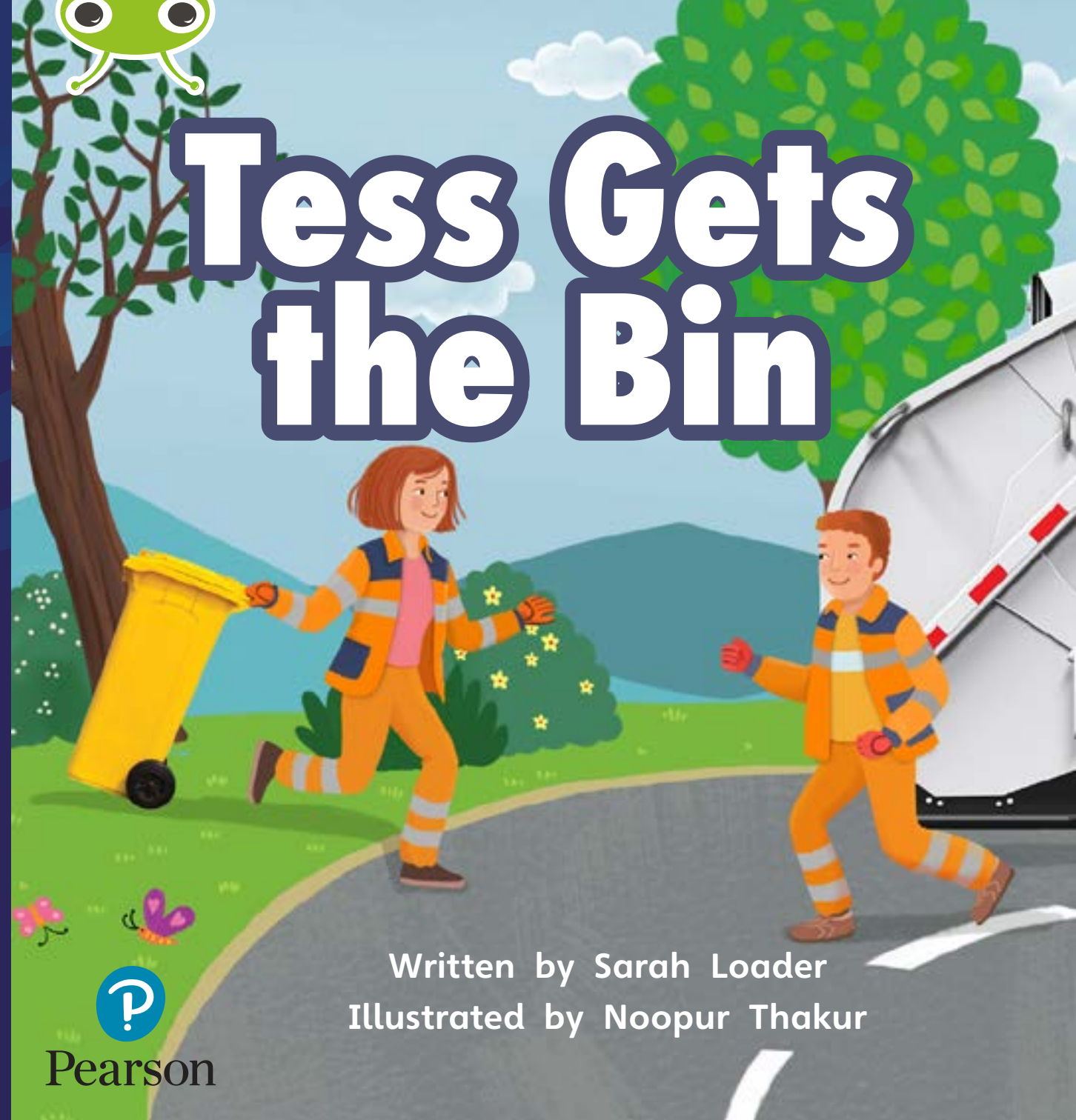




Bug Club Phonics

This is your free
sample of **Tess Gets the Bin**

Tess Gets the Bin



Before and during reading

1 Say the sounds

h b f ff l ll ss

2 Blend the sounds

bin	hill/top	Tess
Fin	off	lets
mess		

3 Read the tricky words

I in/to

Point out the tricky bit of the word i.e. the 'o' in 'into' sounds /oo/ and then blend the rest.

Blend? Say the sounds, then the word, e.g. m-e-ss > mess!



Comprehension

Ask children to read the title and look at the cover. What do they think Tess's job is? Talk about what they think this book is going to be about.

Vocabulary check

Check that children understand the meaning of the word, 'din'. Make sure that children understand that the word 'din' can mean 'noise' and it's usually used to describe a loud noise.

Reading the book

- Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 2, ensure children understand that 'pop' means 'put'.
- On page 4, make sure children understand that Tess and Fin get off the bin lorry.
- On page 8, make sure children understand that Tess and Fin get back on the bin lorry after emptying the bin.

After reading

Comprehension

- Ask children to talk you through the process described in the book: rubbish being put out for collection, Tess and Fin picking it up and emptying it into the lorry before moving on.
- Have you seen refuse collectors pick up rubbish from where you live? Tell me about it.
- Do you think Tess and Fin do an important job? Why?
- Where do you think the bin lorry takes the rubbish?

Remember to prompt and praise!



Follow up

Speedy reading

Return to the words on the inside front 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 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.

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(Key: b-bottom c-center l-left r-right t-top)

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2 I pop it into the bin.



The bin is on the hilltop.



4

Tess and Fin get off.



5

Tess picks up the bin.



Fin lets the bin go. It tips.



A big din and a big mess.



**That's the end of
your free sample.**