Pace and Progression

This Pace and Progression plan is a flexible resource, as we acknowledge that schools may have developed their own structure and sequence to the Bug Club Phonics progression based on their own contexts and cohorts. Our research with teachers shows that the pace of teaching across the Bug Club Phonics content can differ from school to school. However, some teachers may benefit from having the programme content mapped out. This suggested content mapping is provided below.

Teach, Practice, Review, Assess, Track, Consolidate, [Catch-Up]

Teach: Teaching weeks allow for the class-wide instruction of new material. This content is broken down by unit, with some units being split across multiple weeks of instruction. Each unit is broken down into individual phoneme-based lesson plans that teach grapheme-phoneme correspondences (GPCs) through digital phoneme lessons. These units each conclude with a language session, which includes teaching of associated irregular/tricky words and high frequency words. Corresponding Weekly Teaching Plans, which include tailorable lesson breakdowns, are also available for digital download/self-print. (Please note that these weekly plans are only available for **Teach** weeks, so there will not be a plan for every week of the year.)

Review: Revision weeks are a chance for teachers to use their own methods to identify which phonemes children find most difficult on a class-wide level. Take the chance to re-teach these areas to the whole class

Assessment: These assessments help gather information on student progress at crucial points across the progression. They are designed to assess students' knowledge of content taught within each teaching block, therefore providing targeted assessment points.

There are also additional 'Phase Assessments' which are useful for providing insight into a child's progress. These assessments are designed specifically to help children prepare for the Phonics Screening Check at the end of Year 1. You may choose to use

Teachers are also encouraged to use formative assessment to evaluate students' knowledge as they learn (e.g., through observation and questioning). This is an informal assessment style made most effective by responding through annotating and adapting plans for the revision of GPCs/blending/segmenting.

Track: Phonics Tracker is used as tracking for FS and KS1

Consolidate: Consolidation weeks are a chance to ensure that children are comfortable with the phonics concepts they have already learned. As these weeks appear after phase or termly assessment, teachers can use the results of these assessments to measure the pace and level of knowledge each child has gained. During this time, it is advisable to revisit content, digital practice assessment games, and decodable readers to ensure children are confident in their learning.

Catch-Up: Formative and summative assessment opportunities across the delivery of the programme will highlight knowledge gaps that a child or a group of children might have. In conjunction with the assessment trackers, the Bug Club Phonics. Three different intervention types are used – Phonological awareness might be used. GPC recognition, blending for reading and segmenting for spelling

Bug Club Phonics

Key Stage 1 (Year 1)

Week	Unit	Activity	Weekly Content Guide	Language Session: Partially or Fully Decodable Words (i.e., Irregular/Tricky Words) and High Frequency Words
Term 1A				
Phase 2-4 Review				
1		**Review** **Practice**	**Phase 2 Review** • Review units 1-5 (Reception Content) **Practice**	Review Phase 2 irregular/tricky words: *to, the, no, go, I, into, her*

			• Unit 1: Digital Practice Assessment Games [Optional] • Unit 2: Digital Practice Assessment Games [Optional] • Unit 3: Digital Practice Assessment Games [Optional] • Unit 4: Digital Practice Assessment Games [Optional] • Unit 5: Digital Practice Assessment Games [Optional] **Assessment Review:** • **(Rec) Terms 1A, 1B & 2A** • Phonic tracker	
2 9.9.24		**Review Practice Assess**	**Phase 3 Review** • Review units 6-7 (Reception Content) J ,V,W,X.Y Z,Qu **Practice** • Unit 6: Digital Practice Assessment Games • Unit 7: Digital Practice Assessment Games **Assessment Review:** • **(Rec) Terms 1A, 1B & 2A** • Phonic tracker **Phonemes phase 2** **Phonemes phase 3**	Mon – no phonics Tuesday- General Wed – J and V – Go through the lesson plans but without the writing follow ups section. Thursday- W and x – as above Friday – y and qu – as above Assessment – Phonics tracker TA afternoons – Phase (2) Phase 3 individual testing

