



BUG CLUB

Thursday 3rd March 2.45pm

“Reading is fundamental to education. Proficiency in reading is vital for pupils’ success. Pupils who find it difficult to learn to read are likely to struggle across the curriculum. This is why the government is committed to continuing to raise standards of reading for all.”

(DfE, Reading Framework: January 2022)

Why?

- Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement, wellbeing and success in life.
- Children do not just 'become' readers and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation.
- Pupils need to learn early on before the wider curriculum depends so much on reading.

(DfE, Reading Framework: January 2022)

Covid-19

The Department for Education (DfE) recognises that extended school restrictions have had a **substantial impact** on children's learning and they are committed to helping pupils make up learning they have lost because of the pandemic. As **reading is so important** for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential. Reading also offers important **emotional benefits**.

We have to take it into account but it wouldn't be fair to use Covid-19 as a reason our children cannot read.

What is phonics?

- Children are taught to read by breaking down words into separate sounds (**segmenting**). They are then taught how to **blend** these sounds together to read the whole word.

c-a-t cat d-o-g dog f-i-sh fish b-ear-d beard

NB. Tricky words cannot be sounded out.

High frequency words are to be read by sight.

- We teach a 20 minute session of Phonics each day. Children need to follow this up with regular practice at home.
- This was Letters and Sounds but now Bug Club phonics.

Book bands

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2				white		

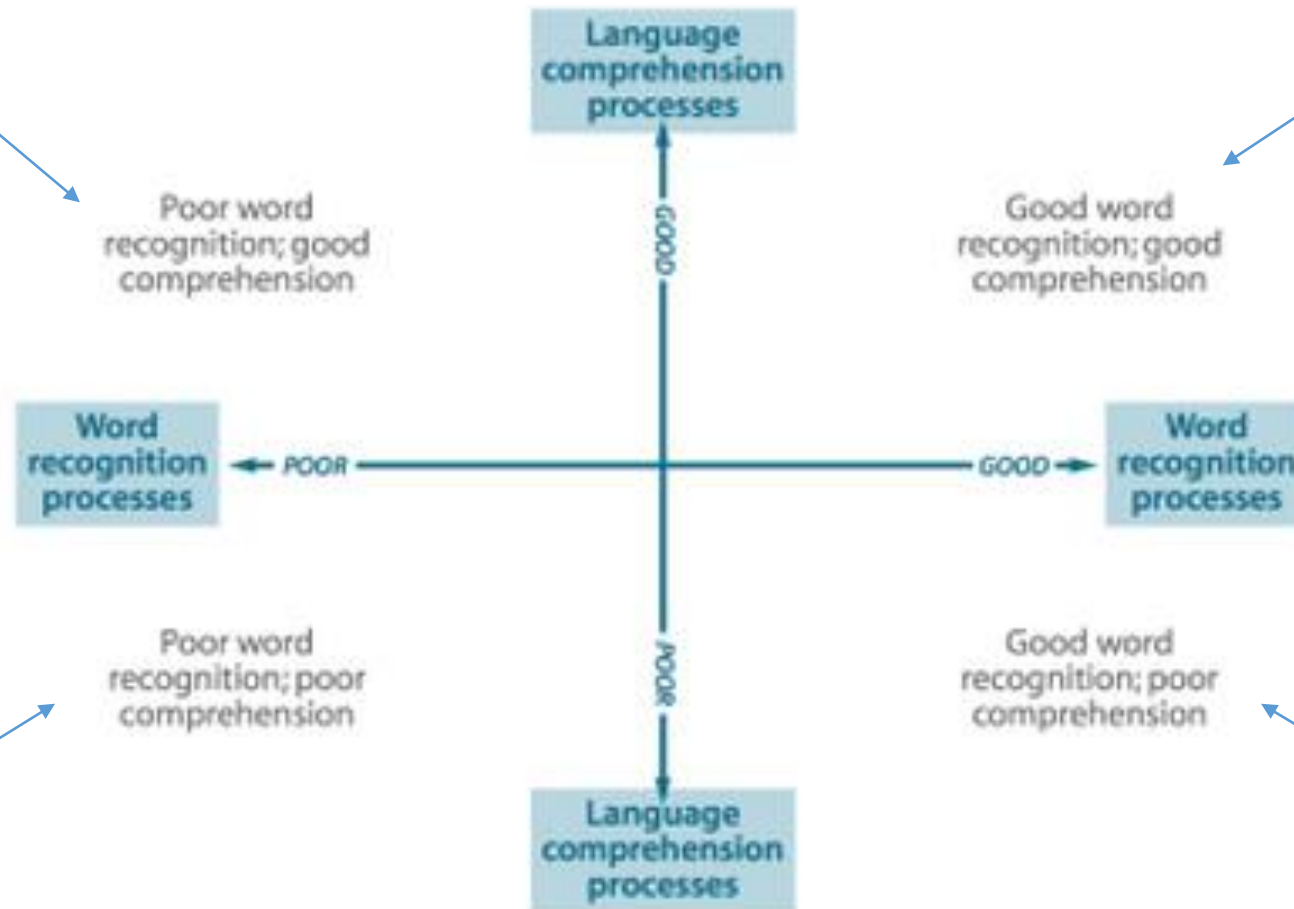


No child should read books with sounds in they have not yet learnt, from September 2022.

Word Reading vs Understanding

Are they practising enough?

This is where we want children to be.



Is extra support required?

Is it a race?

