



Phonics Bug

A fun, firm foundation in Phonics



Phonics Bug is edited by Professor Rhona Johnston and Dr Joyce Watson and based on a seven-year study in Clackmannanshire that's proven systematic phonics to be the most effective way to teach children to read. It's everything you need to teach synthetic phonics at Foundation and Key Stage 1.

What makes it so special?

- Phonics Bug meets 100% of the DfE criteria for teaching systematic synthetic phonics and helps children succeed in their screening check to boot!
- Encourages young readers with beautiful artwork, humour, loveable characters and books and topics they really want to read.
- Fast, effective phonics lessons using CBeebies videos and interactive whiteboard activities.
- Prepare and Assess online games, word generator and mock tests for the Year 1 screening check.
- Brilliantly combines an online reading world with 134 stunning eBooks and beautiful printed books to spark enthusiasm.
- 30 BBC Alphablocks titled included



Teaching to turn reluctant readers into bookworms




School name:  Bishop Henderson Primary School

Region:  Somerset

Area type:  Town

Number of pupils:  160

School type:  Voluntary Controlled Primary (3–11 years)

Ofsted rating:  Satisfactory (Jan 2010)

Pupil premium %:  25%

EAL %:  2.5%

Key points to take away

- Phonics Bug decodable readers can **engage even the most reluctant children**.
- Resource flexibility allows teachers to select appropriate activities and **focus on priority areas**.
- **Full access from home** gives children and parents additional teaching support.
- **Suitable for individual and group sessions**.



The outcome – turning boys into book worms!

By the end of Year 2, Phonics Bug had helped all three boys make significant progress and all were well-placed to catch up with their peers. The children all achieved Level 2B in reading; David, who was virtually a non-reader at the beginning of the year, and working within 2A achieved 2B in writing. John and Simon both achieved 2B in reading and now read with enjoyment and enthusiasm. Although still slightly below the expected level in writing (2C), both made huge progress and were well placed to catch up with their peers very quickly. The children, their parents and their teacher were delighted with their progress!

Why Phonics Bug?

A trio of reluctant readers at Bishop Henderson school needed help to improve their reading confidence, raise their enthusiasm and progress with their reading and spelling skills. **Sandy Shepard, Year 1/2 class teacher, Advanced Skills teacher and Literacy Subject Leader**, knew that Phonics Bug would be the perfect tool to help engage the boys and make progress in their attainment.

Background – a trio of reluctant readers

In Year 2, we had a group of boys who started the year with reading and writing skills that were well below the expected level for their age. David lacked confidence and knew that other children of his age were much better readers. John had refused to read at home and had been very reluctant to read and write in school. Simon sometimes read at home but had made very slow progress and lacked enthusiasm for reading and writing. All three boys had very poor spelling skills and were not able to read independently.

How Phonics Bug was used

We decided to use Phonics Bug as an intervention in addition to the regular whole-class sessions and daily individual reading and writing intervention groups. Phonics Bug decodable readers were used to get David, John and Simon engaged. They were able to access their books online at home and, for the first time, their parents reported that they were keen to read.

In school, Phonics Bug was used for individual and group sessions. The structure and flexibility of the resources enabled the teacher to select activities at the appropriate level and focus on the areas that were a priority for each of the children. All of the children looked forward to the sessions and loved the videos that introduce each phoneme and make them memorable. The feedback from the character when they succeeded, or needed encouragement to have another go, supported them and made the sessions lively and fun. They found they were regularly experiencing success in small steps and this motivated them to work hard even when they met challenges.

Tailoring learning to each child

Phonics Bug was particularly successful in allowing the teacher to assess and meet the children's individual needs. When using the programme it was immediately apparent where the children had strengths to build on and weaknesses that had to be addressed.

David, for example, knew individual letter sounds but was slowly sounding each individual letter to try and read words. He responded quickly to being able to move the letters together on the whiteboard to blend the sounds.

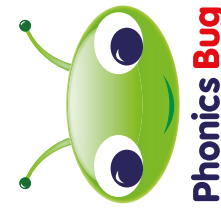
It was very helpful for him to hear and see the word being blended before blending and reading words independently. John had particular difficulty with spelling, so boxes for phonemes focussed him on how many sounds there were in the word and supported him in segmenting.

“One boy, a virtual non-reader at the start of the year, was working within NC Level 2A by the end of the year. The children, their parents and their teacher were delighted with their progress!”

Find out more







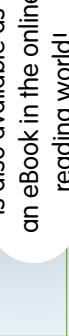

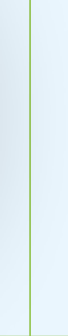
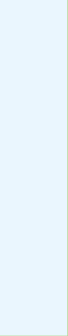



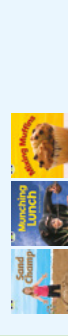






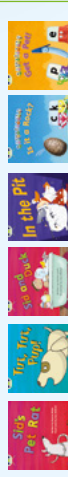
























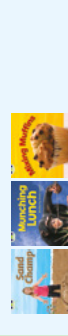






































































































































































See more case studies like this at www.pearsonprimary.co.uk/impact

What books are available in Bug Club's Phonics Bug?



