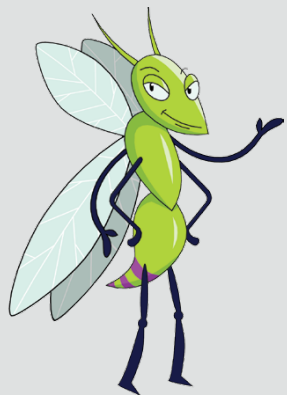


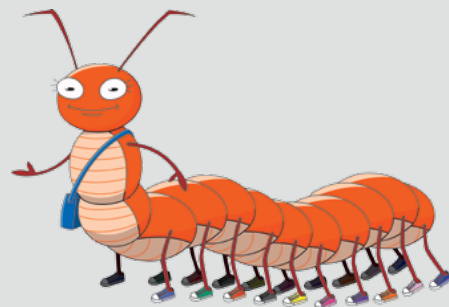
Bug Club Phonics

Decodable Readers



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

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



NEW
CANADIAN
EDITION



100% Decodable

Decodable books are an integral part of any phonics program, providing opportunities to practice 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 titles spread across a full scope and sequence!



Set 02



Nan sits.

Nan naps.



Set 06



Will has a red vest.



Rob's vest is black.



Set 15




This is how a summer storm forms.




hot, moist air going up

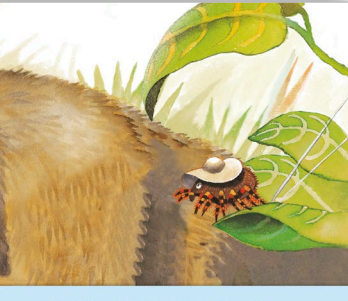
Hot, moist air travels up from the land.



Set 27



Then he saw Monkey. Monkey bent down his head. "Come on!" he said. "We can catch a party in the West!"



Big Spider nearly leapt in the air. He was on a mission to party!



Scope and Sequence

Bug Club Phonics Decodable Readers are organized into sets with each set focusing on particular 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 letters-sound correspondences
- Move from oral blending and segmentation to blending and segmenting with letters
- Introduce VC and CVC words and practice 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 o), 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 books effectively, identifying the phonic focus and 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 practice 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 → chickle-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: dashes, cash, chucks. Talk about what is meant by 'ticking off' and explain it is another way of saying 'telling off'.

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 recognise immediately.
- On page 8, point out the three dashes between the words 'dashes'. When the children read they are there to help the children read this with a little bit of a break between each word?
- On pages 10 and 11, look at the picture 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 edition!

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 Complete 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)

BCP 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 each)



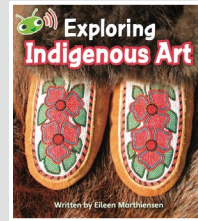
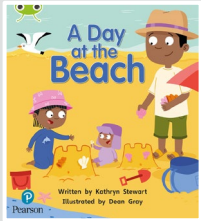
ATTENTION: Customers who purchased the Bug Club Phonics Release Packs in 2022

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.

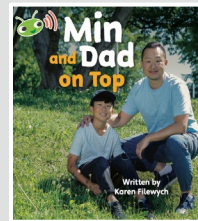
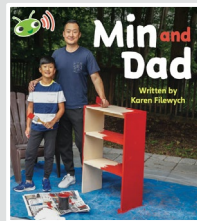
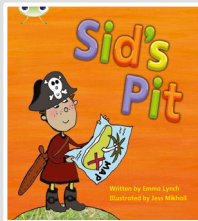
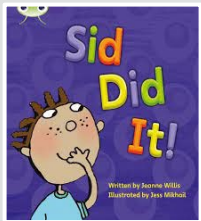


Overview of Titles

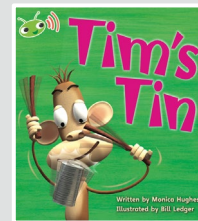
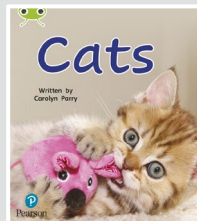
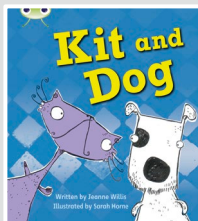
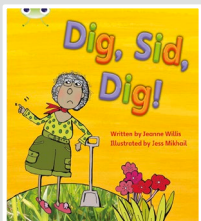
Phase 1 | Set 00: Wordless Books



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.

