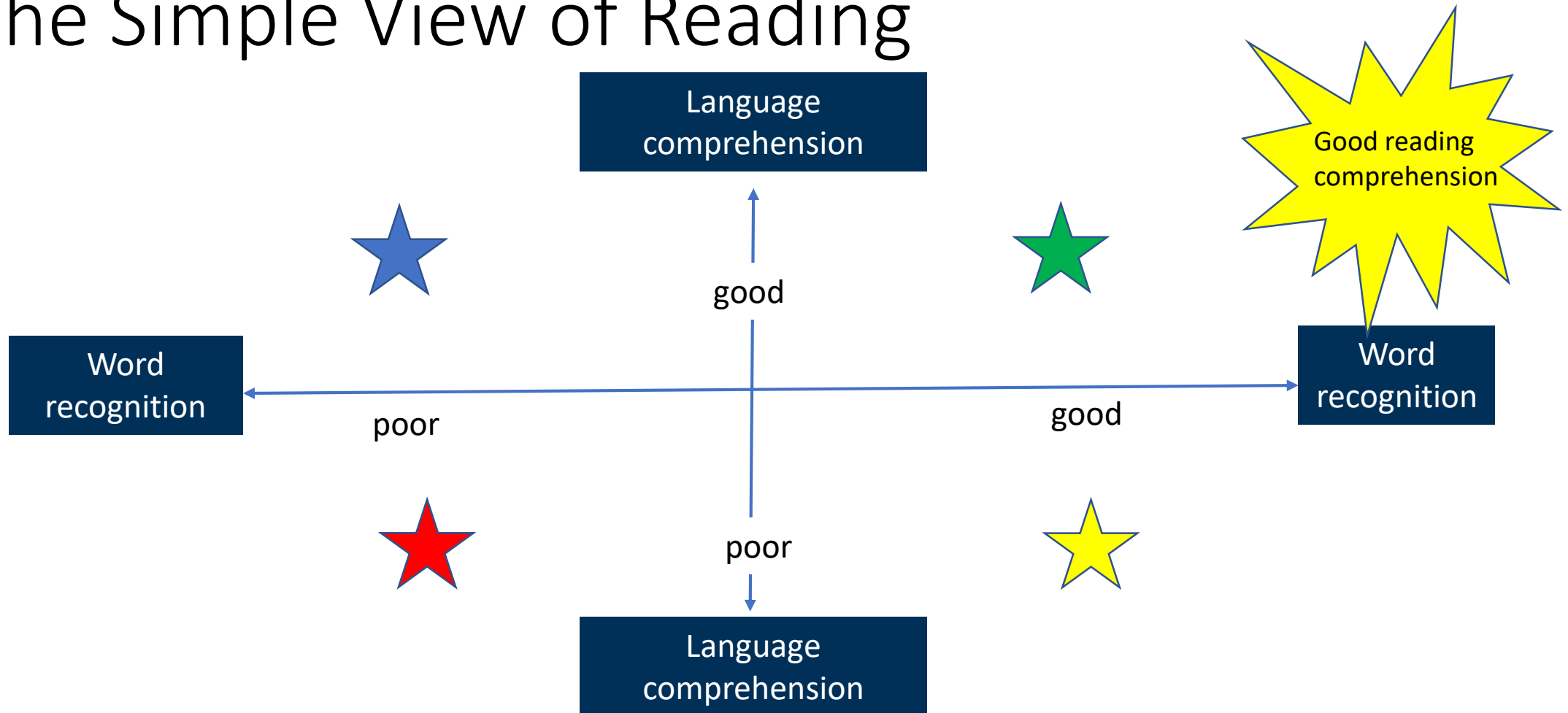
Last name

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

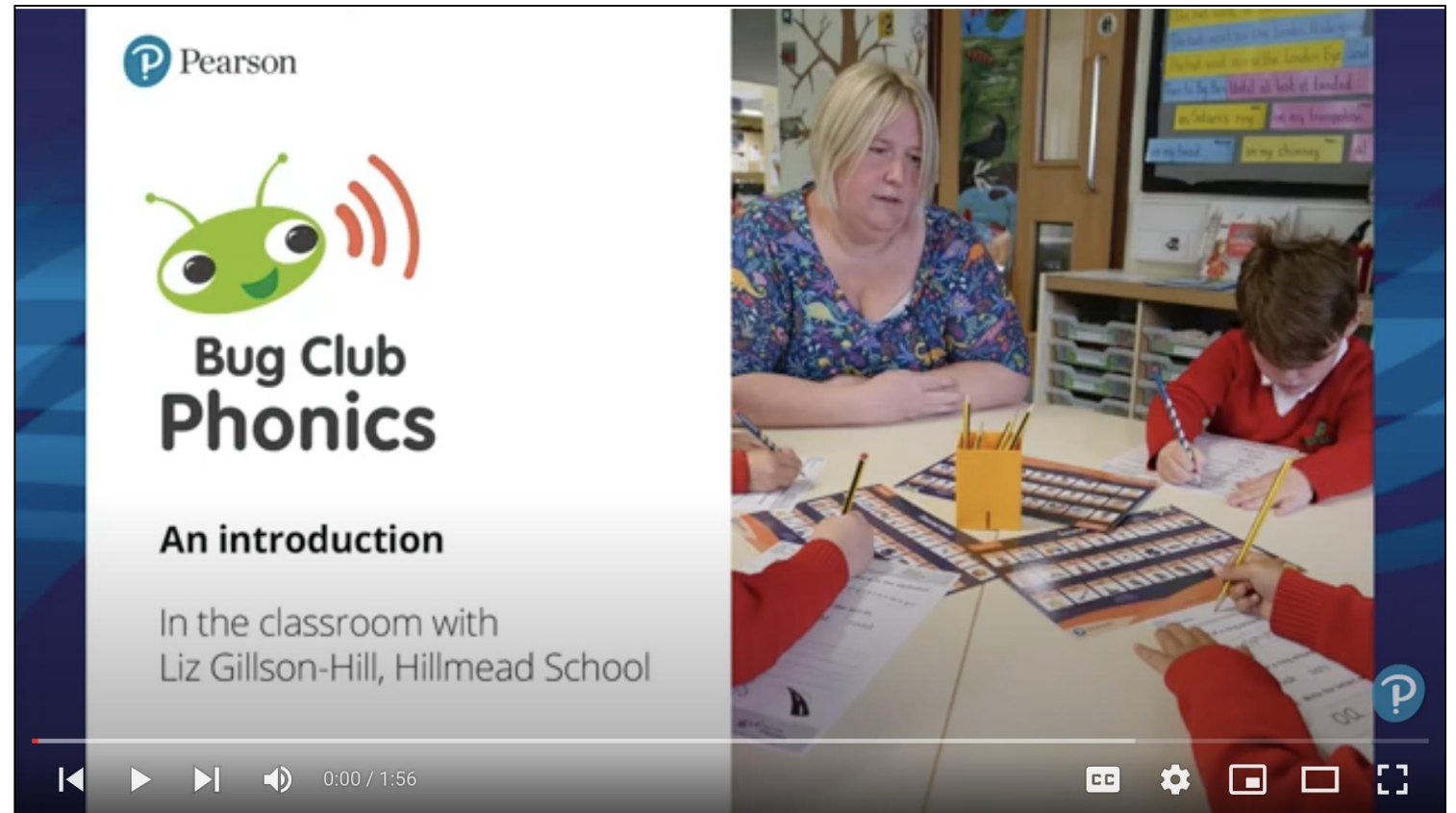
Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
bem				vair			
dax				cloat			
kig				tirt			
eld				whike			
besh				plunt			
quab				flards			
barp				spran			
chell				splew			
grux				globe			
smung				teams			
nesk				bowl			
foint				chase			
thud				print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

Total correct

# The Simple View of Reading



# What we do in school



# Bug Club Phonics

Nursery: Phase 1 listening

Reception: Phases 2–4

Year 1: Phases 5 and 6

# Phase 2

Phase 2

## Sound Mat



s



ss



a



t



p



i



n



m



d



g



o



c



k



ck



e



u



r



h



b



f



ff



l



ll



Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,  
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,  
Hat, Bag, Fan, Muffin, Leg, Doll

# Phase 3

Phase 3

## Sound Mat

j



v



w



x



y



z



zz



qu



ch



sh



th



ng



ai



ee



igh



oa



oo



oo



ar



or



ur



er



ow



oi



ear



air



ure



Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips,  
Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book,  
Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

