



Bug Club Phonics Knowledge and Skills Progression at St John's Primary School



Phonics			Subject content		
EYFS	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn Term		Phase 2	<p>To know the phoneme /s/ written as 's'.</p> <p>To know the phoneme /a/ written as 'a'.</p> <p>To know the phoneme /t/ written as 't'.</p> <p>To know the phoneme /p/ written as 'p'.</p> <p>To know the phoneme /i/ written as 'i'.</p> <p>To know the phoneme /n/ written as 'n'.</p> <p>To know the phoneme /m/ written as 'm'.</p> <p>To know the phoneme /d/ written as 'd'.</p> <p>To know the phoneme /g/ written as 'g'.</p> <p>To know the phoneme /o/ written as 'o'.</p> <p>To know the phoneme /c/ written as 'c'.</p> <p>To know the phoneme /k/ written as 'k'.</p> <p>To know the phoneme /c/ written as 'ck'.</p> <p>To know the phoneme /e/ written as 'e'.</p> <p>To know the phoneme /u/ written as 'u'.</p> <p>To know the phoneme /r/ written as 'r'.</p> <p>To know the phoneme /h/ written as 'h'.</p> <p>To know the phoneme /b/ written as 'b'.</p> <p>To know the phoneme /f/ written as 'f' and 'ff'.</p> <p>To know the phoneme /l/ written as 'l' and 'll'.</p> <p>To know the phoneme /s/ written as 'ss'.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise s, a, t, p, i, n, m, d.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise g, o, c, k.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ck, e, u, r.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise h, b, f, ff, l, ll, ss.</p> <p>I can spell the following words correctly: and, to, them no, go, l, into, her</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowel-consonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph</p>
			<p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell 'and' and the irregular words to, the, no, go, l, into, her</p> <p>To know how to read and spell short captions.</p>	<p>Irregular words</p> <p>to, the, no, go, l, into, her</p> <p><i>Irregular words should be taught in sets. For example, 'no' and 'go' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>	



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Spring Term		Phase 3	<p>To know the phoneme /j/ written as 'j'.</p> <p>To know the phoneme /v/ written as 'v'.</p> <p>To know the phoneme /w/ written as 'w'.</p> <p>To know the phoneme /x/ written as 'x'.</p> <p>To know the phoneme /y/ written as 'y'.</p> <p>To know the phoneme /z/ written as 'z' and 'zz'.</p> <p>To know the phoneme /qu/ written as 'qu'.</p> <p>To know the phoneme /ch/ written as 'ch'.</p> <p>To know the phoneme /sh/ written as 'sh'.</p> <p>To know the phoneme /th/ written as 'th'.</p> <p>To know the phoneme /ng/ written as 'ng'.</p> <p>To know the phoneme /ai/ written as 'ai'.</p> <p>To know the phoneme /ee/ written as 'ee'.</p> <p>To know the phoneme /igh/ written as 'igh'.</p> <p>To know the phoneme /oa/ written as 'oa'.</p> <p>To know the phoneme /oo/ (long) written as 'oo'.</p> <p>To know the phoneme /oo/ (short) written as 'oo'.</p>	<p>I can say, find and write the phonemes.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowelconsonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph, digraph, trigraph, long vowel</p>
			<p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words me, be, he, she, my, by, they, we, are</p> <p>To know how to read and spell short captions.</p>	<p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise j, v, w, x.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise y, z, zz qu.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ch, sh, th, ng.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ai, ee, igh, oa, oo (long), oo (short).</p> <p>I can spell the following words correctly: me, be, he, she, we, my, by, they, are</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	



