

## Bug Club Phonics and Bug Club

### Recovery guidance

The COVID-19 pandemic has been disruptive for all learners. With much time spent at home with limited access to high-quality phonics teaching and reading materials, students' phonics skills, reading fluency and comprehension skills have been negatively impacted and now need intensive support to ensure that they can 'catch up' with the curriculum.

### Targeted academic support

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There are a wide range of evidence-based strategies that schools can implement to support recovery for all their students and to help bridge gaps in learning and understanding. These could include:

- **Diagnostics** to help target interventions and focus on a small number of learning goals
- **One-to-one and small group interventions** linked to in-class teaching and the curriculum to provide tailored support in a structured setting
- **Homework** and homework clubs to help students progress towards mastery of key learning objectives and to develop effective learning habits

The resources in this pack are intended to help teachers and teaching assistants deliver structured interventions and to provide targeted academic support for primary school students looking to build their confidence and skills in Mathematics.

### Planning for recovery

One-to-one and small group structured interventions are very effective ways of improving student outcomes. They can be mediated by teachers, teaching assistants or other adults, and provide students with targeted support to reinforce in-class teaching and recover lost learning.

There is extensive suggested guidance for planning and delivering intervention sessions available via the Education Endowment Fund at <https://educationendowmentfoundation.org.uk/>.

For more information on recovery catch-up visit: [pearsonschools.co.uk/recovery](https://pearsonschools.co.uk/recovery)

## How Bug Club Phonics and Bug Club can help maximise catch-up

Bug Club Phonics is a full Systematic Synthetic Phonics programme which has a range of features to aid with the diagnosing of gaps in student's skills and knowledge and a full suite of strategies that can be tailored and adapted to support students in a one-to-one or small group intervention. Each individual Bug Club Phonics Lesson can be used to teach students new phonemes, and the range of matched reading texts can be used in school or at home to consolidate and practise the taught skills.

Bug Club is a comprehensive reading package that has a range of text types pitched at varying levels. They are fine tuned to phonics phase, year group and skill level to ensure that support can be provided to students at exactly their level. Each text has a range of comprehension questions embedded within which means that inference and deduction skills can be developed effectively, if being delivered by a teacher, teaching assistant or through consolidation with a parent.

## Bug Club Phonics: An overview

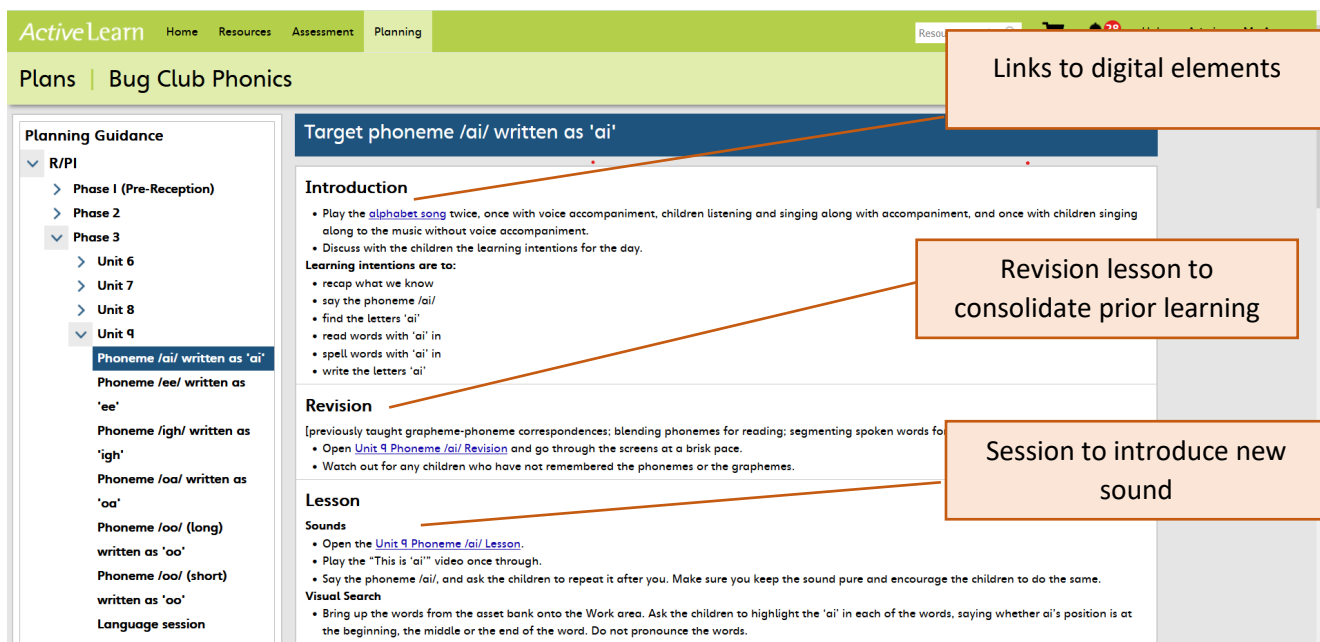
Bug Club Phonics is a DfE validated Systematic Synthetic Phonics scheme which provides a comprehensive phonics teaching programme centred around an accessible and inclusive teaching approach.

Every phonics book is available as an allocatable tablet-friendly ebook that can be accessed from home and includes audio narration to help with pronunciation and parent notes that can be personalised for every student.

Teaching Resources and Support include everything you need to run the whole programme, from instructions and tips, to plans, assessment sheets, worksheets, photocopyables and much more.