3 16.9.24			**Phase 3 Review** • Review Units 8-10 (Reception Content) ch, sh, th, ng, ai	Mon – ch Tues- sh Wed- th Thurs – ng Fri- ai
4 23.9.24		**Review Practice**	**Phase 3 Review** • Review Units 8-10 (Reception Content) , ee, igh, oa, oo, oo **Practice** • Unit 8: Digital Practice Assessment Games [Optional] • Unit 9: Digital Practice Assessment Games [Optional] • Unit 10: Digital Practice Assessment Games [Optional]	Mon – ee Tues- igh Wed-oa Thurs- oo Fri- oo
5 30.9.24		**Review Practice Assess**	• **Phase 3 UNIT 10 R**, ar, or, ur, ow, oi**e** view	• Phoneme /ar/ written as 'ar' • Phoneme /or/ written as 'or' • Phoneme /ur/ written as 'ur' • Phoneme /ow/ written as 'ow' • Phoneme /oi/ written as 'oi'

6 7.10.24			• Review unit 11 (Reception Content) ear, air ure, er **Unit 11: Digital Practice Assessment Games** [Optional]	• Phoneme /ear/ written as 'ear' • Phoneme /air/ written as 'air' • Phoneme /ure/ written as 'ure' • Phoneme /ur/ written as 'er' • Language session Review Phase 3 irregular/tricky words: *me, be, he, my, by, she, they, we, are, you, all, was, give, live*
Phase 5				
7 14.10.24	12	**Practice**	**Teach** • Unit 12 • **Practice** • Unit 13: Digital Practice Assessment Games	*oh, their, people* *(Teach as partially decodable)*
8 21.10.24	13 and 14	**Teach**	**Teach** • Phoneme /w/ written as 'wh' • Phoneme /f/ written as 'ph' • Language Session • Phoneme /ai/ written as 'ay' • Phoneme /ai/ written as 'a-e'	
Half term				

			Teach	
9 4.11.24	14	**Teach** **Practice**	**Teach** • Phoneme /ai/ written as 'ay' • Phoneme /ai/ written as 'a-e' • Phoneme /ai/ written as 'eigh', 'ey', 'ei' • Language Session **Assessment : Phonics tracker** • Phase 3 phonemes • Real words and pseudo words –mock phonics screening	*Mr, Mrs, Ms*
10 11.11.24	15	**Teach**	**Teach** • Phoneme /ee/ written as 'ea' • Phoneme /ee/ written as 'e-e'	
11 11.11.24	15	**Teach** **Practice**	**Teach** • Phoneme /ee/ written as 'ie', 'ey', 'y' • Language Session **Practice** • Unit 15: Digital Practice Assessment Games	*looked, called, asked*
12 18.11.24		**Review** **Assess**	**Review** • GPCs from units 13-15 (*wh, ph, ai, ee, igh*)	• Phoneme /w/ written as 'wh' • Phoneme /f/ written as 'ph' • Phoneme /ai/ written as 'ay' • Phoneme /ai/ written as 'a-e'

				Review: *oh, their, people, Mr, Mrs, Ms, looked, called, asked*

Bug Club Phonics

Term 2A					
13 25.11.24		**Consolidate**	**Consolidate** • GPCs from units 13-15 (*wh, ph, ai, ee*)		• Phoneme /ai/ written as 'eigh', 'ey', 'ei' • Phoneme /ee/ written as 'ea' • Phoneme /ee/ written as 'e-e' • Phoneme /ee/ written as 'ie', 'ey', 'y'
14 2.12.24	16	**Teach Practice Assess**	**Teach** • Phoneme /igh/ written as 'ie' • Phoneme /igh/ written as 'i-e' • Phoneme /igh/ written as 'y' • Phoneme /igh/ written as 'i' • Language Session **Assess:** Phonics tracker Phase 3, Phase 5, blending for phase 3 learners / identified learners		*water, where*
15 9.12.24	17	**Teach Practice**	**Teach** • Phoneme /oa/ written as 'ow' • Phoneme /oa/ written as 'o-e' • Phoneme /oa/ written as 'o' and 'oe' • Language Session		*who, again*

Pearson

			Practice • Unit 17: Digital Practice Assessment Games	
Christmas holidays				
16	**18**	**Teach Practice**	**Teach** • Phoneme long /oo/ written as 'ew' • Phoneme long /oo/ written as 'ue' **Practice** • Unit 18: Digital Practice Assessment Games	*Unit 18* *Thurs – long oo ew* *Fri Long oo ue* *thought, through*
17		**Review Assess**	**Review** • Phoneme long /oo/ written as 'u-e' • Phoneme short /oo/ written as 'u' and 'oul' • Language Session • **GPCs from units 16-18 (igh, oa, oo)** **(Year 1) Term Assessment** • Phase 3 Phase 5 • Mock phonics screening check	*Review: water, where, who, again, thought, through*

