Bug Club Phonics
Decodable Readers

Build children's confidence at the very start of their reading journey.

Bug Club Phonics Decodable Readers give children opportunities to practise their blending skills and consolidate their knowledge of letter-sound correspondences in the context of engaging texts.

Pearson

CANADIAN EDITION

100% Decodable

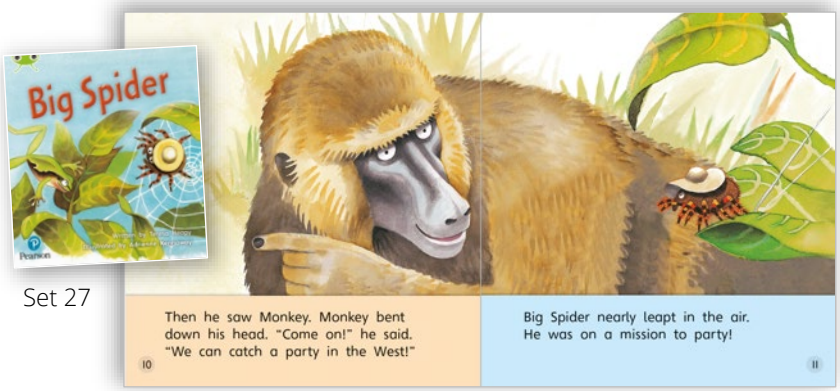
Decodable books are an integral part of any phonics program, providing opportunities to practise phonics skills. Bug Club Phonics Decodable Readers offer fiction and nonfiction books with a range of characters and themes to appeal to every child.

131 books encompassing a full scope and sequence!

Set 02

Set 06

Set 15



Set 27

Scope and Sequence

Bug Club Phonics Decodable Readers are organized into sets. Each set focuses on specific letter-sound correspondences. Simpler, more common patterns are addressed first, and more complex, less frequent patterns are addressed when easier skills are mastered.

PHASE 1: Phonemic Awareness

- Develop listening skills, awareness of sounds
- Develop awareness of rhythm and rhyme in speech
- Develop oral blending and segmenting of sounds in words

Set	Letter/Sound Correspondences
01	Wordless Books

PHASE 2: Basic Phonemes (Part 1)

- Begin with the most common letter-sound correspondences
- Move from oral blending and segmentation to blending and segmenting with letters
- Introduce VC and CVC words and practise spelling them
- Introduce two-syllable words, simple captions

Set	Letter/Sound Correspondences
02	s, a, t, p, i, n, m, d
03	g, o, c, k
04	ck, e, u, r
05	h, b, f, ff, l, ll, ss

PHASE 3: Basic Phonemes (Part 2)

- Teach more letter-sound correspondences, most with two letters
- Practice CVC blending and segmentation
- Apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions

Set	Letter/Sound Correspondences
06	j, v, w, x
07	y, z, zz, qu
08	ch, sh, th, ng
09	ai, ee, igh, oa, oo (long), oo (short)
10	ar, or, ur, ow, oi
11	ear, air, ure, er

PHASE 4: Consolidation

- Consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words

Set	Letter/Sound Correspondences
12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)

PHASE 5: Alternate Spellings

- Teach alternative pronunciations for graphemes students already know

Set	Letter/Sound Correspondences
13	wh, ph
14	ay, a-e, eigh/ey/ei (long a)
15	ea, e-e, ie/ey/y (long e)
16	ie, i-e, y, i (long i)
17	ow, o-e, o/oe (long o)
18	ew, ue, u-e (long oo; long u), u/oul (short oo)
19	aw, au, al
20	ir, er, ear
21	ou, oy
22	ere/eer, are/ear
23	c, k, ck, ch
24	c(e) / c(i) / c(y), sc/st(l), se
25	g(e) / g(i) / g(y), dge
26	le, mb, kn/gn, wr
27	tch, sh, ea, zh, (w)a, o