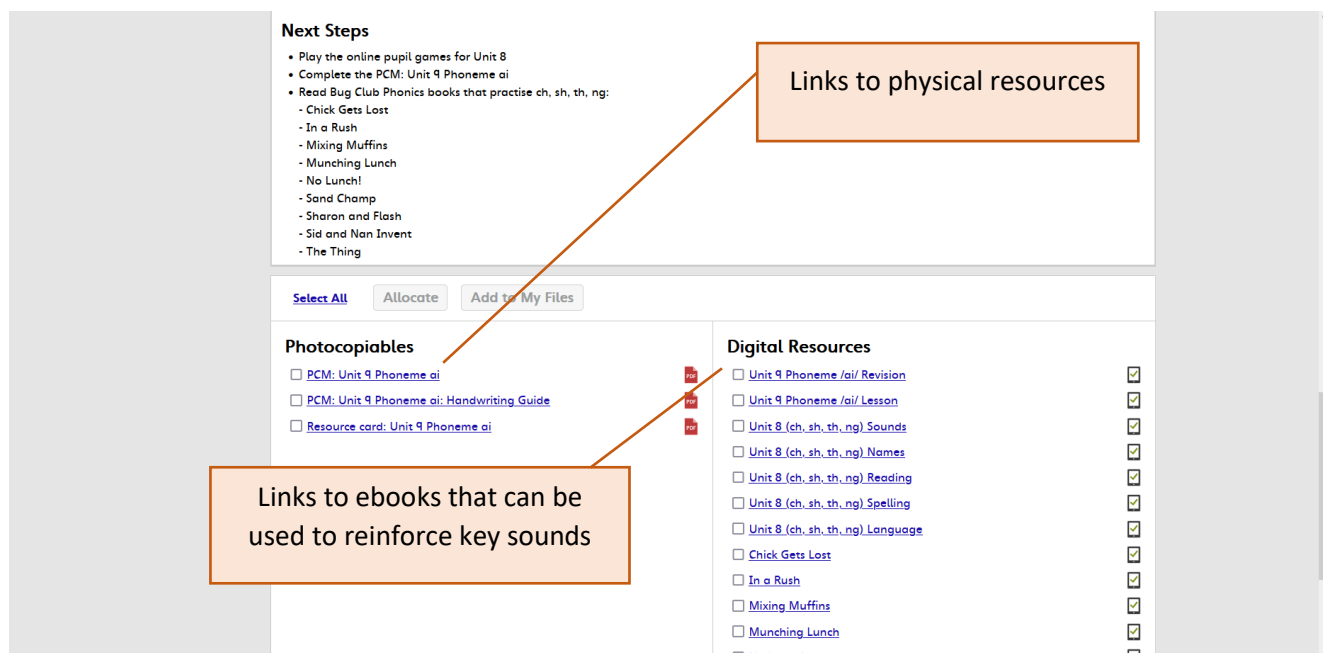
Bug Club Phonics whole-class teaching software provides a series of lesson plans, supported by whiteboard resources, ebooks and games.

Every Bug Club Phonics session is linked to the phonics phase being taught and provides links to the interactive elements that can be utilised in the session or that can be used to consolidate new and prior learning



The screenshot shows the 'ActiveLearn' interface for 'Bug Club Phonics'. The left sidebar shows a 'Planning Guidance' menu with a tree structure: R/PI > Phase 1 (Pre-Reception) > Phase 2 > Phase 3 > Unit 6 > Unit 7 > Unit 8 > Unit 9. Under Unit 9, 'Phoneme /ai/ written as 'ai'' is selected. The main content area is titled 'Target phoneme /ai/ written as 'ai'' and contains sections for 'Introduction', 'Revision', and 'Lesson'. Three orange callout boxes with arrows point to specific parts of the interface:

- Links to digital elements:** Points to the 'Resources' tab in the top navigation bar.
- Revision lesson to consolidate prior learning:** Points to the 'Revision' section, which includes a link to 'Unit 9 Phoneme /ai/ Revision'.
- Session to introduce new sound:** Points to the 'Lesson' section, which includes a link to 'Unit 9 Phoneme /ai/ Lesson'.



**Next Steps**

- Play the online pupil games for Unit 8
- Complete the PCM: Unit 9 Phoneme ai
- Read Bug Club Phonics books that practise ch, sh, th, ng:
  - Chick Gets Lost
  - In a Rush
  - Mixing Muffins
  - Munching Lunch
  - No Lunch!
  - Sand Champ
  - Sharon and Flash
  - Sid and Nan Invent
  - The Thing

**Photocopiables**

- ☐ PCM: Unit 9 Phoneme ai
- ☐ PCM: Unit 9 Phoneme ai: Handwriting Guide
- ☐ Resource card: Unit 9 Phoneme ai

