



Phonics at St. Peter's





How we teach Phonics at St. Peter's

- We use the Bug Club Phonics scheme.
- There are 6 Phases.
 - Phase 1: Pre-schools
 - Phase 2-4: Reception
 - Phase 5: Year 1
 - Phase 6: Year 2
- Your child will have daily phonics sessions lasting around 25 minutes.

All about Bug Club Phonics

- <https://www.youtube.com/watch?v=0dCRWLLNXPo>

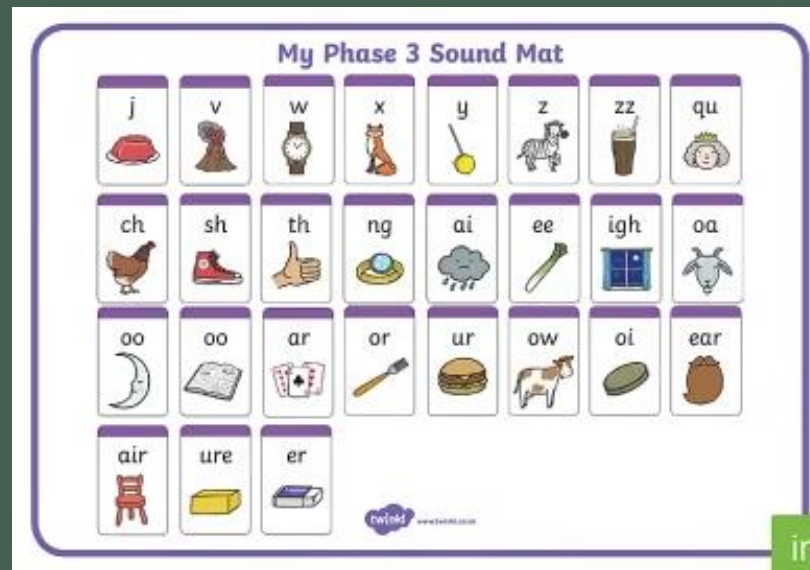


Bug Club

Learning Letter sounds

- In Class 1, each child has a sound mat in their bag.

Please practice these sounds regularly. These sounds will also be found in the front of their phonic reading books.



Before and during reading

1 Say the sounds
ear air ure er

2 Blend the sounds

stairs	chair	fear
hair	trod	near
nev/er	af/ter	ham/ster
a/fraid	a/sleep	flow/ers
jump/ing		

3 Read the tricky words
all was

Point out the tricky bit of the word (i.e. the 'a' in 'all' sounds /or/) and then blend the rest.

Story comprehension
Ask the children to read the title and look at the cover. When might we say the word 'fear'? How would the children say 'seek' if they saw a real bug? Practise reading the title with expression.

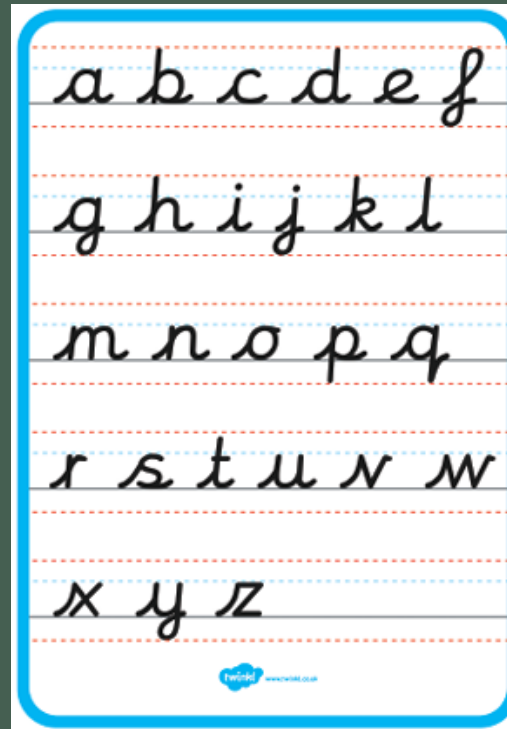
Vocabulary check
Turn to page 11 to discuss the meaning of the word 'fear'. Can the children think of another word for 'fear'? Can they tell who is feeling fear from the picture?

