

## Minchinhampton's Approach to 1:1 Reading using Phonic Bug books

Using a phonetically decodable reading book eg Phonics Bug Club

### Before Reading: sounds work

#### Note:

Emphasis on modelling

#### Say the sounds

Point to each phoneme

Adult models the sound- (phoneme) and performs the action if appropriate

Child says the sound

#### Blending the sounds

Adult orally models the individual phonemes and at the same time physically models the phonemes using 'points' for individual phonemes, 'lines' for digraphs and 'smiles' for split digraphs.

Adult then models blending the sounds together- moving from a 'slow' blend to 'faster' blend. Adult physically models the blending using 'point and swoop' - including points, lines and smiles.

Child reads individual phonemes and blends.

*Depending on child's level of confidence, child and adult may sound out and blend together or child may attempt sounding out and blending with adult listening/ supporting. Either way the adult should present a strong model for sounding out and blending (see above) at some point.*

#### Read the tricky words

Looking at the tricky word, adult and child to point out the tricky bit.

Then - see 'blending' tab

### Before reading: comprehension to aid reading

#### Predict

Look at the front cover and the title.

Ask what is the story going to be about? What might happen?

## Vocab

Talk about the meaning of the words identified  
Can you find these words on the page they occur

## During reading

When a child does not recognise a word immediately, encourage them to sound out and blend the word. See 'blending' tab

Draw attention to the sounds using appropriate terminology where the need arises:--phoneme, digraph, split digraph.

If the child is struggling, adult models the individual phonemes, orally and physically and models blending the sounds together- moving from a 'slow' blend to 'faster' blend, until the child achieves the blend.

If the sentence has involved lots of sounding out, child or adult read the whole sentence back for fluency and understanding

Follow specific instructions in front of the book for reading the story eg 'encourage them to use a voice for the text in speech bubble on p6'

## After reading:

Return to the words on the inside front cover

Check the children can sound out and blend these words.