

At Tweseldown Infant School we use a reading programme called Bug Club Phonics. Key information about the scheme and how you can support your child is detailed below:

Learning to read

We have chosen to use the Bug Club Phonics programme to help your child learn to read. The programme follows an approach of learning to read by blending the sounds associated with the letters a child sees.

All the books in Bug Club Phonics have been finely-levelled to ensure that all children can read books at exactly the right level for them. There are also online

versions for every printed title and a personalised website for each child. Children will bring home books that match the sounds they have been taught during their Phonics sessions in school.

We change the phonetically decodable books once a week. This gives you the opportunity to read and reread the text with your child and help them to consolidate their phonics learning. We ask for your cooperation in caring for the books and returning them weekly so that we can issue your child with their next book. We will continue to build our library of decodable reading texts but need every book returned before new ones are issued.

Before and during reading

1 Say the sounds

h b f f f
l l s s

2 Blend the sounds
Say the sounds, then the word.

t - u - b, tub
h - o - p - s, hops
f - i - ll, fill
m - e - ss, mess

3 Read the tricky words
I into

Point out the tricky bit of the word (e.g. the 'o' in 'into' sounds /oo/) and then blend the rest.

Meet the Alphablocks

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.

Talk together

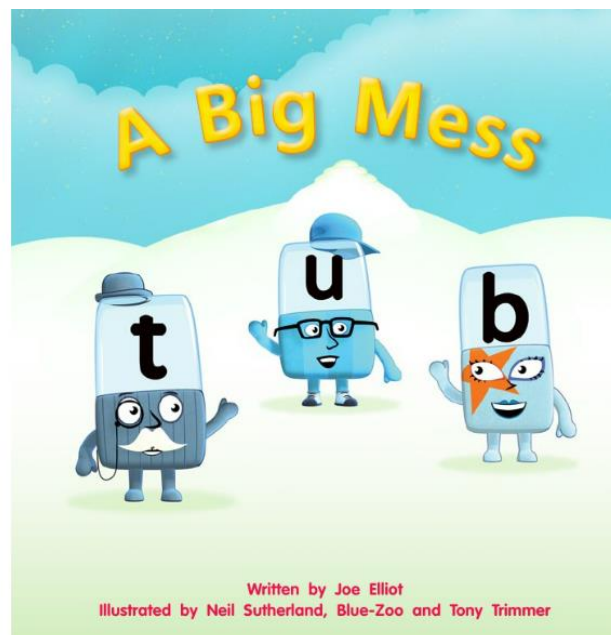
Ask the children to read the title and look at the cover picture. What kind of mess do they think the story will be about? Ask if they have ever made a mess at bath time. What happened?

Vocabulary check

On page 3, check that the children realise that 'tub' is another word for 'bath'.

While you read

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
- On page 5, what do the children think is going to happen next? Turn the page to see if they were right!
- On pages 6-7, encourage the children to read the text and speech bubbles with lots of expression.
- On pages 6-7, ask the children to find O. Which character is he looking at? (F) What do the children think he is going to do?



Using the printed books

Inside the cover of every Bug Club Phonics printed book, there are activities to help you make the most of reading with your child.

Inside the front cover: there are suggestions of activities before your child starts reading, such as saying the sounds and practising blending them to make words, as well as strategies whilst your child is reading to you; for example, checking their understanding of the story or information on the page.

Inside the back cover: the activities here are to help your child consolidate what they have read and increase their fluency.

After reading

Story comprehension

- How do the Alphablocks make a bath appear? (They make the word 'tub'.)
- What goes wrong in this story? What causes the problem?
- How do the Alphablocks solve the problem?
- Do the Alphablocks have fun in the bath in the end? What do they do in the bath?
- Do the children have fun playing in the bath? What kinds of things do they like to do?

