



# Bug Club Phonics

Teaching your Child to Read



# Phonics at John Hampden Primary

- supports early reading and spelling
- uses Bug Club Phonics to teach early reading and spelling
- helps parents to become confident in supporting their child at home.

# Icebreaker

Turn to the person next to you  
and try to read the words on  
Handout 1.



# What is phonics?

# A systematic approach - SSP

/a/	/e/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/	/oo/	/oo/
/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/	/th/	/ng/

Phase 1 - listening, identifying, tuning in, remembering sounds

Phase 2 - common single letters (most of the alphabet) – **graphemes** - representing phonemes

Phase 3 - the rest of the alphabet plus 2 and 3 letters - **digraphs and trigraphs** representing 1 phoneme

Phase 4 - using what we know in more complex words - **polysyllabic words and compound words**

# Key vocabulary

segmenting

# Word reading (blending – breaking words down)

cat

goat

/c/ /a/ /t/

/g/ /oa/ /t/

*cat*

*goat*

Spelling - reverse process of reading. Hear the word, say the word 'dog' and break it down into phonemes. We then write the corresponding graphemes.

/dog/

/sheep/

/d/ /o/ /g/

/sh/ /ee/ /p/

write dog

write sheep



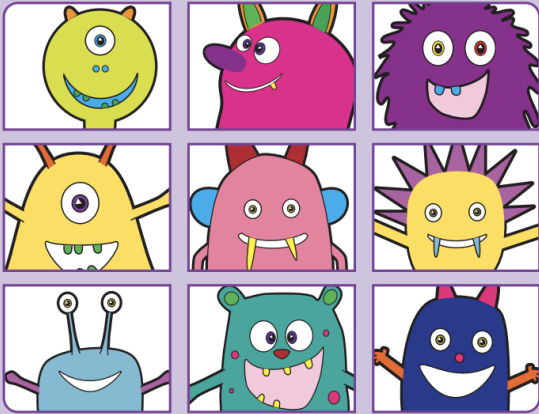
# The phonics screening check – w/c 8<sup>th</sup> June 2026

2022 national curriculum assessments

**Key stage 1**

**Phonics screening check**

Pupils' materials



2022 Phonics

**Screening check: answer sheet**

First name

Last name

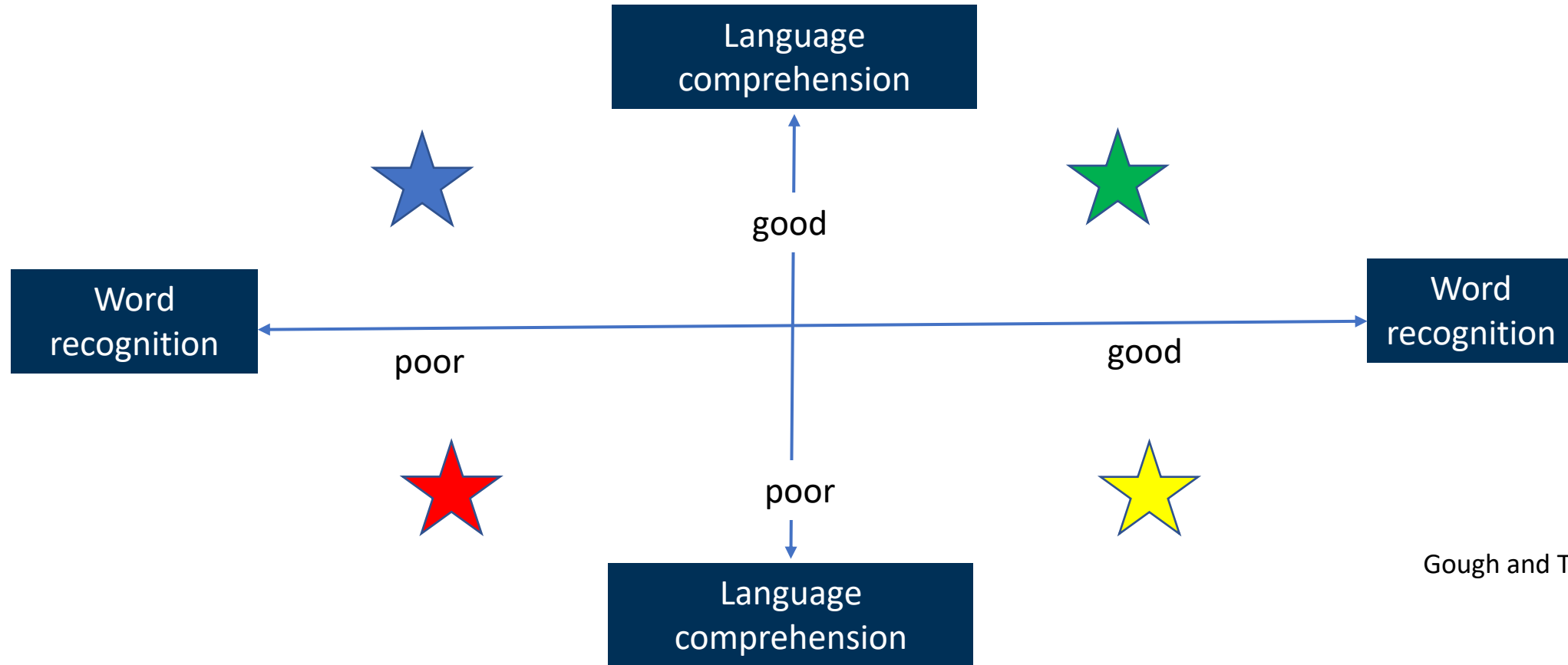
**Screening check responses:** Please tick the appropriate box for each word. The use of the comment box is optional.