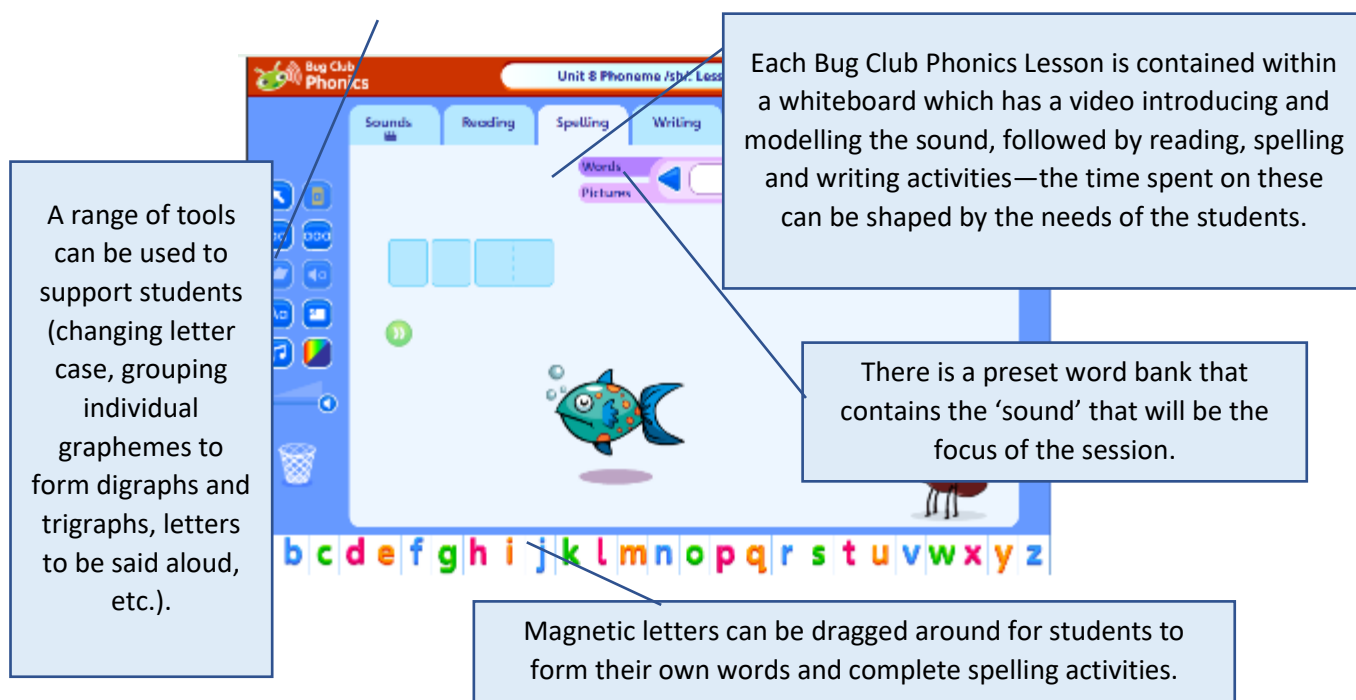
**Digital Resources**

- ☐ Unit 9 Phoneme /ai/ Revision
- ☐ Unit 9 Phoneme /ai/ Lesson
- ☐ Unit 8 (ch, sh, th, ng) Sounds
- ☐ Unit 8 (ch, sh, th, ng) Names
- ☐ Unit 8 (ch, sh, th, ng) Reading
- ☐ Unit 8 (ch, sh, th, ng) Spelling
- ☐ Unit 8 (ch, sh, th, ng) Language
- ☐ Chick Gets Lost
- ☐ In a Rush
- ☐ Mixing Muffins
- ☐ Munching Lunch
- ☐ No Lunch!

Links to physical resources

Links to ebooks that can be used to reinforce key sounds

Each lesson begins with a short animation which allows students to hear the sound pronounced correctly and to see how each letter is formed, providing the perfect introduction to each phoneme.



**Each Bug Club Phonics Lesson is contained within a whiteboard which has a video introducing and modelling the sound, followed by reading, spelling and writing activities—the time spent on these can be shaped by the needs of the students.**

**There is a preset word bank that contains the ‘sound’ that will be the focus of the session.**

**Magnetic letters can be dragged around for students to form their own words and complete spelling activities.**

**A range of tools can be used to support students (changing letter case, grouping individual graphemes to form digraphs and trigraphs, letters to be said aloud, etc.).**

The structure of each session follows the recommended revisit, teach, practice, apply and review model, and through diagnostic assessment, students can start at the point that is most beneficial for them and their identified gaps.

As Bug Club Phonics is an approved DfE Systematic Synthetic Phonics programme, there are also a range of carefully graded and aligned reading books that can be used with students to complement the lesson being taught.

These can be used on tablets, laptops or desktop PCs. They can also be viewed on mobile devices if used as a follow-up or reinforcement activity at home.



Simple text contains only previously taught phonemes.

Jack is six.

Jack gets a dog.

Look out for the bug head. These are simple activities linked to the book—often simple blending or matching, but also simple comprehension activities.

A 'read to me' option can support students when reading independently.

vet	jabs	Jack
well	will	Rex
six	visit	

**Read the tricky words**

me	he
----	----

**Reading the book**

Use the book to read the story. The book has a bug head character that can help you read. The book has a bug head character that can help you read. The book has a bug head character that can help you read.



An introductory page identifies key phonemes used in the text and provides opportunity for students to practice and reinforce new or frequent vocabulary.

Written by Emma Lynch

Common exception words are identified so that these can also be rehearsed before reading.



## Delivering Bug Club Phonics

To complement the taught phonics session, there are a range of phonics games that can be used to reinforce key skills of segmenting and blending. To support students with the Phonics Screening Check, there are also games that can be used to practice reading pseudo words.



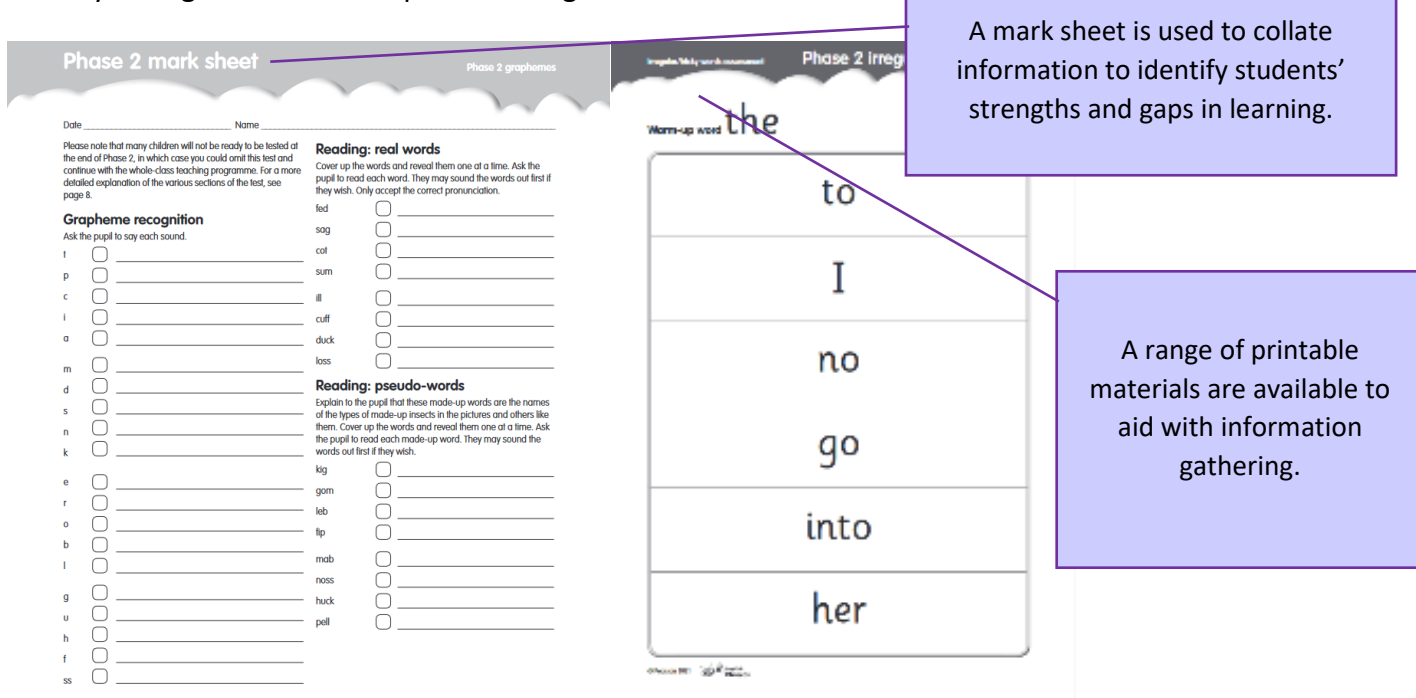
The image shows three screenshots of the Bug Club Phonics interface. The top screenshot displays a game titled 'z eft' with a prompt: 'Click on the phonemes your class find tricky. Can they blend the whole word?'. The bottom-left screenshot shows a game titled 'I had chips for lunch' with a forest background and food icons. The bottom-right screenshot shows a game titled 'p t a n d' with a forest background and letter tiles.