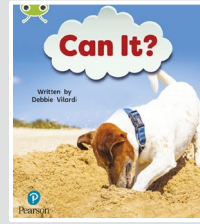
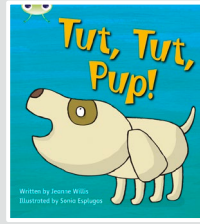
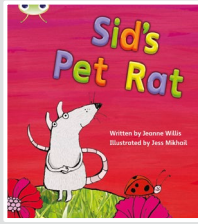
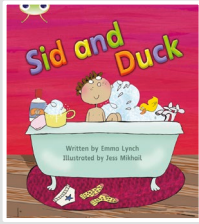




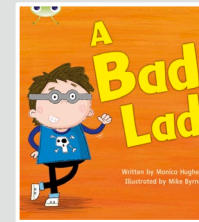
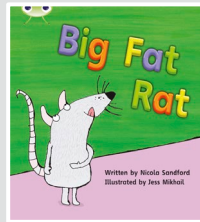
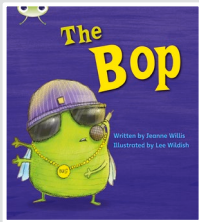
Overview of Titles



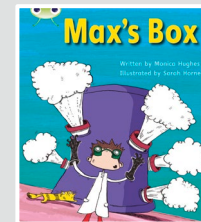
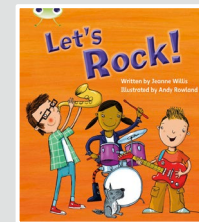
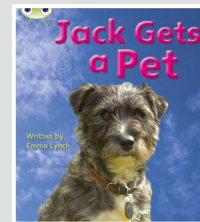
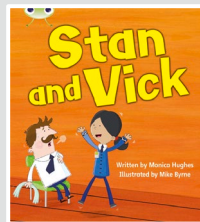
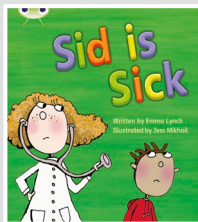
Phase 2 | Set 04: ck, e, u, r
High-frequency Words: *the, no, go*



Phase 2 | Set 05: h, b, f, ff, l, ll, ss
High-frequency Words: *l, into, her*



Phase 3 | Set 06: j, v, w, x
High-frequency Words: *me, be*

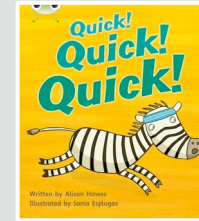
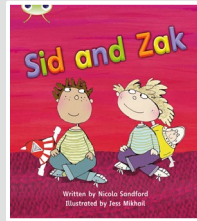
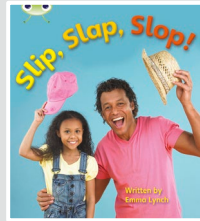
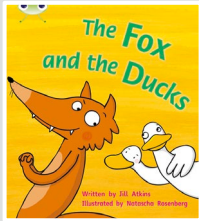




Overview of Titles

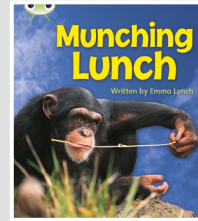
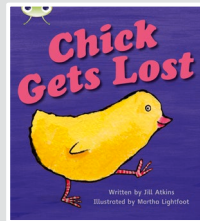
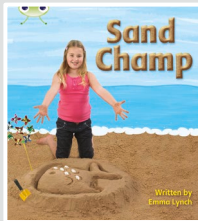
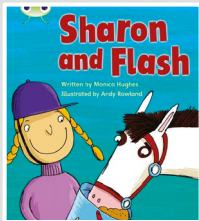
Phase 3 | Set 07: y, z, zz, qu