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			
<b>Total correct</b>				<input type="text"/>			

40 words

1:1 low key  
assessment with  
Mrs Arnett

# The Simple View of Reading



Gough and Tunmer 1986

Early reading focuses on decoding text. This is the ability to apply the relationship between letters and sounds to be able to pronounce the written word.

# What we do in school



We teach phonics in Year 1 daily

Each session lasts approximately 25 minutes

We use whole class teaching as a format

We provide extra support where needed



# Tricky words/Irregular words

Turn to the person next to you and discuss why you think these words are called 'tricky/irregular words'.

I

she

so

come

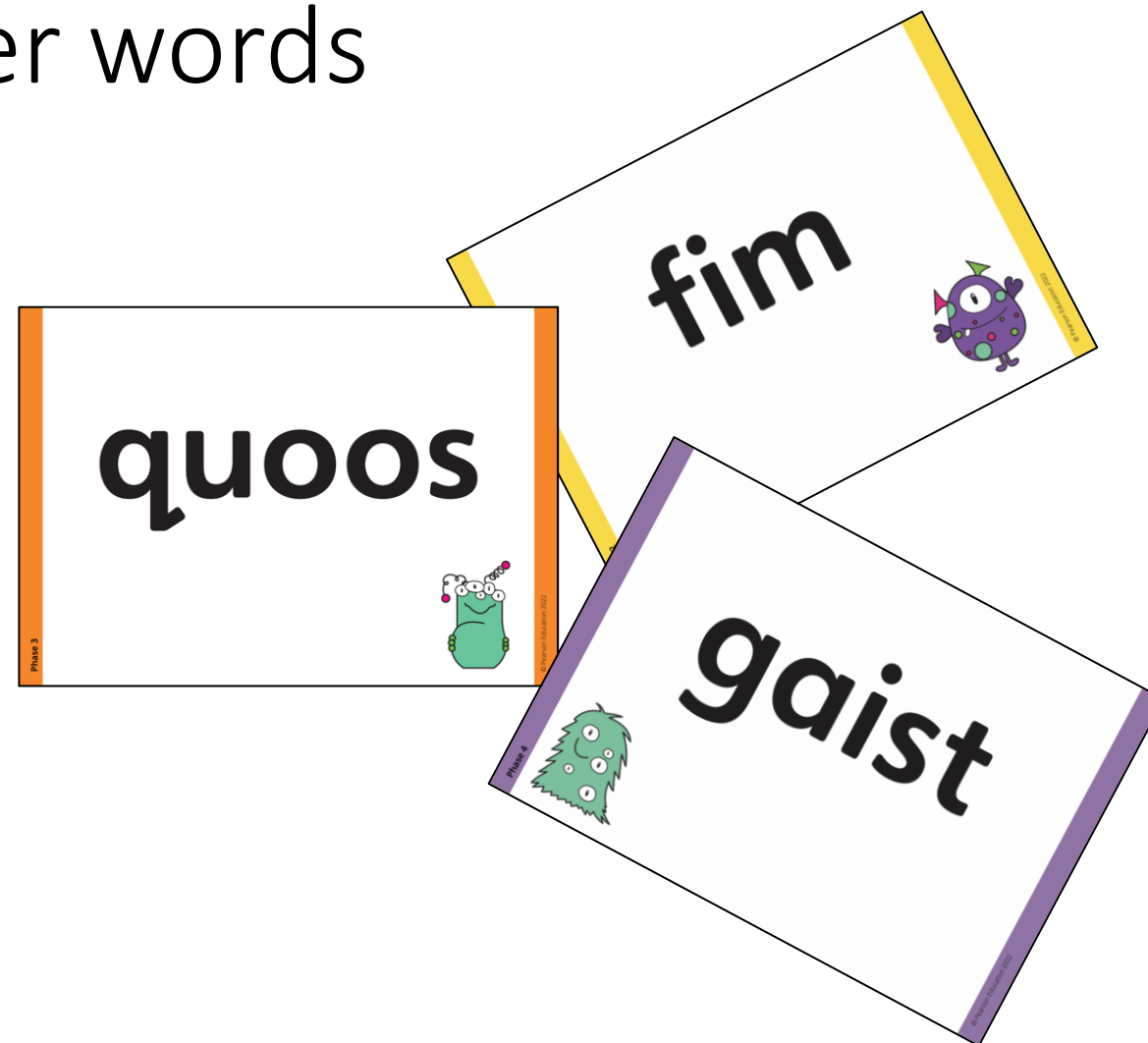
# Pseudo words – Monster words

Why do you think we use pseudo words?

Also known as:  
alien words

**monster words**

non-real words



