

Bug Club Phonics Reading Guidance

In addition to daily teaching sessions, children need to be given regular opportunities to practice sounding and blending words in a meaningful context. Bug Club Phonics recommends scheduling in-class reading practice sessions with a child at least 3 times a week, using the same book to complete 3 re-reads to develop fluency. Daily practice sessions are encouraged for children who need extra support.

In-class reading practice sessions can be 1:1 with an adult, or in groups with an adult. The inside cover of each Bug Club Phonics reader contains everything needed to run a successful reading practice session. Each book supplies easy-to-follow support material, which helps add structure to these reading practice sessions.

Whether teachers choose to follow this structure or adapt it to suit the needs of their own classrooms, it is important to establish a routine for reading sessions so that children know what to expect and can focus on practising their learning. Bug Club Phonics recommends the following three-session reading structure:

Session 1: Decoding

Revisit and Review (Follow steps 1,2,3 on the inside cover)

1. Children revisit the most recently learned GPCs covered in the book.
2. Children practice sounding and blending several words from the book.
3. Children practice sounding and blending any irregular words in the book.

Apply

Use the activities in the inside front cover 'Before and during reading' section.

- **Comprehension** – this section asks children to look at the title and gets them to think about the topic of the book they are about to read.
- **Vocabulary check** – this section highlights any vocabulary that might not be familiar to children.
- **Reading practice** – children read the text out loud. Whilst the children are reading independently, the teacher/teaching assistant should circulate, taking turns to listen to individual children.
- **Reading the book** – this section provides focus questions for the first reading session.



Before and during reading

1 Say the sounds

ai	ee	igh	oo (spoon)
or	ur	ow	air er

2 Blend the sounds

chair	light	drink
tools	turns	teeth
room	now	met/al
den/tist	stick/er	wait/ing
morn/ing	brush/es	

3 Read the tricky words

come	some	have
like	little	there
said	so	one out

Point out the tricky bit of the word (i.e. the 'ou' in 'out' sounds /oo/) and then blend the rest.

Comprehension
Ask the children to read the title and look at the picture on the front cover. Have they ever been on a visit to the dentist? What can they remember about it? What did they have to do? What did the dentist do? Do the children know what kind of book this is? If necessary, point out that it is an information, or non-fiction book. How can they tell? What do they expect to find out from the book?

Vocabulary check
What job does a dentist do? Look at page 4 and check the children understand what a waiting room is. Can they think of another word for 'some'?

Reading the book

- Listen to the children reading the text. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 12, ask the children to read the text at the bottom of the page and then the speech bubble. Who is the dentist speaking to? What does she say?
- On page 15, ask the children to read the text at the bottom of the page and then the speech bubble. What does the dentist say to Pippa?

Blending words with adjacent consonants?
d-r-i-n → drin-k → drink or s-t → st-i-ck/er → sticker

Wrap-up and Home Reading Practice

The teacher reminds children of the home reading practice, either sending the book home for reading or allocating the corresponding eBook.

Session 2: Comprehension

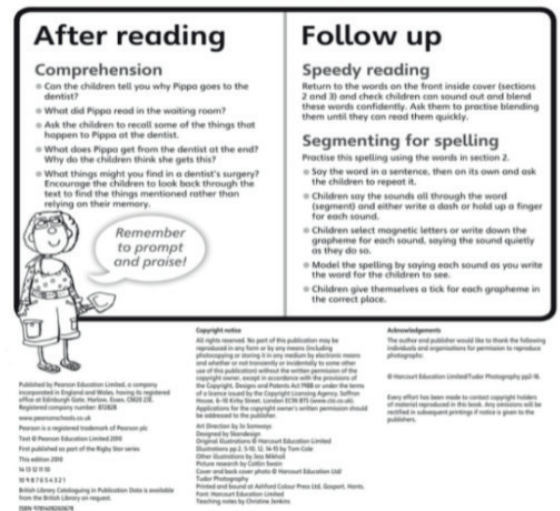
Revisit and Review (Follow steps 1,2,3 on the inside cover)

1. Children revisit the most recently learned GPCs covered in the book.
2. Children practice sounding and blending several words from the book.
3. Children practice sounding and blending any irregular words in the book.

Apply

Use the activities in the inside front cover 'Before and during reading' section.

- **Reading practice** – children read the text out loud. Whilst the children are reading independently, the teacher/teaching assistant should circulate, taking turns to listen to individual children.
- **Comprehension** – This section provides focus questions for the second reading session, to build children's understanding of the text.



After reading

Comprehension

- Can the children tell you why Pippa goes to the dentist?
- What did Pippa read in the waiting room?
- Ask the children to recall some of the things that happen to Pippa at the dentist.
- What does Pippa get from the dentist at the end? Why do the children think she gets this?
- What things might you find in a dentist's surgery? Encourage the children to look back through the text to find the things mentioned rather than relying on their memory.

Remember to prompt and praise!

Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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Wrap-up and Home Reading Practice

The teacher reminds children of the home reading practice, either sending the book home for reading or allocating the corresponding eBook.

Session 3: Comprehension

Revisit and Review (Follow steps 1,2,3 on the inside cover)

1. Children revisit the most recently learned GPCs covered in the book.
2. Children practice sounding and blending several words from the book.
3. Children practice sounding and blending any irregular words in the book.

Apply

Use the activities in the inside front cover 'Before and during reading' section.

- **Reading practice:** children read the text out loud. Whilst the children are reading independently, the teacher/teaching assistant should circulate, taking turns to listen to individual children.
- **Speedy reading:** children return to sections 2 and 3 & practise sounding and blending the words until they can read them quickly. (*The teacher gathers the books in for the next activity*)
- **Segmenting for spelling:** teacher-led spelling practice on the words in section 2

Wrap-up and Home Reading Practice

The teacher reminds children of the home reading practice, either sending the book home for reading or allocating the corresponding eBook.