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<p>Summer Term 1</p>		<p>Phase 3</p>	<p>To know the phoneme /ar/ written as 'ar'. To know the phoneme /or/ written as 'or'. To know the phoneme /ur/ written as 'ur'. To know the phoneme /ow/ written as 'ow'. To know the phoneme /oi/ written as 'oi'. To know the phoneme /ear/ written as 'ear'. To know the phoneme /air/ written as 'air'. To know the phoneme /ure/ written as 'ure'. To know the phoneme /ur/ written as 'er'.</p> <p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words you, all, was, give, live.</p> <p>To know how to read and spell short captions.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ar, or, ur, ow, oi.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ear, air, ure, er.</p> <p>I can spell the following words correctly: you, all, was, give, live</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowel/consonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph, digraph, trigraph</p> <p>Irregular words</p> <p>you, all, was, give, live</p> <p><i>Irregular words should be taught in sets. For example, 'give' and 'live' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>
<p>Summer Term 2</p>		<p>Phase 4</p>	<p><i>Many of the words children explored in Phases 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable).</i></p> <p>To know how to read words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know how to spell words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants.</p> <p>I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowel-consonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph, digraph, trigraph, adjacent consonants, syllables</p>



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		<p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>To know how to read and spell short captions.</p>	<p>I can use the knowledge I have learnt to inform my spelling.</p>	<p><u>Irregular words</u></p> <p>have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p><i>Irregular words should be taught in sets. For example, 'come' and 'some' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>
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Phonics		Subject content			
Year 1	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn Term 1		Phase 4 (Revision)	<p><i>Many of the words children explored in Phases 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable).</i></p> <p>To know how to read words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know how to spell words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>To know how to read and spell short captions.</p> <p>I know how to decode words with two or more syllables, such as 'lunchbox' and 'chimpanzee'.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants.</p> <p>I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what.</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowelconsonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph, digraph, trigraph, adjacent consonants, syllables, polysyllabic</p> <p><u>Irregular words</u></p> <p>have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p><i>Irregular words should be taught in sets. For example, 'come' and 'some' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>



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<p>Autumn Term 2 and Spring Term 1</p>		<p>Phase 5</p>	<p>To know the phoneme /w/ written as /wh/.</p> <p>To know the phoneme /f/ written as 'ph'.</p> <p>To know the phoneme /ai/ written as 'ay'.</p> <p>To know the phoneme /ai/ written as 'a-e'.</p> <p>To know the phoneme /ai/ written as 'eigh', 'ey' and 'ei'.</p> <p>To know the phoneme /ee/ written as 'ea'.</p> <p>To know the phoneme /ee/ written as 'e-e'.</p> <p>To know the phoneme /ee/ written as 'ie', 'ey' and 'y'.</p> <p>To know the phoneme /igh/ written as 'ie'.</p> <p>To know the phoneme /igh/ written as 'i-e'.</p> <p>To know the phoneme /igh/ written as 'y'.</p> <p>To know the phoneme /igh/ written as 'l'.</p> <p>To know the phoneme /oa/ written as 'ow'.</p> <p>To know the phoneme /oa/ written as 'o-e'.</p> <p>To know the phoneme /oa/ written as 'o' and 'oe'.</p> <p>To know the phoneme /oo/ (long) written as 'ew'.</p> <p>To know the phoneme /oo/ (long) written as 'ue'.</p> <p>To know the phoneme /oo/ (long) written as 'u-e'.</p> <p><i>Additional knowledge (if appropriate): To know that /oo/ (long) can also be spelt 'ui'. Examples are 'suit', 'juice' and 'fruit'.</i></p> <p>To know the phoneme /oo/ (short) written as 'u' and 'oul'.</p> <p>To know that there are alternative graphemes for a phoneme.</p> <p>To know how to read and spell the irregular words: oh, their, people, Mr, Mrs Ms, water, where, who, again, thought, through</p> <p>To know how to read and spell words that end in 'ed' (sounding /t/). Examples are 'looked', 'called' and 'asked'.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise 'wh' and 'ph'.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /ai/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /ee/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /igh/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /oa/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise long and short /oo/ alternatives.</p> <p>I can spell the following words correctly: oh, their, people, Mr, Mrs, Ms, water, where, who, again, thought, through</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, digraph, trigraph, adjacent consonants, alternative, syllables</p> <p>Irregular words</p> <p>oh, their, people, Mr, Mrs, Ms, water, where, who, again, thought, through</p> <p><i>Irregular words should be taught in sets. For example, "thought" and "through" are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p> <p><i>Any additional irregular words from the Year 1 National Curriculum that Bug Club Phonics have not provided, will be included in daily planning.</i></p>
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Spring Term 2 Term		Phase 5	<p>To know the phoneme /or/ written as 'aw' To know the phoneme /or/ written as 'au' To know the phoneme /or/ written as 'al'. <i>Additional knowledge: If appropriate, explain to children that there are other ways to spell the /or/ sound: 'augh' sounds /or/ as in "caught" 'our' sounds /or/ as in "four", "pour"</i> To know the phoneme /ur/ written as 'ir'. To know the phoneme /ur/ written as 'er'. To know the phoneme /ur/ written as 'ear'. To know the phoneme /ow/ written as 'ou'. To know the phoneme /oi/ written as 'oy'. To know the phoneme /ear/ written as 'ere' and 'eer'. To know the phoneme /air/ written as 'are' and 'ear'. To know the phoneme /c/ written as 'c'. To know the phoneme /c/ written as 'k'. To know the phoneme /c/ written as 'ck' To know the phoneme /c/ written as 'ch'.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /or/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ur/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ow/ and /oi/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ear/ and /air/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /c/ alternatives.</p> <p>I can spell the following words correctly: work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, digraph, trigraph, adjacent consonants, alternative, syllables</p> <hr/> <p><u>Irregular words</u></p> <p>work, laughed, because, different, any, many, eyes, friends, two, once</p> <p><i>The irregular part of the word should be explained to the children.</i></p> <p><i>Any additional irregular words from the Year 1 National Curriculum that Bug Club Phonics have not provided, will be included in daily planning.</i></p> <hr/> <p><u>High-frequency words</u></p> <p>Thursday, Saturday, thirteen, thirty</p>
			<p>To know that there are alternative graphemes for a phoneme.</p>		
			<p>To know how to read and spell the irregular words work, laughed, because, different, any, many, eyes, friends, two, once</p> <p>To know how to read and spell the high-frequency words Thursday, Saturday, thirteen and thirty.</p>		



