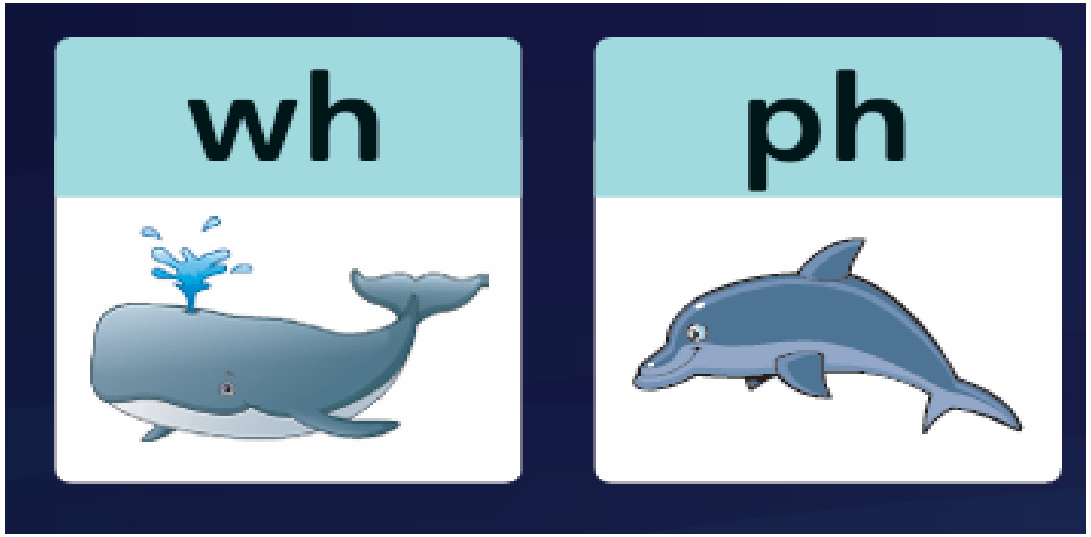
Bug Club Phonics and Guided Reading

9:00am – What is Phonics?
9:30am – Bug Club Phonics with children in class
10am – Phonics activities in hall

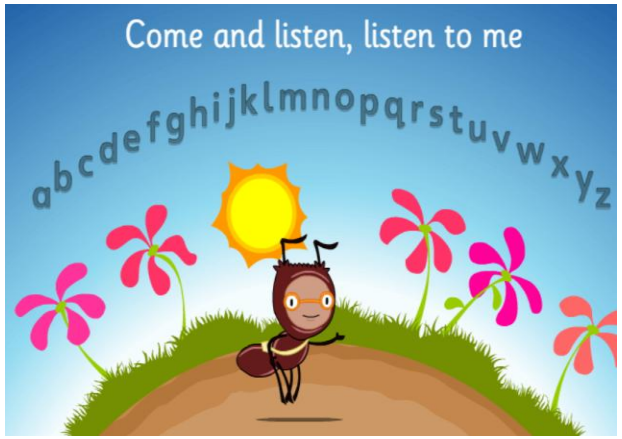
How do we teach phonics in school?

2 sounds a week

Day 1 = Sound, Reading and Spelling
Day 2 = Reading, Spelling and Sentence Application