# Phase 4

## My Phase 4 Sound Mat

<p>st</p>  <p>starfish</p>	<p>nd</p>  <p>hand</p>	<p>mp</p>  <p>lamp</p>	<p>nt</p>  <p>tent</p>	<p>nk</p>  <p>ink</p>	<p>ft</p>  <p>gift</p>	<p>sk</p>  <p>tusk</p>	<p>lt</p>  <p>belt</p>
<p>lp</p>  <p>help</p>	<p>lf</p>  <p>shelf</p>	<p>lk</p>  <p>milk</p>	<p>pt</p>  <p>script</p>	<p>xt</p>  <p>text</p>	<p>tr</p>  <p>tree</p>	<p>dr</p>  <p>drawing</p>	<p>gr</p>  <p>grandpa</p>
<p>cr</p>  <p>crab</p>	<p>br</p>  <p>brush</p>	<p>fr</p>  <p>frog</p>	<p>bl</p>  <p>blackberry</p>	<p>fl</p>  <p>flag</p>	<p>gl</p>  <p>glasses</p>	<p>pl</p>  <p>plane</p>	<p>cl</p>  <p>clown</p>



# Phase 5

## Phase 5

## Sound Mat

wh 	ph 	ay 	a-e 	eigh 	ey 	ei 	ea 	e-e 	ie 	ey 	y 	
ie 	i-e 	y 	i 	ow 	o-e 	o 	oe 	ew 	ue 	u-e 	u 	oul 
aw 	au 	al 	ir 	ear 	ou 	oy 	ere 	eer 	are 	ear 	ch 	
c(e) 	c(i) 	c(y) 	sc 	st(l) 	se 	se 	g(e) 	g(i) 	g(y) 	dge 	le 	mb 
kn 	gn 	wr 	tch 	c(ial) 	c(ian) 	ss(ion) 	t(ion) 	ch 	ea 	s(ion) 	s(ure) 	s(ual) 
(w)a 	o 											



Whale, Dolphin, Tray, Grapes, Eight, Grey, Rein, Seal, Athlete, Shield, Monkey, Puppy, Tie, Bike, Fly, Child, Rainbow, Nose, Postbox, Toe, Screw, Blue, Flute, Bush, Should, Straw, Astronaut, Wall, Girl, Pearl, House, Boy, Sphere, Deer, Square, Bear, Anchor, Cement, Pencil, Cymbal, Scissors, Castle, Horse, Pause, Gem, Giraffe, Gym, Bridge, Candle, Comb, Knot, Gnome, Wrist, Match, Special, Musician, Percussion, Station, Chef, Feather, Explosion, Treasure, Visual, Swan, Skeleton

# Tricky words

Words that have a tricky part to them eg the o in so makes the long oa sound rather than the short o sound.

