

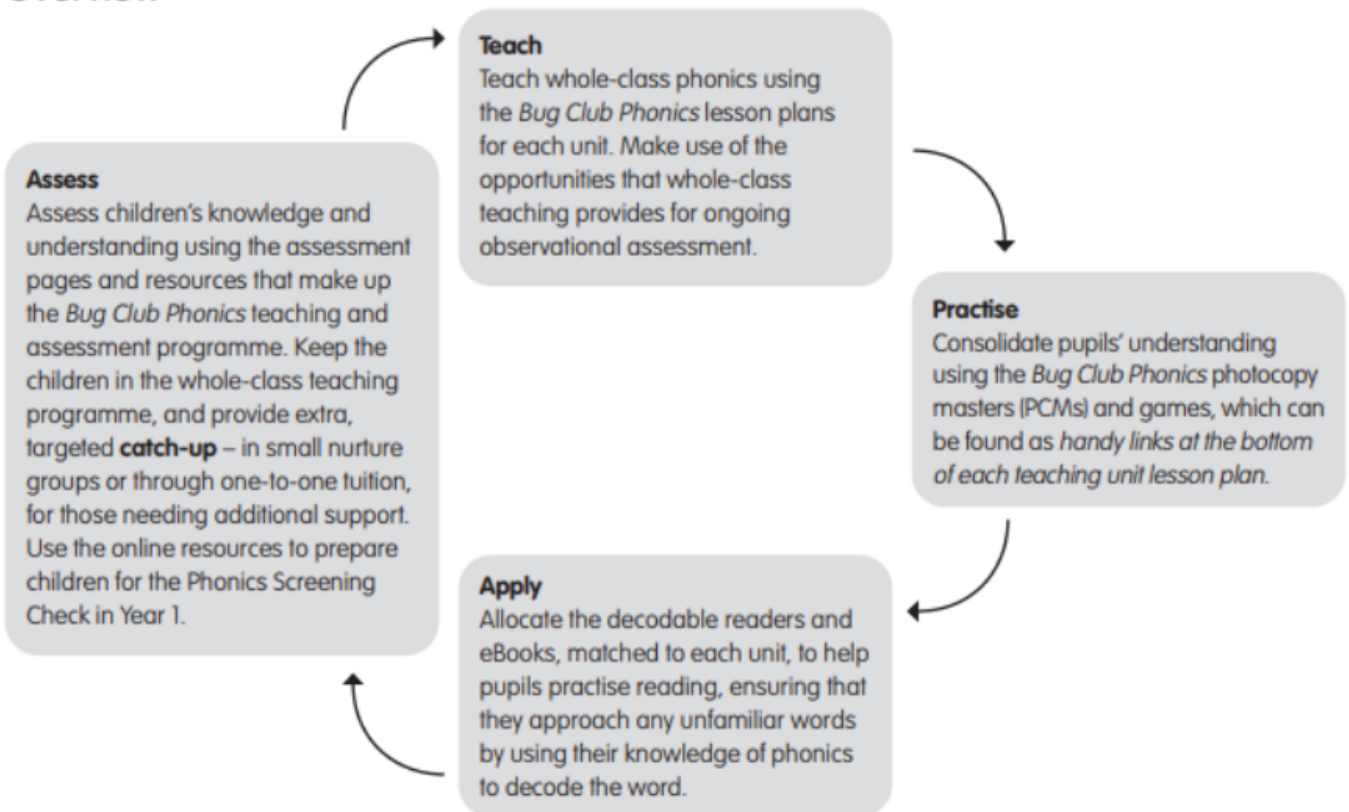
# Unity Academy



Curriculum → English → Phonics

Implementation: Teaching & Learning

## Overview



Programme Rationale- (see full BCP Programme Rationale p.4-6)

## Pace and order of teaching

Bug Club Phonics teaches a new grapheme and related phoneme in every Phoneme Session. This structured approach has proven to be successful for children who have previously been disengaged from phonics. 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 ensures that children are able to start reading and spelling a wide range of words at the earliest possible stage.

## Introduction of letter names

The names of letters can be taught first, via the Alphabet song and magnetic letters. One of the benefits of this is that any child who misses a session will know the names of the letters they have missed.

## High frequency (common) words and irregular words

High frequency decodable common words are included for reading and spelling throughout Bug Club Phonics. These are listed in the chart under 'Decodable words' and are always taught by sounding and blending. There is also a list of 'Not fully decodable (irregular) words'. These words are subsumed under the heading 'Irregular' in the Language Sessions (see BCP). Many of these words have spellings that have irregular pronunciations; these words are always deemed 'tricky', e.g. 'one'. However, some of the words in the list have regular pronunciations and become fully decodable later on as the phonics teaching progresses; for example, 'like' becomes completely decodable when split digraphs are taught.

## Language Sessions

Language Sessions occur at the end of each unit. These sessions combine the teaching of irregular words with using words in the context of captions and sentences. The acquisition of skills for reading single words is only part of the reading process. To read with fluency and comprehension, children need to apply and develop the skills taught during the systematic synthetic phonics teaching element of the programme. The Language Sessions serve to consolidate the teaching of reading and spelling in the Phoneme Sessions, and promote early comprehension skills. Comprehension is not an end product. It is a process which occurs during active interaction between the reader and the text. In the Bug Club Phonics Language Sessions, a progressive programme of text-related directed activities has been assembled to enable children to progress from single-word reading to reading intelligently to grasp meaning from the text. While there are no new grapheme–phoneme correspondences in Phase 4, it is important that children learn to read and spell words containing adjacent consonants and read more decodable words and words that are not fully decodable (irregular words). For this reason there are three (rather than one) Language Sessions in Unit 12 (Phase 4).

## Introduction of graded readers

Bug Club Phonics is supported by decodable readers which match the order of phoneme introduction. When the children have completed the first two units of Bug Club Phonics, they will have acquired a sufficient number of grapheme–phoneme correspondences to start reading their own books. This should be a motivating and enjoyable experience for them. There are books to match each unit of the teaching programme and these help children to practise and consolidate their learning at each stage. Before, during and after the introduction of the Bug Club Phonics readers, children should be exposed constantly to a rich and varied diet of book experiences to ensure their enthusiasm for reading is nurtured, their comprehension skills are being developed, and their speaking and listening skills are extended.

## Allocation of books

Teaching staff ensure that children are listened to regularly using their well-matched books. It is not just about the sounds that they know, but their ability to decode, recognise HFW/ tricky words and show language comprehension when reading.