Teaching Notes

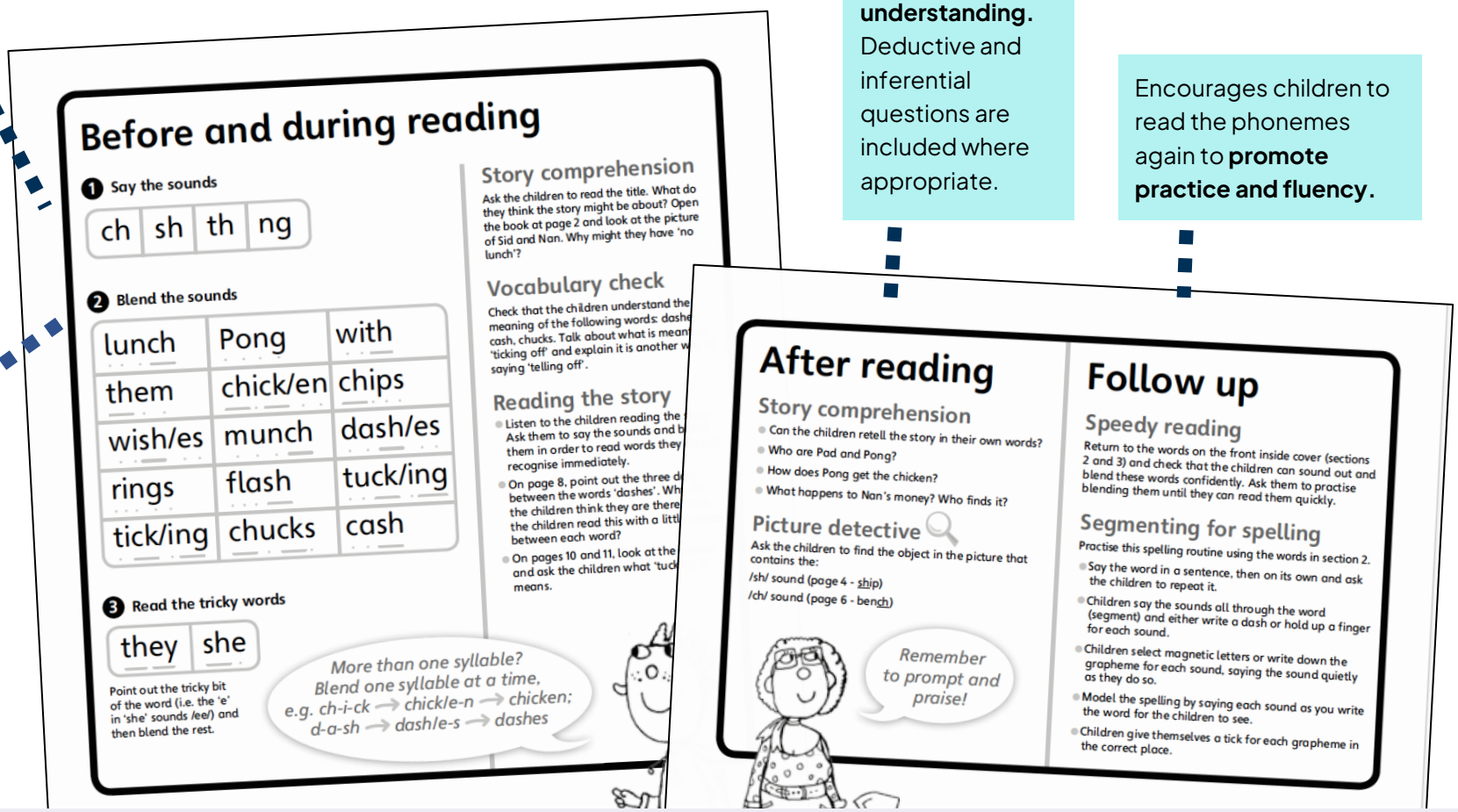
Each book features inside cover notes and tips on how to share **the books effectively, identify** the phonic focus, and **includes** possible extension activities.

Introduces the phonemes for the book and encourages children to say each word.

Suggests questions to develop understanding. Deductive and inferential questions are included where appropriate.

Encourages children to read the phonemes again to **promote practice and fluency.**

Highlights the words containing phonemes so children can practise blending the sounds prior to reading.



Before and during reading

1 Say the sounds

ch	sh	th	ng

2 Blend the sounds

lunch	Pong	with
them	chick/en	chips
wish/es	munch	dash/es
rings	flash	tuck/ing
tick/ing	chucks	cash

3 Read the tricky words

they	she

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

More than one syllable? Blend one syllable at a time, e.g. ch-i-ck → chick/e-n → chicken; d-a-sh → dash/e-s → dashes

Story comprehension

Ask the children to read the title. What do they think the story might be about? Open the book at page 2 and look at the picture of Sid and Nan. Why might they have 'no lunch'?

Vocabulary check

Check that the children understand the meaning of the following words: dashe cash, chucks. Talk about what is mean 'ticking off' and explain it is another w saying 'telling off'.