18		Consolidate	**Consolidate** • GPCs from units 16-18 (igh, oa, oo)	
Term 2B				
19	19	Teach	**Teach** • Phoneme /or/ written as 'aw' • Phoneme /or/ written as 'au' • Phoneme /or/ written as 'al' • Language Session **Practice** • Unit 19: Digital Practice Assessment Games	*work, laughed, because*
20	20	Teach Practice	**Teach** • Phoneme /ur/ written as 'ir' • Phoneme /ur/ written as 'er' • Phoneme /ur/ written as 'ear' • Language Session **Practice** • Unit 20: Digital Practice Assessment Games	*Thursday, Saturday, thirteen, thirty*

21	21	**Teach Practice**	**Teach** • Phoneme /ow/ written as 'ou' • Phoneme /oi/ written as 'oy • Language Session **Practice** • Unit 21: Digital Practice Assessment Games	*different, any, many*
22		**Review Assess**	**Review** • GPCs from units 13-21 (*wh, ph, ai, ee, igh, oa, oo, or, ur, ow, oi*) **(Year 1) Term 2B Assessment Phonics Tracker** • New graphemes and vowel digraphs/trigraphs (Spelling) • New graphemes and vowel digraphs/trigraphs (Reading) • Digraph/trigraph recognition **Phase 5 Assessment (Units 13-20) Mock screening** • Reading: Real words (units 13-20) • Reading: Pseudo-words (units 13-20)	*Review: work, laughed, because, Thursday, Saturday, thirteen, thirty*
23		**Consolidate**	**Consolidate** • GPCs from units 13-20 (*wh, ph, ai, ee, igh, oa, oo, or, ur, ow, oi*)	

Pearson

| 24 | 22 | **Teach Practice** | **Teach**
• Phoneme /ear/ written as 'ere' and 'eer'
• Phoneme /air/ written as 'are' and 'ear'
• Language Session

Practice
• Unit 22: Digital Practice Assessment Games | *eyes, friends* |

Term 3A				
25	23	**Teach Practice**	**Teach** • Phoneme /c/ written as 'c' • Phoneme /c/ written as 'k' • Phoneme /c/ written as 'ck' • Phoneme /c/ written as 'ch' • Language Session **Practice** • Unit 23: Digital Practice Assessment Games	*two, once*
26	24	**Teach Practice**	**Teach** • Phoneme /s/ written as 'c(e)', 'c(i)', 'c(y)' • Phoneme /s/ written as 'sc' and st(l)' • Phoneme /s/ and /z/ written as 'se' • Language Session **Practice** • Unit 24: Digital Practice Assessment Games	*great, clothes*
27		**Review**	**Review**	*Review: eyes, friends, two, once, great, clothes*

| | | Assess Consolidate | • GPCs taught units 22-24 (*ear, air, c, s, z*)

(Year 1) Term 3A Assessment Phonics tracker
• graphemes and vowel digraphs/trigraphs (Spelling)
• graphemes and vowel digraphs/trigraphs (Reading)

Consolidate
• GPCs from units 22-24 (*ear, air, c, s, z*) | |
| **29** | | Review | **Review**
• Phonics Screening Check Preparation*
• Review GPCs from units 1-24 (Reception content; Year 1 content)
*In preparation for the National Phonics Screening Check, teachers may wish to review GPCs from units 1-24. Please note that most of the content for the Phonics Screening Check will come from units 1-24 (primarily from units 1-21). However, it is possible that children will encounter limited content from units 25-27

For more information on the National Phonics Screening Check, see GOV.UK: Phonics screening check: structure and content of the check - GOV.UK (www.gov.uk) | |

30		Assess	**Assess** **Mock Tests*** • Mock Test A: Real words • Mock Test A: Pseudo-words • Mock Test B: Real words • Mock Test B: Pseudo-words • Mock Test C: Real words • Mock Test C: Pseudo-words *Please note that Mock Test C contains GPCs that have not yet been taught, such as in the word chef (taught in unit 27). In preparation for the Phonics Screening Check, Bug Club Phonics recommends covering at least units 1-24 before the check. However, it is possible that children will encounter limited content from units 25-27.	
Term 3B				
31	25	Assess Teach Practice	**Assess** **National Phonics Screening Check** **Teach** • Phoneme /j/ written as 'g(e)', 'g(i)', 'g(y)' • Phoneme /j/ written as 'dge' • Language Session **Practice** • Unit 25: Digital Practice Assessment Games	*it's, I'm, I'll, I've*

