

# Early Reading Meeting

Key Stage 1 - January 2022

# What do we want for our early readers at Lime Tree?

- ▶ To promote and encourage a lifelong love of reading
- ▶ To develop an interest in and love of books, encouraging children to become attentive listeners and independent and reflective readers
- ▶ To be able to read a variety of different words using their phonetic knowledge and feel confident to have a go

# Systematic Synthetic Phonics

- ▶ Phonics is one method of teaching children how to read and write.
- ▶ Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.
- ▶ Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.
- ▶ Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.
- ▶ Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

# Blending and segmenting

## Blending

- ▶ Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word - used when reading. E.g. 'c-a-t' is blended to 'cat'

## Segmenting

- ▶ This is the opposite of blending (see above). Splitting a word up into individual sounds - used when spelling and writing. E.g. cat is c-a-t
- ▶ These processes are the reverse of one another. Children need to be able to do both in order to read

## So what?

- ▶ Bug Club Phonics is the reading programme that Lime Tree uses to help teach your child to read
- ▶ Children access Phonics sessions every day to increase their reading and writing ability
- ▶ During Phonics sessions, children are introduced to new sounds (phonemes) and the way to write these (graphemes)
- ▶ Children also receive a weekly language session which helps children with tricky words

# What are tricky words?

- ▶ Tricky words are those words that are partially decodable but sound different to how they look

e.g. he, she, said, the, of, I, go, was

- ▶ Not all the word is tricky, just part of it.

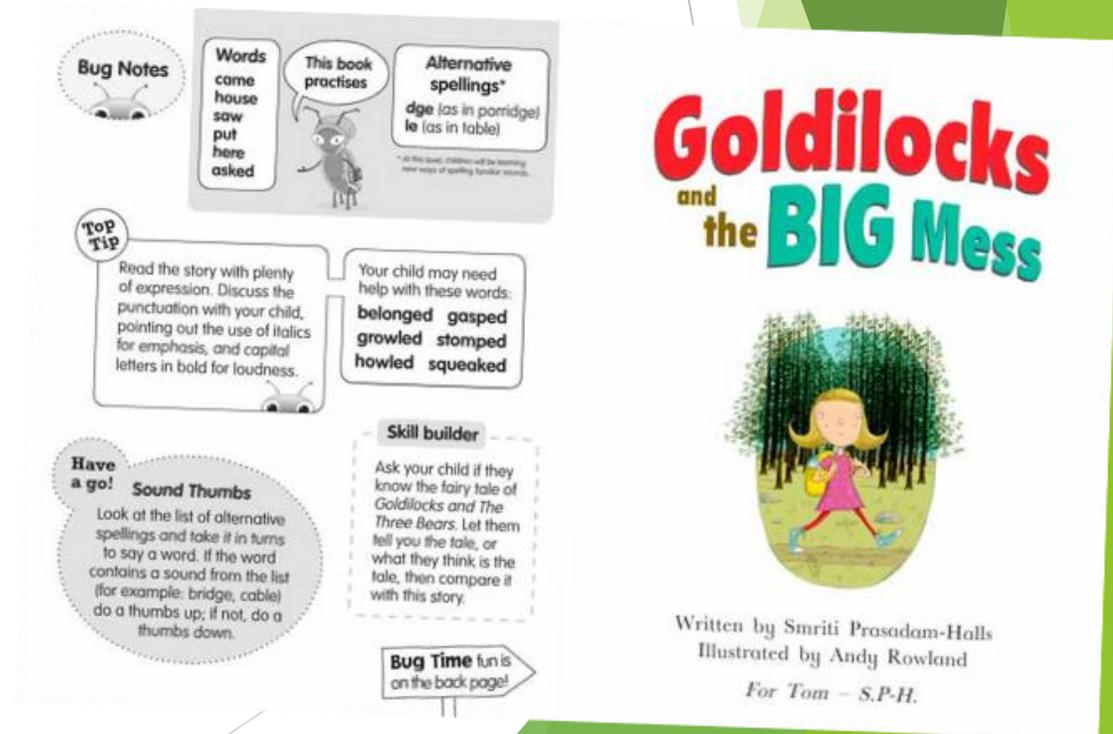
# Bug Club Books



- ▶ Every grapheme taught in a Phonics session has book/s with that grapheme in, to allow children to practise applying reading that grapheme
- ▶ They also contain the tricky words your child has learned in Language Sessions
- ▶ These are allocated to your child on ActiveLearn (the BugClub website) at the end of the week, allowing them to practise the graphemes they have learned that week in the context of a book
- ▶ There are also fun reading and spelling games for each grapheme that will be allocated weekly. Please encourage your child to play these as well as reading the book/s they have been allocated

