

| Phonics | | | Subject content | | |
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| EYFS | National Curriculum | Topic | Knowledge | Skills | Vocabulary |
| Autumn Term 1 and 2 | | 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 /ck/ 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>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> |
| | | | <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> | | |

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| <p>Spring Term 1 and 2</p> | | <p>Phase 3</p> | <p>To know the phoneme /j/ written as 'j'. To know the phoneme /v/ written as 'v'. To know the phoneme /w/ written as 'w'. To know the phoneme /x/ written as 'x'. To know the phoneme /y/ written as 'y'. To know the phoneme /z/ written as 'z' and 'zz'. To know the phoneme /qu/ written as 'qu'. To know the phoneme /ch/ written as 'ch'. To know the phoneme /sh/ written as 'sh'. To know the phoneme /th/ written as 'th'. To know the phoneme /ng/ written as 'ng'. To know the phoneme /ai/ written as 'ai'. To know the phoneme /ee/ written as 'ee'. To know the phoneme /igh/ written as 'igh'. To know the phoneme /oa/ written as 'oa'. To know the phoneme /oo/ (long) written as 'oo'. To know the phoneme /oo/ (short) written as 'oo'.</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 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 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> | <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, long vowel</p> <p><u>Irregular words</u></p> <p>me, be, he, she, we, my, by, they, are</p> <p><i>Irregular words should be taught in sets. For example, 'my' and 'by' 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 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>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>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> |

Bug Club Phonics Knowledge and Skills Progression

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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 you, all, was, give, live.</p> <p>To know how to read and spell short captions.</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><u>Irregular words</u></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>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 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-vowel-consonant), 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</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> |

| Phonics | | | Subject content | | |
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| 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-vowel-consonant), 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> <hr/> <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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| Autumn Term 2 and Spring Term | Phase 5 | <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: 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>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><u>Irregular words</u></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> |
| | | <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> | | |

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| Summer Term | Phase 5 | <p>To know the phoneme /or/ written as 'aw'</p> <p>To know the phoneme /or/ written as 'au'</p> <p>To know the phoneme /or/ written as 'al'.</p> <p><i>Additional knowledge: If appropriate, explain to children that there are other ways to spell the /or/ sound:</i></p> <p><i>'augh' sounds /or/ as in "caught"</i></p> <p><i>'our' sounds /or/ as in "four", "pour", but 'our' sounds /ure/ in "your" and "tour"</i></p> <p>To know the phoneme /ur/ written as 'ir'.</p> <p>To know the phoneme /ur/ written as 'er'.</p> <p>To know the phoneme /ur/ written as 'ear'.</p> <p>To know the phoneme /ow/ written as 'ou'.</p> <p>To know the phoneme /oi/ written as 'oy'.</p> <p>To know the phoneme /ear/ written as 'ere' and 'eer'.</p> <p>To know the phoneme /air/ written as 'are' and 'ear'.</p> <p>To know the phoneme /c/ written as 'c'.</p> <p>To know the phoneme /c/ written as 'k'.</p> <p>To know the phoneme /c/ written as 'ck'</p> <p>To know the phoneme /c/ written as 'ch'.</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> | <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> <p>Irregular words</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> <p>High-frequency words</p> <p>Thursday, Saturday, thirteen, thirty</p> |
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| Phonics | | | Subject content | | |
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| Year 2 | National Curriculum | Topic | Knowledge | Skills | Vocabulary |
| Autumn Term 1 | | Phase 5 (Revision) | <p>To know that there are alternative graphemes for a phoneme.</p> <p><i>During Autumn term 1, Bug Club Phase 5 will be delivered as a course of revision. The taught phonemes and graphemes will depend on the areas highlighted during baseline assessments at the start of year 2 and the phonics screening test taken in Year 1.</i></p> <p>Covid-19 Due to Covid-19, and the removal of the phonics screening test for Year 1 for the academic year 2020-2021, we will baseline the year 2 children as normal, but the teaching of Bug Club Phase 5 in year 2 may run until the end of Autumn term 2 to account for any possible gaps that occurred.</p> <p>Targeted interventions will also be implemented.</p> | As above in Phase 5. | As above in Phase 5. |
| | | | <p>Irregular words <i>Possible words to teach when recapping alternative graphemes for phonemes.</i></p> <p><i>/ai/: great, steak, break, again</i></p> <p><i>/igh/: find, mind, kind, wild, child, behind</i></p> <p><i>/oa/: old, cold, gold, told, hold, fold</i></p> | | |