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



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

High-frequency Words: *they*



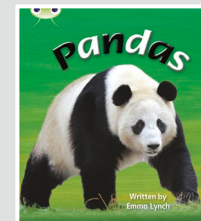
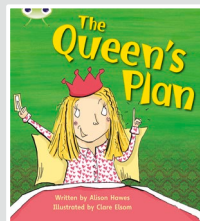
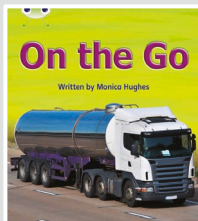
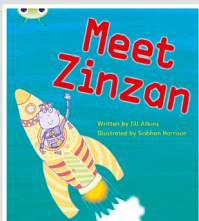
Plurals and 3rd Person

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)

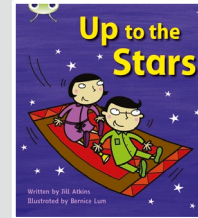
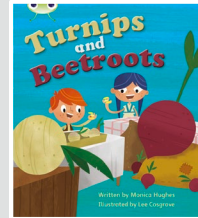
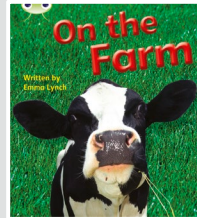
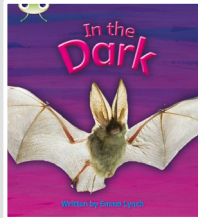
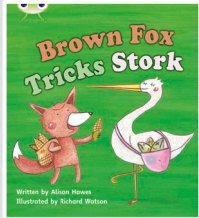
High-frequency Words: *we, are*



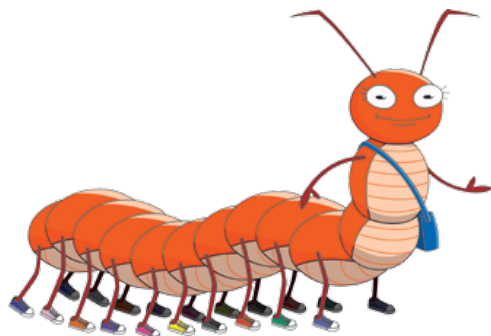
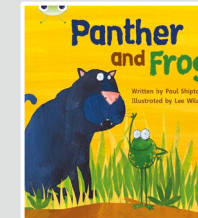
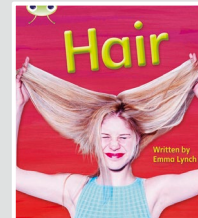
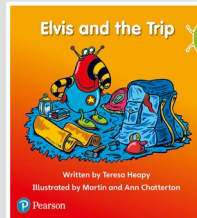
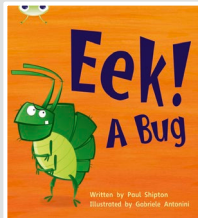