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<p>Summer Term 1</p>		<p>Revision of all phases in preparation for the Phonics Screen</p>	<p>To be determined using 'Assessment for Learning'</p> <p>Consolidation of above</p>	<p>Consolidation of above</p>	<p>Consolidation of above</p>
<p>Summer Term 2</p>		<p>Phase 5</p>	<p>To know the phoneme /s/ written as 'c(e)', 'c(i)' and 'c(y)' To know the phoneme /s/ written as 'sc' and 'st(l)' To know the phoneme /s/ and /z/ written as 'se'. To know the phoneme /j/ written as 'g(e)', 'g(i) and 'g(y)'. To know the phoneme /j/ written as 'dge'. To know the phoneme /l/ written as 'le'. <i>Additional knowledge: To know the phoneme /l/ written as 'al', 'il' and 'el'.</i> To know the phoneme /m/ written as 'mb'. To know the phoneme /n/ written as 'kn' and 'gn' To know the phoneme /r/ written as 'wr' To know the phoneme /ch/ written as 'tch'. To know the phoneme /sh/ written as 'ch'. To know the phoneme /e/ (short) written as 'ea'. To know the phoneme /zh/ written as 's'. To know the phoneme /w/ /o/ written as 'wa'. To know the phoneme /u/ written as 'o'.</p> <p>To know how to read and spell the irregular words: great, clothes <i>'break' and 'steak' could also be taught alongside 'great'.</i></p> <p>To know how to read and spell irregular words with an apostrophe (contractions). it's, I'm, I'll, I've, don't, can't, didn't</p>	<p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /s/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /j/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /l/, /m/, /n/, /r/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ch/, /sh/, /e/, /w/ /o/, /u/ alternatives.</p> <p>I can spell the following words correctly: great, clothes, it's, I'm, I'll, I've, don't, can't, didn't</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, apostrophe</p> <p>Irregular words great, clothes, it's, I'm, I'll, I've, don't, can't, didn't</p> <p><i>Additional irregular words to teach: climb, break, steak</i></p> <p><i>The irregular part of the word should be explained to the children</i></p> <p>High Frequency Words Consolidation of all high frequency words taught so far.</p> <p>Days of the week Number words</p>