Reading the story
Listen to the children reading the story. Ask them to say the sounds and blend them in order to read any words they do not recognise immediately.
On pages 4-5, ask the children why the cat chases the hamster.
On pages 10-11, remind the children to read the words in the speech bubble. Who do they think the goat is talking to?
Read pages 12-13. Can they predict who will run back next? Read on to see if they are correct.

Blending more than one syllable? Do one syllable at a time, e.g. ham/ster

Writing letter sounds

- During our phonics lessons, we also practise correct letter formation alongside blending to read.



Pre-cursive writing is modelled to children at all times by adults in the classrooms.

Tricky words

Bug Club
Phonics

Unit 6 Language: Irregular

Guide

Reading

Spelling









me





ShowAnswer



abcdefghijklmnopqrstuvwxyz

Before and during reading

1 Say the sounds




2 Blend the sounds

For longer words, blend one syllable at a time, e.g. fox/es

f - i - x, fix

w - i - l, will

f - o - x, fox

f - o - x - e - s, foxes

b - o - x, box



3 Read the tricky words

me be



Point out the tricky bit of the word (e.g. the 'e' in 'me' sounds /ee/) and then blend the rest.

Meet the Alphablocks

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.



Talk together

Ask the children to read the title, and then look at the cover picture together. Who might be saying 'I Can Fix It'? What might X do in the story?

Vocabulary check

On page 3, check that the children know what an ox is (an animal a bit like a cow).

While you read

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
- On page 3, can the children predict what new word F could help to make?
- On page 6, what do the children think will happen now that there are six foxes? Why might it be a problem to have six foxes?
- On pages 8-9, can the children tell you what goes wrong when the letters make the word 'mix'?
- On page 11, ask the children to predict what X's plan could be.

Learning Letter sounds

As children progress through the Bug Club programme, they will encounter words spelt differently but using similar sounds.

These will 'sound' the same phonetically, but will be represented by different graphemes.

Children will learn to associate which words use which graphemes, such as

Cloud clown brown crouch



Reading at home

- Parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.

- Parents' or carers' support is needed to help their child practice reading and develop fluency with a book they have already read at school.

- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.

- It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.

Before and during reading

1 Say the sounds
j v w x

2 Blend the sounds

Viv	vet	jobs
jab	fix	fox
swop	will	help
just		

3 Read the tricky words
me be

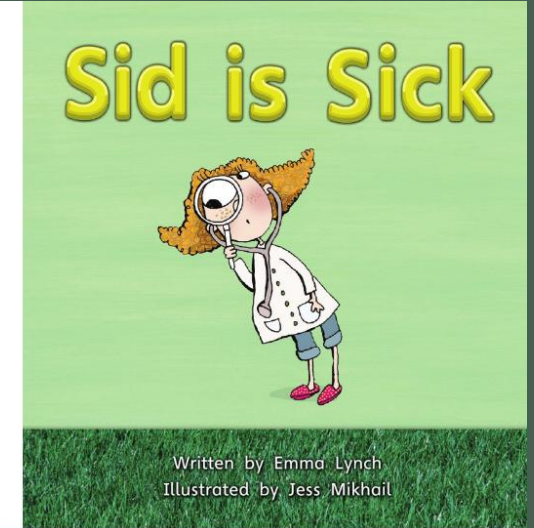
Point out the tricky bit of the word (i.e. the 'v' in 'vet' and 'be' sounds like) and then blend the rest.

Blending words with adjacent consonants?
h-e-l → hel-p → help
s-w → sw-a-p → swap

Story comprehension
Ask the children to read the title. Have they read about Sid before? What kinds of things can they remember about him? Read the text on the back cover to the children. What do they think the story will be about?