Reading the story

- Listen to the children reading the Ask them to say the sounds and b them in order to read words they recognise immediately.
- On page 8, point out the three d between the words 'dashes'. Wh the children think they are there the children read this with a littl between each word?
- On pages 10 and 11, look at the and ask the children what 'tuck means.

After reading

Story comprehension

- Can the children retell the story in their own words?
- Who are Pad and Pong?
- How does Pong get the chicken?
- What happens to Nan's money? Who finds it?

Picture detective

Ask the children to find the object in the picture that contains the:

/sh/ sound (page 4 - ship)

/ch/ sound (page 6 - bench)

Remember to prompt and praise!

Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check that the 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 routine 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.

Pearson Canada has developed Canadian editions!

Bug Club Phonics Decodable Readers were originally published by Pearson UK and included some British words or references in some of the books. Our Pearson Canada team has reviewed each book and revised all British content to make the series appropriate for Canadian teachers and students. And we added 8 new Canadian-authored books!

Bug Club Phonics Decodable Readers are available in the following packs:

Complete Series (Phases 1-5)

BCP Complete Series: Classroom Pack
(786 books: 131 titles, 6 copies each)

BCP Compete Series: Add-on Pack
(131 books: 131 titles, 1 copy each)

Phase 2 (Kindergarten)

BCP Phase 2: Classroom Pack
(132 books: 22 titles, 6 copies each)

BCP Phase 2: Add-on Pack
(22 books: 22 titles, 1 copy each)

Phase 4 (Grades K-1)

BCP Phase 4: Classroom Pack
(144 books: 24 titles, 6 copies each)

BCP Phase 4: Add-on Pack
(24 books: 24 titles, 1 copy each)

Phase 1 (Kindergarten)

BCP Phase 1: Classroom Pack
(24 books: 4 titles, 6 copies each)

BCP Phase 1: Add-on Pack
(4 books: 4 titles, 1 copy each)

Phase 3 (Grades K-1)

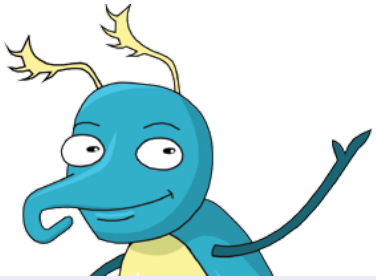
BC**P Phase 3: Classroom Pack**
(210 books: 35 titles, 6 copies each)

BCP Phase 3: Add-on Pack
(35 books: 35 titles, 1 copy each)

Phase 5 (Grades 1-2)

BCP Phase 5: Classroom Pack
(276 books: 46 titles, 6 copies each)

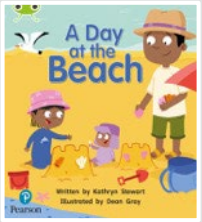
BCP Phase 5: Add-on Pack
(46 books: 46 titles, 1 copy

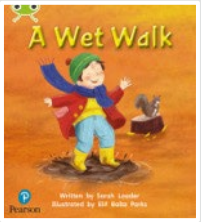


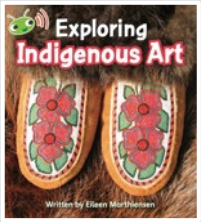
ATTENTION: Customers who purchased the Bug Club Phonics Release Packs in 2022
If you are looking to complete your Bug Club Phonics implementation with the purchase of subsequent Release Packs, they are still available for a limited time. Contact your Pearson Representative for order information.