Day 1 – Sound, Reading and Spelling



win





wham when

whip

wh i p

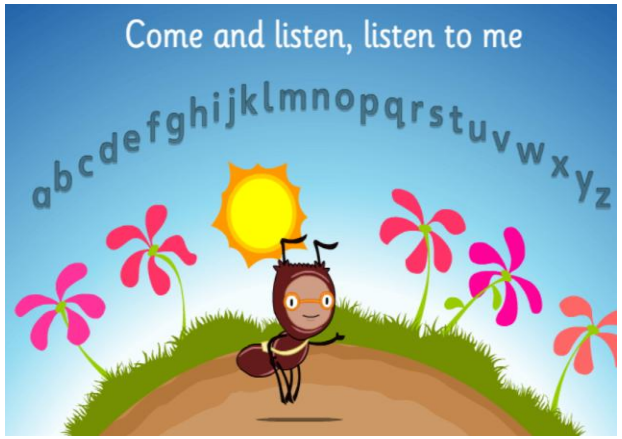








Day 2: Read, Spelling and Sentence Application



win





whip

wh i p

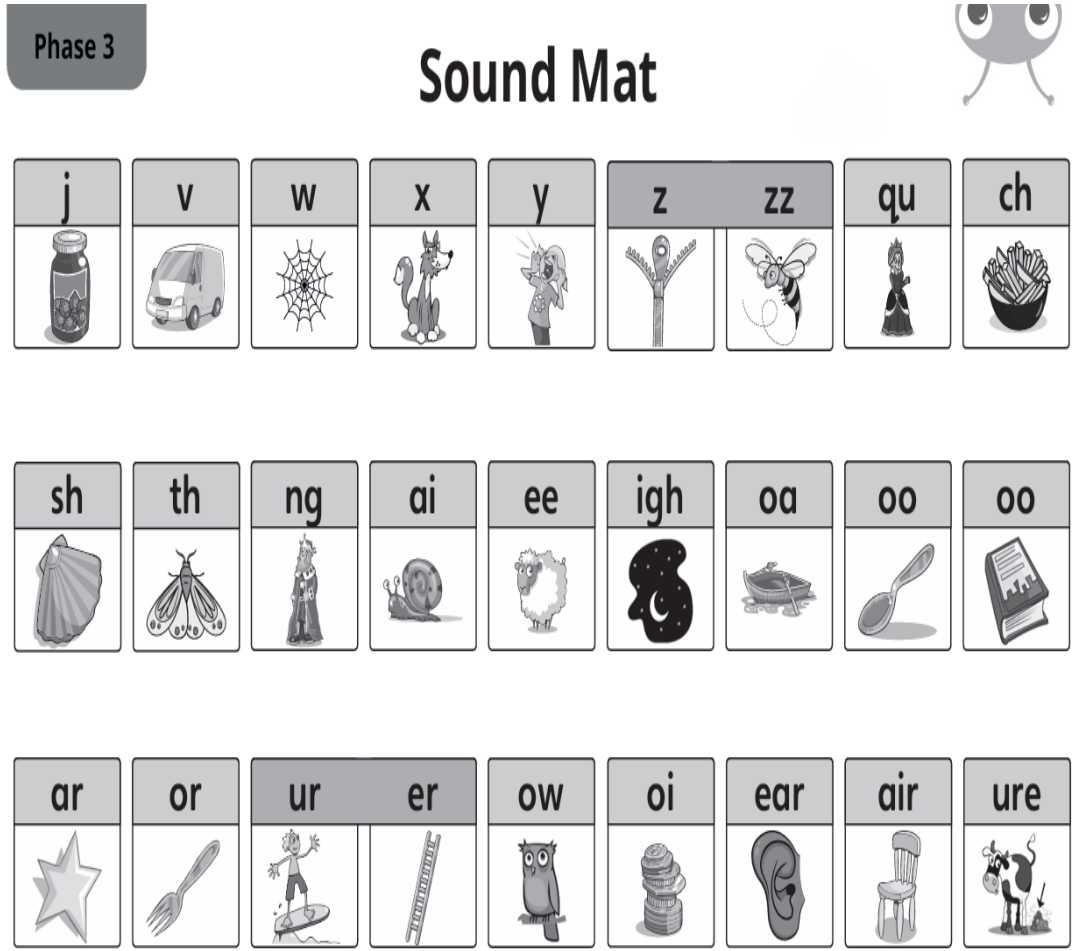


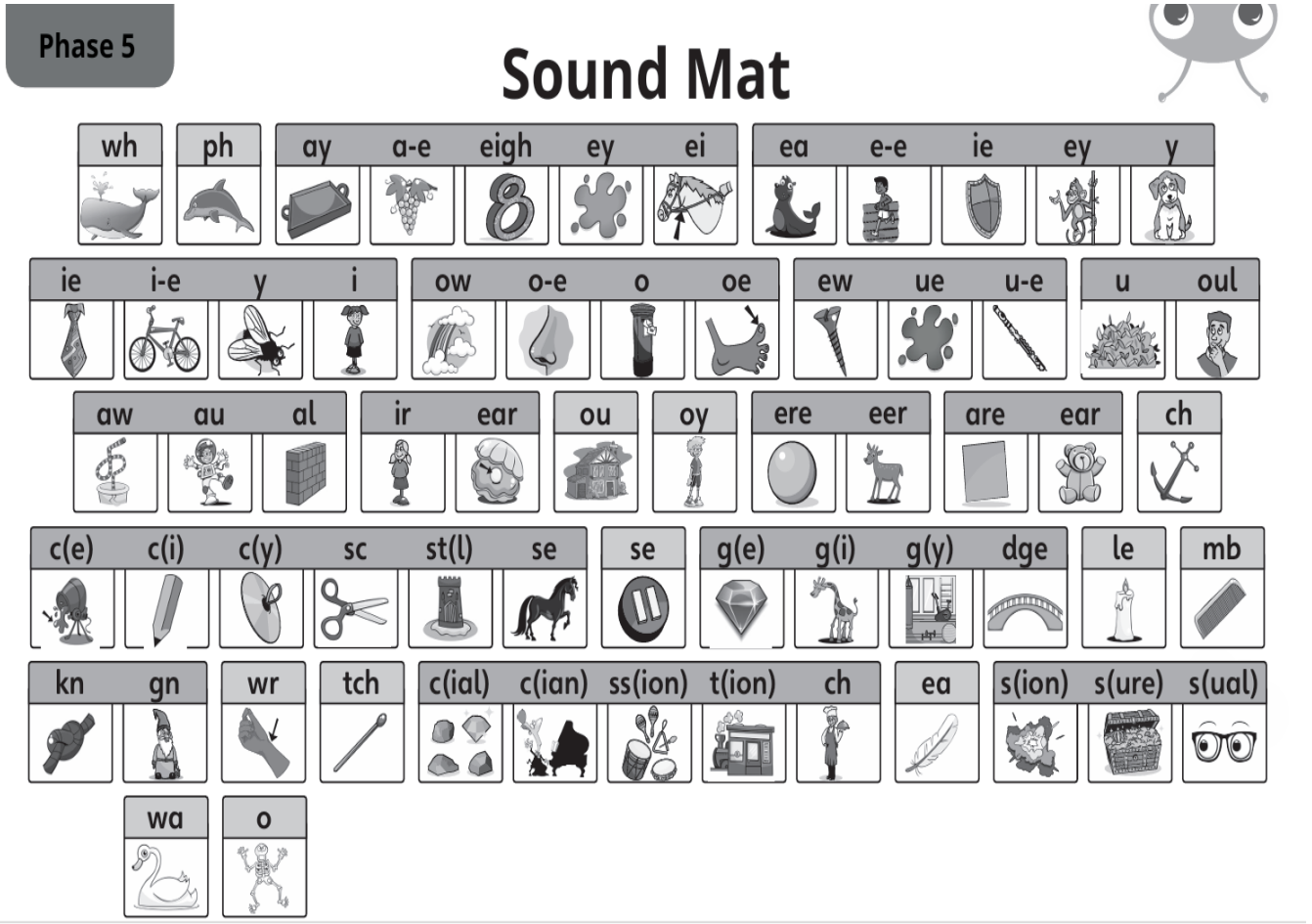


delete
Pete
Eve

The theme was winter.

How can you support your child with phonics at home?






national curriculum assessments
Key stage 1
Phonics screening check
Pupils' materials
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How do we teach reading in school using the Bug Club books?

How can you support your child at home?



Turn to the back and share the blurb
What is the 'job' of the blurb?

Before and during reading

1 Say the sounds

ai	ee	ar	ow	ear	er
oo (book)		oo (spoon)			

2 Blend the sounds

hear	tree	arms
too	look	stink
sniff	wait	gar/den
flow/ers	a/gain	growl/ing
mon/ster	coff/ee	



3 Read the tricky words

little	said
so	there

Point out the tricky bit of the words (i.e. the 'ere' in 'there' sounds /air/) and then blend the rest.

Story comprehension

Ask the children to read the title on the front cover. What things could be in the garden? Point out that this story is all about something unusual that's in the garden. Which of their suggestions might make an interesting story?

Vocabulary check

Look at page 9 and check the children understand that 'kid' is another word for 'child'. What does 'growling' mean? Can the children make a growling sound? Can they think of another word for 'stink'?

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 8, ensure the children understand that the story is now happening in the garden. Who can we see in the garden?
- On page 14, explain to the children how to pause when they read the sentence ending with an ellipsis (three dots), e.g. 'But then…' Why do we have to pause here? What is happening?

Blending words with adjacent consonants?
st-i-n → stin-k → stink or