Sentence reading activities

Pseudo word practice games

Sound recognition practice

To support with the first step in identifying gaps for students with their recovery, there are a range of materials that can be used to aid with the assessment of students and to gather information to identify strengths and next steps in learning.



The image shows a 'Phase 2 mark sheet' and a set of word cards. The mark sheet includes sections for 'Grapheme recognition' and 'Reading: pseudo-words'. The word cards are labeled 'Warm-up words' and include the words: the, to, I, no, go, into, her.

Phase 2 mark sheet

Phase 2 graphemes

Grapheme recognition

Ask the pupil to say each sound.

Reading: real words

Cover up the words and reveal them one at a time. Ask the pupil to read each word. They may sound the words out first if they wish. Only accept the correct pronunciation.

Reading: pseudo-words

Explain to the pupil that these made-up words are the names of the types of made-up insects in the pictures and others like them. Cover up the words and reveal them one at a time. Ask the pupil to read each made-up word. They may sound the words out first if they wish.

A mark sheet is used to collate information to identify students' strengths and gaps in learning.

A range of printable materials are available to aid with information gathering.

## How might a Bug Club Phonics catch-up session look?

It is important that students' individual needs are identified and supported through the use of the materials. Following the structure provided by the EEF, we can diagnose using the diagnostic materials available to identify the starting point for each individual and make the gaps in skills known. We can then implement a carefully designed session with a clear follow-up through the use of ebooks and other materials, and then monitor through careful observation and assessment during and after sessions/sequence of sessions.

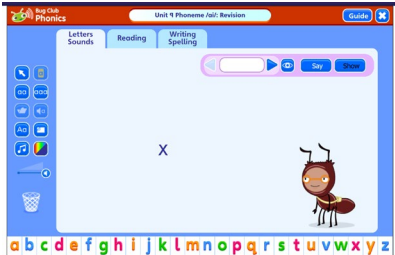
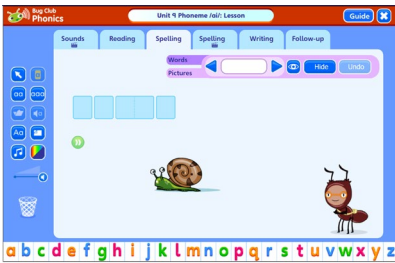
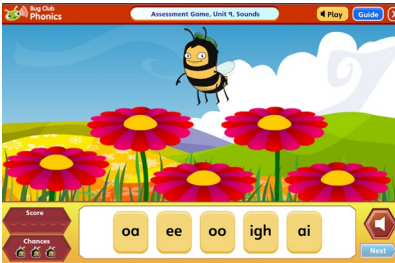


Bug Club Phonics can easily be delivered by a teaching assistant. The teaching session can be easily guided through, and with a small amount of training, the programme can be delivered effectively. Any adult with a staff account can access all the materials and can allocate texts to students. This means that the intervention can be fully owned by the member of staff delivering.

If students are using ebooks independently on a mobile device, training on logging in and navigating the book can be beneficial to provide a smooth session and independent consolidation at a later time.

Here is a suggested outline of how this might look.

<b>Before the session: Diagnose</b>	Use the mark sheet for the appropriate phonics phase to identify key gaps in students's recall of Grapheme Phoneme Correspondence (GPC) and to establish whether the student is able to blend and segment accurately—this can then be used to identify the correct starting place for the student.	
<b>During the lesson: Implement</b>	<b>5 mins</b>	Use Flashcards to revisit previous GPCs that will be necessary prior learning for the session. Use the Bug Club Phonics plan to identify the prior learning session—complete the reading activity.
	<b>15 mins</b>	Use the Bug Club Phonics Lesson for the sound that needs to be taught. If students are confident with blending, more time may be focussed on the segmenting (writing activity); if students need to consolidate blending, this should have the greater focus in the activity.
	<b>5 mins</b>	Consolidate—Use an ebook that is matched to the sound that the student is learning or previous sounds to consolidate and build confidence (these will be identified in the Bug Club Phonics planning area).  Alternatively, use a phonics game aligned to the content taught to consolidate learning.
<b>Follow up</b>	Students can be allocated the same ebook to read at home alongside a new book to build confidence and further consolidate learning.	
<b>Monitor</b>	At the start of the next session, this taught sound should be consolidated through the revision session and through Flashcards of GPCs.	