Overview of Books

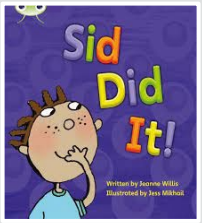
Phase 1 | Set 00: Wordless Books

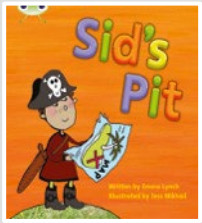


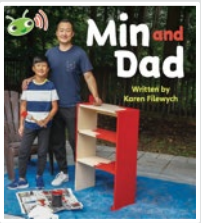


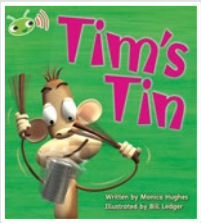


Phase 2 | Set 01-02: s, a, t, p, i, n, m, d



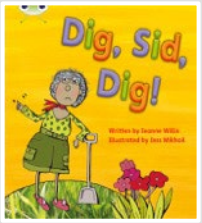


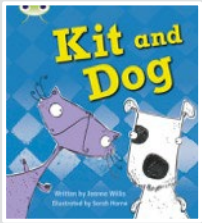


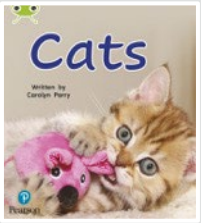


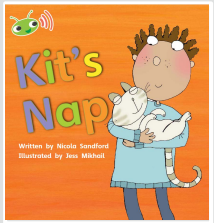
Phase 2 | Set 03: g, o, c, k

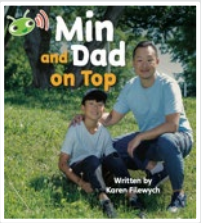
High-frequency Words: *to*









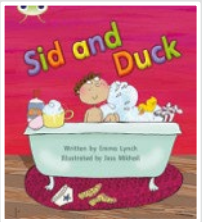


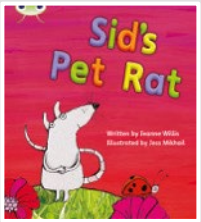
Decodability:
All words are decodable with the exception of a few common irregular ("tricky") words needed to make the text meaningful. Some books contain environmental print which is often above the reading level of the child, but you can decide whether or not to draw attention to this text.

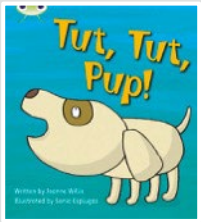
Overview of Books

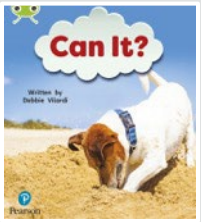
Phase 2 | Set 04: ck, e, u, r

High-frequency Words: *the, no, go*



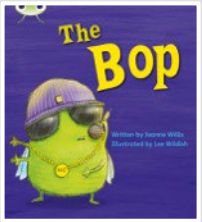


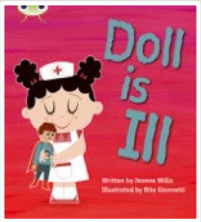


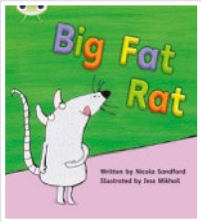


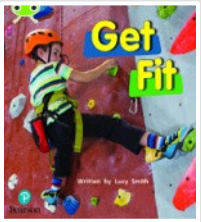
Phase 2 | Set 05: h, b, f, ff, l, ll, ss