s-n → sn-i-ff → sniff





Will sat up.
"There's a thing in the garden,"
he said. "It's a monster. I can
see a monster!"

"Me too!" Cath said. "It's big with
long arms."
"That's just a tree," Mum said.

Next Page

After reading

Story comprehension

- Why do the girl and boy in the story think something is in the garden? Encourage the children to recall all the 'clues', e.g. what they see, hear and smell.
- Does Mum believe them? What does she tell them it is?
- What does the small monster think is in the garden? What clues does he have?
- Does the big monster believe him? What changes his mind on page 15?
- Why do the monsters run away?

Picture detective

Ask the children to find objects in the pictures that contain the:

/ow/ sound (pages 2-3 – clown)

/ar/ sound (pages 8-9 – scarf)

Don't necessarily do all of the activities – just those that your children need.



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

Together try writing a shared list of the things that were in the garden. Ask children to spell them using the following routine:

- 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.

Published by Pearson Education Limited, a company incorporated in England and Wales, having its registered office at Edinburgh Gate, Harlow, Essex, CM20 2JE. Registered company number: 872828

www.pearsonschools.co.uk

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Text © Pearson Education Limited 2010

First published as part of the Rigby Star series

This edition 2010

14 13 12 11 10

10 9 8 7 6 5 4 3 2 1

British Library Cataloguing in Publication Data is available from the British Library on request.

ISBN 9781408260760

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Art Direction by Jo Samways
Designed by Bigtop
Original illustrations © Jessie Eckle
Printed and bound at Ashford Colour Press Ltd, Gosport, Hants.
Font: Harcourt Education Limited
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