

# Bug Club Phonics decodable readers

The *Bug Club Phonics* readers have been designed to fully support the teaching sessions in the *Bug Club Phonics* daily lesson plans. The books have been written to match the order in which grapheme–phoneme correspondences are introduced in *Bug Club Phonics*. The books begin at Phase 2 and continue through to Phase 5.

Each unit of *Bug Club Phonics* links with a series of decodable texts. These are designed to give children the opportunity to practise their blending skills and to consolidate their knowledge of grapheme–phoneme correspondences, in the context of engaging texts, in addition to the sentence level work on the Language Sessions.

## Using the books

We are aware that the *Bug Club Phonics* readers may be used for a variety of purposes, such as independent reading, assessment, take-home reading and guided reading. Therefore, we have tried to make the teaching support (printed inside the covers of the books) as flexible as possible.

## Decodability

The books have been designed to support children as they gain in confidence and become fluent and automatic decoders. The books do not contain any grapheme–phoneme correspondence until it has been taught in the main teaching programme, with the exception of a few common irregular ('tricky') words needed to make the text meaningful. The points at which these are introduced match to the phases in which they are introduced in the teaching plans. Children should sound and blend unfamiliar words until they have sight recognition of them; they should not guess from context or use picture cues.

Some books contain environmental print which is often above the reading level of the child. The adult can decide whether or not to draw attention to this text as appropriate.

## Polysyllabic words

Simple polysyllabic words (words with two syllables or more) are introduced from Unit 5. These words are pulled out and given special attention in the teaching notes when they occur. Children sometimes have problems with polysyllabic words as they have to break down the word into its component syllables, before blending each one and then combining them to read the whole word.

## Plurals and 3rd person verbs

Simple plurals and 's' forms of verbs are used from the start as they are extremely common and research indicates that they do not pose problems for most children. These word forms are not referred to as adjacent consonants.

## Sentence level progression

In addition to the cumulative coverage of grapheme–phoneme correspondences, *Bug Club Phonics* readers also develop their level of challenge in other ways. They gradually move from captions in the earliest books, through to simple sentences and more complex sentence structures in the later ones. There is also a carefully planned gradual increase in the number of words and the number of different words at each level. The stories themselves also become generally more sophisticated at later levels, while maintaining their appropriateness for the age group.