Assessment

- Year R is continuously assessed 1-1 with teacher/LSA and child.
- Year 1 take part in a phonics screening check in the Summer Term.
- Year 1 - Year 6 children are formally assessed each term (autumn, spring, summer). In between teacher assessment.
- Children begin to question, offer comments, make links, predict, use punctuation, use expression, feel emotion, develop an opinion etc when reading for meaning.
- Around 90 words per minute is a good indicator of when children 'start to read with sufficient fluency to focus on their understanding'.

Phonics Screening Year 1

Why? The government introduced its statutory phonics screening check in September 2011 for all children in Year 1 during the same week in June. The check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills at an appropriate standard. It does not aim to assess reading comprehension.

What? Each child will complete the check on a one to one basis with a familiar adult. This is usually their class teacher. The check takes approximately 10 minutes. The check contains 40 words and is a combination of 20 real words and 20 nonsense words. The children have to sound out and blend each word. The nonsense words are included because they are the 'the purest measure' of decoding ability. Because they have no meaning (in English), they allow for specific assessment of how well children can use their knowledge of phonics.

How? By the end of the summer term you will receive a letter, usually within your child's report, informing you of your child's results and whether they have met the standard threshold. Children who do not achieve the expected level will retake the test when they are in year 2 and will receive extra support.

Bug Club

Go to www.activelearnprimary.co.uk

Log in with details on your letter (username, password and school code)

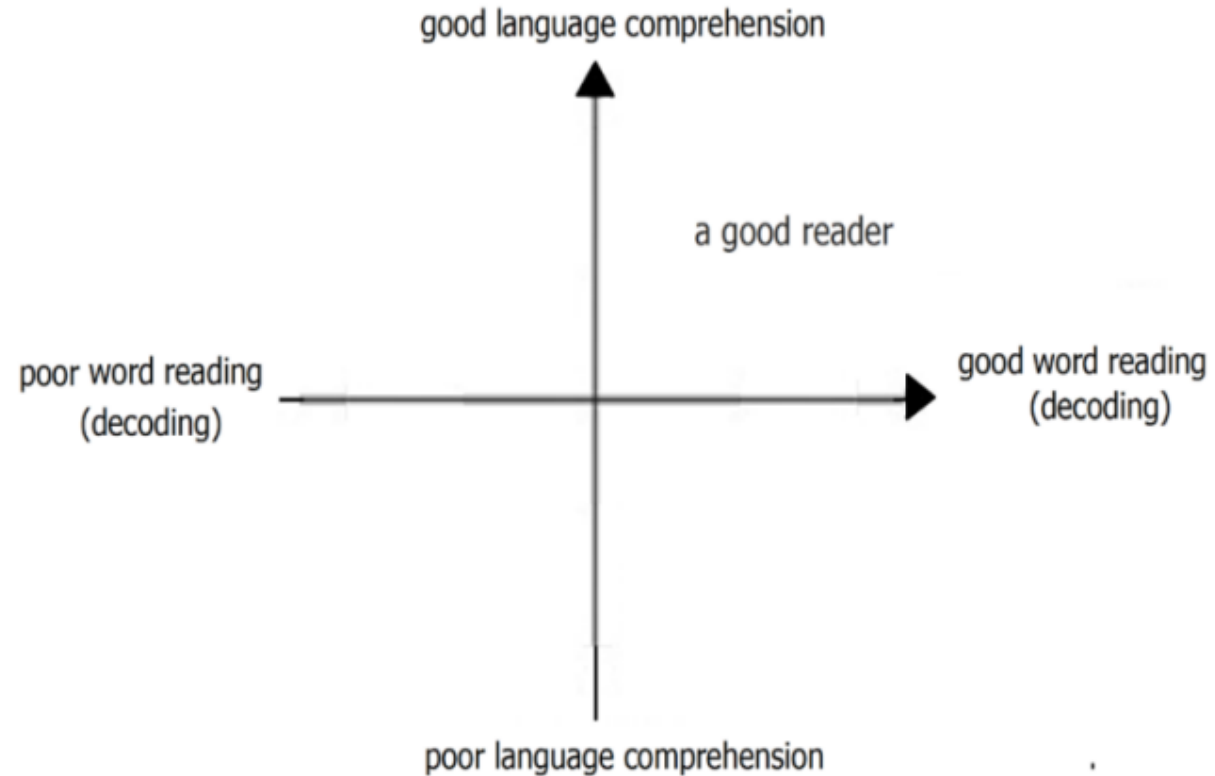
Support at home

- Non negotiable but you need a balance. Create a healthy routine. Stick to it and it'll become a habit.
- If children do not practise reading enough, they fail to make sufficient progress. Three house points for 3+ reading a week.
- Read the same thing twice, three times, four times is needed. On each re reading, their familiarity with a story deepens and, with that, comes a greater emotional engagement. When children ask for a story to be re-read, in effect they are asking for another chance to explore the language, the characters and their feelings, and to relive the emotions they felt on the first reading. They hear the same words read in the same way and gain a sense of comfort in knowing what follows. They wait for their favourite bits, ready to join in or ready to be scared, even when they already know what happens. Their attachment to the story equips them to retell it and, when they have learnt to read, encourages them to read it for themselves.

What do we want for our children?

Children need both good language comprehension and good word reading to become good readers.

Figure 1: The knowledge of a good reader



Questions

- Technology
- Touching books (mechanical vs enjoyment)
- Comprehension
- Free readers
- Volunteers to help readers