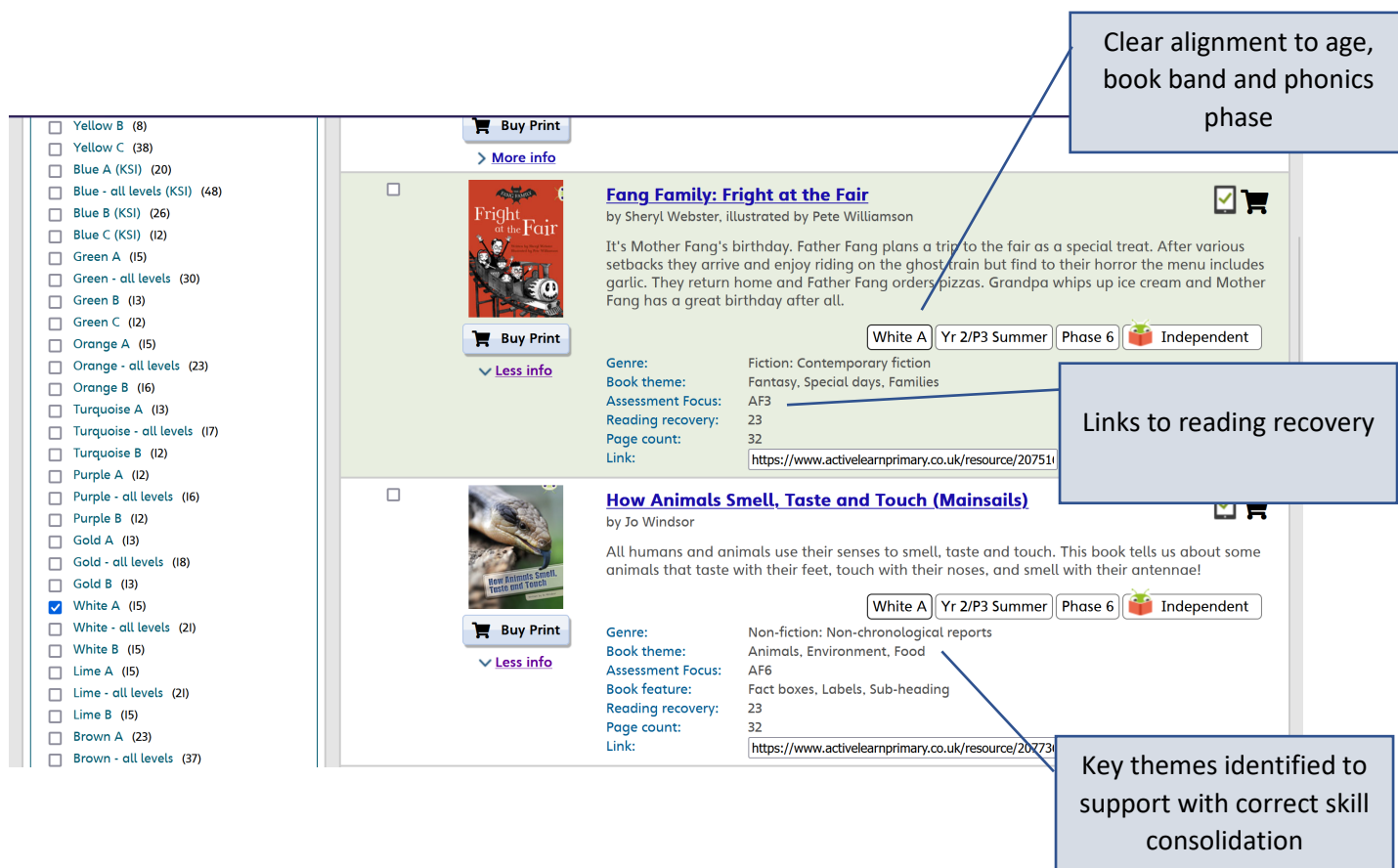
Let's look at a specific example for a sound to be taught. This session is working on the principle of a one-to-one session. Suggestions for how it might be adapted for small groups have been identified at different parts of the lesson.

<b>Before the session: Diagnose</b>	Using the Phase 3 marksheet, it is clear that the student is confident with all single sounds and <i>sh</i> , <i>ch</i> , <i>th</i> and <i>ng</i> sounds. The earliest gap identified is in the sound /ai/ and while the student can blend, they do not recognise the GPC for /ai/ and have trouble segmenting words with the sound as they cannot recall it for spelling.	
<b>During the lesson: Implement</b>	5 mins	<p>Use Flashcards to revisit previous GPCs that will be necessary prior learning for the session. Use the Unit 9 phoneme /ai/ revision session, moving through at a brisk pace.</p>  <div data-bbox="959 658 1458 893" style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>For small groups, use choral blending and ask students to blend to their classmate so that you can listen and observe individual ability.</p> </div>
	15 mins	<p>Teach the Unit 9 phoneme /ai/ session—use the video to introduce the sound and complete the blending activity. Focus on spelling and writing activities to aid with recall of the digraph /ai/.</p>  <div data-bbox="959 1070 1458 1305" style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>For small groups, provide students with individual whiteboards so that individual understanding can be monitored during writing activities.</p> </div>
	5 mins	<p>As the student is familiar with the other sounds in Unit 9—play the Unit 9 assessment game.</p>  <div data-bbox="959 1417 1458 1653" style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>For small groups, provide individual GPC Flashcards for the five sounds, or ask students to write the grapheme they think it is on their individual whiteboards.</p> </div>
<b>Follow up</b>	<p>Allocate the digital books</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin: 0 10px;">and</div>  </div> <p>to consolidate previously taught graphemes at home and build confidence.</p>	
<b>Monitor</b>	At the start of the next session, this taught sound should be consolidated through the revision session and through Flashcards of GPCs.	

## Bug Club: An overview

Bug Club is a reading programme to help you develop confident and motivated readers. It combines over 500 finely levelled books with interactive ebooks and an online reading world—so you can allocate books to individual students for home reading and assess their progress instantly.

Each book is carefully matched to the anticipated year group, book band, phonics phase (for Lime and below) reading recovery and aspects of the National Curriculum that it would support with.



The screenshot displays the Bug Club interface. On the left is a list of book bands from Yellow B to Brown - all levels. The main area shows two book cards. The first card, 'Fang Family: Fright at the Fair' by Sheryl Webster, is highlighted. It includes a 'Buy Print' button, a 'More info' link, and a 'Less info' link. The book details specify it is White A, Yr 2/P3 Summer, Phase 6, and Independent. The genre is Fiction: Contemporary fiction, and the book theme is Fantasy, Special days, Families. The assessment focus is AF3, reading recovery is 23, and page count is 32. A link to the resource is provided. The second card, 'How Animals Smell, Taste and Touch (Mainsails)' by Jo Windsor, is also shown with similar details. Callout boxes highlight specific features: 'Clear alignment to age, book band and phonics phase' points to the book band and phase information; 'Links to reading recovery' points to the reading recovery value; and 'Key themes identified to support with correct skill consolidation' points to the book theme and assessment focus.

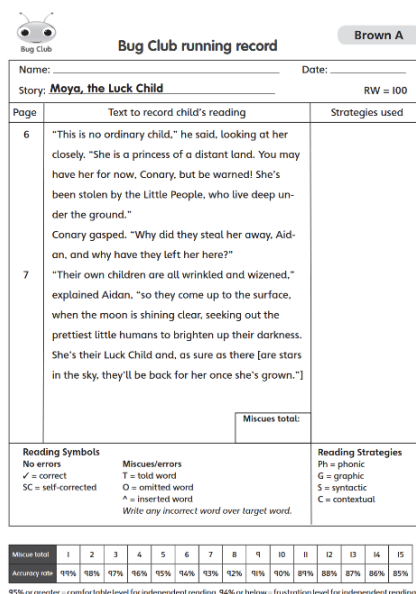
Bug Club books allow students to access books that are closely aligned to their needs and build confidence with reading fluency and comprehension skills.