32	26	**Teach Practice**	**Teach** • Phoneme /l/ written as 'le' • Phoneme /m/ written as 'mb' • Phoneme /n/ written as 'kn' and 'gn' • Phoneme /r/ written as 'wr' • Language Session **Practice** • Unit 26: Digital Practice Assessment Games	*don't, can't, didn't*
33	27	**Teach**	**Teach** • Phoneme /ch/ written as 'tch' • Phoneme /sh/ alternatives • Phoneme /e/ written as 'ea' • Phoneme /zh/ written as 's'	
34	27	**Teach Practice**	**Teach** • Phoneme /o/ written as '(w)a' • Phoneme /u/ written as 'o' • Language Session **Practice** • Unit 27: Digital Practice Assessment Games	*first, second, third*

| 35 | | Review Practice Assess | **Review**
• GPCs from units 22-27 (*ear, air, c, s, z, j, l, m, n, r, ch, sh, e, zh, o, u*)

Practice
• Phase 5: Digital Practice Assessment Games (Real Words)
• Phase 5: Digital Practice Assessment Games (Alien Words)

Phase 5 Assessment (Units 21-27) Phonics tracker
• Guided/unguided blending
• Regular /Irregular/tricky words | *Review: it's, I'm, I'll, I've, don't, can't, didn't, first, second, third* |
| 36 | | Consolidate | **Consolidate**
• GPCs from units 22-27 (*ear, air, c, s, z, j, l, m, n, r, ch, sh, e, zh, o, u*) | |

Bug Club Phonics

Key Stage 1 (Year 2)				
Week	**Unit**	**Activity**	**Weekly Content Guide**	**Language Session: New Common Exception Words (partially decodable)**
Term 1A				
Phase 5 Review				
1		Review Practice Assess	**Review** • GPCs from units 13-15 (*wh, ph, ai, ee,*) **Practice:** • Unit 13: Digital Practice Assessment Games • Unit 14: Digital Practice Assessment Games • Unit 15: Digital Practice Assessment Games •	*Review: oh, their, people, Mr, Mrs, Ms, looked, called, asked*
2 9.9.24		Review Practice Assess	**Review GPCs from 9-11** **Assess** • Phonics tracker <u>Phoneme /ai/ written as 'ai'</u> Phase 3 Phase 5	*Double up lessons unless need to focus in on specific gaps for whole groups* • <u>Phoneme /ee/ written as 'ee'</u> • <u>Phoneme /igh/ written as 'igh'</u> • <u>Phoneme /oa/ written as 'oa'</u> • <u>Phoneme /oo/ (long) written as 'oo'</u>

				• Phoneme /oo/ (short) written as 'oo' • Phoneme /ar/ written as 'ar' • Phoneme /or/ written as 'or' • Phoneme /ur/ written as 'ur' • Phoneme /ow/ written as 'ow' • Phoneme /oi/ written as 'oi'
3 16.9.24			**GPCS from units 11-13**	• Phoneme /ear/ written as 'ear' • Phoneme /air/ written as 'air' • Phoneme /ure/ written as 'ure' • Phoneme /ur/ written as 'er' • Adjacent consonants (cvcc) • Language session 1 • Adjacent consonants (ccvc) • Language session 2 • Adjacent consonants (ccvcc/cccvc/cccvcc)
4 23.9.24			GPCs from units 14-17 (*wh, ph, ai, ee,*)	• Phoneme /igh/ written as 'ie' • Phoneme /igh/ written as 'i-e' • Phoneme /igh/ written as 'y' • Phoneme /igh/ written as 'i' • Language session
5 30.9.24			Review GPCs from units 18, 19 **Practice:** • Unit 16: Digital Practice Assessment Games	• Phoneme long /oo/ written as 'ew' • Phoneme long /oo/ written as 'ue' • Phoneme long /oo/ written as 'u-e' • Phoneme short /oo/ written as 'u' and 'oul' Squeeze below together!

