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, [Keep-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.)

Additionally, Bug Club Phonics supplies an abundance of digital and printable supplementary resources. These include digital magnetic boards, resource cards, word cards, sound cards, sound mats, grapheme charts, videos, templates, handwriting guidance, and more. All this content is available in the planning guidance section of the ActiveLearn Primary website (ALP).

Practice: At the end of each unit, Bug Club Phonics offers a series of unit-specific Digital Practice Assessment Games, which can be taken on a class-wide level or in small groups. Additionally, at the end of each phase, there are phase-level Digital Practice Assessment Games, which help students practice both real and alien words. These engaging digital games help students solidify

concepts by putting into practice what they have already learned in the classroom. Students are also free to return to the digital practice games as a method to help those who may struggle with particular concepts (available on ALP).

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, then divide the cohort into groups according to which sounds they still find difficult to help each child do their best in each assessment.

Assess: There are different assessment types in Bug Club Phonics, which teachers can choose to use with flexibility. The Assessment Sheets should be considered the central summative assessments. 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. Teachers may choose to re-use previous Assessment Sheets in conjunction with each other in order to cover previous teaching, or to create larger assessments.

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 these with every child, or just with those children for whom you would like to gather more information. Schedule of Assessment charts for both Reception and Key Stage 1 are available on the ALP website and include both types of summative assessment.

Digital Practice Assessment Games are not part of the Bug Club Phonics Schedule of Assessment. However, these games can be used to review and prepare for assessment, as discussed above in the 'Practice' section of this document.

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: Downloadable assessment trackers are available for both Reception and Key Stage 1. These trackers include all assessments indicated in the Schedule of Assessment charts. Each assessment has its own tab where teachers can enter results for every assessment question for every child. By entering 'y' for yes, and 'n' for no, the teacher can indicate if the child has answered a question on the assessment correctly. A colour-based output is then shown to indicate the child's performance on the assessment. This colour indicator can also be viewed on the assessment overview page, which is a convenient way to see how both individuals and classes are performing on assessments over time.

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. Teachers may choose to temporarily split the class into groups according to levels of understanding.

[Keep-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 Keep-Up Guidance document can be used to inform the appropriate level intervention suitable to each student at any given time. The Assessment Skills and Keep-Up Activities chart and the Extra Keep-Up Exercises bank (available in the Keep-Up section of the ALP planning page) provide additional keep-up support.

The following table shows a suggested progression for Bug Club Phonics, mapped across Reception, Year 1, and some of Year 2. It consists of opportunities to **Teach, Practice, Review, Assess, and Consolidate**. However, this plan should be considered a guideline to be adapted to individual and classroom needs.

Reception				
Week	**Unit**	**Activity**	**Weekly Content**	**Language Session: Partially Decodable Words (i.e., Irregular/Tricky Words)**
Term 1A				
Phase 2				
1	**1**	**Assess** **Teach** **Practice**	**Entry Assessment** • Sounds and names of letters • Blending real words • Blending nonwords **Teach** • Phoneme /s/ written as 's' • Phoneme /a/ written as 'a' • Phoneme /t/ written as 't' • Phoneme /p/ written as 'p' • Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p' **Practice** • Unit 1: Digital Practice Assessment Games	

2	**2**	**Teach** **Practice**	**Teach** • Phoneme /i/ written as 'i' • Phoneme /n/ written as 'n' • Phoneme /m/ written as 'm' • Phoneme /d/ written as 'd' • Language Session **Practice:** • Unit 2: Digital Practice Assessment Games	
3	**3**	**Teach** **Practice** **Assess**	**Teach** • Phoneme /g/ written as 'g' • Phoneme /o/ written as 'o' • Phoneme /c/ written as 'c' • Phoneme /c/ written as 'k' • Language Session **Practice** • Unit 3: Digital Practice Assessment Games **Week 3 Assessment** • Sounds and names of letters • Blending real words • Blending nonwords	*to*
4	**4**	**Teach**	**Teach** • Phoneme /c/ written as 'ck' • Phoneme /e/ written as 'e'	

5	**4**	**Teach** **Practice**	**Teach** • Phoneme /u/ written as 'u' • Phoneme /r/ written as 'r' • Language Session **Practice** • Unit 4: Digital Practice Assessment Games	*the, no, go*
6		**Review** **Assess**	**Review** • GPCs from units 1-4 (*s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r*) **(Rec) Term 1A Assessment Sheets** • Names and sounds of letters • Writing letters	*Review to, the, no, go*
Term 1B				
7	**5**	**Teach**	**Teach** • Phoneme /h/ written as 'h' • Phoneme /b/ written as 'b'	
8	**5**	**Teach**	**Teach** • Phoneme /f/ written as 'f' and 'ff' • Phoneme /l/ written as 'l' and 'll'	

9	**5**	**Teach** **Practice**	**Teach** • Phoneme /s/ written as 'ss' • Language Session **Practice** • Unit 5: Digital Practice Assessment Games	*I, into, her*
10		**Review**	**Review** • All GPCs from Phase 2 (*s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss*)	Review *to, the, no, go, I, into, her* *(some children may be able to read these without sounding and blending now)*
11		**Practice** **Assess**	**Practice** • Phase 2: Digital Practice Assessment Games (Real words) • Phase 2: Digital Practice Assessment Games (Alien words) **Phase 2 Assessment** • Phase 2 Reading: Real words • Phase 2 Reading: Pseudo-words • Phase 2 Irregular words	
12		**Assess** **Consolidate**	**(Rec) Term 1B assessment Sheets** • Names and sounds of letters • Writing letters **Consolidate**	