Picture detective

Ask the children to find an objects in the pictures that contain the:

/b/ sound (bath, bubbles)

Follow up

Speedy reading

Return to the words on the front inside cover (section 2) and check children can sound out and blend these words confidently. Ask them to practise reading them until they can read them quickly. Do the same for the tricky words (section 3).

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.

Don't necessarily do all of these activities – just those that your children need.

Reading online

If you have access to an internet connection, your child can enjoy reading Bug Club Phonics books online as well as in print. Each child has a unique homepage and can log into it by following these steps:

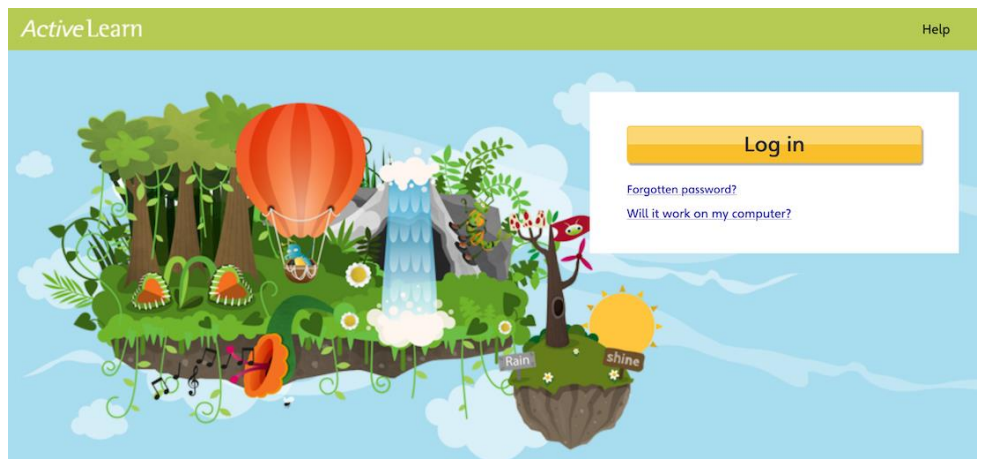
Go to
www.activelearnprimary.co.uk

Enter the login details.

Your child's homepage will appear.

Please ask your child's class teacher for their details.

We allocate books to your child according to their reading levels. These books will appear in the 'My Stuff' area of their personal homepage.



Sound pronunciation guide: click on the bug icon to hear some of the phonemes (sounds) in the book.

Read to me: after your child has had a go at reading the book, you can click on this to hear the text read out loud e.g. to help your child with giving expression.



Quiz question: click on the second bug icon within the book to answer a question designed to reinforce your child's learning. Their teacher will receive information about attempted questions.

When your child has finished the book, clicked on the phoneme pronunciation guide and attempted the quiz question, they will earn 'ActiveLearn Coins'. By reading more books, your child will earn enough coins to 'buy' a reward in one of the many reward schemes. When your child has finished a book, it will move to 'My Library'. Children can read these books again if they want to, or they can choose new books from 'My Stuff'.



Sharing reading: Our top Tips

When sharing a book with your child, try to take opportunities to talk about the book - before, during and after reading.

Before reading:

1. Find a comfortable spot to 'read' with your child. Leave your phone in another room so you're not distracted and... turn off the TV.
2. Look at the book cover and talk about your child's expectations. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?

While reading:

1. Support your child when unknown words need tackling: you can sound them out, split them into syllables, or identify suffixes and prefixes (the bits at the beginning or the ends of words e.g... 'ly').
2. Remind your child to listen to the words while reading them, to make sure that they make sense.
3. Have a 'meaning check' every now and again to ensure that your child understands the text.
4. Use pictures, initial sounds, and the context to help your child to work out what the word could be. Give them clues E.g. 'is there something in the picture that could help you guess that word that starts with 's'?'
5. Don't forget to reread the whole sentence to ensure it makes sense.

After reading the book:

1. Talk about the book. What was it about? Did it match your child's expectations?
2. Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling.
3. Then ask your child to explain what the best and worst bits of the book were, and why.