Overview of Titles

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*



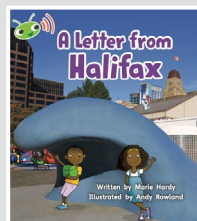
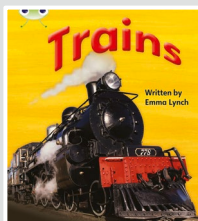
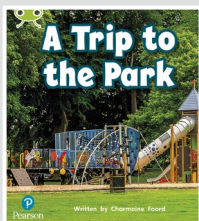
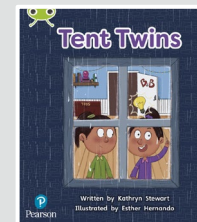
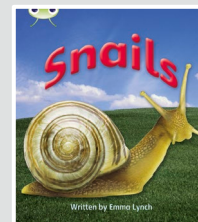
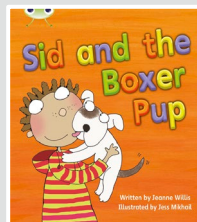
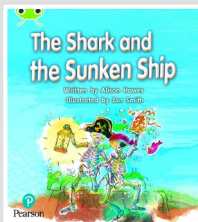
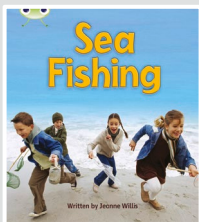
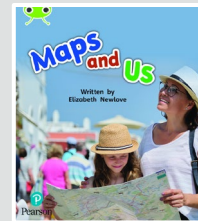
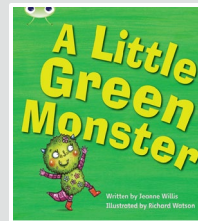
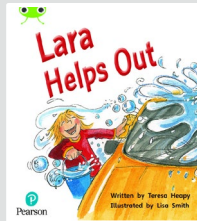
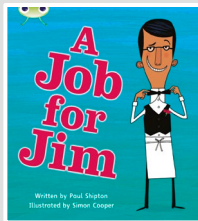
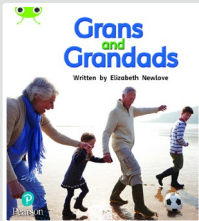
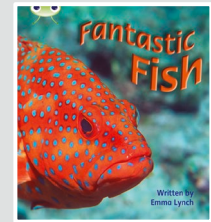
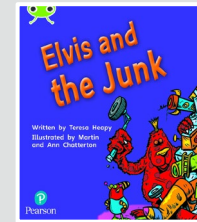
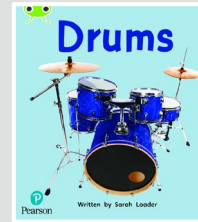
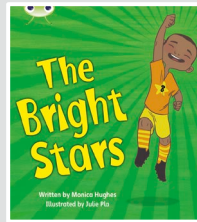
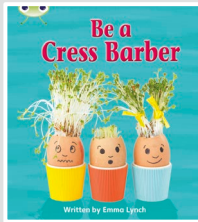
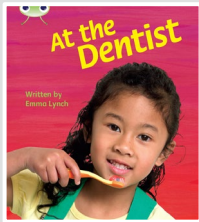
Sentence Level Progression: In addition to the cumulative coverage of grapheme–phoneme correspondence, Bug Club Phonics readers gradually move from captions in the earliest books, through to simple sentences and more complex sentence structures in the later ones. There is also a carefully planned gradual 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.



Overview of Titles

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

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

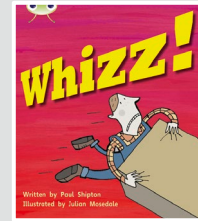
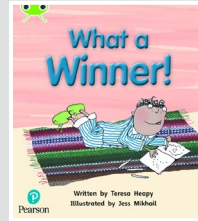
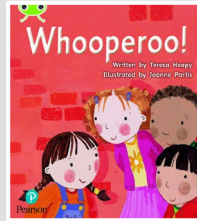
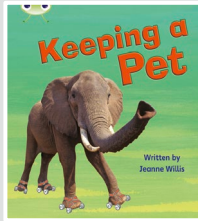
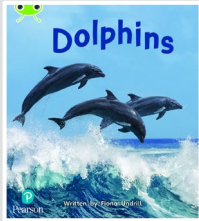




Overview of Titles

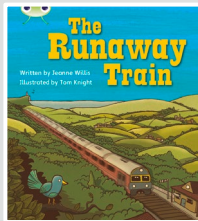
Phase 5 | Set 13: wh, ph

High-frequency Words: *oh, their, people*



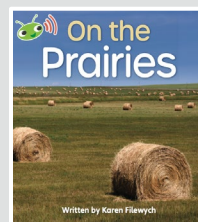
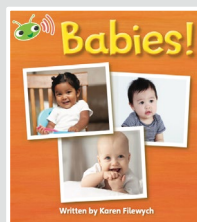
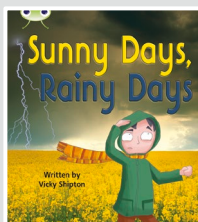
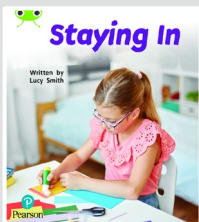
Phase 5 | Set 14: ay, a-e, eigh/ey/ei (long a)

High-frequency Words: *Mr, Mrs, Ms*



Phase 5 | Set 15: ea, e-e, ie/ey/y (long e)

High-frequency Words: *looked, called, ask*

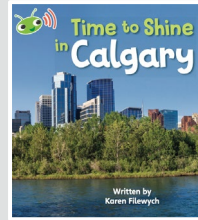
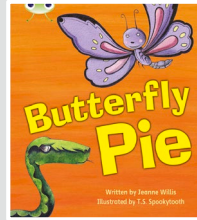