# Actions

**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, Sock, Elephant, Umbrella, Rat, Hat, Bag, Fan, Muffin, Leg, Doll

Pearson

**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
								

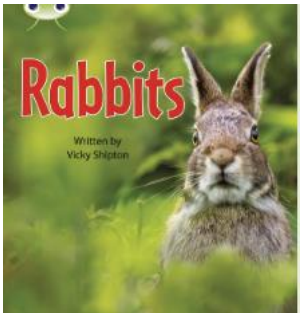
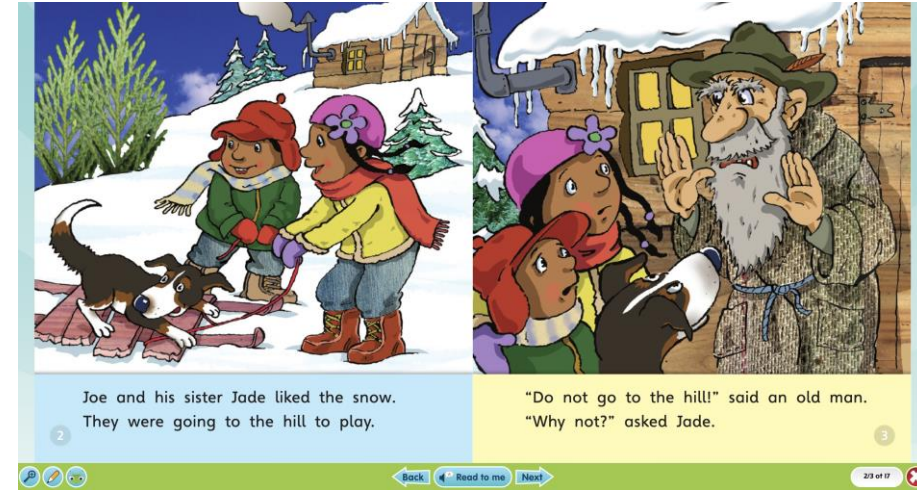
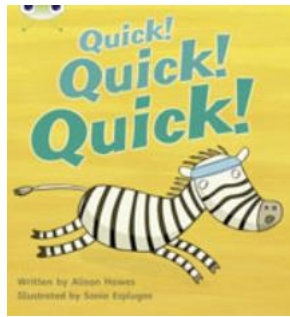
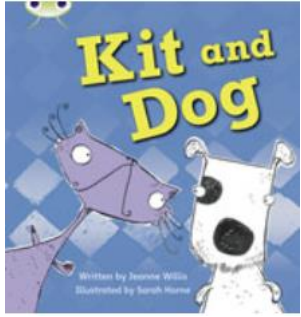


Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Lodder, Owl, Corns, Ear, Chair, Manure

Pearson



# Decodable reading books



These books are selected to reinforce the phonics your child is learning at school and contain words that can be mostly sounded out using letter patterns and sounds your child has learned.

Your child should be able to read this book to you with very little support

**If you need to prioritise the reading your child does - make sure this is the one they read**



# 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

We send home reading books for you to share with your child on a weekly basis.



