



Bug Club Phonics

Looking for a whole school phonics programme?

Discover Bug Club Phonics...

Excite your children and give them a firm foundation in phonics with a whole school programme that matches the national curriculum and early learning goals.

Bug Club Phonics:

- Is one of the DfE's approved phonics teaching programmes
- Follows the order of *Letters and Sounds*
- Has been written by the Clackmannanshire study authors
- Includes 134 100% decodable readers that match taught grapheme/phoneme correspondences
- Includes stories from the hugely popular CBeebies Alphablock characters
- Helps children prepare for and succeed in their screening check with integrated assessments at the end of every unit and phase
- Offers hands-on practical professional development courses
- Is online and interactive with a reading reward system

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Bug Club Phonics and the new Ofsted Framework

Ofsted Ref	Ofsted Framework	Bug Club Phonics
Applying the Education Inspection Framework to the teaching of early reading in infant, junior, primary and lower-middle schools and Bug Club Phonics		
Paragraph 296, p. 87	During all inspections of infant, junior, primary and lower-middle schools, inspectors must focus on how well pupils are taught to read as a main inspection activity. They will pay particular attention to pupils who are reading below age-related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers.	Bug Club Phonics is a systematic synthetic phonics scheme that enables teachers and schools to teach phonics in a fast and engaging way so that all children become confident readers by the age of six.
Paragraph 297, p. 87	Inspectors will listen to several low-attaining pupils in Years 1 to 3 read from unseen books appropriate to their stage of progress. They should also draw on information from the school's policy for teaching reading, phonics assessments, phonics screening check results and lesson visits.	Bug Club Phonics provides regular assessment points (by unit and end of phase) to help teachers analyse their pupils' progress.
In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:		
Paragraph 298, p. 87 and 88	The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.	Bug Club Phonics is purposefully designed to keep all pupils together as much as possible. The Clackmannanshire research (which underpins the programme) showed that keeping the children together during the daily Phoneme Sessions fostered a sense of social inclusion and boosted the performance of the children who were progressing more slowly.
Paragraph 298, p. 87 and 88	Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.	Bug Club Phonics texts include fiction, comics and non-fiction. The Bug Club range includes plays and poetry. Both series are rich in vocabulary and help to develop language comprehension through engaging contexts, characters and storylines.

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Paragraph 298, p. 87 and 88	The school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2.	<p>Bug Club Phonics matches the expectations of the national curriculum and the early learning goals.</p> <p>The order of grapheme introduction matches that recommended by the DfE's <i>Letters and Sounds</i> programme and Bug Club Phonics provides inbuilt formative and summative assessment unit-by-unit and term-by-term.</p>
Paragraph 298, p. 87 and 88	The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.	<p>Bug Club Phonics decodable readers have been written to match the order in which grapheme-phoneme correspondences are introduced in class, giving children the opportunity to practise their blending skills and to consolidate their knowledge.</p> <p>Each reader is available in print and as an eBook.</p> <p>Print packages include options to buy multiple copies of the same book to ensure your school has enough readers to be taken home by multiple pupils at one time.</p> <p>The same result can be achieved by allocating the eBook version. The eBooks are invaluable in helping pupils to practise reading at home as they include a phoneme pronunciation guide to aid pupils' blending skills.</p>
Paragraph 298, p. 87 and 88	Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.	Bug Club Phonics can be delivered from the very start of Reception.
Paragraph 298, p. 87 and 88	The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.	<p>Bug Club Phonics includes formative and summative assessments.</p> <p>The daily sessions include whole-class revision and new phoneme focus sections which identify those children who need immediate extra support during the subsequent guided independent work.</p> <p>Digital games are also provided to offer ample opportunities to assess pupils' progress in a low-stakes, fun way.</p> <p>Summative assessments are included at the end of each unit and phase ensuring frequent and detailed feedback for teachers to act on.</p>

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Paragraph 298, p. 87 and 88	The school has developed sufficient expertise in the teaching of phonics and reading.	<p>We offer comprehensive training when starting Bug Club Phonics. Our professional development course will help staff deliver an effective, systematic synthetic phonics approach across your school.</p> <p>The teacher guides and online planning guidance provide a wealth of support that partner practitioners every step of the way up to the end of Year 1.</p>

We have included the grade descriptors for a 'Good' Quality of Education grade below, with details of the support Bug Club Phonics can offer. It's important to note, the inspection team will class a school as having a 'Good' quality of education by using a 'best fit' approach and furthermore, a school cannot be classed as 'Outstanding' unless its Quality of Education is 'Outstanding'.