The materials in Bug Club allow students to engage with high-quality texts with carefully crafted comprehension questions that are matched to the age phase of the reading material provided.



## Delivering Bug Club

Students' fluency can be diagnosed through the use of the running record (miscue analysis) available for each book band level. This can be used to identify whether this is an appropriate book band for the student and whether they will have a fluency level that would allow them to accurately comprehend what they are reading.



**Bug Club running record** Brown A

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Story: **Moya, the Luck Child** RW = 100

Page	Text to record child's reading	Strategies used
6	"This is no ordinary child," he said, looking at her closely. "She is a princess of a distant land. You may have her for now, Canary, but be warned! She's been stolen by the Little People, who live deep under the ground."	
7	Canary gasped. "Why did they steal her away, Aidan, and why have they left her here?" "Their own children are all wrinkled and wizened," explained Aidan, "so they come up to the surface, when the moon is shining clear, seeking out the prettiest little humans to brighten up their darkness. She's their Luck Child and, as sure as there [are stars in the sky, they'll be back for her once she's grown."]	
Miscues total:		

**Reading Symbols**  
 No errors  
 ✓ = correct  
 SC = self-corrected

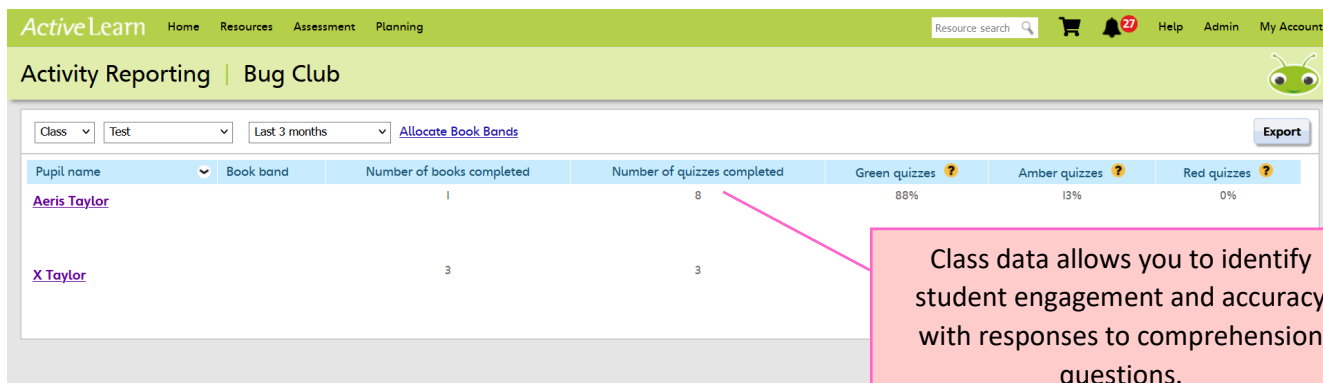
**Miscues/errors**  
 T = told word  
 O = omitted word  
 ^ = inserted word  
 Write any incorrect word over target word.

**Reading Strategies**  
 Ph = phonic  
 G = graphic  
 S = syntactic  
 C = contextual


Miscue total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accuracy rate	91%	93%	95%	97%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Accuracy Rate** =  
 The accuracy rate indicates how well the pupil uses a range of strategies, including accurate decoding of text, to read. Use the accuracy rate as evidence towards WIL.

Bug Club allows for data to be viewed quickly for individuals and shows the detail of their strengths and gaps in knowledge. This can be viewed at a class level and as an individual.



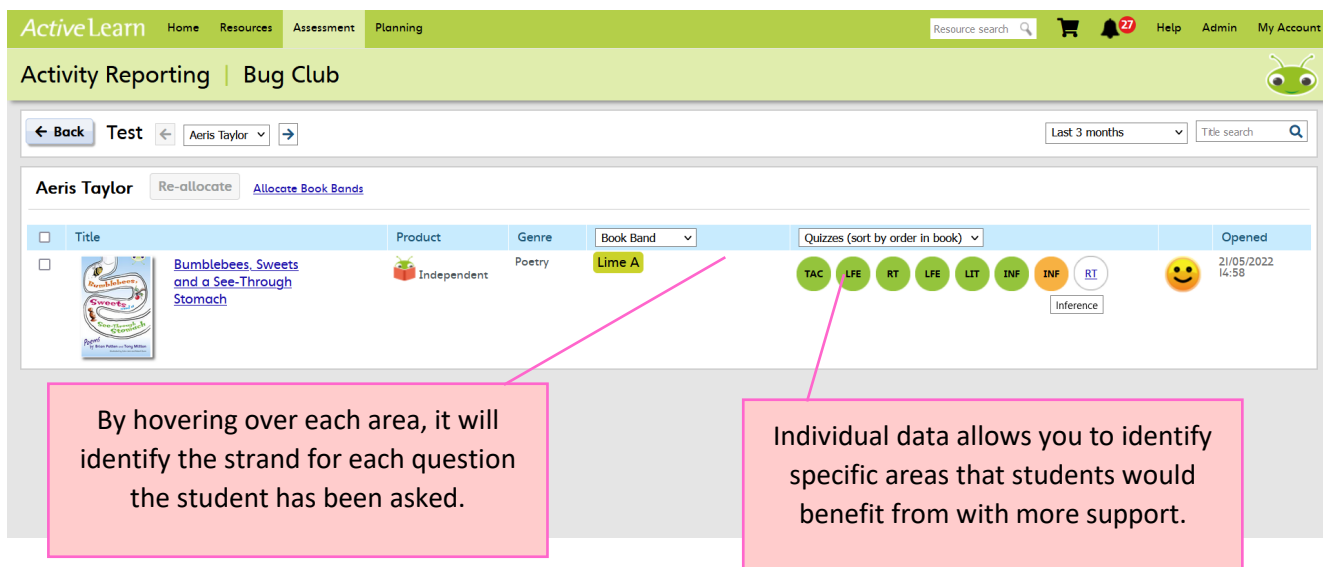
**ActiveLearn** Home Resources Assessment Planning Resource search 🔍 🛒 27 Help Admin My Account

**Activity Reporting | Bug Club** 


Class: [v] Test: [v] Last 3 months [v] [Allocate Book Bands](#) Export

Pupil name	Book band	Number of books completed	Number of quizzes completed	Green quizzes ?	Amber quizzes ?	Red quizzes ?
<a href="#">Aeris Taylor</a>		1	8	88%	13%	0%
<a href="#">X Taylor</a>		3	3			

Class data allows you to identify student engagement and accuracy with responses to comprehension questions.