			• Phase 2	

Term 2A				
Phase 3				
13	**6**	**Review** **Teach**	**Review** • All GPCs from Phase 2 (*s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss*) **Teach** • Phoneme /j/ written as 'j' • Phoneme /v/ written as 'v'	*Review: to, the, no, go, I, into, her*
14	**6**	**Teach** **Practice**	**Teach** • Phoneme /w/ written as 'w' • Phoneme /x/ written as 'x' • Language Session **Practice** • Unit 6: Digital Practice Assessment Games	*me, be*
15	**7**	**Teach**	**Teach** • Phoneme /y/ written as 'y' • Phoneme /z/ written as 'z' and 'zz'	

16	**7**	**Teach** **Practice**	**Teach** • Phoneme /qu/ written as 'qu' • Language Session **Practice** • Unit 7: Digital Practice Assessment Games	*he, my, by, she*
17		**Review** **Assess**	**Review** • GPCs from units 6 & 7 (*j, v, w, x, y, z, zz, qu*) **(Rec) Term 2A Assessment Sheets** • Names and sounds of letters • Writing letters	*Review: me, be, he, my, by, she*
18		**Consolidate**	**Consolidate** • GPCs from units 6 & 7 (*j, v, w, x, y, z, zz, qu*)	
Term 2B				

19	**8**	**Teach**	**Teach** • Phoneme /ch/ written as 'ch' • Phoneme /sh/ written as 'sh'	
20	**8**	**Teach** **Practice**	**Teach** • Phoneme /th/ written as 'th' • Phoneme /ng/ written as 'ng' • Language Session **Practice** • Unit 8: Digital Practice Assessment Games	*they*
21	**9**	**Teach**	**Teach** • Phoneme /ai/ written as 'ai' • Phoneme /ee/ written as 'ee' • Phoneme /igh/ written as 'igh'	
22	**9**	**Teach** **Practice**	**Teach** • Phoneme /oa/ written as 'oa' • Phoneme /oo/ (long) written as 'oo' • Phoneme /oo/ (short) written as 'oo' • Language Session **Practice** • Unit 9: Digital Practice Assessment Games	*we, are*

23		**Review** **Assess**	**Review** • GPCs from units 8 & 9 (*ch, sh, th, ng, ai, ee, igh, oa, oo*) **(Rec) Term 2B Assessment Sheets** • Sounds of digraphs and trigraphs • Spelling of digraphs and trigraphs	*Review: they, we, are*
24		**Consolidate**	**Consolidate** • GPCs from units 8 & 9 (*ch, sh, th, ng, ai, ee, igh, oa, oo)*	

Term 3A				
25	**10**	**Teach**	**Teach** • Phoneme /ar/ written as 'ar' • Phoneme /or/ written as 'or' • Phoneme /ur/ written as 'ur'	
26	**10**	**Teach** **Practice**	**Teach** • Phoneme /ow/ written as 'ow' • Phoneme /oi/ written as 'oi' • Language Session **Practice** • Unit 10: Digital Practice Assessment Games	*you*
27	**11**	**Teach** **Practice**	**Teach** • Phoneme /ear/ written as 'ear' • Phoneme /air/ written as 'air' • Phoneme /ure/ written as 'ure' • Phoneme /ur/ written as 'er' • Language Session **Practice** • Unit 11: Digital Practice Assessment Games	*all, was, give*

28		**Practice** **Assess**	**Practice** • Phase 3: Digital Practice Assessment Games (Real Words) • Phase 3: Digital Practice Assessment Games (Alien Words) **Phase 3 Assessment** • Phase 3 Reading: Real words • Phase 3 Reading: Pseudo words • Phase 3: Irregular/Tricky Words	
29		**Review** **Assess**	**Review** • **GPCs from units 10 & 11** (ar, or, ur, ow, oi, ear, air, ure, er) **(Rec) Term 3A Assessment Sheets** • Sounds and of digraphs and trigraphs • Spelling of digraphs/trigraphs	*Review: you, all, was, give*
30		**Assess** **Consolidate**	**(Rec) Term 3A Assessment Sheet** • Blending and segmenting (pseudo-words) **Consolidate** • Phase 3	
Term 3B				
Phase 4				

31	**12**	**Teach**	**Teach** • Adjacent consonants (cvcc) • Adjacent consonants (ccvc)	
32	**12**	**Teach** **Practice**	**Teach** • Adjacent consonants (ccvcc/cccvc/cccvcc) • Language Session **Practice** • Unit 11: Digital Practice Assessment Games	*said, have, like, so, do, some, come, were, there, little, one, when, out, what*
33		**Practice** **Assess**	**Practice** • Phase 4: Digital Practice Assessment Games (Real Words) • Phase 4: Digital Practice Assessment Games (Alien Words) **Phase 4 Assessment** • Phase 4 Guided blending • Phase 4 Unguided blending • Phase 4 Reading: Real words • Phase 4 Reading: Pseudo words • Phase 4 Irregular/tricky words	

34		**Review** **Assess**	**Review** • Phase 4 (Adjacent Consonants) **(Rec) Term 3B Assessment Sheets** • Blending and segmenting (CCVC, CVCC, CCVCC) • Understanding sentences	*Review: said, have, like, so, do, some, come, were, there, little, one, when, out, what* *(children might start to recognize these by sight now)*
35		**Consolidate**	**Consolidate** • Phase 4 (Adjacent Consonants)	