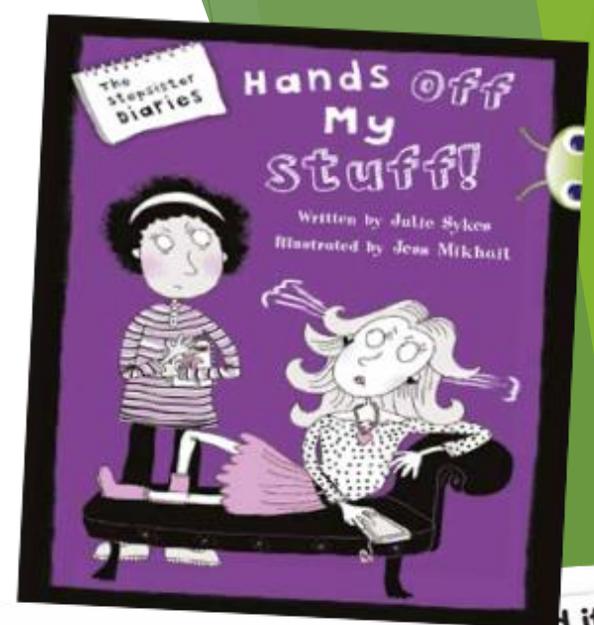
# Reading with your child

- ▶ Notes for parents on the inside front covers
- ▶ Practise high-frequency words and sounds that appear in the book with your child
- ▶ Don't worry if your child struggles on the tricky words
- ▶ You can use the games and questions for discussion with your child



# Using the Bug Club eBooks

- ▶ After reading:
- ▶ Children's activities on inside back covers
- ▶ Play the games to encourage your child to read back through the book
- ▶ There are ideas for making or drawing things

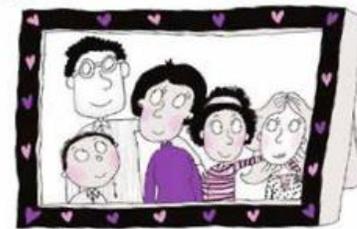


"It's not," I agreed. "Not if you follow the guide."

Tara looked confused. "I'll show you later," I said. "It's not quite finished yet."

I would show her, but right now Mum had the frying pan out and my stomach was telling me that it had missed breakfast. One fried egg sandwich later, I went upstairs to add my final tip to my guide before showing it to Tara.

HUG YOUR STEPSISTER **LOTS**  
HUGS ARE A THOUSAND TIMES BETTER  
THAN WORDS — UNLESS YOU'VE BROKEN  
HER PHONE.



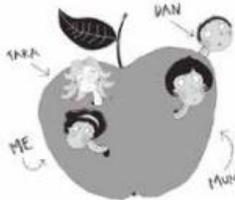
**Find it!**  
What happened when Lily bit into a cherry tomato? Have you ever had a snack attack?

## Share it!

### Freaky pictures!

Look at the illustrations in the book. Many of these are funny drawings of Lily's thoughts during a day with her family, e.g. Mum's eyes bulging like a tree frog, or the fireworks of anger fizzing around Tara.

Write about a day when lots of things happened to you and your family or friends. Add drawings to show how you were feeling or what you were thinking at the time. Make your drawings as weird, funny or as freaky as you like, and then share them with someone who was there on the day. Do they recognise some of the events in your story?