# Reading at home...

## Two types of books:

- decodable reading scheme book (up to stage 6)
- partially-decodable reading scheme book





# Partially-decodable reading scheme book

- contains words which may not be able to be sounded out or may include sounds not yet learned
- contains lots of common and high frequency words which your child will need to learn by sight
- children will require more adult support with these books
- the books can be identified with a white dot at the top right-hand corner of the front cover



# Daily reading...

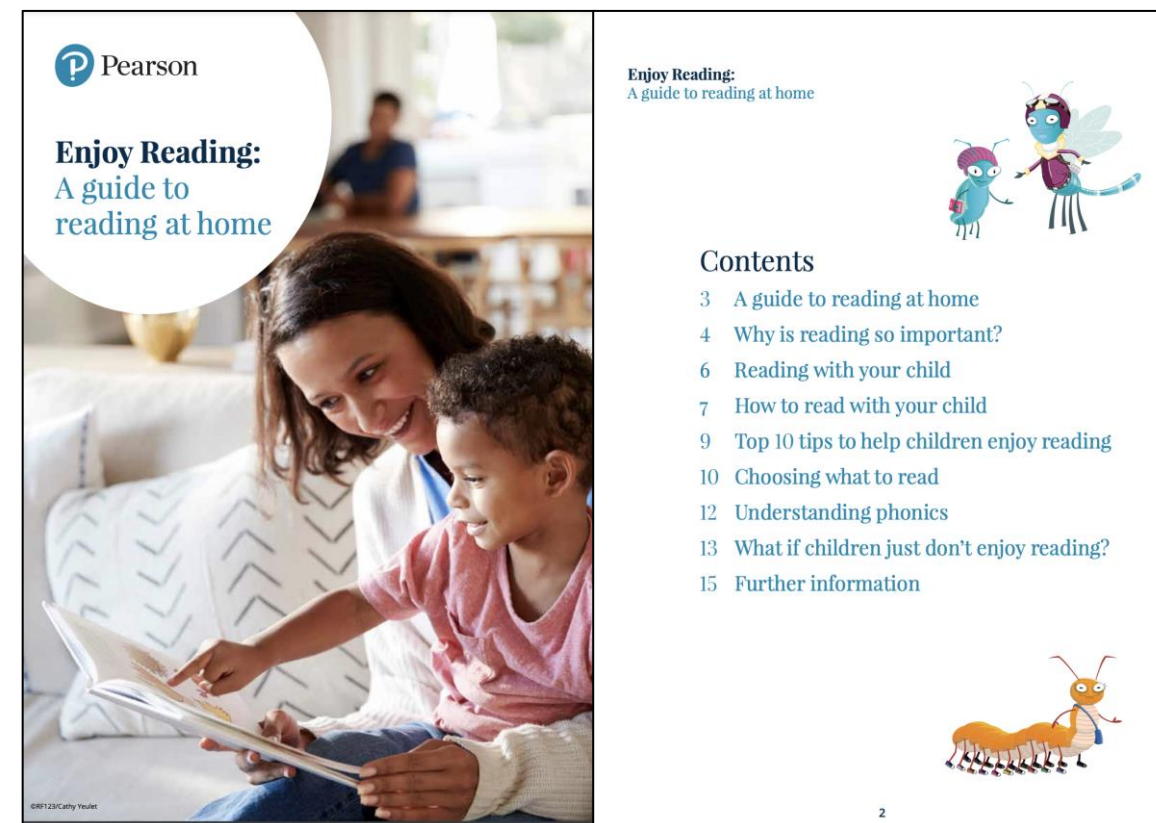
- in line with our school policy, we ask that you read with your child **daily for up to 10 minutes**
- how do we support reading at home



# Supporting reading at home

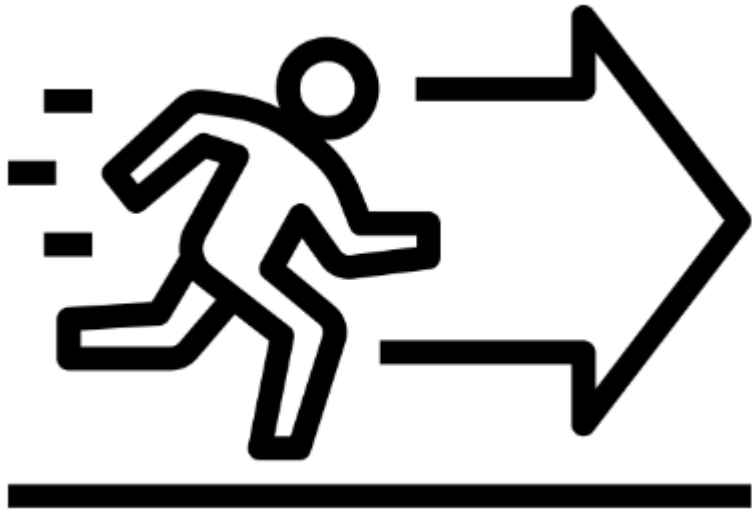
## *Pearson's Enjoy Reading A guide to reading at home*