**ActiveLearn** Home Resources Assessment Planning Resource search 🔍 🛒 27 Help Admin My Account

**Activity Reporting | Bug Club** 

[← Back](#) Test [←](#) [Aeris Taylor](#) [→](#) Last 3 months [v] Title search 🔍

**Aeris Taylor** [Re-allocate](#) [Allocate Book Bands](#)

Title	Product	Genre	Book Band	Quizzes (sort by order in book)	Opened
 <b>Bumblebees, Sweets and a See-Through Stomach</b>	 Independent	Poetry	<b>Lime A</b>	<div style="display: flex; gap: 5px;"> <div style="border: 1px solid green; border-radius: 50%; padding: 2px 5px;">TAC</div> <div style="border: 1px solid green; border-radius: 50%; padding: 2px 5px;">LFE</div> <div style="border: 1px solid green; border-radius: 50%; padding: 2px 5px;">RT</div> <div style="border: 1px solid green; border-radius: 50%; padding: 2px 5px;">LFE</div> <div style="border: 1px solid green; border-radius: 50%; padding: 2px 5px;">LIT</div> <div style="border: 1px solid green; border-radius: 50%; padding: 2px 5px;">INF</div> <div style="border: 1px solid green; border-radius: 50%; padding: 2px 5px;">INF</div> <div style="border: 1px solid green; border-radius: 50%; padding: 2px 5px;">RT</div> </div> <div style="text-align: center; font-size: x-small;">Inference</div>	 21/05/2022 14:58

By hovering over each area, it will identify the strand for each question the student has been asked.

Individual data allows you to identify specific areas that students would benefit from with more support.

The Progress and Assess Reading Progression map is an effective way to collate and monitor student progress against key areas of the National Curriculum. Utilising the codes from questions within the book evidence can be gathered against each skill area and strand.

Pearson Primary Progress and Assess Reading Progression Map			Year 3, terms 1, 2 Brown A
Child's Name _____			
Skill area	Strand	Objective	
Literal Comprehension (LIT)	Literal Comprehension (LIT)	With support, explain the main idea of a paragraph or page they have just read. Example: In a non-fiction text about different environments, child can explain that deserts have become hotter because of global warming in response to the question: 'What does this page tell you about how deserts have changed?'	
	Literal Comprehension: Sequencing (SEQ)	Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. Example: When prompted and guided by teacher, child is able to sum up key points of a story briefly and without much unnecessary detail, or to give a more detailed summary including details as well as main points.	
	Information Retrieval (IR)	Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. Example: When asked to find the word 'break', child finds the letter C in the dictionary and finds the correct word, and reads the definition aloud. Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions. Example: When asked to explain where bananas grow, child uses a map, photo and caption as well as text to find relevant information.	
	Accuracy (ACC)	Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question. Example: In the context of a story, child can work out what pronouns 'they' and 'their' refer to in the sentence: 'Before supper, they gave the horses their food.'	
Inference (INF)	Making Inferences (INF)	Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'. Example: In a story, child can identify that 'I think my village is the best place in the world to live' is an opinion. With support, make inferences, such as inferring characters' feelings and motives from their actions. Example: Child can answer questions such as: 'Why did Caroline slam the door?' How was she feeling?' when answer is not stated in the text.	
	Prediction (PRED)	Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story. Example: In a story in which a very scruffy pirate goes to sea on a very tidy ship, child can predict that the pirate might become more tidy and give a reason for this prediction.	
Responding to the Text (RT)	Personal Response and Evaluation of Text (PERS)	Copy a modelled reading of a poem with predictable expression or, after rehearsal, follow simple stage directions for how to read lines of a play. Example: After hearing an adult read a simple poem with a whispered final line, child can read the poem whispering the final line.	
	Performance (PERF)	Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. Example: Child can discuss interesting word, e.g. 'terrifying' and, in answer to the question: 'Why is this a better choice than "scary"?' can explain that 'terrifying' sounds scarier.	
Language for Effect (LFE)	Literary Language (LANG)	With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. Example: With some support, child can think of an alternative word for a word in the text, and say which word they think is the better one to use in that case.	
	Vocabulary Development (VOC)	Has read or heard a variety of myths and legends and can explain some of the key features of these. Example: Child can identify that myths are often about gods and other supernatural beings.	
Themes and Conventions (TAC)	Range of Texts (RGT)	Identify some ways in which structure and presentation contribute to meaning. Example: Child can identify written instructions by commenting on presentational devices such as numbered lists.	
	Text Structure (STRUC)		

Examples of how students can demonstrate this objective

Clear links to the focuses in the National Curriculum

Each text in Bug Club is not only aligned to age/phonics phase/reading recovery for fluency and accessibility. Each text has comprehension questions throughout to check for students' understanding.

Bug Club bug opens up comprehension questions linked to the text.

Text that is matched to students' reading level—lots of books feature well-known characters and engaging themes.

At this higher book band level, the 'read to me' option has been hidden; however, this can be reactivated by the class teacher.



On Blood Island, pirates from all over the world were gathering for the annual Pirate of the Year Awards.

