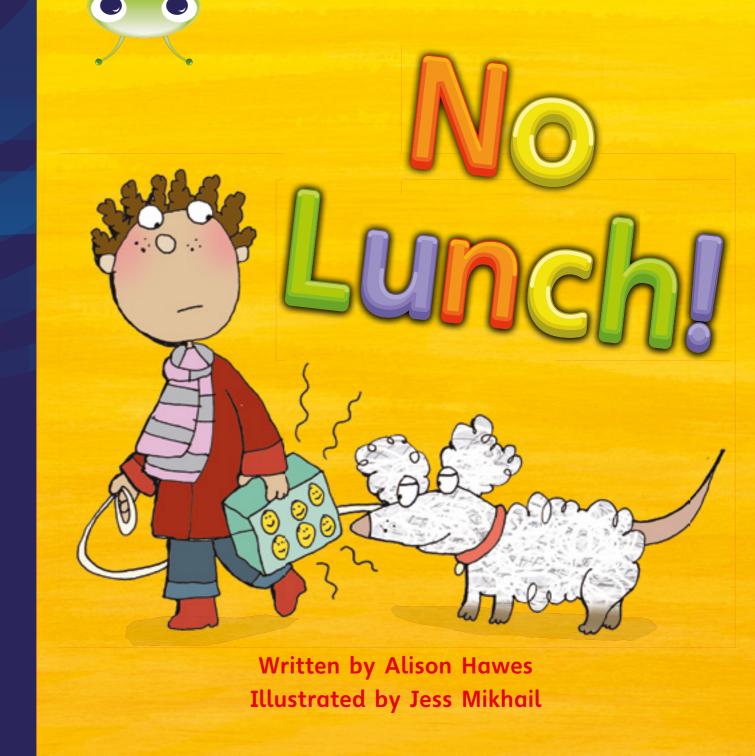


# Bug Club Phonics

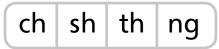
This is your free sample of No Lunch!





## Before and during reading

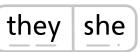
1 Say the sounds



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



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: dashes, cash, chucks. Talk about what is meant by 'ticking off' and explain it is another way of saying 'telling off'.

#### Reading the story

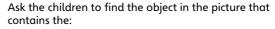
- Listen to the children reading the story.
   Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 8, point out the three dots between the words 'dashes'. Why do the children think they are there? Can the children read this with a little pause between each word?
- On pages 10 and 11, look at the picture and ask the children what 'tucking in' 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



/sh/ sound (page 4 - <u>ship)</u> /ch/ sound (page 6 - ben<u>ch</u>)



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.

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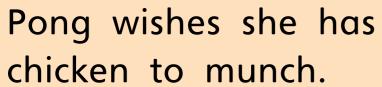


Sid and Nan go to the fish and chip shop to get lunch.

Pad and Pong go with them.









She jumps up at Sid and Nan.



Pong dashes ... and dashes ... in rings ...

... and trips up Sid and Nan!



In a flash, Pong is tucking into the lunch.

Sid is cross. Nan is cross.





Pong gets a ticking off from Sid!

Nan chucks the boxes, but she drops the cash.



Then Sid and Nan rush back to the fish and chip shop ...

... but Nan has lost the cash!



Pong gets it!

That's the end of your free sample.