			- Unit 17: Digital Practice Assessment Games - Unit 18: Digital Practice Assessment Games - Unit 19: Digital Practice Assessment Games - Unit 20: Digital Practice Assessment Games	- Phoneme /or/ written as 'aw' - Phoneme /or/ written as 'au' - Phoneme /or/ written as 'al' *Review: water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many,*
6 7.10.24			**review** - GPCs from units 20-21 **Practice:** - Unit 16: Digital Practice Assessment Games - Unit 17: Digital Practice Assessment Games - Unit 18: Digital Practice Assessment Games - Unit 19: Digital Practice Assessment Games - Unit 20: Digital Practice Assessment Games - Unit 21: Digital Practice Assessment Games **Assessment Review: Phonics Tracker Phase 5 Assessment (Units 13-20) [Year 1 Content]** - Reading: Real words (units 13-20) - Reading: Pseudo-words (units 13-20)	- Phoneme /ur/ written as 'ir - Phoneme /ur/ written as 'er' - Phoneme /ur/ written as 'ear' - Phoneme /ow/ written as 'ou' - Phoneme /oi/ written as 'oy

Pearson

7 14.10.24		**Review Practice Assess**	**Review** • GPCs taught units 22- 23 (*ear, air, c, s, z*) **Practice:** • Unit 22: Digital Practice Assessment Games • Unit 23: Digital Practice Assessment Games • Unit 24: Digital Practice Assessment Games	• Phoneme /ear/ written as 'ere' and 'eer' • Phoneme /air/ written as 'are' and 'ear' • Phoneme /c/ written as 'c' • Phoneme /c/ written as 'k' • Phoneme /c/ written as 'ck' • Phoneme /c/ written as 'ch' *Review: eyes, friends, two, once, great, clothes*
8 21.10.24		**Review Practice Assess**	**Review** • GPCs from units 24, 25 • • **Practice** • Unit 25: Digital Practice Assessment Games • Unit 26: Digital Practice Assessment Games • Unit 27: Digital Practice Assessment Games	• Phoneme /s/ written as 'c(e)', 'c(i), 'c(y)' • Phoneme /s/ written as 'sc' and st(l)' • Phoneme /s/ and /z/ written as 'se' • Phoneme /j/ written as 'g(e)', 'g(i)', 'g(y) • Phoneme /j/ written as 'dge' *Review: it's, I'm, I'll, I've, don't, can't, didn't, first, second, third*

Half term 28.10				
4.11.24		**Review Assess <mark>AFTERNOON INTERVENTIONTIME-ASSESS</mark>**	**Review** • GPCs from units 26-27 **Assessment Review** **Phase 5 Assessment (Units 21-27) [Year 1 Content]** • Phase 3 and Phase 5 phonemes • Retakers: Reading: Real words (units 21-27) Reading: Pseudo-words (units 21-27)	• Phoneme /l/ written as 'le' • Phoneme /m/ written as 'mb' • Phoneme /n/ written as 'kn' and 'gn' • Phoneme /r/ written as 'wr' • Phoneme /ch/ written as 'tch' • Language session *Review: eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third*
11.11.24		**Consolidate**	**Consolidate** • Phase 5 – select sounds that need lessons to cover	• Phoneme /sh/ alternatives • Phoneme /e/ written as 'ea' • Phoneme /zh/ written as 's' • Phoneme /o/ written as '(w)a' • Phoneme /u/ written as 'o'
18.11.24	**28**	**Teach Practice**	**PHASE 6** **Teach** • Suffix ending: '-ing' (a morpheme) • Suffix ending: '-ed' (a morpheme) • Suffix ending: split digraph silent 'e' + '-ing', '-ed' • Language Session	*clearing, gleaming, rained, mailed*

			Practice • Unit 28: Digital Practice Assessment Games	
9 25.11.24	29	**Teach** **Practice**	**Teach** • Suffix ending: '-s' (as plural morpheme) • Suffix ending: '-es' after 'ss', 'x' • Suffix ending: '-es' after 'ch', 'sh', 'tch' • Language Session **Practice** • Unit 29: Digital Practice Assessment Games	*men, mice, feet, teeth, sheep*
10 2.12.24	30	**Teach** **Practice**	**Teach** • Prefix 're-' • Prefix 'un-' • Prefix, root, suffix • Language Session **Assessments** Phase 3 and 5 Retakers for mock phonics sreening	*vowel, consonant, prefix, suffix, syllable*
11 9.12.24		**Review** **Assess**	**Review** • Review suffixes, prefixes, and roots • **Consolidate** • Phase 6	*Review: clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep, vowel, consonant, prefix, suffix, syllable*

12 16.12.12		**Consolidate**	**(Year 2) Term 1B Assessment Sheets** • Rules for adding suffixes and prefixes (Spelling) • Rules for adding suffixes and prefixes (Reading)	