Levelling Information

134 Phonics Bug Titles

Set	Graphemes	Phase	Year / Term	BB	Fiction	Non-fiction	
1-2	satpinmd	Phase 2	Reception / P1 term 2	Pink A	   	<div>Every book is also available as an eBook in the online reading world!</div>          	
3	gock				   		   
4	ckeur			Pink B	   		   
5	h b f f l l s s				   		   
6	j v w x	Phase 3	Reception / P1 term 3	Red A	   	   	
7	y z z z qu			Red B	   	   	
8	ch sh th ng				   	   	
9	ai ee igh oa oo			Red C	   	   	
10	ar or ur ow oi				   	   	
11	ear air ure er			Phase 4	Year 1 / P2 term 1	Yellow A	   
12	Consolidation	Yellow B	   			   	
		Yellow C	   			   	
		Blue A	   			   	
			Blue B			   	   
13	zh wh ph	Phase 5		Year 1 / P2 term 2	Blue C	   	
14	ay a-e igh ey ei (long a)		   			   	
15	ea e-e ie ey y (long e)		Green A		   	   	
16	ie i-e y i (long i)				   	   	
17	ow o-e o oe (long o)		Green B		   	   	
18	ew ue u-e (long u) u oul (short oo)				   	   	
19	aw au al		Year 1 / P2 term 3		Green C	   	   
20	ir er ear					   	   
21	ou oy			   		   	
22	eer ere are ear			  		  	
23	c k ck ch		Phase 6		Orange A	   	   
24	c(i) c(y) sc stl					   	   
27	tch ch c(al) ss(ion) t(ion)	   				   	

KEY









BB = Book Band

Year and Term = If a child is confident in reading at this level they are on track to achieve end of year expectations from the English National Curriculum.

Phonics Bug books are 100% decodable and aligned to *Letters and Sounds*

Making phonics fun!



School name:	 Brookfield Infant School	School type:	 Community Primary (4–7 years)
Region:	 Kent	Ofsted rating:	 Good (February 2011)
Area type:	 Rural	Pupil premium %:	 32.7%
Number of pupils:	 180	EAL %:	 2.7%

Why Phonics Bug?

Sue Feneron, Head of Early Years at Brookfield Infant School, wanted to improve overall performance particularly in reading. Around one third of the children had reading ages below their chronological ages and were struggling with phoneme and grapheme recognition.

Background – finding the right phonics programme

With the introduction of Bug Club, children within Key Stage 1 were becoming actively involved and engaged with their reading. As the Head of Early Years, along with other members of the school management, we decided that the Foundation Stage classes should also become involved with the same style of engaging and stimulating learning when it came to phonics. We had been concerned about the performance of some of our children, so I followed the progress of five children within my Foundation Stage class using Phonics Bug.

We used a number of different phonics programmes to deliver three phonemes per week. Over a year, we monitored our children's reading ages. It became apparent that around one third were unable to recall phoneme/grapheme recognition, and were disappointingly at a level the same as, or below, their chronological age.

The selected children had been unable to retain the phonemes taught previously; our assessments showed that all of them could neither recall single sounds nor recognise the corresponding graphemes.

Key points to take away

- Stimulating phonics sessions **motivate children and make learning fun.**
- **Suitable for small groups or whole-class** teaching sessions.
- Interactive games and activities **allow children to actively participate** in their learning.
- **High pupil retention** of phonics teaching.



Phonics Bug creates stimulating phonics sessions

We have been delighted with the success of using Phonics Bug! It has enabled the children to access fast-paced and stimulating phonics sessions using computers, a medium which reflects their popular culture. Phonics Bug introduces the children to fun, animated characters combined with clips of CBeebies videos. We have been able to use it with smaller groups along with whole-class teaching sessions, using a range of aural, visual and kinaesthetic phonic activities.

“Just one more time.”

These Phonics Bug sessions became an instant success with our group of young children and appealed to them all. We found that the teaching programmes, interactive games and fun activities enabled every child to be involved and actively participate within their learning.

Many complained that the session had ended and begged to repeat it; “Just one more time, Mrs Feneron, please!” - no mean feat with five year olds. We continued to introduce three sounds per week to our sample group, with every child continuing to look forward to each and every session.

The outcome – the results have been fantastic

All of the children who used Phonics Bug retained 100% of the phonemes they were taught. They have been empowered to apply their newly acquired phonic skills to all aspects of their reading and writing. One child said “I can read now, and write – sounds are fun now.”

“I can read now, and write – sounds are fun now.”

“We have been delighted with the success of using Phonics Bug.”



Find out more

See more case studies like this at www.pearsonprimary.co.uk/impact



Part of the Bug Club family

Phonics Bug books are incorporated in the Bug Club **KS1 Independent Reading** packages and can be supported by **Phonics Bug Whole Class Teaching Tools**.

Phonics Bug Whole Class Teaching

Phonics Bug Whole Class Teaching contains everything you need to teach and assess synthetic phonics in Reception and KS1.

The programme is edited by Professor Rhona Johnston and Dr Joyce Watson, and is based on a seven year study in Clackmannanshire that proved systematic synthetic phonics is the most effective way to teach children to read.

Structured daily lessons help you deliver engaging phonics lessons around all aspects of language. Plus, you can assess how your children are progressing by using the online assessment tools provided.

CBeebies videos and interactive whiteboard activities help create fast, effective phonics lessons.

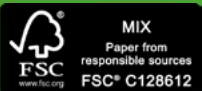


Phonics Bug is available to purchase alone from £449





Find out more about Phonics Bug
and its 100% decodable books at
www.pearsonprimary.co.uk/hellophonics



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