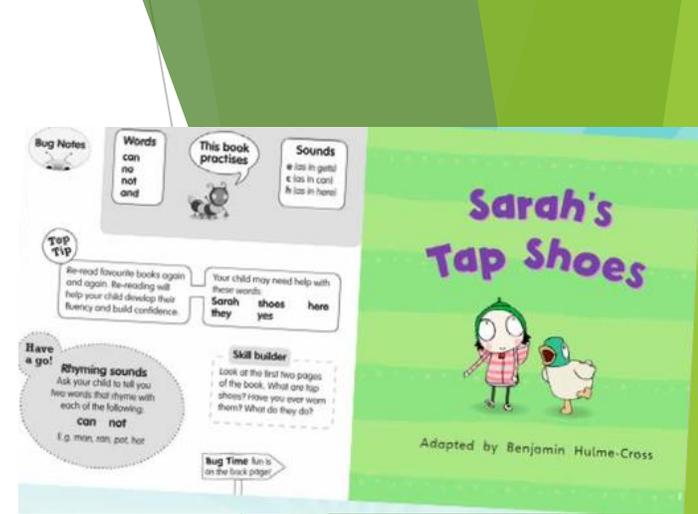


## Want to know more?

How many other books can you find that include a diary written by one of the characters?

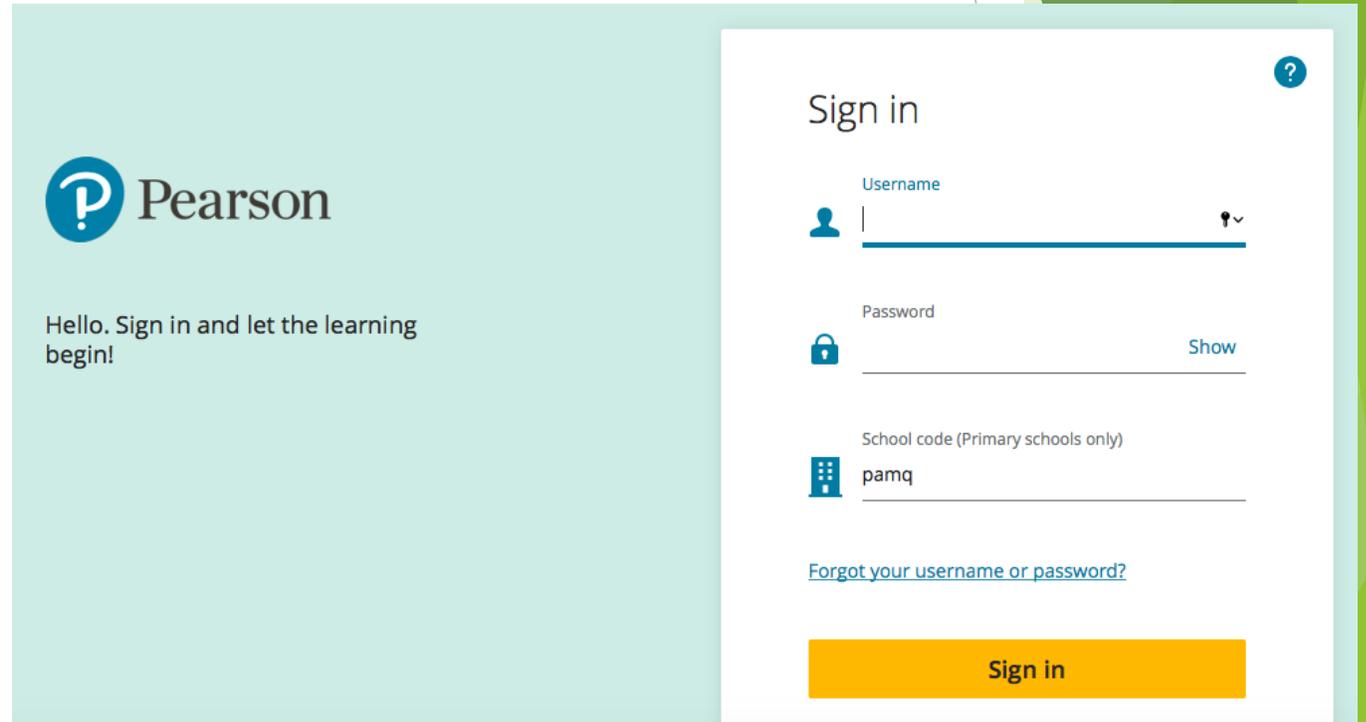
# Why are we using eBooks?

- ▶ Your child can enjoy reading books on screen and completing fun quiz questions found in the eBooks
  - ▶ Click on the bug's face to access these!
- ▶ The quiz questions will help the children practise their reading skills, such as blending a grapheme or retrieving information
- ▶ The EYFS and KS1 eBooks are also audio-books, so children can enjoy hearing an expressive reading of the story



# Accessing the eBooks

- ▶ Each child has their own login details to the ActiveLearn Platform which hosts Bug Club. They can read their eBooks here



 Pearson

Hello. Sign in and let the learning begin!