I

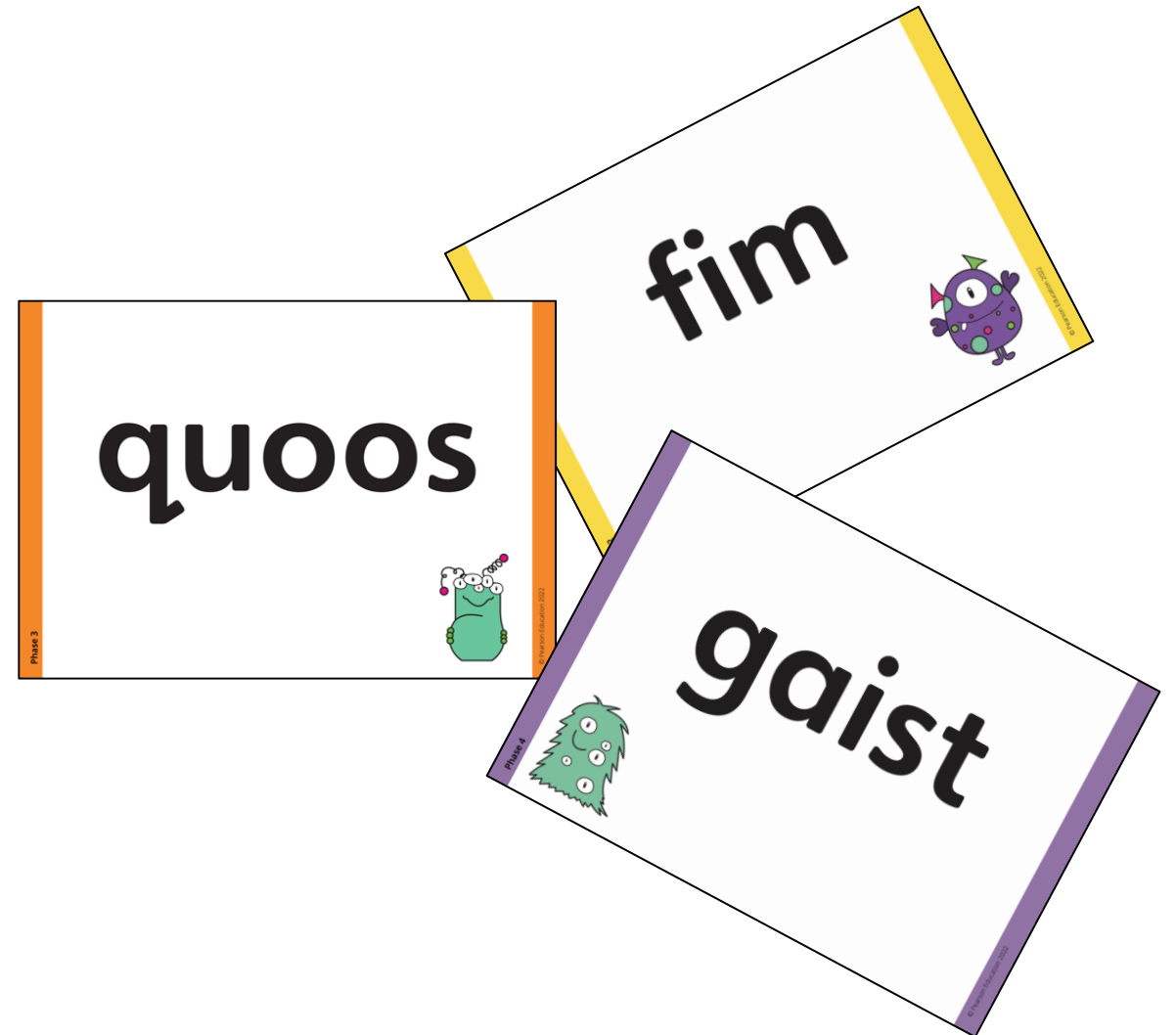
she

so

come

# Pseudo words

Words that are not real words but help to practice phonics.

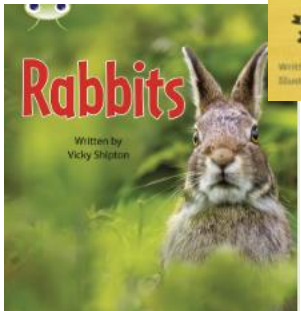
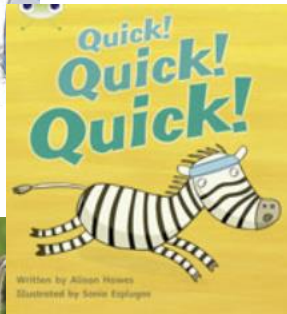
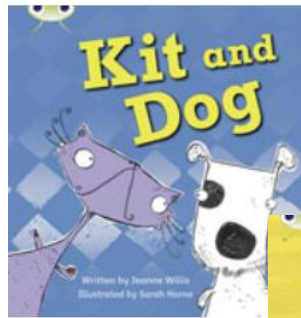