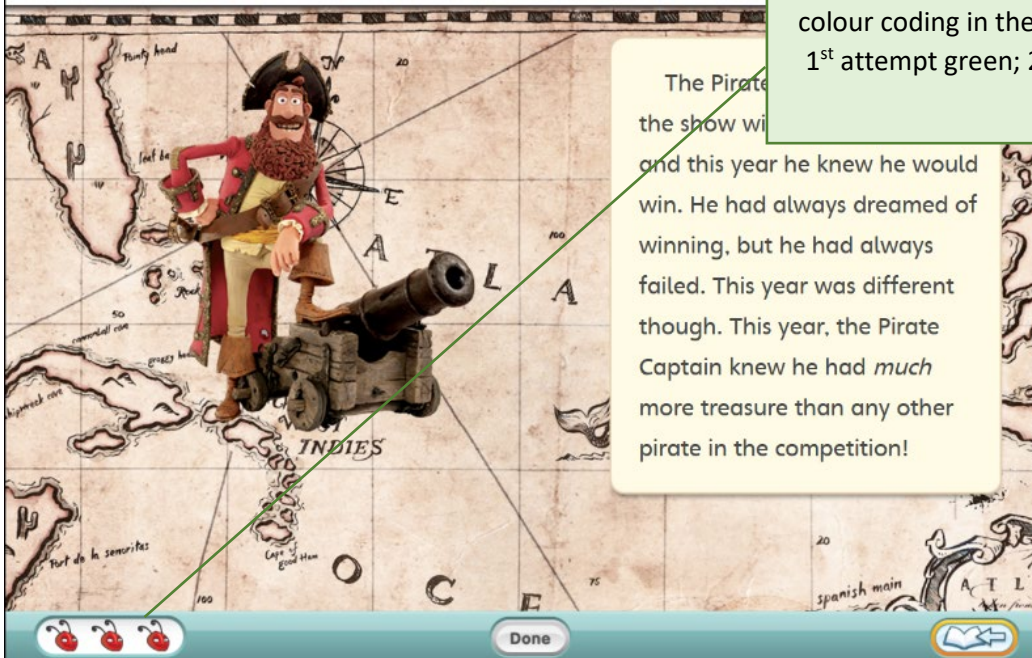
The Pirate Captain was at the show with his trusty crew, and this year he knew he would win. He had always dreamed of winning, but he had always failed. This year was different though. This year, the Pirate Captain knew he had much more treasure than any other pirate in the competition!

As the Pirate Captain and his crew sat down at their table, one of the crew asked, "Please can Polly come out now?"

"Best not; she's still tired from the trip," replied the Pirate Captain.

He was lying. Not long ago, a scientist had told the Pirate Captain that Polly was not a parrot, but a rare and valuable dodo. The Pirate Captain had then secretly sold Polly the Queen of England in exchange for more treasure.

Which word shows that the Pirate Captain had a loyal crew?  
Click on one word.



The Pirate Captain knew he had *much* more treasure than any other pirate in the competition!

Done

This identifies the number of attempts students have at the question being asked. It relates to the colour coding in the individual analysis—correct on 1<sup>st</sup> attempt green; 2<sup>nd</sup> attempt amber; 3<sup>rd</sup> attempt red.

## How might a Bug Club catch-up session look?

It is important that students' individual needs are identified and supported through the use of the materials. Following the structure provided by the EEF, we can diagnose using the running record to identify the correct book band for each individual. We can then implement a carefully designed session using the ebooks and then monitor through careful observation and assessment during and after sessions/sequence of sessions.



Here is a suggested outline of how this might look. This session is working on the principle of a one-to-one session. Suggestions for how it might be adapted for small groups have been identified at key points in the plan.

<b>Before the session: Diagnose</b>	Use the running record to establish the correct book band level for the student based on the accuracy of the miscue analysis.	
<b>During the lesson: Implement</b>	<b>5 mins</b>	<p>Introduce the ebook—talk about the cover, allow students to make predictions about the text</p> <p>Talk through the inside cover to identify any key ideas or prior knowledge the student might need.</p> <div>For small groups, encourage students to discuss with their classmates and share their understanding.</div>
	<b>15 mins</b>	<p>Ask the students to read the book aloud to you as the teacher. Pause at key point to check for understanding—check that student's fluency with the specific text is sufficient for them to establish an understanding of the text.</p> <p>Use Bug Club questions through the bug heads to check comprehension—allow the student to answer independently to gain an accurate understanding of their level of comprehension.</p> <div>For small groups, encourage students to read independently and ask individuals to read aloud to you. Students should have their own devices to answer comprehension questions on.</div>
	<b>5 mins</b>	Ask the student to review the text and reflect on their own thoughts about the book—if the book has not been completed during the time, ask them to predict next steps.
<b>Follow up</b>	Students can be allocated the same ebook to read at home alongside a new book at the same level (or the band below to build confidence) to further consolidate learning.	
<b>Monitor</b>	Use the data system embedded in Bug Club to monitor students' achievement in relation to the skill areas and strands.	

The extensive range of text types, familiar characters and style of ebook means that tapping into students' interests can be easily achieved. When planning a session, knowledge of the student can be hugely advantageous in allocating books that the student will readily engage with. If the student is engaged, they are more likely to be successful, and that success can help build confidence in reading which can help students make accelerated progress.

A specific Bug Club session may look like the example below.



<b>Before the session: Diagnose</b>	<p>A year 5 student has been miscued using the running record, and their fluency rate has been identified as being at Grey A. There is a need for focus on developing inference skills so a narrative text has been chosen: <i>Dog Alert</i>. This text has also been chosen because the student has an interest in animals.</p> 	
<b>During the lesson: Implement</b>	5 mins	<p>Introduce the ebook— talk about the cover: <i>What might the story be about? What are the dogs doing? Do the dogs look tame?</i></p> <p>Talk through the inside cover to see the inspiration for the story.</p>
	15 mins	<p>As the text is quite long, it is unlikely the student will complete it in this session. Read Chapter 1 and complete the Bug Club questions as you go. At the end of the chapter, ask the student to predict what might happen next. Ask: <i>How is Zoe feeling? Do you think she feels at home where she is?</i></p> <p>Read Chapter 2 and complete the Bug Club activities. Check back on the predictions made at the end of Chapter 1 and ask the student: <i>How does Zoe feel about dogs? How does she feel about them now?</i></p>
	5 mins	<p>Ask the student to make predictions about the next part of the story. Establish expectations for independent follow-up—read Chapters 3 and 4 at home and complete Bug Club activities.</p>
<b>Follow up</b>	<p>Assign <i>Dog Alert</i> for the student to read at home/independently.</p> <p>Also assign <i>Pet Finders</i> to support students with consolidating wider reading based on previous interests identified.</p> 	
<b>Monitor</b>	<p>Use the data system embedded in Bug Club to monitor students' achievement in relation to the skill areas and strands.</p>	

## **Delivering catch-up with Bug Club**

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As a catch-up programme, Bug Club can easily be delivered by a teacher, teaching assistant, parent or accessed independently by students. The careful matching of the text levels to the student's stage of development and fluency, as well as the carefully planned comprehension questions embedded within the ebook, means that a highly effective intervention can be achieved with minimal training for staff. The monitoring of students' responses to questions through the class and individual tracking system means that areas of strength and further development can be quickly identified. If the session is to be delivered by an adult, it is beneficial for them to have engaged with the text first to ensure they can pre-plan some questions to develop understanding of the story and comprehension skills.