Implementation

Paragraph 200, p. 50	Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.	<p>Bug Club Phonics offers professional development training to ensure every practitioner and member of staff has sufficient expertise in teaching phonics and reading.</p> <p>Further training and practice activities are outlined in the teaching resources.</p>
Paragraph 200, p. 50	Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.	<p>The online Bug Club Phonics lessons facilitate the clear delivery of systematic synthetic phonics sessions whilst the interactive elements, such as the games, promote discussion about what the children have learnt.</p> <p>The wide range of assessment resources enable teachers to check pupils' understanding systematically and frequently to ensure misconceptions are clarified quickly.</p>
Paragraph 200, p. 50	Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.	Each Bug Club Phonics phoneme session starts with revising the previously learnt phonemes to ensure pupils are building a bank of knowledge.

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Paragraph 200, p. 50	Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.	<p>Each unit ends with a game and each phase ends with an assessment to ensure knowledge is frequently recalled and consolidated.</p> <p>These games and assessments are weaved into the programme and are presented in a low stakes, fun way to ensure pupils feel comfortable when recalling their knowledge and developing their fluency.</p>
Paragraph 200, p. 50	Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	<p>Bug Club Phonics resources and books are designed to build pupils’ knowledge cumulatively and teachers can feel confident that pupils will only meet previously taught content in their reading books. Books can be allocated by Phonic Phase (in line with <i>Letters and Sounds</i>) either in print or via an eBook.</p> <p>The digital subscription curates the interactive resources into carefully sequenced lesson plans ensuring planning and organisation time is minimised.</p>
Paragraph 200, p. 50	The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	<p>Bug Club Phonics is carefully mapped out to ensure teachers can cover the required curriculum before the Year 1 Phonics Screening Check. There are guidelines on how to pace the lessons and units within the teacher guides.</p> <p>Within each lesson, there are opportunities for independent work, where differentiated resources can be used, such as the differentiated Language Session worksheets (from unit 5 onwards) to ensure the work given to each pupil is demanding and builds their knowledge.</p>
Paragraph 200, p. 51	A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.	<p>Bug Club Phonics is a comprehensive programme that follows a sequential approach outlined by the authors of the influential Clackmannashire report, which influenced government policy on teaching early reading.</p> <p>The programme develops pupils’ fluency and confidence by ensuring the readers they use to practice only include what they have already been taught.</p>

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Paragraph 200, p. 51		<p>It boosts children's enjoyment in reading by using characters from much loved television shows, offering engaging interactive games and rewards for reading.</p> <p>At all stages, reading progress is assessed and gaps are immediately addressed to ensure no child is left behind. Bug Club Phonics is purposefully designed to keep all pupils together as much as possible. The Clackmannanshire research showed that keeping the children together during the daily Phoneme Sessions fostered a sense of social inclusion and boosted the performance of the children who were progressing more slowly.</p>
Paragraph 200, p. 51	The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.	The Bug Club Phonics programme matches the order of grapheme introduction recommended by the DfE's <i>Letters and Sounds</i> programme. Each unit introduces a new set of letters/graphemes to decode whilst revising those previously introduced (apart from Unit 1). This means that the basic 40+ phonemes are acquired quickly and early reading skills develop rapidly – decodable readers are introduced after just 10 days of teaching time.
Paragraph 200, p. 51	Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	The Bug Club Phonics strategy of modelling and rehearsal for teaching reading and spelling provides opportunities for teachers to be both spectators and modellers, supporting them in their own professional development.