Polysyllabic Words: Simple polysyllabic words (words with two syllables or more) are introduced from Set 5. These words are given special attention in the teaching notes. Children sometimes have problems with polysyllabic words as they have to break down the word into its component syllables, before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

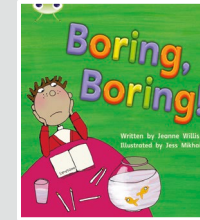


Overview of Titles

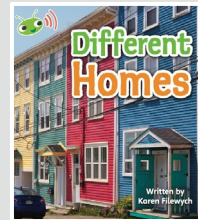
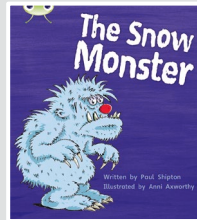
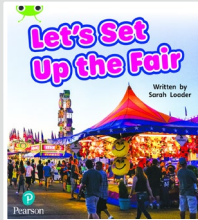
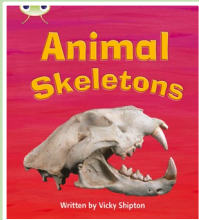
Phase 5 | Set 16: ie, i-e, y, i (long i)
High-frequency Words: *water, where*



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



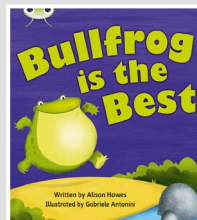
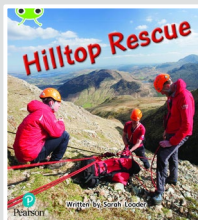
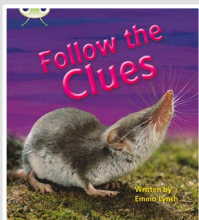
Phase 5 | Set 17: ow, o-e, o/oe (long o)
High-frequency Words: *who, again*



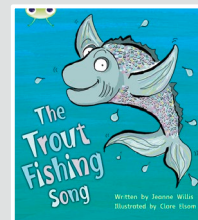
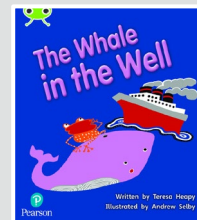
Phase 5 | Set 20: ir, er, ear
High-frequency Words: *Thursday, Saturday, thirteen, thirty*



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



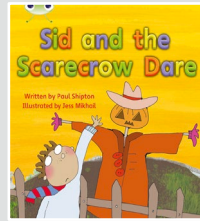
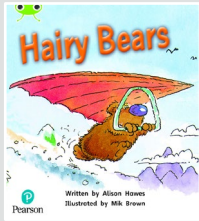
Phase 5 | Set 21: ou, oy
High-frequency Words: *different, any, many*



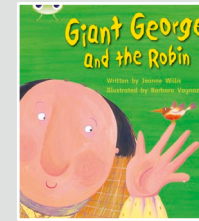
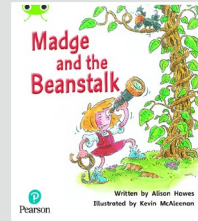


Overview of Titles

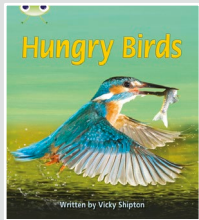
Phase 5 | Set 22: ere/eer, are/ear
High-frequency Words: *eyes, friends*



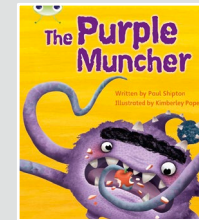
Phase 5 | Set 25: g(e) / g(i) / g(y), dge
High-frequency Words: *it's, I'm, I'll, I've*



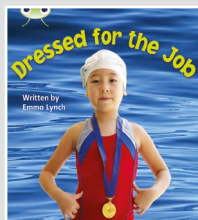
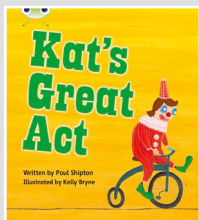
Phase 5 | Set 23: c, k, ck, ch
High-frequency Words: *two, once*



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



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



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

