

BUGCLUB



At SHMPS we subscribe to an online reading programme called 'Bug Club', to hook the children into a lifelong love of reading.

Every child from Reception to Year 6 has an allocation of books based on their current book band to read and answer questions to show their understanding.

Once a book has been completed, another book will 'drop' into your child's allocation. However, the books will only record as being completed when all the questions have been answered.



Bug Club forms part of homework expectation.

To access Bug Club, your child will need to type the following link into the log in page: www.activelearnprimary.co.uk

- They will also need their username and password (which are the same as for TT Rockstars).
- The school access code, which is 977r

Once logged in, the children can choose to personalise their home screen by using the 'My Home' tab at the top of the page



Reading - KS1

Information for parents



READING
is to the
MIND
what exercise
is to the
BODY
READ

Reading at Smawthorne

Throughout the curriculum children are exposed to books and literature to develop a 'love of reading'. From EYFS through to Year 6, children are encouraged to actively use the reading areas and read for pleasure.

Teaching approaches

Small group Guided Reading is completed in every class with a whole class approach being introduced towards the end of KS1.

Small group Guided Reading

In a small group session, a class of children are split into groups of 5 or 6 where 2 groups will read with an adult whilst the remaining groups complete reading or phonics based tasks. The whole class sessions give every child the exposure to age related texts.

Whole Class Guiding Reading

The children are expected to become fluent readers, at an instructional level and develop a good comprehension of text. Class teachers read to the children and assess a child's understanding through discussion and deeper questioning. We use the reading VIPERS and CORE 4 within school to support the curriculum strands.

Children have visited Castleford Library. More visits are planned for both KS1 and KS2 children.



The love of reading is evident all around school and the children have text rich environments to read in.



Diary date:

The BIG RED BUS will be visiting us in March to help celebrate 'World Book Day'. We will send out more information once the date is confirmed.

How we encourage reading

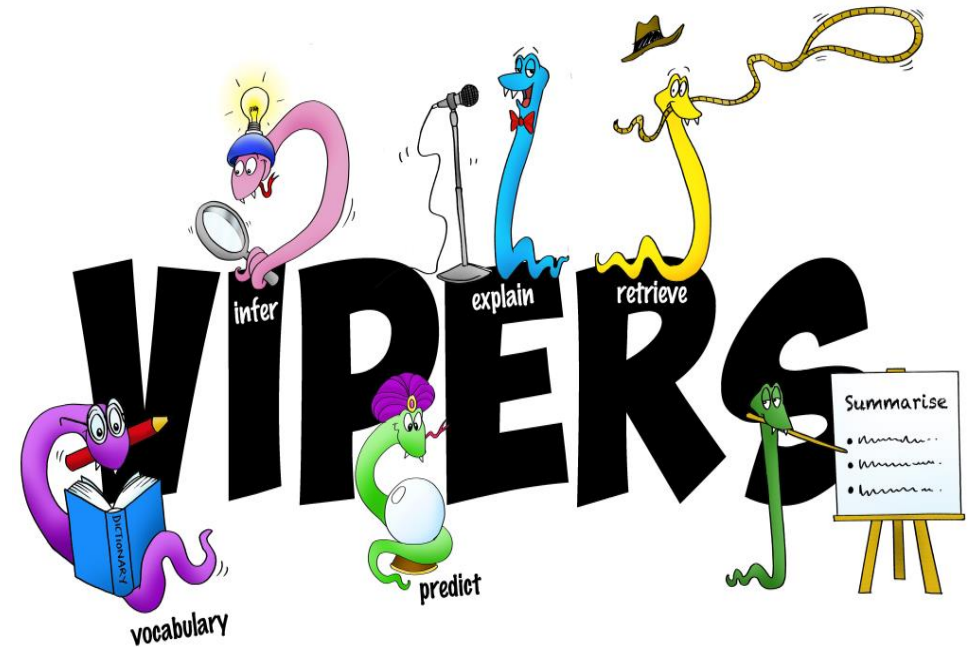
Throughout the year we promote reading in many ways including: celebrating World Book Day, inviting the 'Big Red Book Bus' into school, library visits, book swaps and the use of Bugclub. Our learning environments are rich in books and the children use these daily; we encourage quiet and shared reading in all classrooms.



We had fun celebrating the annual World Book Day where the children swapped books and are already making plans for this year's event.



Some of the wacky places our children like to read.