**Sign in**

Username

Password  [Show](#)

School code (Primary schools only)

[Forgot your username or password?](#)

**Sign in**

# A child's homepage

- ▶ Your child will see their eBooks and games in “My Stuff”
- ▶ We will allocate eBooks according to your child's reading level
- ▶ Your child can have multiple eBooks in My Stuff at any one time



# Reading an eBook

- ▶ Look at the inside front cover notes and activities with your child
- ▶ Read the book and, where they appear, click on the bug icons to open the quiz questions
- ▶ Your child can come back to their books at any time to finish the quiz questions



**Before and during reading**

**1 Say the sounds and look at the new spellings**

/w/	wh	/f/	ph
-----	----	-----	----

**2 Blend the sounds**

wham	when
whist	whizz
whee	whack
dolphin	alphabet

**3 Read the tricky word**

oh
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Point out that the 'oh' sounds /oʊ/.

**Story comprehension**

Ask children to look at the cover.

- Ask children what they think this story is going to be about.
- Flick through and ask children if they have played any of the games in the book.
- Why do they think the book is called 'What a winner'?

**Vocabulary check**

Check that children understand the meaning of the following words: chess, contest. Explain that whist is a game you play with a pack of cards.

**Reading the story**

- Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- When you get to page 8, check that children understand that the black king is a piece on a chess board.
- Model reading words like 'whee', 'whizz' and 'wham!' with lots of expression. Encourage children to do the same.

More than one syllable? Blend one syllable at a time, e.g. dol/phin, al/pha/bet.

A cartoon character with a speech bubble, located at the bottom right of the 'Before and during reading' section.

**What a Winner!**

An illustration of a boy sitting on the floor, playing a card game. He is holding a card and looking surprised. There are other cards and a small board on the floor around him.

Written by Teresa Heapy  
Illustrated by Jess Mikhail

# Playing the language games



- ▶ Playing these games counts as reading!

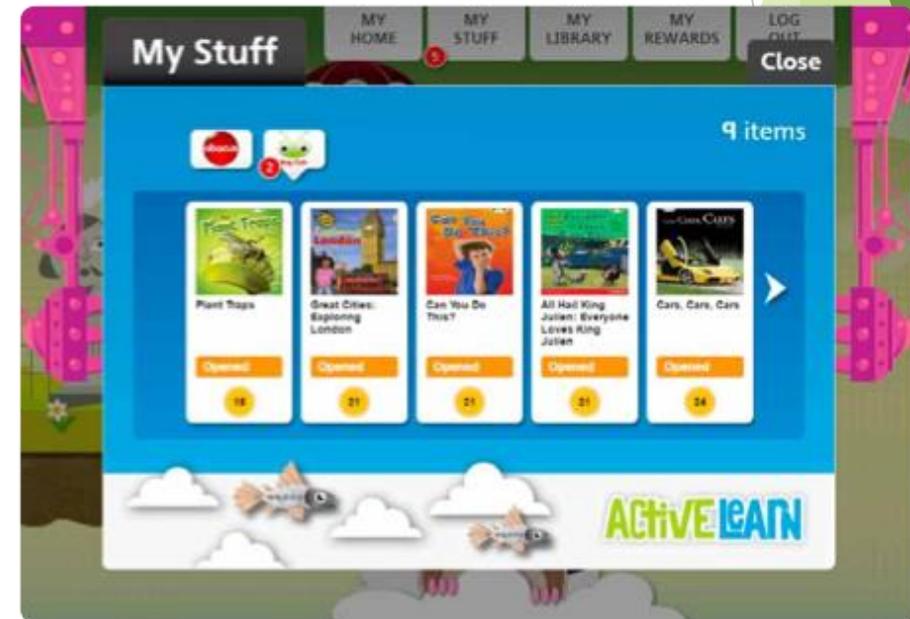
# Rewards

- ▶ When your child has finished all of the quiz questions in an eBook, they will gain some coins
- ▶ When they have read a few eBooks, they will have enough coins to gain a reward
- ▶ They can spend their coins in one of the multiple ActiveLearn reward worlds on games, items for their treehouse etc.