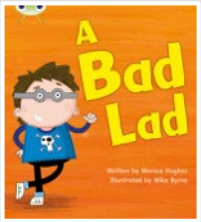
High-frequency Words: *I, into, her*





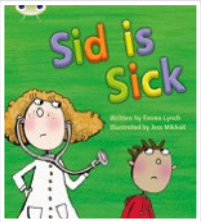


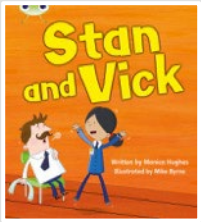


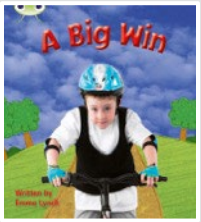


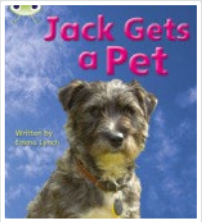
Phase 3 | Set 06: j, v, w, x

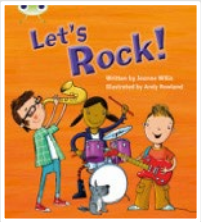
High-frequency Words: *me, be*

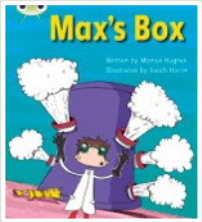








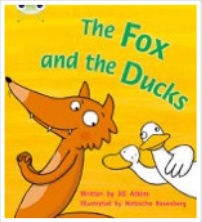


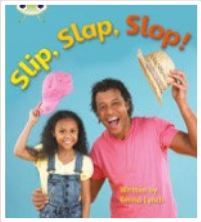


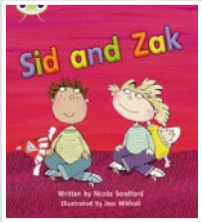
Overview of Books

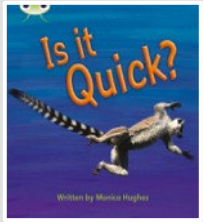
Phase 3 | Set 07: y, z, zz, qu

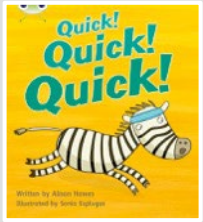
High-frequency Words: *he, she, my, by*





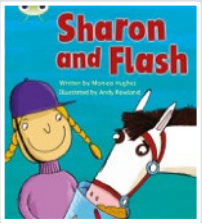


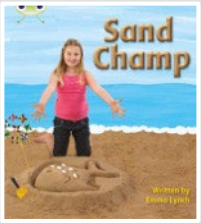


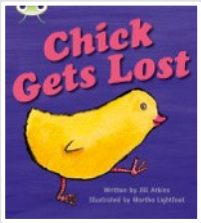


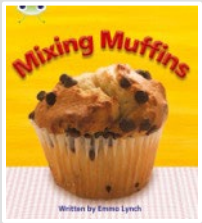
Phase 3 | Set 08: ch, sh, th, ng

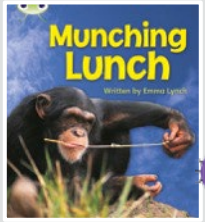
High-frequency Words: *they*







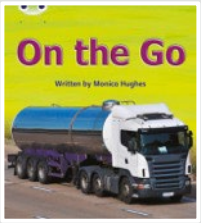


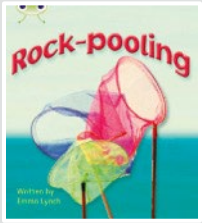


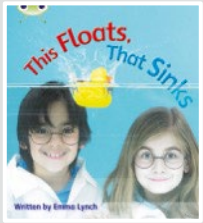
Plurals and 3rd Person Verbs: Simple plurals and 's' forms of verbs are used from the start as they are extremely common and research indicates that they do not pose problems for most children.

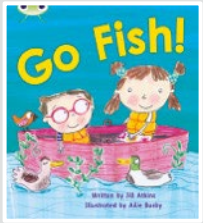
Phase 3 | Set 09: ai, ee, igh, oa, oo (long), oo (short)

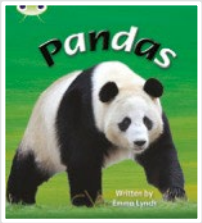
High-frequency Words: *we, are*





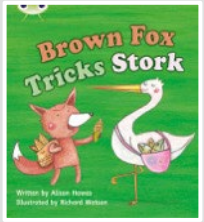


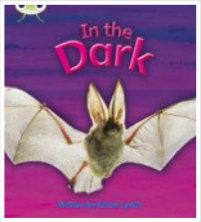


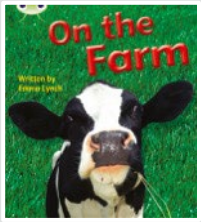


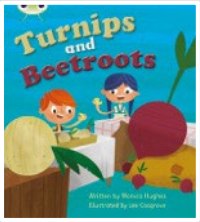
Overview of Books

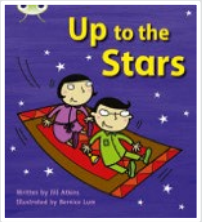
Phase 3 | Set 10: ar, or, ur, ow, oi
High-frequency Words: *you*



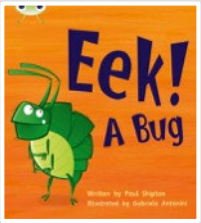


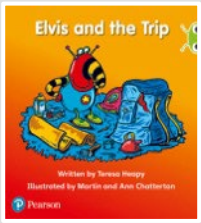


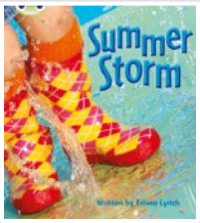


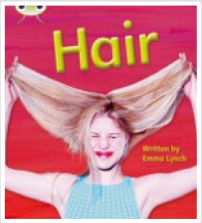


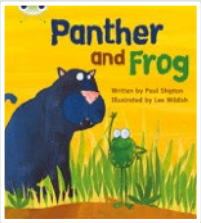
Phase 3 | Set 11: ear, air, ure, er
High-frequency Words: *all, was, give, live*

