

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 - KS2

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.

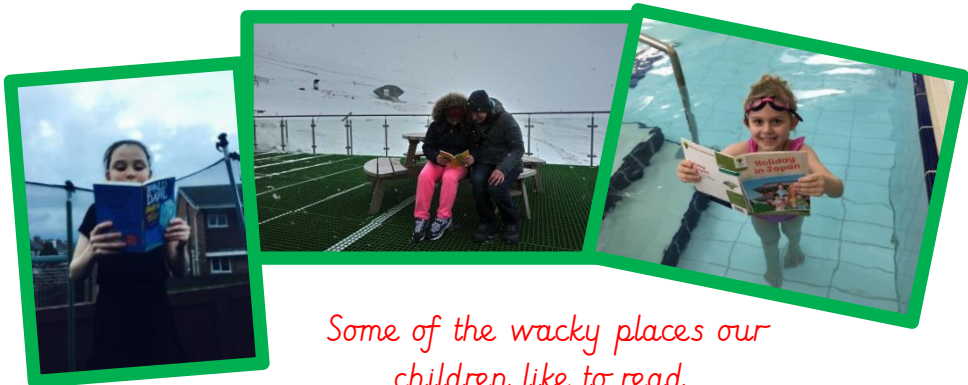


How we encourage reading

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.

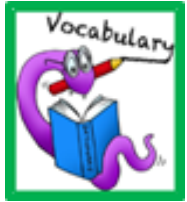


The VIPERS and CORE 4

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 - Find and explain the meaning of words in context.



Inference - Make and justify inferences using evidence from the text.



Predict - Predict what might happen from the details given and implied.



Explain - Explain meaning through content, choice of language, text themes and patterns and overall experience.



Retrieve - Retrieve and record information and identify key details from fiction and non-fiction.



Summarise - Summarise the main ideas from more than one paragraph.



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.



- Quick recap that includes the 5Ws
- Who...?
- What...?
- When...?
- Where...?
- And most importantly **WHY?**

Question stems to help your child:

Can you tell me the main reason/idea?

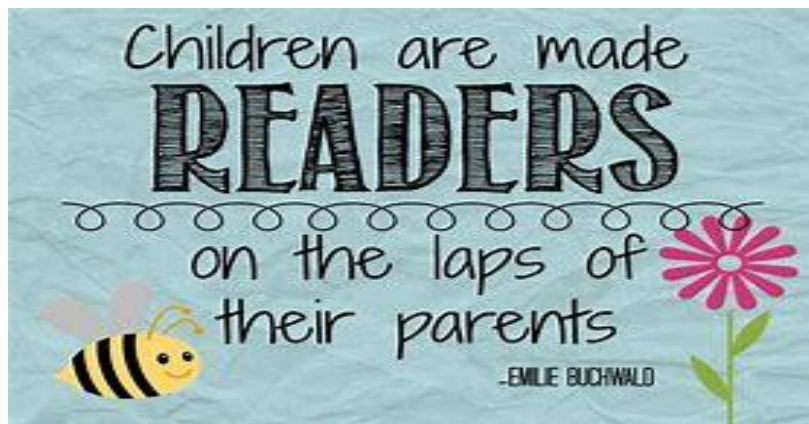
Can you number these events 1-5 in the order that they happened?

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...

From the cover, what do you think this text is going to be about?

What is happening now? What happened before this?

What will happen after?

What does this paragraph suggest will happen next?

What makes you think this?

Do you think the choice of setting will influence how the plot develops?

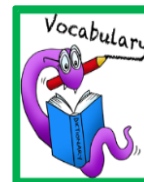
Do you think... will happen? Explain your answer using evidence from the text.

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?

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,