Actions <https://youtu.be/Atgcl6-am5E>



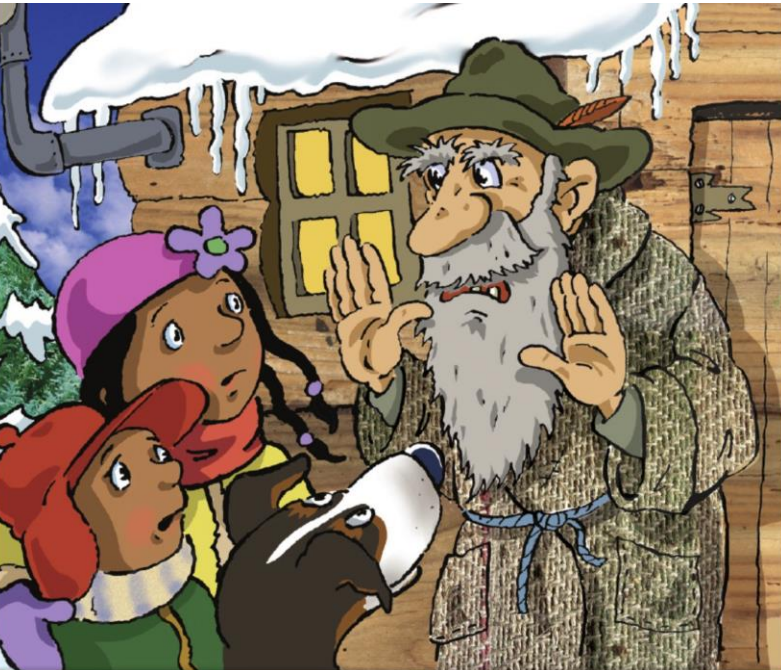


# Decodable reading books






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



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



Back Read to me Next

2/3 of 17

# 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?

# The Snow Monster



Written by Paul Shipton  
Illustrated by Anni Axworthy

Back Read to me Next 01 of 17



# Pupil World

[www.activelearnprimary.co.uk](http://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.

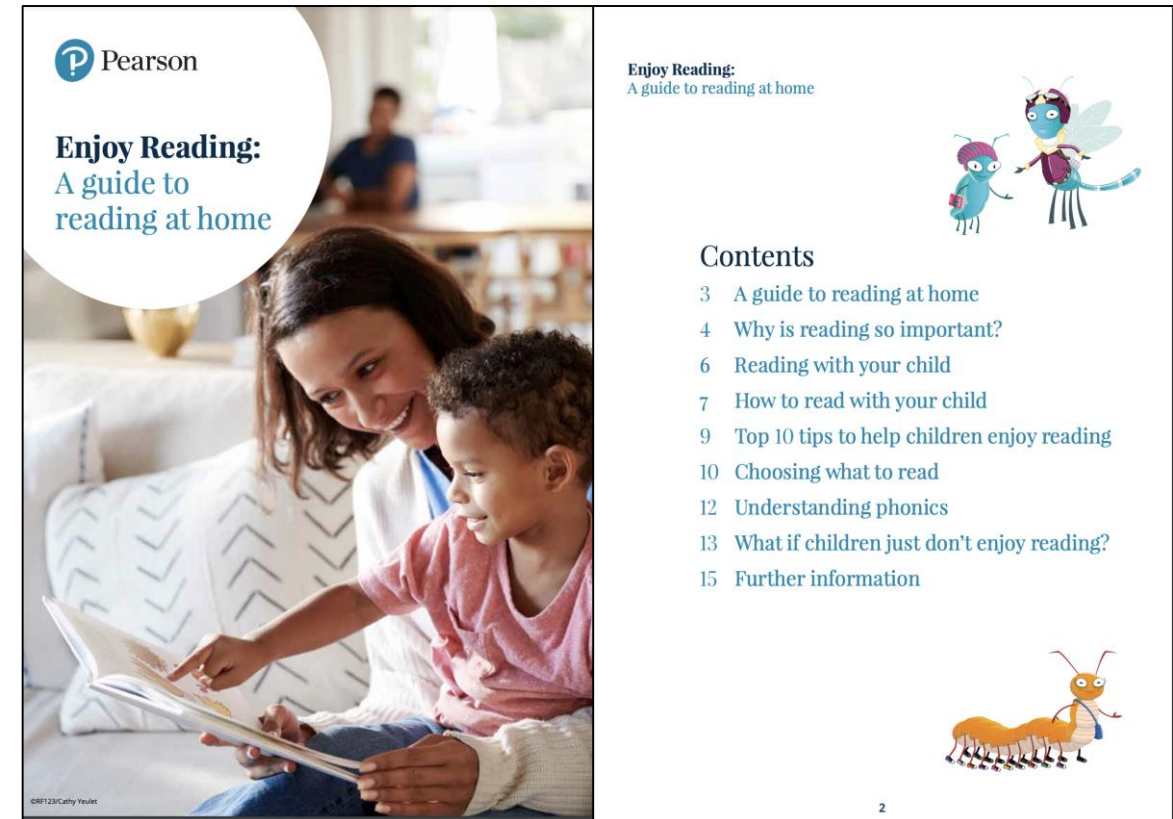




# Supporting reading at home

## *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>



# 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](http://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](http://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-TCRnJEDg&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/44mZZQgkiY>

