

# How Does Bug Club Phonics Support Pupils with SEND?

## The 'Five-a-day' principle: Bug Club Phonics

The Education Endowment Foundation's guidance document, '[Special Educational Needs in Mainstream Schools](#)' found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher or else can be easily added to it.

The five strategies outlined below were identified as having strong evidence for their effectiveness in supporting pupils with SEND. Please see how **Bug Club Phonics** supports the implementation of these strategies:

### 1. Explicit Instruction

**Definition:** Teacher-led approach involving demonstration, guided practice, and independent practice.

#### Bug Club Phonics:

- Direct teaching of skills through a repeated daily sequence of 'Introduce, Review, Teach, Practice, Apply and Assess'
- **Digital teaching screens** and **Weekly Plans** enable smaller-step teaching of complex skills
- **Formative assessments** inform distributed practice opportunities across eBooks, digital games, and **Photocopy Masters (PCMs)** to develop automaticity
- Self-serve **Professional Development** modules to support teachers with effective implementation.

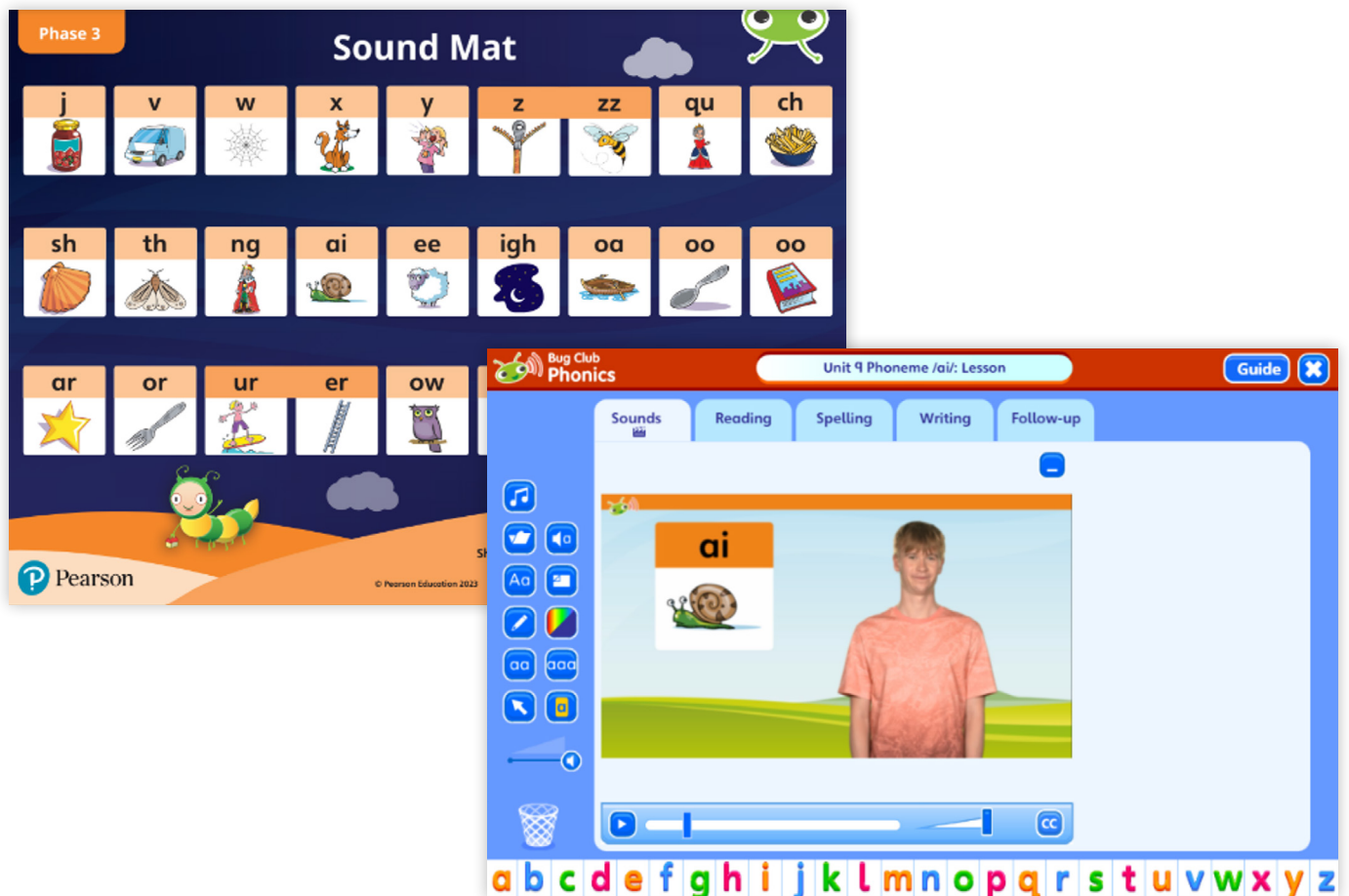
Bug Club Phonics							
Week 2 Phase 2 Unit 2							
Lesson focus	Phoneme lesson i	Phoneme lesson n	Phoneme lesson m	Phoneme lesson d	Language lesson		
Introduction	Alphabet song and share learning intentions						
	Revisit & Review				Irregular		
GPCs (Any previously taught GPCs as required according to assessment)	+ satp	+ satpi	+ satpin	+ satpinm	New irregular words for reading/spelling		
Words for blending for reading	as, sat, tap, pat	is, sip, sit, pips	an, pins, pan, tins	Tim, man, mat, map			
Words for segmenting for spelling	at, sap	it, pip, pit, tip	tan, Nan, nip, in	mats, Pam			
	Teach				Language lesson		
New phoneme/GPC	i	n	m	d	Reading	a tin, tin pins	
Blending for reading	pip, pit, sip, tip, pips	pan, nap, nip, in, tan, Nan	am, map, Sam, mats, mat, Pam	pad, dip, did, dim, mad, Sid			
Segmenting for spelling/writing	Words	is, sips	am, pins	Tim, man	Spelling & Writing	a pan, a pip, a mat	
	Pictures	sit	pan, tins	mat, map			sad, Dad