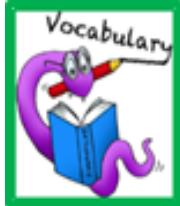


The VIPERS and CORE 4

Throughout school, we use the Literacy Shed VIPERS in reading lessons, so that the children can recognise the aspects of reading that they are working on. These are underpinned by the National Curriculum framework. You may hear your child refer to these when you read with them.

To become a successful reader your child needs to show that they are able to use the CORE 4 skills effectively, which are: Predicting, Questioning, Clarifying and Summarising, at an age appropriate level. These essential skills are promoted through the VIPERS.

The VIPERS explained



Vocabulary - Draw upon knowledge of vocabulary in order to understand the text.



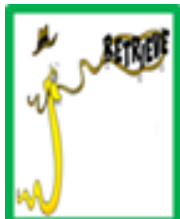
Inference - Make inferences from the text.



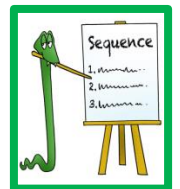
Predict - Predict what you think will happen based on the information that you have been given.



Explain - Explain your preferences, thoughts and opinions about the text



Retrieve - Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.



Sequence - Sequence the key events in the story.



READING AT HOME REWARDS

Remember children are rewarded for reading at home. In class, stamps will be awarded each time a child has read at home.

For every 25 times that they read, the children will receive a certificate and for every 50 times read they will receive their certificate during our Celebration assembly on a Friday. In addition, for every certificate awarded in assembly a bookmark will be presented.

When a child has read 250 times they will receive the Diamond Certificate and will be able to choose a book from a range of novels to keep.

Thank you for your continued support and remember a whole new world can be found inside a book!

BUGCLUB



If you go on Bugclub, note this in your planner so that you receive a stamp.



Summarising - helps the reader remember the important parts of the text. (In KS1 the children are encouraged to sequence events in readiness for learning to summarise in KS2.)



- Who...?
- What...?
- When...?
- Where...?

And most importantly **WHY?**

Question stems to help your child:

Can you number these events 1-5 in the order that they happened?

What happened after.....What was the first thing that happened in the story?

Can you summarise in a sentence the opening/middle/end of the story?

In what order do these chapter headings come in the story?



How to support your child

Having linked the CORE 4 and VIPERS, here you will find some tips and examples of how you can promote the reading skills your child needs to become a successful reader.

Predicting -activate your mind!



- Encourage your child to use what they have read or clues from the illustrations to make connections. This will help them to think about what might happen in the text.
- As new evidence occurs allow your child to change their predictions as you read on.
- Link your own or your child's life experiences to the book.

Question stems to help your child:

Why do you think...

What made you think that...

Look at the book cover/blurb, what do you think this book will be about?

What do you think will happen next? What makes you think this?

How does the choice of character or setting affect what will happen next?

What is happening? What do you think has happened before? What do you think will happen after?

What do you think the last paragraph suggests will happen next?

Questioning - keeps the reader involved



- Ask questions to help your child understand what has been read.
- Question the text as it is read to seek out a clear meaning and link ideas together.
- Is there any information that doesn't agree with what your child already knows?
- Are there any ideas that don't fit together?



Question stems to help your child:

Tell me more...

Who is your favourite character? Why?

Why do you think all the main characters are girls in this book?

Would you like to live in this setting? Why/why not?

Is there anything you would change about this story?

What kind of text is this?

Who did...?

Where did...?

When did...?

What happened when...?

Why was.... feeling....?

Why did..... happen?

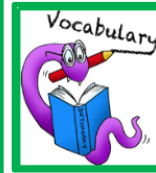
Why did say....?

Can you explain why.....?

How does make you feel?



Clarifying - improves understanding!



YOU MUST CLARIFY WHENEVER YOU:

- Read a word you don't understand.
- Find that a sentence does not make sense.
- Meaning-Stop and think about what you have already read- **ASK**- Is this a feeling, noun, verb, a positive or negative thing, etc.
- Substitute - try replacing the word. Try it out and rethink if necessary.
- Visualise- Make a picture in your head.
- Link-Try to connect the text to another book, what you know about the world, or to something you have experienced.
- Chunk -Look for little words inside big words, prefix and suffixes.
- Definitions-Look for a comma following an unfamiliar word. Sometimes the author will give the meaning after the comma.

Question stems to help your child:

What does the word..... mean in this sentence?

Find and copy a word which means.....

What does this word or phrase tell you about...?

Which word in this section do you think is the most important? Why?

What kind of text is this?

Do you like this text? What do you like about it?