# My Library

- ▶ When your child has finished an eBook, the eBook will move to My Library where they can read it again, if they want to
- ▶ We recommend that each book is read three times
- ▶ They can choose a new eBook from 'My Stuff'



# Getting the most out of the eBooks

- ▶ Encourage your child to attempt all quizzes
- ▶ Your child's teacher can track their progress and help them with types of quiz questions they struggle with by building these into lessons
- ▶ Allow your child to read a favourite eBook again to build their confidence and stamina - this will lead to a 'storyteller' voice

# Effects of parents and schools

- ▶ The younger a child is, the stronger the impact of reading with a parent. At age 5 it has 5 times the impact of school! At 11 it is about the same strength as school.
- ▶ Research shows that parental engagement has a significant impact on children's ability - the more you read with your child, the better they get

# Fluency

- ▶ Fluent decoding allows us to understand what we read. This is because a fluent reader is more accurate and speedy in their reading. They can read many words ‘at a glance’. This is only achieved through re-reading texts and practice
- ▶ As children gain fluency, their motivation increases, they start to enjoy reading more and are willing to do more of it
- ▶ In Year 1, children are considered fluent if they can accurately read an age appropriate text at 60 words per minute
- ▶ In Year 3, this rises to 90 words per minute

# Expectations for Home Reading

- ▶ Please read with your child **at least three times a week**
- ▶ Log this in their yellow Reading Record
- ▶ Encourage them to read widely! BugClub eBooks are their ‘bread and butter’ and we want them to experience a wide range of text types and authors, so favourite books, comics etc that you share together are great too.
- ▶ Encourage your child to read each Bug Club eBook **three times** to develop confidence, fluency and their ‘storyteller voice’
- ▶ Keep practising Tricky Words
- ▶ If you have no access to a device, please let your child’s teacher know and they will make alternative arrangements for you

# Expectations for Home Reading

## ▶ Accelerated Reader

- ▶ This is Lime Tree's offer for children who have 'graduated' from Bug Club and finished their Phonics program of learning
- ▶ Children bring home a physical book based on their ZPD to read independently, although we still encourage them to read to an adult
- ▶ Children complete a 5-10 question quiz on their book in school when they have read it and can choose a new book from the library