Bug Club Phonics Knowledge and Skills Progression

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| Autumn Term 2 | Phase 5/6 | <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:</i> <i>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'</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>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables</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 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><u>Irregular words</u></p> <p>great, clothes, it's, I'm, I'll, I've, don't, can't, didn't <i>Additional irregular words to teach:</i> <i>climb, break, steak</i></p> <p><i>The irregular part of the word should be explained to the children.</i></p> |

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| <p>Spring Term 1</p> | | <p>Phase 5/6</p> | <p>To know the phoneme /ch/ written as 'tch'. To know the phoneme /sh/ alternatives written as 'ch', 'c(ious)' and 'c(ion)'. 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'. To know the suffix ending '-ing'. To know that if a word ends in a single vowel and consonant, we double the consonant before adding 'ing', as in "shop/shopping". To know the suffix ending '-ed'. To know that 'ed' has different sounds in different words: 'ed' can sound /t/ as in "hopped", "jumped", and also /d/ as in "noddod", "spotted". To know how to use the suffixes '-ing' and '-ed' when the word ends in silent 'e'. To know how to break words down into syllables to help reading and spelling. To know how to spell the high-frequency words first, second, third and words ending with '-ing' and '-ed'.</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 identify the position of a suffix within a word.</p> <p>I can identify whether a word ends in a single vowel and consonant or double consonant.</p> <p>I can identify long and short vowel phonemes within a word.</p> <p>I can spell the following words correctly: first, second, third,</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, morpheme, split digraph, suffix, prefix</p> <p>Irregular words <i>As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 irregular words will be taken from the National Curriculum statutory list and added into daily planning.</i></p> <p>High-frequency words first, second, third</p> <p>Read and spell high-frequency words with suffix endings.</p> |
| <p>Spring Term 2</p> | | <p>Phase 6</p> | <p>To know how to use the suffix '-s'. To know how to use the plural suffix '-es'. To know how to read and spell high-frequency/ irregular plural words. To know how to read and spell words with plural suffix endings 's' and 'es' <i>To know the rule of adding '-es' to nouns and verbs ending in -y making an /ee/ or /igh/ phoneme (not on Bug Club)</i></p> <p>To know the prefix '-re'. To know that the prefix 're' can mean "again" or "back" To know the prefix '-un'. To know that the prefix 'un-' denotes a negative action. It can mean "not"</p> <p>To know how to spell words of two and three syllables.</p> | <p>I can identify plural words.</p> <p>I can use the knowledge I have learnt to inform my spelling.</p> <p>I can identify the position of a prefix within a word.</p> <p>I can segment words into syllables to read and spell.</p> | <p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, morpheme, split digraph, suffix, prefix</p> <p>Irregular words <i>As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 irregular words will be taken from the National Curriculum statutory list and added into daily planning.</i></p> <p>High-frequency words Irregular plural words.</p> |

Bug Club Phonics Knowledge and Skills Progression

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| Summer Term | | Phase 6 | <p>Not covered on Bug Club Phonics but under Year 2's National Curriculum:</p> <p>To know the suffixes '-er', '-est' and '-y'.</p> <p>To know how to use the suffixes '-er', '-est' and '-y'.</p> <p><i>Adding suffixes to words of one syllable ending in a single consonant letter after a single vowel.</i></p> <p><i>Adding suffixes to words ending in -e with a consonant before it.</i></p> <p><i>Adding suffixes to a root word ending in 'y' with a consonant before it.</i></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, morpheme, split digraph, suffix, prefix</p> |
| | | | <p>To know what a consonant suffix is.</p> <p>To know how to use consonant suffixes and how they can change words.</p> <p><i>'-ment', '-ness', '-ful', '-less' and '-ly'.</i></p> <p><i>During the Summer term, we will reflect upon prior learning and reteach objectives to ensure the children have a strong understanding.</i></p> | <p>I can recognise different rules for adding suffixes.</p> <p>I can identify long and short vowel phonemes within a word.</p> | |