## 2. Cognitive Strategies

**Definition:** Techniques to aid memorization and learning, specific to phonics.

### Bug Club Phonics:

- Multi-sensory teaching effectively establishes the cognitive skills needed to master reading, especially for the lowest 20%
- Our proven method for teaching tricky words encourages children to first draw on their phonic knowledge to decode the parts that they can read
- **Online Pupil World** provides eBook quizzes and games with instant feedback to allow pupils to monitor and evaluate their learning
- Consistent depictions of sounds, actions, and imagery across [Classroom Resources](#), **Actions for Sounds Videos**, and **Word Cards** aid repeated practice for improved retention and retrieval
- Colour-coding of resources by phase to reduce cognitive load
- Dyslexia-friendly font that removes barriers to cognition and learning.



The image displays two educational resources from Bug Club Phonics. On the left is a 'Phase 3 Sound Mat' with a dark blue background and a green alien character. It features a grid of phonics cards, each with a letter or digraph and a corresponding illustration: j (jar), v (van), w (wheel), x (fox), y (yogurt), z (zoo), zz (zebra), qu (queen), ch (chips), sh (shell), th (thistle), ng (nymph), ai (ant), ee (egg), igh (igh), oa (oat), oo (oo), oo (oo), ar (star), or (orange), ur (ur), er (er), ow (owl). On the right is a screenshot of the 'Unit 9 Phoneme /ai/: Lesson' interface. It includes a 'Guide' button, tabs for 'Sounds', 'Reading', 'Spelling', 'Writing', and 'Follow-up', and a video player showing a boy speaking. A keyboard at the bottom highlights the letters 'a' and 'i' in green.

### 3. Scaffolding

**Definition:** Temporary support provided by teachers, removed once students can perform tasks independently.

#### Bug Club Phonics:

- Visual, verbal, and written aids embedded throughout the programme to match progression
- Sound buttons on **Word Cards** to support blending; blue text to show what is tricky in irregular words, and an alien image to prompt awareness of pseudo-words
- **Magnetic Boards** offer asset banks of words, pictures, and sentences for teacher demonstration outside the lesson structure and can be allocated to students for independent practice
- **Teaching screen tools** help model blending and segmenting.



## 4. Flexible Grouping

**Definition:** Temporary grouping of students based on shared learning needs.

**Bug Club Phonics:**

- Temporary 'Mastery', 'Nurture' and 'One-to-one' groups formed from regular **assessment insights** about skills that are secure, emerging, or developing
- Flexible use of 'Nurture' groups as a pre-teach, or boost to the whole-class phonics lesson
- Bank of **additional exercises** to support 'Nurture' and 'One-to-one' groups
- **Decodable readers** and **digital practice assessment games** are matched to groups for targeted practice.