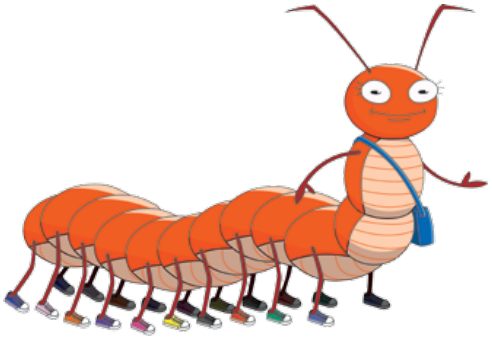










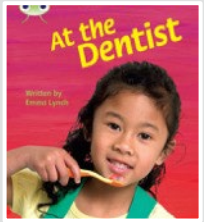


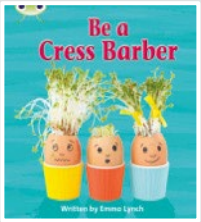
Sentence Level Progression: In addition to the cumulative coverage of grapheme–phoneme correspondence, Bug Club Phonics readers gradually move from captions in the earliest books to simple sentences and more complex sentence structures in the later ones. There is also a carefully planned gradual increase in the number of words and the number of different words at each level. The stories also become more sophisticated at later levels while maintaining their appropriateness for the age group.

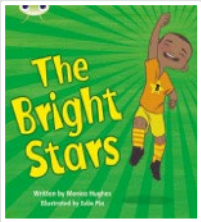
Overview of Books

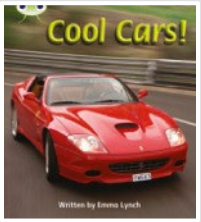
Phase 4 | Set 12: Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)

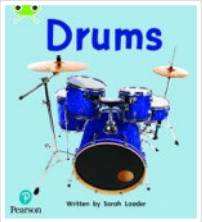
High-frequency Words: *said, have, like, so, do, some, come, were, there, one, when, out, what*