## ▶ MyOn

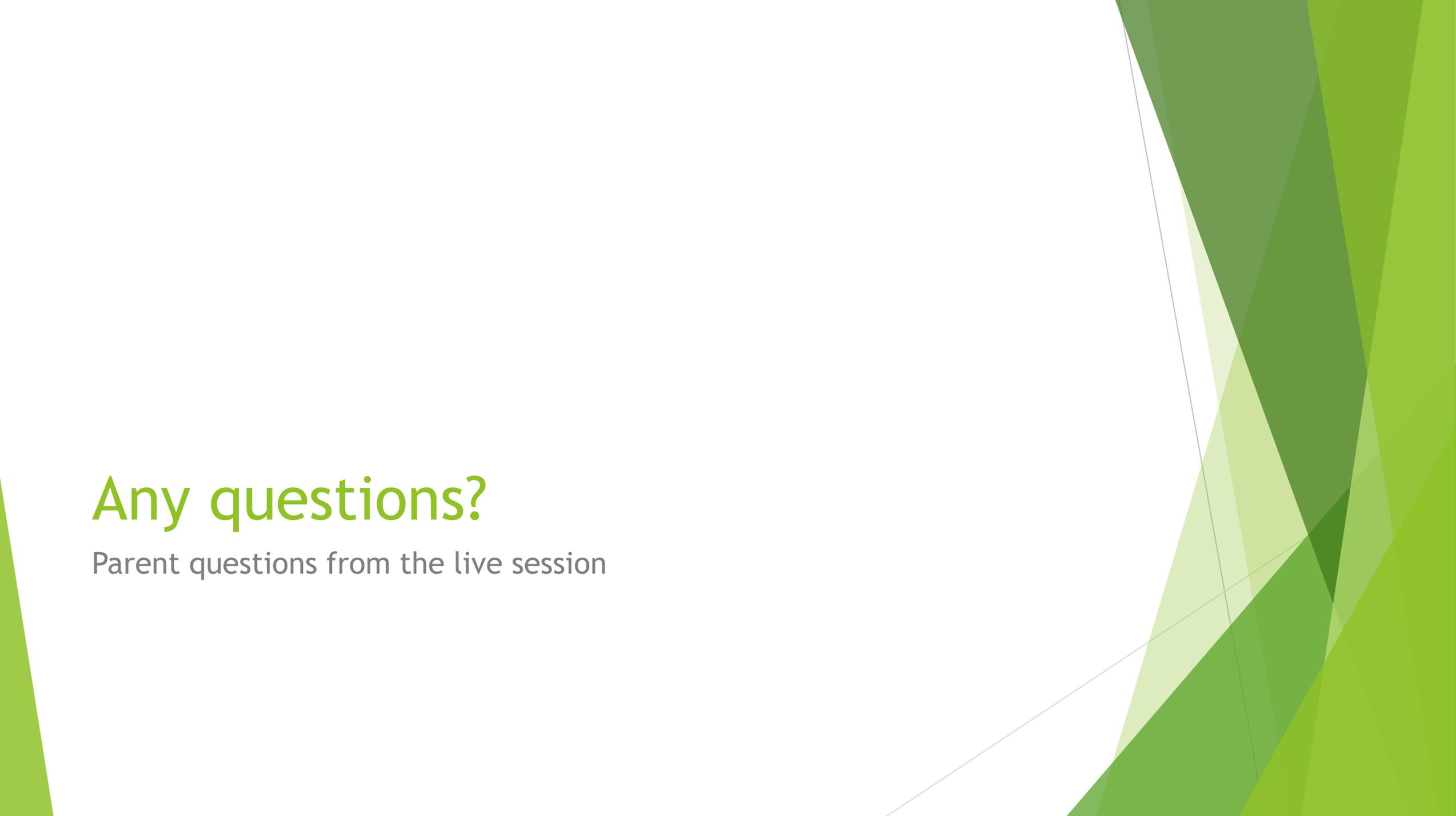
- ▶ This is an online library of thousands of books that your child can choose from
- ▶ Linked to Accelerated Reader, so children can complete quizzes on these too

# Expectations for Home Reading

- ▶ If your child accesses Accelerated Reader and/or MyOn, they should still read **at least three times a week at home**
- ▶ Please log this in their yellow Reading Record
- ▶ You can support your child by asking questions to get them thinking about what they have read in new ways. Your child's teacher can provide you with a list of these if you would like one

# Going forward...

- ▶ Your child will sit their Phonics Screening Check in June
  - ▶ This consists of real words and nonsense words to assess children's phonic accuracy and decoding skills
- ▶ Children who pass the Phonics Screening Check complete the Phase 6 Phonics programme in Year 2
- ▶ Children who do not pass the Phonics Screening Check will require extra Phonics teaching
  - ▶ This is an intervention called Rapid Phonics, which works in a similar way to Bug Club, with books linked to the graphemes your child is learning at the time

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The rest of the slide is plain white.

# Any questions?

Parent questions from the live session

### **If my child is on Accelerated Reader, do they need to access Phonics Bug eBooks?**

If they are already on Accelerated Reader and MyOn, these should be your child's main reading activities. They don't *need* to access the Phonics Bug eBooks, but it can be helpful for them to practise the graphemes being taught in class using these to make sure they are completely embedded, which will have a positive impact on your child's fluency and enjoyment when reading Accelerated Reader and MyOn books. It also helps with their spelling choices when writing. Your child may enjoy the games and activities on the ActiveLearn platform more than reading the eBooks however, so if this is the case, please encourage them towards the games instead of the eBooks in order to practise using that week's graphemes.

### **Are all children in the class getting the same work?**

Children are being taught the same sounds, however work is pitched at your child's level.

### **How will we know our child's reading level?**

Children will be assigned books on ActiveLearn (Phonics Bug) platform, on a Friday. The books assigned to your child are at their reading level. If your child is finding this too easy or difficult, please note this in your child's yellow reading record or speak to your child's class teacher.

### **Do the teachers look at the yellow reading record?**

Yes, teachers do look in the yellow reading record. They will speak to you if you have noted any concerns about your child's reading. The highlighted day in your child's yellow reading record is when your child will read with their class teacher.