KS1 (Year 1/Year 2)	Name of Assessment	Number of children sat the test	% of class sat the test	Total Green	Total Amber	Total Red	% Green	% Amber	% Red
<b>Term 1A</b>	<b>Reception review – all Reception Assessment Sheets</b>								
	(Rec) Term 1A, 1B & 2A Assessment Sheets Total	0		12	5	2	63%	26%	11%
	(Rec) Terms 2B & 3A Assessment Sheets Total	0		13	4	2	68%	21%	11%
	(Rec) Term 3B Assessment Sheets Total	0		11	5	3	58%	26%	16%
	<b>Term 1A Total</b>			0	0	0			
<b>Term 1B</b>	<b>(Year 1) Term 1B Assessment Sheets</b>								
	New graphemes and vowel digraphs/trigraphs (Spelling)	0		0	0	0			
	New graphemes and vowel digraphs/trigraphs (Reading)	0		0	0	0			
	Digraph/trigraph recognition	0		0	0	0			
	<b>Term 1B Total</b>			0	0	0			

## 5. Use of Technology

**Definition:** Enhancing teaching and learning through digital tools.

**Bug Club Phonics:**

- Print and digital resources, including **Digital Practice Assessment Games**, offer a multi-sensory learning experience to encourage response, retention, and engagement
- 'Say' and 'Blend' functions in the **Teaching screens** assist with the pronunciation of phonemes and words
- **Magnetic letter boards** allocated to learners enable them to work independently alongside the teacher, or for additional practice

- Subtitles for all **Sounds videos** provide an accessible and inclusive learning experience for those with hearing impairments
- The **'Read to Me' function** on all eBooks can be used after children can read the books with 100% accuracy themselves to help support fluency.



The EFF guidance also references the following overarching principles:

## Teaching support

'Working effectively with teaching assistants' was highlighted as one of the key strategies to support SEND, and the effective deployment of teaching assistants (TAs) is critical. TAs should supplement, not replace, teaching from the classroom teacher.

In Bug Club Phonics the **Termly and Weekly Plans** and the detailed **Teaching screens** support teachers and TAs to have a mutual understanding of progression expectations. **Guided Reading Notes** in each book, including comprehension, vocabulary, and blending activities help parents and TAs to support SEND pupils' independent reading.

### Before and during reading

**1 Say the sounds and look at the new spellings**

/w/	wh	/f/	ph
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**2 Blend the sounds**

e/e/phants	
whop/per	which
whizz	whoosh
wheel	whoops

**3 Read the tricky words**

oh	their
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Point out the tricky bit of the word (i.e. the 'eir' sounds /air/ in 'their') and then blend the rest.

Blending more than one syllable? Do one syllable at a time, e.g. e/e/phants

**Comprehension**

Ask the children to look at the cover and read the title. What is this book going to be about? Do they have any pets, or do they know someone who does? Can they predict what sorts of things the book might tell them about keeping a pet?

**Vocabulary check**

Check that the children understand the meaning of the following words: whopper, shredded, bedding, hamster mess. If necessary, explain any words which they do not know.


**Reading the book**

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Explain to children that this book has questions and answers. The letter Q is used to stand for the word "Question" and the letter A stands for the word "Answer". If appropriate, ask children to take turns to read the questions and the answers.
- Encourage the children to look for any labels on each page and to read them after reading the text in the panel.
- Remind the children to read the words in speech bubbles. What do speech bubbles show us?

## Assessment

The EFF recommends that teachers: ‘build an ongoing, holistic understanding of pupils and their needs.’ Schools should aim to understand individual pupils’ learning needs using the graduated approach of the ‘assess, plan, do, review’ approach. Assessment should be regular and purposeful rather than a one-off event and should seek input from parents, carers, and pupils themselves. Teachers need to feel empowered and trusted to use the information they collect to make decisions about the next steps for teaching that child.

In Bug Club Phonics, regular **formative and summative assessments** ensure that any skill weakness is identified promptly so that no child gets left behind. Daily **formative assessment** is carried out using the whole-class **‘Revision’ section of the Phoneme Lessons** to identify strengths and weaknesses at an early stage, and to intervene to support those children who need it during the independent session. **Summative assessments** occur at half-termly and end-of-phase intervals. The **Assessment Trackers** display an RAG status to quickly identify pupils who are not meeting expectations and who need further support via ‘Nurture’ or ‘One-to-one’ groups. **Targeted exercises** for further practice enhance these pupils’ chances of being able to keep up with their peers in the whole-class sessions.

**(Year 1) Term 1B Assessment Sheet** 

**New graphemes and vowel digraphs/trigraphs (Reading)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<i>Unit</i>	<i>Pseudo-word</i>	<i>Pronunciation guide</i>	<i>Blending notes</i>
13	<b>phant</b>	As in ‘fan’	
14	<b>daim</b>	As in ‘fame’	
14	<b>cay</b>	As in ‘day’	
14	<b>pake</b>	As in ‘bake’	
14	<b>heigh</b>	As in ‘hay’	
15	<b>feam</b>	As in ‘beam’	
15	<b>heeb</b>	As in ‘sheep’	
15	<b>beve</b>	As in ‘Eve’	
15	<b>nery</b>	As in ‘very’	