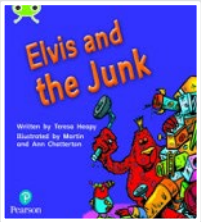


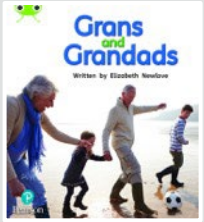


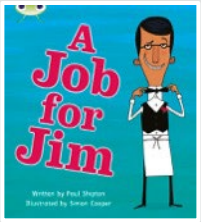


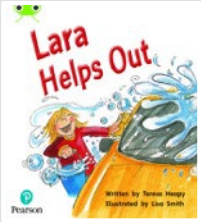


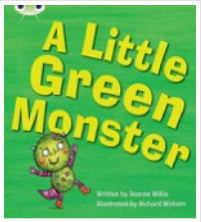


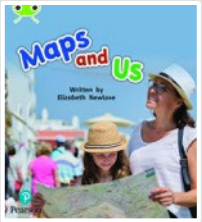


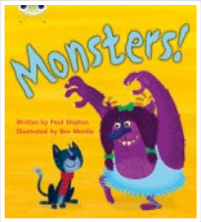


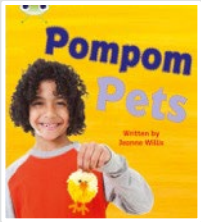


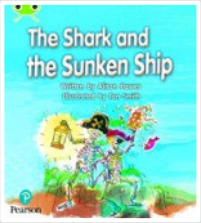


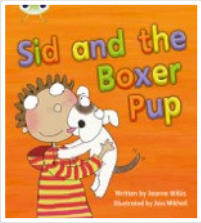


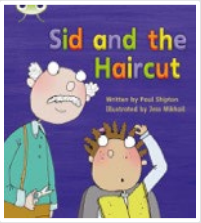


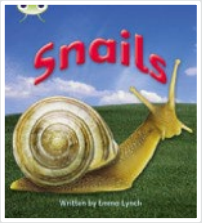


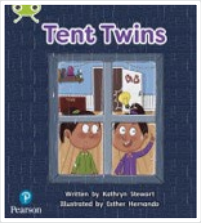


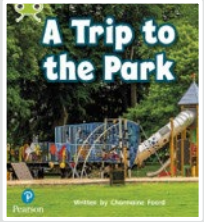


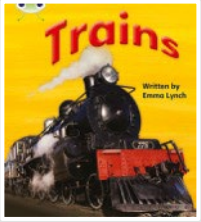


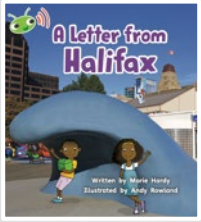






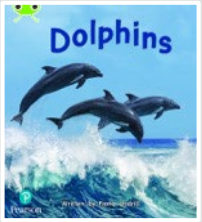


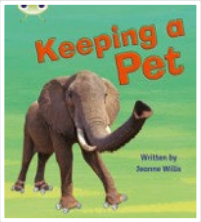


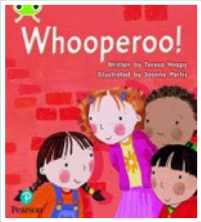


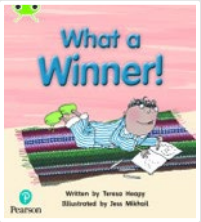
Overview of Books

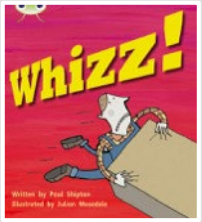
Phase 5 | Set 13: wh, ph
High-frequency Words: *oh, their, people*



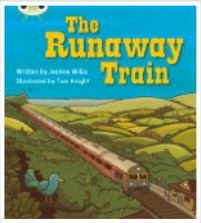


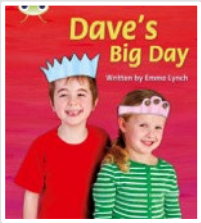




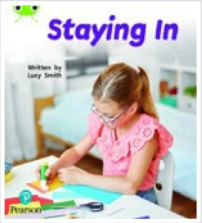


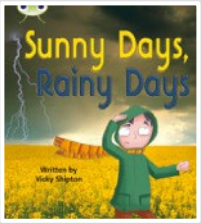
Phase 5 | Set 14: ay, a-e, eigh/ey/ei (long a)
High-frequency Words: *Mr, Mrs, Ms*

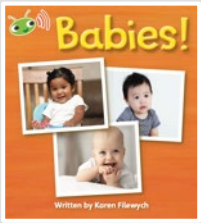


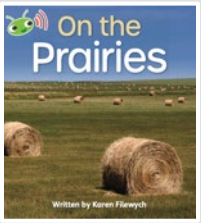


Phase 5 | Set 15: ea, e-e, ie/ey/y (long e)
High-frequency Words: *looked, called, ask*





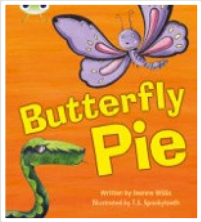


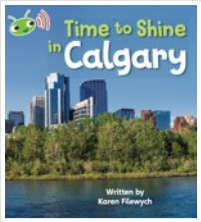


Polysyllabic Words: Simple polysyllabic words (words with two syllables or more) are introduced in Sets 5 and up. These words are given special attention in the teaching notes. Children are sometimes challenged by polysyllabic words as they break down the word into its component syllables before blending each one and then combining them to read the whole word.

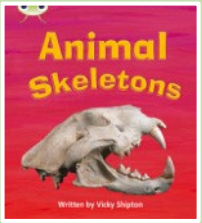
Overview of Books

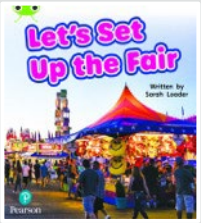
Phase 5 | Set 16: ie, i-e, y, i (long i)
High-frequency Words: *water, where*

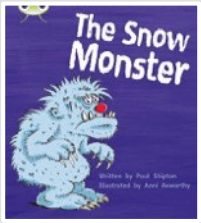


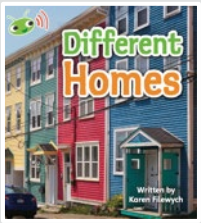


Phase 5 | Set 17: ow, o-e, o/oe (long o)
High-frequency Words: *who, again*

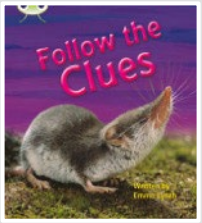


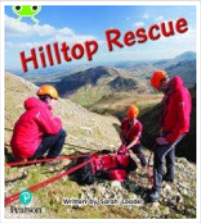


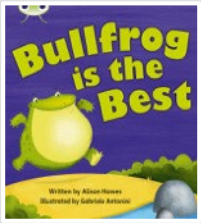


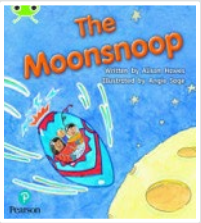


Phase 5 | Set 18: ew, ue, u-e (long oo; long u); u/oul (short oo)
High-frequency Words: *thought, through*