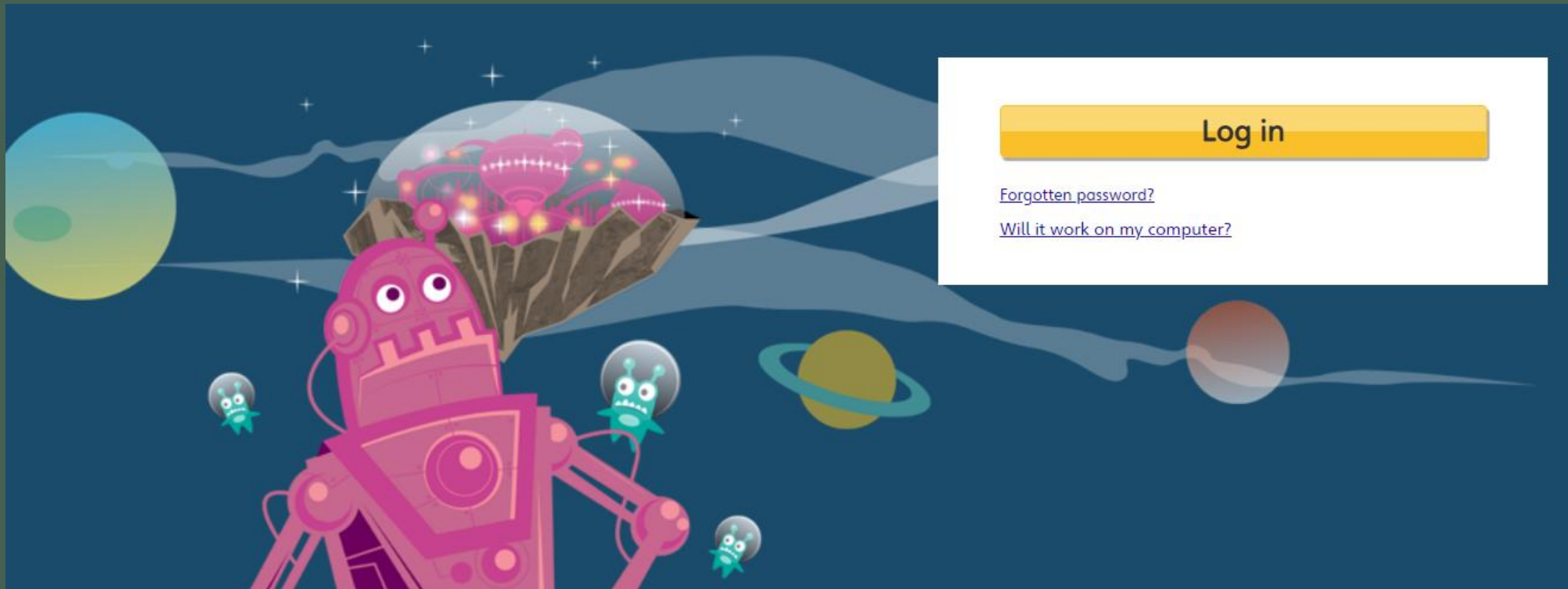
Vocabulary check
Can the children explain what job a vet does? Turn to page 12 and find the word 'job'. Point out to the children that Viv and Sid are playing a game of vets and have a toy syringe.
Point out, if necessary, the spelling of the word 'swop'. Explain that the dictionary offers two spellings for this word - 'swop' and 'swap'.

Reading the story
Listen to the children reading the story. Ask them to say the sounds and blend them in order to read any words they do not recognise immediately.
On pages 10-11, ask the children how they think Sid is feeling. Why might he be getting fed up?
What do the children think will happen next? Read on and find out.



Using Bug Club at home

<https://www.youtube.com/watch?v=0dCRWLLNXPo>



What comes after Bug Club?