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/Enjoy-Reading-Guide.pdf>



# Supporting reading at home 1

## Getting going...





# Getting Going



Thank you for all your support at home – it makes a huge difference!

Make reading a part of your routine – find a time and place that works for you both

If the book is a new one, take time to look at the front cover/read the blurb on the back and discuss “I wonder what this book is about?”

If part way through, remind yourselves about what has already been read

Find opportunities for discussion about the text – lots of the books have ideas on the inside front/back cover

Give lots of praise!

# Supporting reading at home 2



# Top Tips



Encourage your child to use their phonic knowledge when they are practising their reading.

Remind them to decode by working out the sounds and blending them together to make the whole word.

Make sure that they look at each letter in turn, all through each word and encourage them to run their finger under the words as they go along – helps with tracking

Praise them for trying to use all the letters rather than guessing from just the first letter or the picture.

If they make a mistake, help them to go back and have another look

# Top Tips



Digraphs and trigraphs can be tricky to spot – if necessary, cover up the rest of the word so they are more obvious.

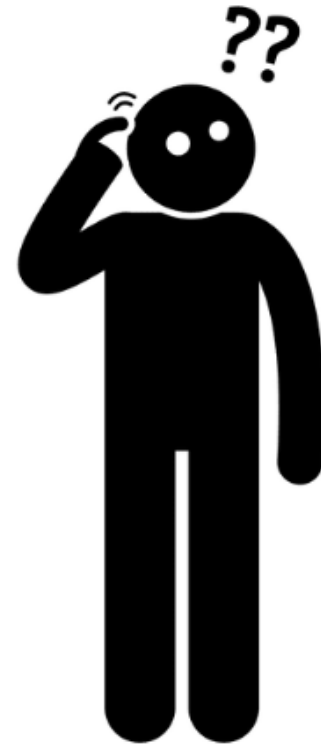
Ending of words (-s/-es/-ing/-ed) are often confusing so try covering them up and reading the root word first

Polysyllabic words can be 'chunked' (pic-nic / fun-fair)

Re-read sentences/pages/whole books to consolidate new words, practise fluency and aid comprehension

# Supporting reading at home 3

When it gets tough...



# When it gets tough...



Learning to read is very complex – most children will experience times when they plateau or even dip. Don't underestimate how hard it is for them!

If your child is reluctant to read, you can try:

- Echo reading – the adult reads the text exactly as it should sound and the child then echoes it
- Choral reading – you read the text at the same time, with the adult pointing to the words

Keep reading to them

Go to the library/bookshop and find books/comics they are interested in

Read anything and everything – cereal packets/posters/signs

Give lots d lots of praise and encouragement!

Read and share a book as a group.

## What?

Our aim is once a week per group – either with a teacher or TA.



## Why?

Support and encouragement  
Application of phonics and addressing gaps

Leads to confidence and enjoyment in their reading.  
Empowers them to progress.



# How is it organised?



Multiple copies of the same book.



Reading groups - Children will be placed into reading groups – flexible.



Racoons



Squirrels



Bears



Rabbits



Deer



# How is it taught?



**Flashcards** - Start of each session – recap sounds.

**Phonics focus** - Front of book – Word skills - See any irregular words and phonics covered.

ou ea  
ay ie



**Modelling reading** – Teacher reads and children follow with their fingers. Repeat the process but with the children sounding out one at a time – teacher ready to step in and support at any time.

**Choral reading** – all children and the teacher read together. Fluency, confidence, embed new sounds.



**Teacher judgment** - to the needs of the group and the individual.

**More than one sitting** – A book will last over more than one session – reread – fluency – comprehension via questioning (retrieval, predicting) – enjoyment of the text.



# Useful information

## Bug Club Phonics walk-through for parents


## Useful links

<https://www.youtube.com/watch?v=0Y-TCRnJEDg&t=17s>

**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.pearsonschoolsandfecolleges.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/44mZZQjgkY>



# Any questions