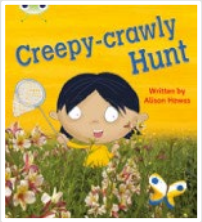


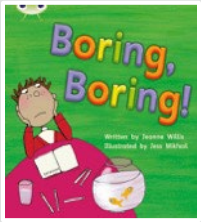




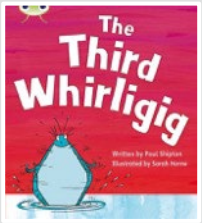


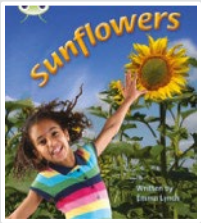
Phase 5 | Set 19: aw, au, al
High-frequency Words: *work, laugh, because*



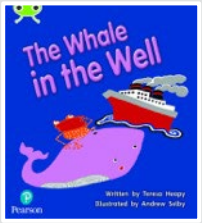


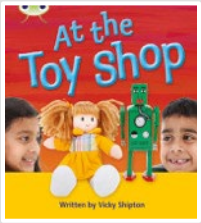
Phase 5 | Set 20: ir, er, ear
High-frequency Words: *Thursday, Saturday, thirteen, thirty*

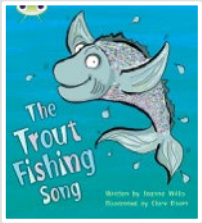




Phase 5 | Set 21: ou, oy
High-frequency Words: *different, any, many*

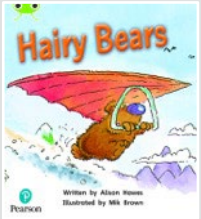


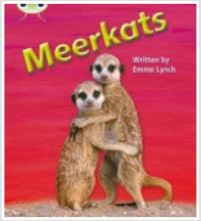


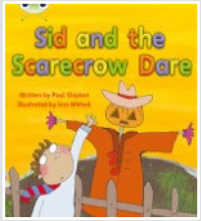


Overview of Books

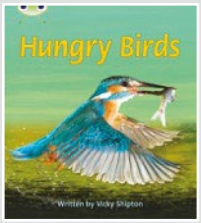
Phase 5 | Set 22: ere/eer, are/ear
High-frequency Words: *eyes, friends*

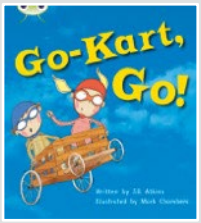




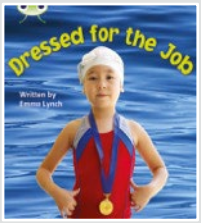


Phase 5 | Set 23: c, k, ck, ch
High-frequency Words: *two, once*

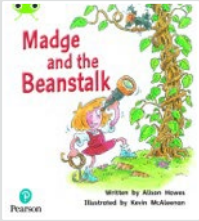


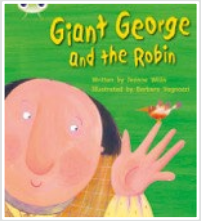


Phase 5 | Set 24: c(e), c(i), c(y), sc, st(l), se
High-frequency Words: *great, clothes*

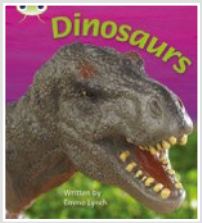


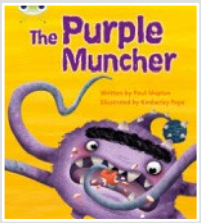
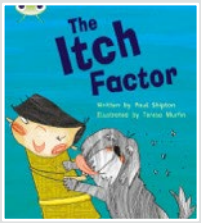
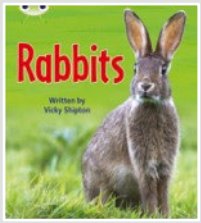
Phase 5 | Set 25: g(e) / g(i) / g(y), dge
High-frequency Words: *it's, I'm, I'll, I've*





Phase 5 | Set 26: ie, mb, kn/gn, wr
High-Frequency Words: *don't, can't, didn't*





Phase 5 | Set 27: tch, sh, ea, zh, (w)a, o
High-frequency Words: *first, second, third*